

# “I’m A Life-Long Learner” ....The Information Process is an Adventure

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This is a resource covering the Information Literacy side of things!

### Check out also:

Information Literacy Overview and Levels

[http://www.in2edu.com/downloads/index.htm#information\\_literacy](http://www.in2edu.com/downloads/index.htm#information_literacy)

Information Literacy Wall Display

[http://www.in2edu.com/downloads/index.htm#information\\_literacy](http://www.in2edu.com/downloads/index.htm#information_literacy)

General ICT Starter Kit, 3-5 year plan resources

[http://www.in2edu.com/downloads/index.htm#ict\\_administration](http://www.in2edu.com/downloads/index.htm#ict_administration)



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## How to...

Information Process	Thinking	Possible Actions/Strategies	Ongoing Actions /Strategies
<p><b>1. Set Scene</b> The Launch Pad, thinking about where to go, defining</p>	<p><b>Questions</b> What do I know about this? Firstly, Do I need to read a simple summary of the topic to give me some background information? How does the topic relate to people, to me, to the world we live in?</p>	<p>Talking with others Thinking about possible topics Browsing the Library catalogue Brainstorming Skimming or scanning a table of contents, book (pictures), encyclopedia Using general sources for overview of possible topics Discussing Tolerating uncertainty Writing down the ‘big hairy’ questions Thinking about Keywords Choose a broad topic Get an overview of the topic Contemplating assignment Comprehending Task Relaxing and thinking Relating prior experience and learning Considering possible topics/tasks</p>	<p>Concept map: build and modify this throughout the process Reflect constantly on your progress... do I have enough for the next step in the process? Use de Bono thinking hats</p>
<p><b>2. Targeting Selecting &amp; Finding.</b> Topic/Task Selection developing main focus. Do we have a map? And how will we move?</p>	<p><b>Questions</b> What is the Topic for research or task? Do I have an essential question to investigate? Have I balanced the criteria of personal interest, project requirements, information available, and time allotted? How much time is available for this project? How long does it take to complete each of the tasks required? How much time can be applied to each task? Do some tasks require more care and attention than others? Can some tasks be rushed? What type (age) of audience am I aiming to present my topic to? Is it possible to complete the project in the time available?</p> <p><b>Information Selection Questions</b> How should the plan be changed to match the time and resources? Where will I Locate &amp; access my sources/information? What source will be best to use first, second..? Who has done the best work on this subject? Which group may have gathered the best information? Which medium (Internet, CD-ROM, electronic periodical collection, scholarly book, etc.) is likely to provide the most reliable and relevant information with optimal efficiency? Which search tool or index will speed the discovery process? What can I read, hear, see, and touch?</p>	<p>Discussion with peers/teacher/expert Using Internet or CDRom Search of library Formulate questions to guide research Writing more questions... choosing the big questions that fits selected topic, writing questions that explore a topic Using reference collection Predicting outcome of choices Making a survey of notes Choosing a particular focus while discarding others, or combining several themes to form one focus Narrow the topic Predicting outcome of possible choices Choosing topic with potential for success Determine range of sources Find information</p>	
<p>STOP &amp;</p>	<p><b>Questions</b></p>	<p>Locating relevant information</p>	



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<p><b>CHECK</b> <b>Do I have enough accurate information?</b></p> <p><b>3. Exploring Organising</b> (investigate information on the general topic) Collection (gather and organize information on the focused topic) Now we’re on the way finding things as we go</p>	<p>Does my information fit my questions? How do I make sense of these bits and bytes and pieces? What does all this information really mean? How can I rearrange what I have gathered so that some picture or new insight emerges? What needs to be eliminated or reversed or modified in order to make better sense of my findings? What is still missing? Can any information be regrouped or combined in ways that help meaning to emerge? Can I display this information or data in a way that will cast more light on my essential question? Have I answered the questions? What information do I not need?</p> <p><b>Information use</b> Engage (read, view, etc.) Extract info Synthesise Organise</p>	<p>Reading to become informed Taking notes on facts and ideas Find, analyze and evaluate sources Using keywords/questions to find information Search of various types of materials, i.e., reference, periodicals, nonfiction, and fiction Using indexes Requesting assistance of librarian, expert, others Evaluate evidence, take notes, compile bibliography</p>	
<p><b>4. Presenting</b> We’ve got there and we’re telling others about our adventure</p>	<p>Questions What is the best way to present my information, my conclusions (evidence), and answers to big questions? Who am I presenting to? What tools can I use to present with? Is my message clear? Who can I ask to preview my presentation before I present? Is my presentation balanced, setout well; is it too busy or too simple?</p> <p>Choosing method: Artistic (music, art), poster, folder presentation, internet site, brochure, chart, ring binder, pocket sleeves, paper, multimedia presentation, acting/drama, speech, video, digital camera, OHP, tape Recorder etc (can choose combination of above)</p>	<p>Establish conclusions/organize information in outline Create and present final product</p>	
<p><b>5. So What Evaluating</b> (of outcome/ process) What was our adventure like?</p>	<p><b>Questions</b> What worked well? What would I do next? What would I change next time? What was the audience feedback like?</p> <p>Judge the product Judge the process</p>	<p>Rechecking sources for information overlooked Writing notes that another researcher would use to take your research on further or fill in gaps un your information Keeping books until completion of writing to recheck information</p>	



