

Steps in the information skills process: sample activities

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| Defining | <p>Sample activities include:</p> <ul style="list-style-type: none"> • Identify key words in a question with the help of teacher or other students. • Independently <ul style="list-style-type: none"> ○ decide on the limits of the task ○ identify key words and sub-topics and confirm with teacher if necessary. |
| Locating | <p>Sample activities include:</p> <ul style="list-style-type: none"> • Find more sources of information for the task. • Choose appropriate sources from experience of the full range of resources and on the basis of the information each source offers. |
| Selecting | <p>Sample activities include:</p> <ul style="list-style-type: none"> • Skim and scan using subheadings • Select the appropriate picture from a range of pictures • Find answers to key questions of the task in more than one source • Develop a note-taking system, selected from a range of options. |
| Organising | <p>Sample activities include:</p> <ul style="list-style-type: none"> • Discard irrelevant information after reviewing purpose • Take key words or ideas and combine them into whole thoughts • Group related thoughts. |
| Presenting | <p>Sample activities include:</p> <ul style="list-style-type: none"> • Use teacher, parent or peer as a sounding-board for presentation of ideas. • Choose a presentation style most suited to audience and content of material. |
| Assessing | <p>Sample activities include:</p> <ul style="list-style-type: none"> • Respond to the questions <ul style="list-style-type: none"> "What was easy?" "What was hard?" "What could we do next time?". • Consider information process and own performance of each step: <ul style="list-style-type: none"> "I'm good at ..." "I need to improve on ..." "I can improve by ..." "I learnt ..." |

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