Information skills in the school:

engaging learners in constructing knowledge

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Steps in the process

- of the information process?
- How did I go presenting the information?

Defining

What are the key words and ideas of the task?

Steps in the process

Assessing

What did I learn

from this?

Quality Teaching

Presenting

How can I present

this information?

Quality Teaching

What is my purpose?

· What do I need to do?

· Why do I need to find this out?

What do I really want to find out?

The Information

Process

(ISP)

Organising

How can I use

this information

Locating

Where can I find the information I need?

Quality Teaching

Selecting

What information do I really need to use?

What sources and equipment can I use? Information skills

· What do I still need to find out?

Information skills

Steps in the process What do I already know

Students should be able to:

relate the task to their learning

state the task in their own words

work out the parts of the task.

clarify the meanings of the words of the task

• identify and interpret key words and ideas in the task

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

http://www.curriculumsupport.education.nsw.gov.au/schoollibraries/index.htm

- 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.

- Did I fulfil my purpose?
- How did I go with each step
- · Where do I go from here?

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.

Information skills

Students should be able to:

- review the purpose of the task
- combine the information into larger units of information

from different sources?

Steps in the process

purpose?

Have I enough information for my

Do I need to use all this information?

How can I best combine 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.