## Information Sources

Where can I go for Information?

### Primary Sources

These allow the learner to access original and unedited information. A primary source requires the learner to interact with the source and extract information

- Person
- Interview (phone, video or chat conference)
- E-Mail contact
- Event
- Discussion
- Debate
- Community Meeting
- Survey
- Artifact
- Observation of object (animate and inanimate)

### Secondary Sources

These are edited primary sources, second-hand versions. They represent someone else's thinking.

- Reference Material
- Book
- CD Rom
- Encyclopedia
- OHP Presentation
- Multimedia Presentation
- Drama, play
- Art
- Periodical
- Magazine
- Newspaper
- Audio Tape
- Video Tape
- TV

### Primary or Secondary

- Internet Web Site
- Graph, chart, diagram, table

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## How Good is Your Information?

Try to get a variety of sources so that you can check one against another... check out these Tick items, make a note, or circle the best choice.

<b>Checking Source/Author Authenticity/ Content</b>			
	<b>Books/Periodicals/ Magazines</b>	<b>Internet Sites</b>	<b>Experts</b>
<b>Author</b>	<input type="checkbox"/> What credentials do they have? 1,2,3 <input type="checkbox"/> What level of expert are they? 1,2,3 <input type="checkbox"/> What information is available about the author/expert that gives you their background? 1,2,3 <input type="checkbox"/> Is there a way of contacting them? Yes/No		
<b>Date of Publication</b>	<input type="checkbox"/> When was it first published?		
<b>Edition or Revision/ Currency</b>	<input type="checkbox"/> When was it last revised or edited? Recently/Months Ago/Within 2 years/Over two years ago		
	<input type="checkbox"/> Does up-to-date information make a difference for your project? Not at all/A little/Lots		
<b>Publisher/ Supporter/ Advertising</b>	<input type="checkbox"/> Are links mostly up-to-date? Yes/No		
	<input type="checkbox"/> Is the publisher well known? Yes/No <input type="checkbox"/> Does the publisher specialize in the area? Yes/No	<input type="checkbox"/> Have other Internet sites with good reputations made links to this one? Not at all/A little/Lots <input type="checkbox"/> Do the sponsors or advertisers on the site influence the content? Not at all/A little/Lots	
<b>Accuracy</b>	<input type="checkbox"/> When you compare the information to other sources does this source seem to give you quality information? 1,2,3 <input type="checkbox"/> Has this person or source been given any awards? Not at all/A little/Lots		
		<input type="checkbox"/> What domain is preferred? (.edu, .gov, .org, or .net, .nz, .au etc)	
<b>Evaluative Reviews</b>	<input type="checkbox"/> Have other experts have reviewed this source? Yes/No		Any referees who vouch for them? Yes/No
<b>Coverage</b>		<input type="checkbox"/> Are there restrictions on viewing information? (not limited by fees, browser technology, or software requirement) Yes/No <input type="checkbox"/> How do search engines rate this site? 1,2,3	
<b>Intended Audience</b>	<input type="checkbox"/> What group or groups was this intended to be read/seen by?		
<b>Objective Reasoning /Writing/ Voice Style</b>	<input type="checkbox"/> When they give opinions are they backed up with supporting reasons? Not at all/A little/Lots <input type="checkbox"/> How persuasive do they try to be? Not at all/A little/Lots <input type="checkbox"/> Do they seem reasonable? Not at all/A little/Lots <input type="checkbox"/> Does they use some absolute words (like "always" or "never")? Not at all/A little/Lots <input type="checkbox"/> Does they use superlative words (like the "best" or "worst")? Not at all/A little/Lots		
<b>Presentation</b>	<input type="checkbox"/> Is well set out? 1,2,3 <input type="checkbox"/> Index or Contents available? Yes/No	<input type="checkbox"/> Is it well set-out? 1,2,3 <input type="checkbox"/> Is it easy to navigate around the site? 1,2,3 <input type="checkbox"/> Search available on the site? Yes/No <input type="checkbox"/> Site Map/Contents available? Yes/No <input type="checkbox"/> Good download speed for the site Yes/No	<input type="checkbox"/> They spoke clearly? 1,2,3 <input type="checkbox"/> Shows interest and enthusiasm for the topic? 1,2,3
	<input type="checkbox"/> Is a bibliography or acknowledgement of sources included? YES / NO		



