

Information Literacy Skills

Manual Handbook

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1. INFORMATION DEFINITION

- a. Information is something that we have from various resources in a form of data or knowledge
- b. Information is also a process of adding direct or indirect knowledge through personal experience or someone else's experience, which is kept in printed, non-printed or visual format.

Focus on:

What?

Why?

Who?

Where?

How?

When?

PROBLEMS

**While you read, watch, listen,
find, think, and write.**



2. WHAT INFORMATION LITERACY MEANS?

Information literacy skill is an understanding and set of abilities enabling individuals to recognise when information is needed and have the capacity to locate, use, and evaluate effectually the needed information (The Council of Australian University Librarians Information Literacy Standards, Canberra, 2001)

Information skill includes:

A. Library Skills

- Locating resources
- Cataloging system
- Printed material (books, magazines, and newspapers) order
- DDC (Dewey Decimal Classification), glossaries, index
- Recommended materials (references)
- Bibliography writing

B. Learning Skills

- Think
- Read
- Listen
- Watch
- Take note
- Organize and present the information accurately
- Evaluate and reflect



C. Communicating Skills

- Ask questions
- Interview
- Share ideas
- Discuss
- Speech
- Report

D. Life Skills

- Independent
- Tolerance
- Interaction and empathy
- Life-long learner



3. INFORMATION LITERACY APPROACH

All learners should be able to demonstrate information literacy skills. These will be used in all year level with different scope and sequence and need to be taught in all curriculums as a learning process to get a meaningful understanding.

This process divides into six steps:

A. Deciding



- Describe a scope of a topic
- Remind important things related to the topic
- Brainstorm, prior knowledge and description of the topic
- Identify important information
- Understand the information needed and where to find it
- Connect the information based on the topic with the resources

B. Finding



- Understand the location of the resources such as books, magazines, newspapers, cassettes, VCDs, DVDs, and references
- Understand that electronic resources are other form of information that can be used to complete the printed materials resources
- Choose suitable resources and understand the strengths and weaknesses

C. Using



- Use learning, reading and writing skill as needed
- Select and use appropriate technology to get the information
- Apply the reading techniques such as skimming, scanning, SQ3R (survey, question, read, recite, review), keywords, etc, to process , hypothesize, synthesize, and analyze information

D. Recording



- Choose the way to write notes based on the need using own words
- Collect and organize information to be presented
- Use recording skill such as making graphic organizer, flow chat, piece of writing, pictures, poster, etc to publish the work systematically and interesting

E. Reporting

- Accurately communicate and present the work by considering the audience, message, and media used
- Realizing the role as presenter and has the responsibility to look at the strategy and skill in each stage of presentation

F. Evaluating



- Know exactly the skill needed and consult with teacher if it is important and necessary
- Review on the process and look back at the experience during the research

4. REVIEW OF SIX STAGES FOR THE STUDENTS

A. Deciding

- ✓ What do I exactly need to know?
- ✓ What do I already know?
- ✓ What am I going to do with this information?



B. Finding

- ✓ Where do I get this information?



C. Using

- ✓ What information do I need to know?



A. Recording

- ✓ What information do I need to write?
- ✓ How do I write it?



B. Reporting

- ✓ What do I need to do to get organized and systematic information to be presented?



C. Evaluating

Final result?

Process /overview?

Satisfy?



5. REVIEW OF SIX STAGES FOR TEACHERS

What do I expect them to find?

- ✓ What do I want them to present?
- ✓ Do I give them enough chance to make choices?
- ✓ Do I give them enough time to discuss on their prior knowledge?
- ✓ Do they have skills to find and use the information?
- ✓ How do I help them?
- ✓ Do they really decide on their research focus?

A. Deciding



Where can they find the information?

- ✓ Are the resources enough?
- ✓ Are the resources accommodating the skills they have learnt before?
- ✓ Can they access the information?

B. Finding



Can they use all resources available to get the information they need based on the project?

C. Using

- ✓ Can they use skimming and scanning skills, and also the other skills?

