Information skills in the school

Students should be able to:
- 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.

Steps in the process
- What will I do with this information?
- With whom will I share this information?

Defining
What do I really want to find out?

Locating
Where can I find the information I need?

Selecting
What information do I really need to use?

Organising
How can I use this information?

Presenting
How can I present this information?

Assessing
What did I learn from this?

Information skills in the school

Students should be able to:
- review the extent to which the end product meets the requirements of the task
- assess their use of this 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.

Steps in the process
- Did I fulfil my purpose?
- How did I go - with each step of the information process?
- How did I go - presenting the information?
- Where do I go from here?

Steps in the process
- What will I do?
- How should I do it?
- With whom?
- With what?

Quality Teaching

Steps in the process
- What do I already know?
- What do I still need to find out?
- What information can I leave out?
- How relevant is the information I have found?
- How credible is the information I have found?
- How will I record the information I need?

Steps in the process
- What is my purpose?
- Why do I need to find this out?
- What are the key words and ideas of the task?
- What do I need to do?

Steps in the process
- Have I enough information for my purpose?
- Do I need to use all this information?
- How can I best combine information from different sources?

Steps in the process
- What do I already know?
- What do I still need to find out?
- What sources and equipment can I use?

Steps in the process
- 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.

Steps in the process
- recall relevant information and skills from previous experience
- 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, electronic materials, objects)
- recognise the relative worth of sources
- select the best of these sources to use
- locate sources and appropriate equipment
- use appropriate equipment
- record details of sources that are used.

Steps in the process
- What is my purpose?
- Why do I need to find this out?
- What are the key words and ideas of the task?
- What do I need to do?

Steps in the process
- relate the task to their learning
- clarify the meanings of the words of the task
- identify and interpret key words and ideas in the task
- state the task in their own words
- work out the parts of the task.