NSW Department of Education

# Information Fluency

June Wall

Library Coordinator

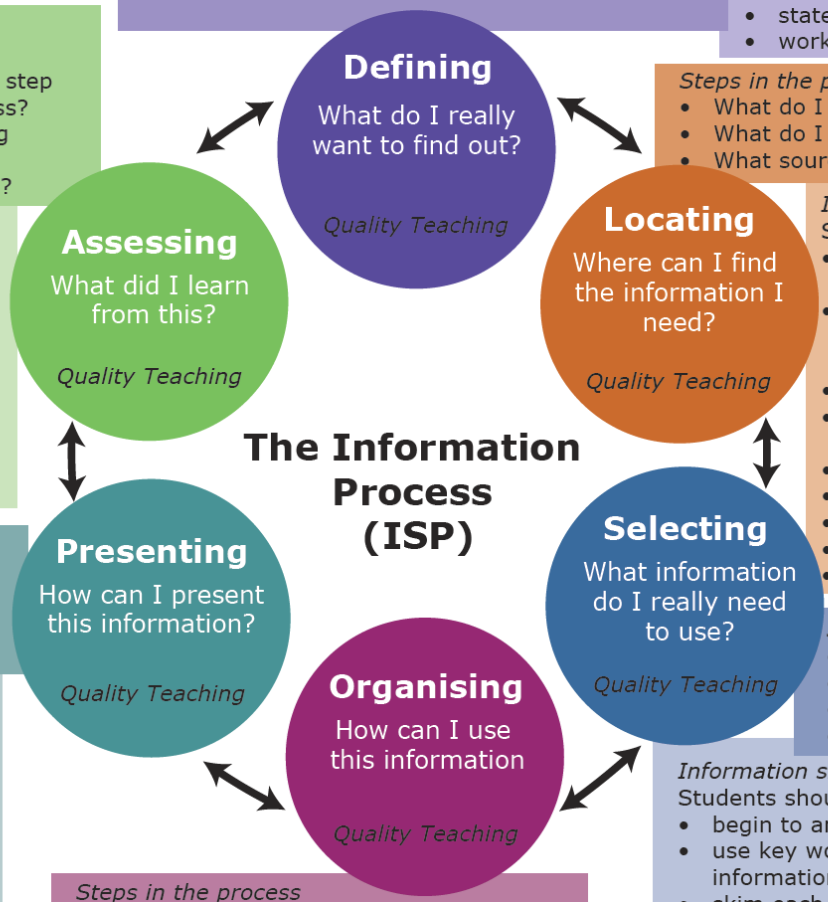
P: 02 7814 2568 | E: june.wall2@det.nsw.edu.au

NSW GOVERNMENT

# Information skills in the school:
engaging learners in constructing knowledge

© State of New South Wales through the NSW Department of Education and Training, 2007

## The Information Process (ISP)




### Defining

*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?

*Information skills*
Students should be able to:
- 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.

### Locating

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

*Information skills*
Students should be able to:
- 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.

### Selecting

*Steps in the process*
- 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?

*Information skills*
Students should be able to:
- begin to analyse the usefulness of each source
- use key words to locate potentially useful information within sources
- skim each source for information
- identify information that has links with the task
- assess and respect privacy and ownership of information
- decide what to do about deficiencies within information
- decide whether information is closer to fact or opinion
- assess the credibility of sources which express opinion
- identify inconsistency and bias in sources
- devise a system for recording and synthesising information
- summarise information
- record quotations and sources of information.

### Organising

*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?

*Information skills*
Students should be able to:
- 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.

### Presenting

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

*Information skills*
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.

### Assessing

*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?

*Information skills*
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.

NEW SOUTH WALES DEPARTMENT OF EDUCATION AND TRAINING

NEALS

http://www.curriculumsupport.education.nsw.gov.au/schoollibraries/index.htm

NSW GOVERNMENT

# Information Literacy into Information Fluency

A definition to start with

Information Literacy is a **process** and an **outcome** of this is Information Fluency.