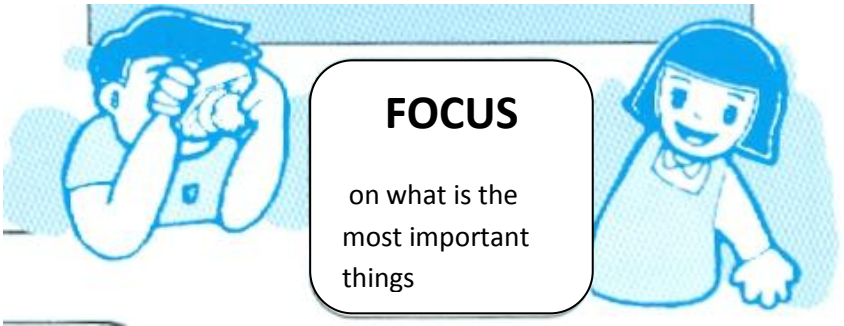


Can they choose the information to be written in their notes?

D. Recording

- ✓ Can they apply the note taking and note making skills?
- ✓ Do they have skills to take note?

Focus on what is the most important?



Do they have chance to collect and analyze the information from various resources and present it in a various and interesting form?

E. Reporting



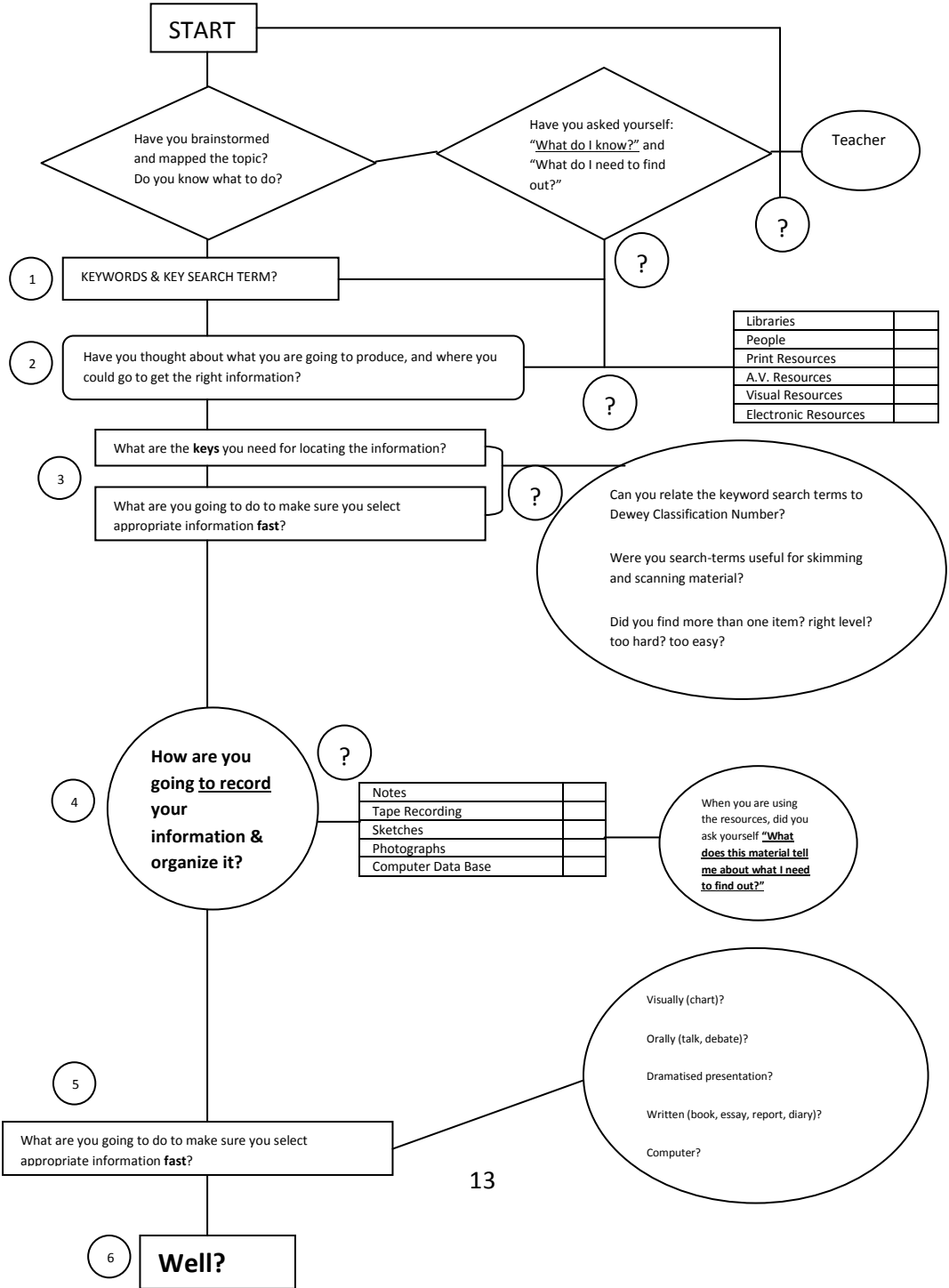
Do they have chance to evaluate their target as a researcher and to apply information literacy skills?

