

Steps in the information skills process

Defining	<p>Students should be able to:</p> <ul style="list-style-type: none"> • relate the task to their learning • clarify the meanings of the work task • identify and interpret key words and ideas in the tasks • work out parts of the task.
Locating	<p>Students should be able to:</p> <ul style="list-style-type: none"> • recall the relevant information and skills from previous experiences • 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, nonprint materials, objects, Internet sites, multimedia products.)
Selecting	<p>Students should be able to:</p> <ul style="list-style-type: none"> • begin to assess the usefulness of each source • use key words to locate potentially useful information sources • skim each source for information • identify information that has links to the source • 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 their findings • summarise information • record quotations and sources of information.
Organising	<p>Students should be able to:</p> <ul style="list-style-type: none"> • 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.
Presenting	<p>Students should be able to:</p> <ul style="list-style-type: none"> • 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	<p>Students should be able to:</p> <ul style="list-style-type: none"> • review the extent to which the end product meets the requirements of the task • assess their use of the 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.

Source: *Information skills in schools* (1989) NSW Department of Education, Sydney