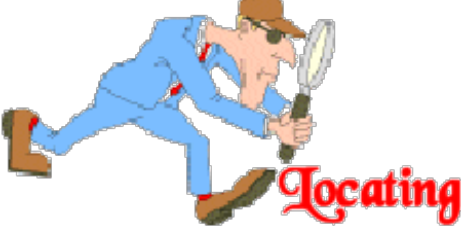# Information Literacy Process

THE INFORMATION LITERACY PROCESS

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Defining

What is the problem I have to solve?

- What are the key ideas, words and questions that define the task?
- Am I being asked to investigate, explain, analyse or persuade?
- How will that shape the information I need and my response?
- What information do I need?
- What do I already know about the issue?
- What more do I need to find out?
- What focus questions can I develop to guide my information search and my response?
- What form does my response need to take?
- Is its purpose to inform, analyse or persuade?
- What will be the best way to conduct this investigation?
- What is the timeframe for the response?

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Locating

Where can I find the information I need?

- Which sources would best meet my needs?
- Should I
    - use primary or secondary sources
    - conduct interviews
    - collect data through surveys
    - undertake observations and/or experiments
    - examine images such as photographs, maps, and charts
    - rely on print or electronic media sources
- Where can I find those resources?
- Do I need help to find those resources?
- How can I ensure that the source is authoritative, accurate, current, objective and reevant?
- How will I cross-check my information to confirm its accuracy?

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Selecting

How can I search these resources effectively?

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Selecting

- Which main ideas am I looking for?
- Are there any cues and clues to help me navigate the resource such as a contents page or a menu?
- Which search terms will be the most effective for locating the relevant information?
- How will I record my information so that I can use my own words to present it??
- Are there any critical quotes that I can use to give my work authority?
- What examples and explanations can I provide as evidence for my argument?
- Does the information I have selected address the task set?
- How will I credit my sources?
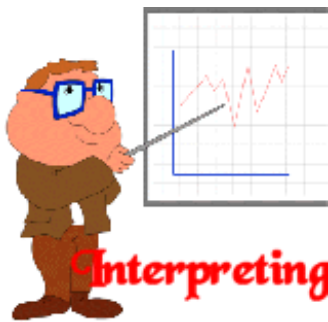
Interpreting *What is this information telling me?*

- Is this information a factual report or an opinion piece?
- Who has taken responsibility for this information?
- From whose perspective has it been written?
- Do they have a vested interest in this cause?
- What view of the world is it presenting?
- Has it been written to confirm, challenge or change my opinions?
- Are the arguments supported by credible evidence?
- Is there an underlying message being pushed?
- Have alternative perspectives been offered without bias?
- Whose voice is not heard?

Organising

How can I organise my information so it is connected, cohesive and coherent and I understand it better?

- Would a graphic organiser be an appropriate tool?
- Does the information need to be in a special order?
- How can I use headings and images to make my message clearer?
- Is my information expressed in my own words?
- Is my response sensible, logical, cohesive and coherent?
- Is it arranged in paragraphs with clear topic sentences and supporting details and evidence?
- Can I summarise some of my information in a table, chart or graph?
- Are the accompanying illustrations relevant to the information?
- Have I explained their pupose?
- Is there an opposing perspective I have to consider and include?
- Have I answered the focus questions and addressed the task set?

- Is there a rubric to guide the standard of content and format?
- Do I need more information?
- Have I collated a Reference List in the required format?
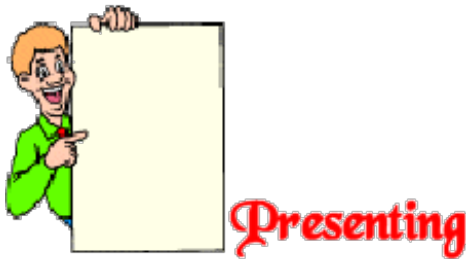
Presenting

How can I share my information with others?

- What is the purpose of the presentation – to inform, explain, analyse or persuade?
- How will this shape the nature of my presentation?
- Who would be interested in this information?
- What are the needs of my audience?
- What is the best format to demonstrate my learning *and* meet those needs?
- What are the essential elements of this format/medium that I need to include?
- Have I included everything I want to share?
- How can I present it with confidence and competence?

Assessing

What have I learned from this?

- Did I answer the focus questions and address the task?
- Did I use the rubric to guide my response well?
- How have my skills improved?
- Which parts did I do really well?
- Which parts would I change if I did the assignment again?
- Which parts do I need support with in the future?
- How well did I contribute to the work of my group?
- Did I manage my time well?

Reflecting *Where to from here?*

- How does what I have learned connect with what I already knew?
- How have my knowledge and understanding been confirmed, challenged or changed?
- How does what I have learned help me make sense of the world
- What have I learned that I need to remember for
  - a short time
  - a longer time
  - the rest of my life?
- Now that I know this, how can I use it?
- Now that I know this, what action should I take?

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6 Comments