- ✓ Do their works evaluative and score based on the process they had, not only the final product?

F. Evaluating



RESEARCH TEMPLATE



SUGGESTED BIBLIOGRAPHY

GUIDE TO PREPARING BIBLIOGRAPHY / WORKS CITED

When doing research and writing a report, it is always necessary to name the source(s) of your information. This list of sources is called a **bibliography / works cited**. A bibliography should be listed alphabetically. The second line of an entry should be indented. Skip a line after each entry.

FOR A BOOK:

Author's last name, first name. Title of book. Place of publication: Publisher, copyright year.

example:

Fogle, Bruce. Training Your Dog. New York: DK Publishing, 2001.

If you only used part of a book:

Fogle, Bruce. Training Your Dog. New York: DK Publishing, 2001, pp. 50-55.

FOR AN ENCYCLOPEDIA ARTICLE THAT IS SIGNED:

Article author's last name, first name. "Title of article." Name of encyclopedia. Copyright year. Volume number, page(s).

example:

Clark, William W. "Gothic Art." World Book Encyclopedia. 2002.
Volume 8, pp. 277-278.

FOR AN ENCYCLOPEDIA ARTICLE THAT ISN'T SIGNED:

"Title of article." Name of encyclopedia. Copyright year. Volume number, page(s).

example:

"Golden Retriever." World Book Encyclopedia. 1999. Volume 8, p.255.

FOR A MAGAZINE OR NEWSPAPER ARTICLE:

Article author's last name, first name. "Title or headline of article." Name of magazine or newspaper. Date of magazine or newspaper, page(s).

example:

McGill, Kristy. "A Baltic Scramble." Faces. May, 2003, p. 27.

FOR AN INTERNET ADDRESS:

Author's last name, first name. "Title of item." [Online] Available
http://address/filename, date of document or download.

example:

DiStefano, Vince. "Guidelines for Better Writing." [Online] Available
http://www.usa.net/~vined/home/better-writing.html, October 5, 2002.

This example of how to cite an INTERNET source was downloaded from this online source.

FOR AUDIOVISUAL MATERIALS:

Title of material. Type of material. Place of publication: Publisher, copyright date.

example:

Bizet's Dream. Videotape. New York: Sony Wonder, 1998.

FOR A CD-ROM:

"Article title." CD-ROM title. CD-ROM. Copyright date.

example:

"Titanic Disaster." Encarta 99 Encyclopedia. CD-ROM. 1999.

FOR AN INTERVIEW:

Name of person interviewed (last name first). Kind of interview. Date.

example:

Watson, Cosmo. Personal interview. July 29, 2003.

Your finished bibliography should be alphabetized by the first word of the entry, and will look something like this:

BIBLIOGRAPHY/WORKS CITED

Bizet's Dream. Videotape. New York: Sony Wonder, 1998.

Clark, William W. "Gothic Art." World Book Encyclopedia. 2002.
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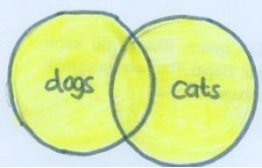
McGill, Kristy. "A Baltic Scramble." Faces. May, 2003, p. 27.

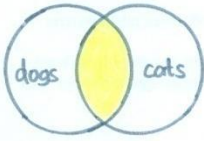
"Titanic Disaster." Encarta 99 Encyclopedia. CD-ROM. 1999.

Watson, Cosmo. Personal interview. July 29, 2003.

