

Information skills in the school: engaging learners in constructing knowledge

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Steps in the process

- Did I fulfil my purpose?
- How did I go - with each step of the information process?
- How did I go - presenting the information?
- Where do I go from here?

Steps in the process

- What is my purpose?
- Why do I need to find this out?
- What are the key words and ideas of the task?
- What do I need to do?

Information skills

- Students should be able to:
- relate the task to their learning
 - clarify the meanings of the words of the task
 - identify and interpret key words and ideas in the task
 - state the task in their own words
 - work out the parts of the task.

Information skills

- Students should be able to:
- review the extent to which the end product meets the requirements of the task
 - assess their use of this process in completing the task
 - examine strengths and weaknesses in specific information skills
 - identify increases in knowledge
 - set personal goals for the further development of information skills.

Steps in the process

- What will I do with this information?
- With whom will I share this information?

Information skills

- Students should be able to:
- identify the requirements of different forms of presentation
 - consider the nature of the audience for the presentation
 - select a form and style of presentation appropriate to the audience and the content of the material
 - prepare the presentation
 - present the information.

Assessing

What did I learn from this?

Quality Teaching

Defining

What do I really want to find out?

Quality Teaching

Locating

Where can I find the information I need?

Quality Teaching

Selecting

What information do I really need to use?

Quality Teaching

Presenting

How can I present this information?

Quality Teaching

Organising

How can I use this information

Quality Teaching

Steps in the process

- Have I enough information for my purpose?
- Do I need to use all this information?
- How can I best combine information from different sources?

Steps in the process

- What do I already know
- What do I still need to find out?
- What sources and equipment can I use?

Information skills

- Students should be able to:
- recall relevant information and skills from previous experience
 - recognise strengths and limitations of current knowledge and decide whether additional information and/or skills are needed
 - limit an investigation to a manageable size
 - identify possible sources (people, organisations, places, print, electronic materials, objects)
 - recognise the relative worth of sources
 - select the best of these sources to use
 - locate sources and appropriate equipment
 - use appropriate equipment
 - record details of sources that are used.

Steps in the process

- What information can I leave out?
- How relevant is the information I have found?
- How credible is the information I have found?
- How will I record the information I need?

Information skills

- Students should be able to:
- begin to analyse the usefulness of each source
 - use key words to locate potentially useful information within sources
 - skim each source for information
 - identify information that has links with the task
 - assess and respect privacy and ownership of information
 - decide what to do about deficiencies within information
 - decide whether information is closer to fact or opinion
 - assess the credibility of sources which express opinion
 - identify inconsistency and bias in sources
 - devise a system for recording and synthesising information
 - summarise information
 - record quotations and sources of information.

Information skills

- Students should be able to:
- review the purpose of the task
 - combine the information into larger units of information
 - combine the units of information into a structure
 - review the structure in light of the purpose of the task
 - adjust the structure where necessary.

