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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
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| **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
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| **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
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| **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/keywordsRecord 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*
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| **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*
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