Information Literacy Process

**THE INFORMATION LITERACY PROCESS**

<table>
<thead>
<tr>
<th>Defining</th>
<th>Locating</th>
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<tbody>
<tr>
<td><strong>What is the problem I have to solve?</strong></td>
<td><strong>Where can I find the information I need?</strong></td>
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<tr>
<td>- What are the key ideas, words and questions that define the task?</td>
<td>- Which sources would best meet my needs?</td>
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<tr>
<td>- Am I being asked to investigate, explain, analyse or persuade?</td>
<td>- Should I</td>
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<tr>
<td>- How will that shape the information I need and my response?</td>
<td>- use primary or secondary sources</td>
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<td>- What information do I need?</td>
<td>- conduct interviews</td>
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<td>- What do I already know about the issue?</td>
<td>- collect data through surveys</td>
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<td>- What more do I need to find out?</td>
<td>- undertake observations and/or experiments</td>
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<tr>
<td>- What focus questions can I develop to guide my information search and my response?</td>
<td>- examine images such as photographs, maps, and charts</td>
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<td>- What form does my response need to take?</td>
<td>- rely on print or electronic media sources</td>
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<tr>
<td>- Is its purpose to inform, analyse or persuade?</td>
<td>- Where can I find those resources?</td>
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<tr>
<td>- What will be the best way to conduct this investigation?</td>
<td>- Do I need help to find those resources?</td>
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<tr>
<td>- What is the timeframe for the response?</td>
<td>- How can I ensure that the source is authoritative, accurate, current, objective and relevant?</td>
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<td>- How will I cross-check my information to confirm its accuracy?</td>
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<tr>
<td><strong>Selecting</strong></td>
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<tr>
<td><strong>How can I search these resources effectively?</strong></td>
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[Image of a person looking through a magnifying glass, labelled 'Locating']
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 purpose?
- 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?