

## Working with Information

Being able to:

- ♦ locate information using a range of sources and delivery modes;
- ♦ authenticate/evaluate information (establish authorship, veracity, authority, recency, relevance)
- ♦ skim and scan, make notes;
- ♦ filter unwanted, inappropriate or information that is not useful
- ♦ reference (intext and end of text);
- ♦ understand and use information appropriately/legally (copyright, plagiarism, intellectual property, privacy, security) and ethically;
- ♦ use a range of technologies to present information (consider facilities of technology, design, layout) in a variety of forms (visual, oral, textual) and delivery modes (print, audio, Web 2.0, multimedia, website);
- ♦ understand and apply ethical and appropriate use – copyright, creative commons, privacy, intellectual property;
- ♦ understand and apply cultural diversity and sensitivity;
- ♦ demonstrate the attributes of a Global Digital Citizen – netiquette, use of language, considered use of multiple tools; and
- ♦ workplace information literacy – transitioning to a new workplace (accessing career information, job sites, being able to write a CV, conduct an interview, know who to ask for information, learning in the workplace.

## INFORMATION LITERACY

Competencies, skills, making meaning  
& thinking

## Information Literate person

Knows when they don't know  
Knows how to find out

## Thinking about information

Being able to:

- ♦ ask the right questions to begin an information enquiry, problem-solving;
- ♦ develop an hypothesis or line of inquiry;
- ♦ concept/mind map to establish scope of inquiry;
- ♦ interrogate, analyse, information – understand and make meaning, interpret;
- ♦ deconstruct information and meaning using a range of resources, tools, technologies;
- ♦ substantiate/support your argument;
- ♦ reconstruct understandings to develop new information-knowledge;
- ♦ transfer thinking and information skills to solve new problems; and
- ♦ understand other terms – lifelong learning, life-wide learning, formal vs informal learning, just-in-time learning.

## Managing information

Being able to:

- ♦ use a range of resources, formats and delivery modes (text, print, pictorial, oral, human, multimedia, online, electronic);
- ♦ use a range of information management tools and technologies (email, electronic file structures, indexes, contents, catalogues, databases, citation tools, online curation tools);
- ♦ categorise, collate and store information for later use; retrieve information stored for later use;
- ♦ work collaboratively in a team, roles;
- ♦ manage time, meet deadlines, create work schedules;
- ♦ select and use convergent devices to meet an information need – mobile devices, apps; and
- ♦ understand how new developments in technology affect information management – the cloud, digitisation, data integrity and preservation.

## Communicating information

Being able to:

- ♦ communicate effectively and efficiently using a range of media (including print) across a variety of formats and delivery modes;
- ♦ recognise, understand and apply appropriate language conventions using a range of media and across a variety of formats and delivery modes;
- ♦ understand and apply appropriate privacy, communication and copyright laws to all forms of communication;
- ♦ understand and apply appropriate cultural sensitivity to all forms of communication;
- ♦ understand and apply workplace knowledge and conventions to all forms of communications; and
- ♦ understand and apply rules of netiquette/online/email etiquette.

## Literacy making meaning

Being able to:

- ♦ develop/practise language literacy skills – reading, writing, viewing, listening & understanding;
- ♦ develop/practise online literacy skills, interrogating information on screen, iconic literacy, digital literacy, multimedia literacy, ...;
- ♦ develop/practise visual/image discrimination and interpretation, ...;
- ♦ develop/practise technology literacy skills - computer literacy, ICT literacy, Internet/network literacy, ...;
- ♦ develop/practise graphical interpretation, numerical literacy, statistical literacy, ... and
- ♦ understand other literacy terms – transformative literacy, ecological literacy, meta-literacy, critical media literacy, adult literacy, aliteracy, illiteracy, media and information literacy (UNESCO), academic literacy, ...