Adopted from Key Middle School Library, 2010

Basic Search Tips and Advanced Boolean Explained

BASIC SEARCHING	EXAMPLES
Quotation marks " "	<ul style="list-style-type: none"> Requires words to be searched as a phrase, in the exact order you type them. <p style="text-align: center;"> "working mothers" "affirmative action" </p>
Common Words Usually Ignored + or " " to search them	<ul style="list-style-type: none"> Search which versus that. Only versus is searched on. Which and that are ignored. To require common words to be searched: <p style="text-align: center;"> +which versus +that "which versus that" </p>
Excluding -word -"phrase in quotes"	<p style="text-align: center;"> "acute pancreatitis" diet -cat -dog - "pancreatic cancer" </p>
OR allows more than one term OR  <p style="text-align: center;">dogs OR cats</p> allows pages with at least one of the terms	<ul style="list-style-type: none"> OR requires at least one of the terms joined by it to appear somewhere in the document, in any order. <p style="text-align: center;"> "african americans" OR blacks ear OR nose OR throat </p> The more words you enter connected by OR, the more documents you get. Broadens the search.. USES: <ul style="list-style-type: none"> The OR operator is generally used to join similar, equivalent, or synonymous concepts. <p style="text-align: center;"> "global warming" OR "greenhouse effect" </p>
AND (default)	AND is the default and only needs to be typed if you are using other Boolean operators with ().



dogs AND cats
**is the small overlap
 where both terms
 occur**

infopeople training
 is logically the same as **infopeople and
 training**

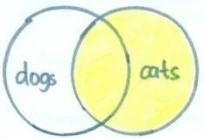
- The more words you enter connected by **AND**, the fewer documents you get. All your words will be searched on
- USES:
 - The **AND** operator is generally used to join different kinds of concepts, different aspects of the question.

**"global warming" AND "sea level rise" AND
 california**

Advanced Boolean Explained

OPERATOR

AND NOT



dogs AND NOT cats

**excludes pages that
 mention cats, even if
 they also mention
 dogs**

WHAT IT DOES & WHEN TO USE IT

- Excludes documents containing whatever follows it.
- The **AND NOT** operator is generally used after you have performed a search, looked at the results, and determined that you do not want to see pages containing some word or phrase.
- USES:
 - The **AND NOT** operator should be used with extreme caution, because it eliminates the entire page, and some pages may be of value to you for other information they contain. I almost never use **and not** for this reason.
 - **"global warming" AND "sea level rise" AND NOT california -**

The first two terms must be somewhere and any page containing *california* will be thrown out.

NEAR

dogs NEAR cats

requires both terms, like AND, with the added requirement that they be within 16 words of each other Available in Exalead.com only

- Requires the term following it to occur within a certain proximity of the preceding word in the search. In Exalead.com, **NEAR** requires the terms to be *within 16 words* of each other in either direction.
- Joining words by **NEAR** gives you fewer documents than **AND**, because it requires the words to be closer together.
- USES:
 - The **NEAR** operator is used when you want to require that certain terms appear in the same sentence or paragraph of the document.
 - **"global warming" NEAR "sea level rise"** - Requires the two phrases to occur within 16 words of each other, in either direction.

()
parentheses:
"Nesting"

- Require the terms and operations that occur inside them to be searched first. This is called "nesting."
- Parentheses **MUST BE USED** to group terms joined by **OR** when there is any other Boolean operator in the search.
 - **"global warming" AND "sea level rise" AND (california OR "pacific coast*")** - Requires first two terms somewhere in all documents, and either *california* or *pacific coast*.
 - Parentheses also **MUST BE USED** with **NEAR**:
 - **("global warming" NEAR "sea level rise") AND (california OR "pacific coast*")** - Requires *sea level rise* to

be within 16
words of *global warming*; the rest can be anywhere
in the pages.
The parentheses guarantee that the effect of **near**
stops with *sea*
level rise.

You do not need or even want to get very complicated with Boolean searching in web searching. Searching the web is free, and several simpler searches take less time than a humongous search. Moreover, with complicated searches, you often don't know which parts of the search worked and which did not. Simpler searches can more easily be compared with one another, and you know what worked.

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Reading Skills

What will you do?

How do you find it?

