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| --- | --- | --- | --- | --- | --- |
| **Class: Term/Year: Teacher: KLA/Concept/Topic:** | | | | | |
| **Inquiry Process:  Library Learning Path** | | **Information Processing Skills: Considerations for Planning** | **Planning Notes** *(In collaboration with class teacher)* | | **Resources** |
| **Connect and Wonder** | |  |  | |  |
| Establish existing knowledge and define what you need to know. This is a time of immersion, building interest and tuning in.  *What do I already know?  What do I need to know?*  *This step may involve:*   * *Developing the skill of questioning* * *Deciding on context, topic, focus (Given: by teacher, collaborative decision child-teacher, independent decision by child)* * *Forming the ‘Central Idea” and developing the rich questions* * *Constructing a list of key words useful for researching and important in developing general vocabulary knowledge in relation to the topic.* * *Discussing the topic, brainstorming and clarifying known information.* | **Questioning** | Identify and use different types of questions   * Open/closed * Questions to explain and clarify * Higher order thinking Qs |  | |  |
| **Defining & Planning** | * Analyse the research question * Scan a broad range of content relevant to the field of research to determine the direction of inquiry – in particular *keywords* for searching. * Define technical language related to task and build a relevant vocabulary bank * Clarify/identify requirements of task * Draft a plan for inquiry in a suitable format eg Mind mapping, brainstorming, graphic organisers * Planning – time management and self-regulation |  | |  |
| **Discover & Learn** | |  | |  |  |
| Locate, select and organise information to support the key question/learning intention.  *Where can I find the information required? Is the information selected valid and relevant? How do I record and organise the selected information?*  *This step may involve:*   * *identifying the range of information available (print, digital, human, organisations - Pathfinders) and developing the skills to navigate and use this form of information. (eg reading web addresses)* * *locating information and assessing the reliability (eg Evaluating websites – Kathy Schrock’s 5Ws: Who, what. where when and why)* * *exploring options for recording notes (graphic organisers)* * *learning to recognise relevant information* * *recording resources used (writing bibliographies)* | **Locating Resources** | Identify a range of information sources in a variety of formats   * Print * Digital * Electronic * People (Interviews) * Places * Primary Sources (experience, people, objects) * Secondary sources * Written * Visual/pictorial * Oral | |  |  |
| Locate a range of information sources   * Keyword searching online (Boolean) * Browsers/internet * Emailing * Use Catalogues to locate a resource – online (regional libraries) and in-school (ALICE) * Shelving styles eg Dewey, genre | |  |  |
| **Navigating Resources** | Identify and use   * Content Page * Index * Glossary * Online menus * Hyperlinks and shortcuts * Headings & Sub-headings | |  |  |
| **Evaluating Resources** | Determine the relevance of an information resource to the topic   * Skim reading/scanning | |  |  |
| Judge the credibility of a resource   * Author expertise * Currency * Perspective * Bias * url * cross-referencing   Identify and discriminate between facts and opinions. | |  |  |
| **Selecting and Recording Information** | Identify and recall information through watching and listening.  Skim/scan information source to identify main idea and key facts/keywords  Record facts in an appropriate format.  Note-taking   * Graphic Organisers * Sequencing * Categorising * Headings & Sub Headings | |  |  |
| Copyright   * Referencing – style/elements | |  |  |
| **Synthesise** | |  | |  |  |
| Analyse and synthesise the information and apply it to the task, making links between existing and new knowledge and construct evidence based arguments.  *What are the key ideas? What does it all mean?*  *What are the links and themes emerging across the information?*  *Is this information answering the task?*  *What do I still need to find out?*  *What are my conclusions, decision, opinions etc?*  *This step may involve:*   * *Analyse and synthesise the information and apply it to the task* * *Making links between existing and new knowledge* * *Constructing evidence based arguments.* * *Proposing actions, implications, solutions* |  |  | |  |  |
| **Create & Share** | |  | |  |  |
| Consider how to present the information, create the presentation and deliver the response.  *Who is my intended audience? What tools could I use? How do I share my response?*  *This step may involve:*   * *introducing and exploring new digital programs and print options for presenting information* * *revising copyright issues if music and images are included in a presentation* * *matching audience with presentation formats (eg parents – school website)* * *asking for critical feedback prior to publishing* * *exploring avenues for sharing work with a wider audience* | **Creating** | Audience   * Age appropriate language * Format is accessible to audience | |  |  |
| Identify a suitable format/medium to present information.  For example   * Report * Video * Poster * Podcast   Organise information in a selected format | |  |  |
| **Publishing Findings** | Identify and use a range of presentation tools. | |  |  |
| Identify a range of opportunities to publish work   * Digital * Print * Face-to-face * Local/Global | |  |  |
| **Reflect & Rethink** | |  | |  |  |
| Reflect upon how the information/inquiry process may have been improved.  *What did I do well?  What changes would I make if I could do this again?*  *This step may involve:*   * *class review and reflection on presentations* * *personal reflection on work habits* * *discussing group performance for collaborative tasks* * *editing and republishing if required/desired* * *considering ways of ‘going further’ with research* | **Reviewing the process and product** | Criteria   * Self-assess product (during task and final product) using agreed success criteria * rubrics | |  |  |
| **Reflecting on Work habits** | 21st Century Learning Dimensions   * Collaboration * Skilful Communication * Self-Regulation | |  |  |
| **Take Action** | |  | |  |  |
| Consider how to use what has been learned.  *How will I use what I have learned? How can we use what we have learned to bring positive change to a situation?*  *This step may involve:*   * *Engaging with the audience to explore future directions of an issue* * *Doing something with or about what has been learned* |  |  | |  |  |