# “I’m A Life-Long Learner” ....The Information Process is an Adventure

## Scaffolding Information Literacy Skills

**Many of the following ideas will work across a range of skills you are seeking to develop in pupils.**

Give them the knowledge of what they will be learning. Talk about the learning. Use the “terms” as you talk to them. Realise that a mixture of “skill based sessions” short repetitive bursts as well as integrated “real life” application and learn are important.

### Information Muscle Sessions

Practice with short skill sessions, theatre sports for modelling thinking and learning. Make sure that you do these within topics that there is already some background knowledge (i.e. hard to create good FAT questions on a topic you know nothing about).

*Example for creating FAT questions:* I am interested in “elephants”. What FAT questions can I ask? i.e. How could living in a zoo change the way an elephant lives? What are ten main differences and similarities between an Indian elephant and an African elephant? What are ten main differences and similarities between an Indian elephant and a sea elephant?

*Example for developing keyword skills:* On the topic of “Could an African elephant survive in the times of mammoths?” i.e. elephant, mammoth, survive, weather, climate, prehistoric, temperature, adaptive features etc.

*Example for main ideas:* Show a series of pictures/photographs. For each picture get pupils to offer a “main idea” of what the picture is about. Note that you are looking for the “subject” of each picture.. what is the focus point that the person who took the photograph had in mind?

### Online Activity

There are a range of websites with online interactive activities. As time goes on many more of these “learning objects” will be coming online.

### Paper and Book Resources

Don’t ignore these. Information literacy skills need to be practised across a range of media so that the skills are generalised. It gives variety to the skill building that you are doing.



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Questions, Questions, Questions

Adapted Bloom’s Taxonomy 1956

1. **FAT Questions** (Big FAT Hairy Questions—the search for truth, making connections and “wondering”)
2. **Supporting Questions** (Build on and flesh out the FAT Questions)

**Use: how, what, why, where, when, with whom**

1. How... procedural questions
2. What... a listing of relevant items
3. Why... cause/effect questions
4. Where... questions regarding location
5. When... questions of timing
6. With... Whom a listing of relevant participants, players

## Hypothetical/Questions

What if... suppose? If....

## Point of View Questions ...

Become a thing, another person, swap sides, pretend it/they are like you

## Feeling Questions...

use intuition, trial and error

*Work smarter... not harder*

## Change Questions

What changes would occur if...?  
Changes in time, place, space, type

## Prediction Questions

What would happen if...

## Evaluation Questions

Which? Why? How?

## Cause & Effect Questions

what happens when...

## Comparing Questions

Same as, different from...If I compare my topic to something similar?... What are the differences between these two sources?

## KNOWING

Remembering, memorizing, recognizing, recalling identification and recall of information

- Who, what, when, where, how ...?
- Describe

## COMPREHENDING

Interpreting, translating from one medium to another, describing in one's own words, organization and selection of facts and ideas

- Retell...

## APPLYING

Problem solving, applying information to produce some result, use of facts, rules and principles

- How is...an example of...?
- How is...related to...?
- Why is...significant?

## ANALYSING

Subdividing something to show how it is put together, finding the underlying structure of a communication, identifying motives, separation of a whole into component parts

- What are the parts or features of...?
- Classify...according to...
- Outline/diagram...
- How does...compare/contrast with...?
- What evidence can you list for...?

## EVALUATING

Making value decisions about issues, resolving controversies or differences of opinion, development of opinions, judgments or decisions

- Do you agree...?
- What do you think about...?
- What is the most important...?
- Place the following in order of priority...
- How would you decide about...?

**What criteria would you use to assess...?**

## CREATING

Creating a unique, original product that may be in verbal form or may be a physical object, combination of ideas to form a new whole

- What would you predict/infer from...?
- What ideas can you add to...?
- How would you create/design a new...?
- What might happen if you combined...?
- What solutions would you suggest for...?



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