“Information Fluency is the ability to critically think while engaging with, creating, and utilising information and technology regardless of what platform”

© NSW Department of Education |

# Information Fluency

Embedded in curriculum and based on curiosity

Critical thinking, problem solving

"Information Fluency is the ability to critically think while engaging with, creating, and utilising information and technology regardless of what platform"

Creativity and innovation

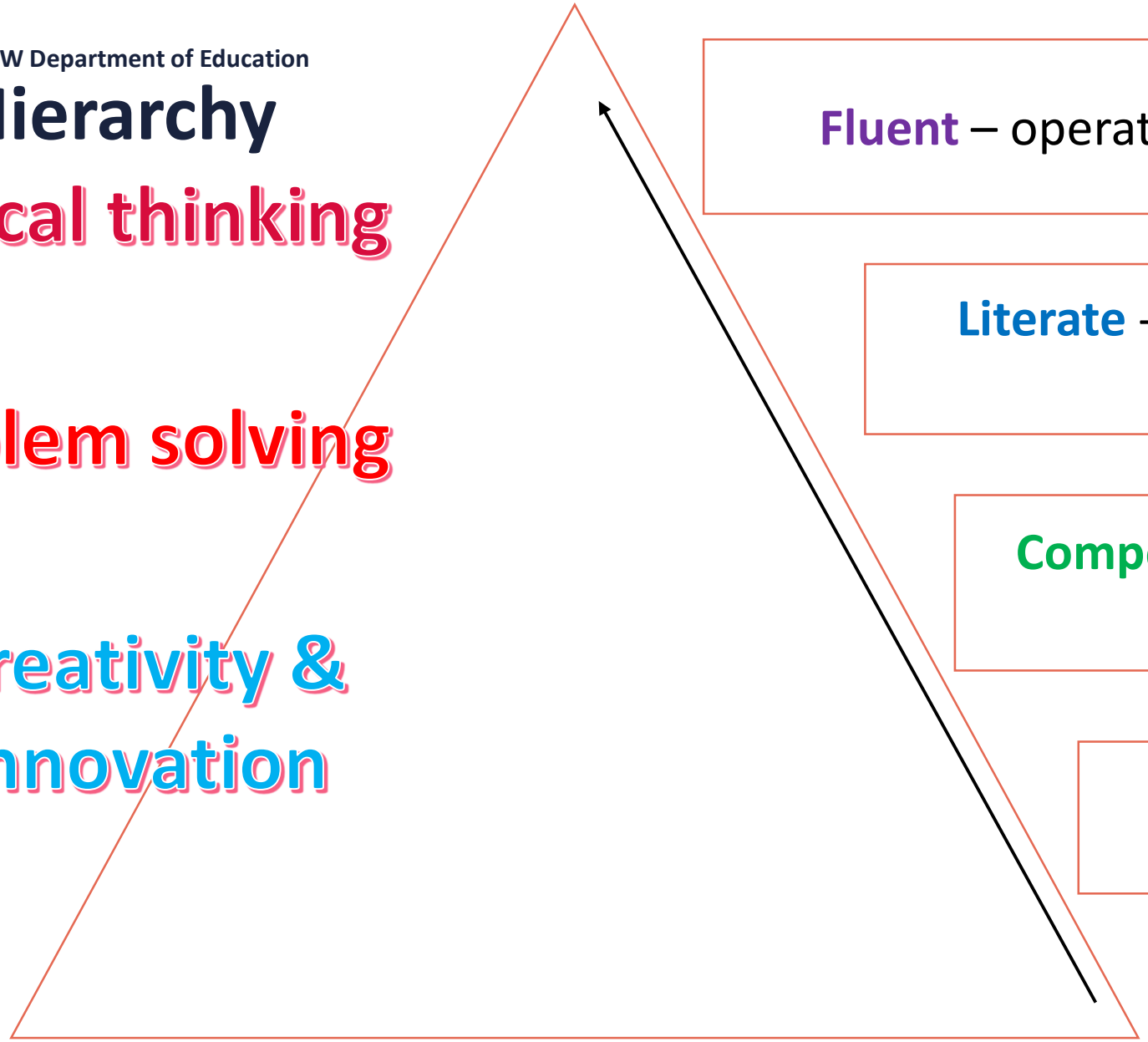
Digital literacy

# Hierarchy

ritical thinking

roblem solving

Creativity & innovation

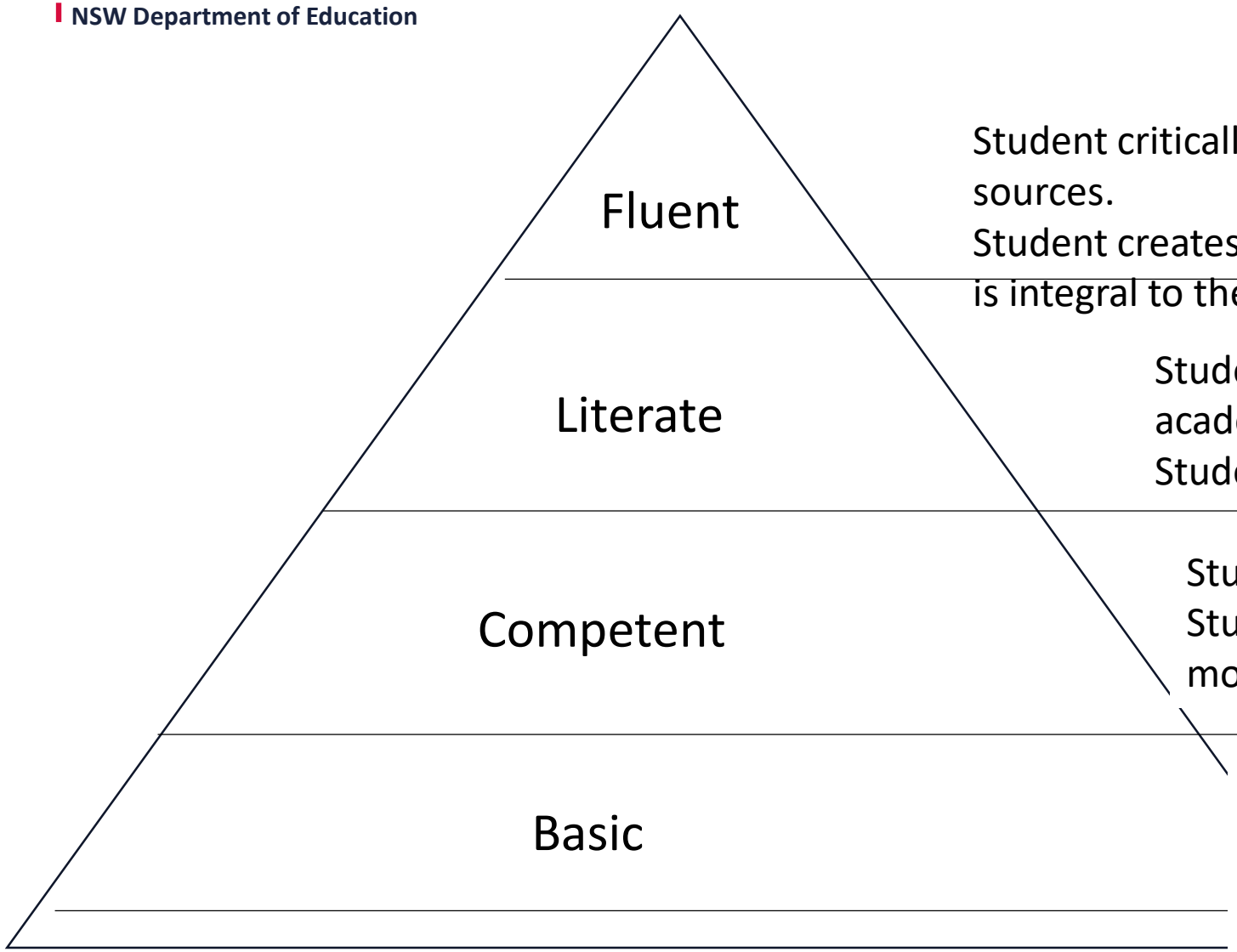


**Fluent** – operates without thinking

**Literate** - includes judgement for a purpose

**Competent** – includes abilities and behaviours

**Basic Skill** - has a specific skill




Student critically analyses information and critiques sources.
Student creates a bibliography and in-text referencing that is integral to the project.

Student uses a range of sources with a focus on academic databases.
Student creates a sophisticated bibliography.

Student uses multiple search terms.
Student creates simple bibliography consisting mostly of urls

Student “Googles” one word searches.
Student includes url addresses at end of assignment revealing a harvesting of first results.

Continuum vs framework?

Learning progressions

Inquiry learning

assessment

NSW Department of Education

# Workshop

**Basic Skill** - has a specific skill

**Competent** – includes abilities and behaviours

**Literate** - includes judgement for a purpose

**Fluent** – operates without thinking

**Part 1**

Thinking about:

Basic, Competent, Literate, Fluent

What does it look like at the 6 stages of the information process?

**Part 2**

Using the Brainstormed ideas on your handout:

- Select 1 stage and develop behaviours or indicators in information fluency

| | Basic | Competent | Literate | Fluent |
|---|---|---|---|---|
| Define | | | | |
| Locate | | | | |
| Select | | | | |
| Organise | | | | |
| Present | | | | |
| Evaluate | | | | |

NSW GOVERNMENT

# References

Information fluency from the Global Digital Citizen site https://globaldigitalcitizen.org/21st-century-fluencies/information-fluency

Information Fluency https://iteachu.uaf.edu/information-fluency/

New York Information fluency continuum https://www.engageny.org/resource/empire-state-information-fluency-continuum

**General capabilities**

Critical thinking https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/critical-and-creative-thinking/learning-continuum

ICT https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/information-and-communication-technology-ict-capability/learning-continuum/