Skimming – run eyes over text, read quickly by looking at;

1. Title
2. Picture
3. Caption
4. Subtitle
5. Italic/underline/bold words
6. Table of content
7. Charts, tables, graphs

Scanning – selectively search information (looking for clues) by looking at;

1. How
2. What
3. When
4. Where
5. Who

Note Taking

What is note taking?

Types of notes:

1. Fast facts, definitions, numbers....
2. Paraphrase – own words
3. Summaries – short overview
4. Quotation – credited
5. Personal response – reaction

What skills & concepts are involved?

1. Identifying information needs
2. Skimming – run eyes over text
3. Scanning – look for clues
4. Recognizing relevant information
5. Identifying & selecting – main idea & supporting details
6. Summarizing and paraphrasing
7. Citing resources
8. Extracting information such as:
 - Facts, numbers, definitions & lists
 - Significant people & important places
 - Relevant events
 - Different perspectives
 - Quotes
9. Evaluation – is the information
 - Complete?
 - Biased?
 - Accurate?
 - Current?
 - Other....?

Summarizing Tips:

1. Read with pencil down
2. Think about what read
3. Find & tell a partner the story
4. Go back and note important facts like names, etc

Paraphrasing is:

Using different words to say the same things

Paraphrasing is not:

Changing a few words in a piece of writing

Patch writing is:

Stringing together sentences and phrases to create a piece of writing

Scanning information:

Selectively search resources by looking at.....

- Table of content (TOC)
- Headings, subheadings, bold type
- Charts, tables, graphs
- Images
- Index
- etc

Stages of Questions

1. Yes-No Questions

- A question requires yes or no answers.
- **It requires a low order type of thinking**

Examples:

1. Are you a grade 1 student?
2. Do you like an apple?
3. May I play here?

Key questions:

am	is	are	Was
do	does	Did	were
may	might	can	Could
Should	has	have	must
would	shall		

2. Recall Question

- A question requires onw-word answer or based on fact. The answer usually can be found in one source.
- It requires a low order type of thinking.

Examples:

- Who is the p[resident of Indonesian Republic?
- How lkong is Kali Brantas?
- Where was Pak Soekarno, The first President of Indonesia, born?

Key Questions:

- Who
- How long
- How far
- How big
- Where
- When

3. Comprehension Questions

- A question requires people to read a passage, a page or several pages and come up with an answer to the question using their own words.
- It usually used to describe, compare, contrast, or translate ideas.
- It is the first stage of a good research question.

Examples:

1. How is the water cycle in the Earth?
2. Why do people need to eat some food?
3. How did the original 13 colonies become the United States?

Key Questions:

- How
- What
- Why

4. Analysis Questions

- Questions are asked when the purpose is to encourage the pupils to demonstrate their understanding of relationships, patterns, and organization.

- It's about cause and effect and similarities and differences.

Examples:

1. How does gravity differ from electrostatic attraction?
2. Why was Richard III considered an evil king?
3. In what ways does Roman drama compare to the heroic epics of Indian literature?

Key Questions:

- How
- Why
- In what ways

5. Synthesis Questions

- Questions help students form relationships and put things together in new or original ways.
- Questions help to develop creative abilities of students.
- These questions test through understanding of a subject and may require students to make predictions, original communication, or solve problems that allow a variety of creative answers.
- It is not only yes-no questions but requires evidences and reasons.

Examples:

1. Can you imagine ways that soccer typifies Brazilian culture?
2. What predictions can you make regarding the general election in Indonesia?
3. How might life in the year 2100 differ from today?
4. The computer corrects spelling. Is it then unnecessary for third graders to take spelling test?

Key Questions:

- What are some possibilities consequences.....?
- Can you create.....?
- How might.....?
- If.....,then.....?
- What would happen if.....?
- How would you devise your own way to.....?
- If.....,How.....?

6. Evaluative Thinking Questions

- Questions are those which deal with matters of judgement, and values and choice.
- These questions do not have a single correct answer but require the pupil to assess various options.

Examples:

1. Why would you vote for SBY as the president of Indonesia?
2. How do you feel about raising the driving age to 18? Why?
3. What do you think are the advantages of solar power over coal-fired electric plants?

Key questions:

- What is your opinion about.....?
- What do you think about.....?
- Defend your position about.....?
- Judge the value of.....?
- Do you believe.....?

- How effective are.....?
- How would you feel if.....?

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