

Research Skills Continuum

Information and Digital Literacy Skills to Support Student Achievement

Skill	Grade 9 and Grade 10	Grade 11 and Grade 12
<p>Explore</p> <p>Begin the research process by choosing a topic and developing a question to guide research</p> <p>YRDSB Inquiry-Based Learning: Engage and Explore</p> <p>Information Studies: Prepare for Research</p>	<p>Preparing for Research</p> <p><u>Information Literacy:</u></p> <ul style="list-style-type: none"> ▪ define and understand the assignment requirements ▪ generate a list of potential keywords, phrases and questions related to a topic ▪ identify the types of information required (facts, opinions, pictures, statistics etc.) with the help of a graphic organizer and teacher guidance ▪ understand the difference between questions and statements ▪ develop a research question with teacher guidance ▪ relate prior knowledge to research task ▪ create a research plan using organizers, templates, checklists <p><u>Digital Literacy:</u></p> <ul style="list-style-type: none"> ▪ use meta search engines (Yippy, Dogpile, Meta-Eureka, IxQuick) to develop list of topic keywords & phrases 	<p>Preparing for Research</p> <p><u>Information Literacy:</u></p> <ul style="list-style-type: none"> ▪ formulate research questions based on assigned topic or text, interests, issues, and preliminary research. ▪ develop and refine the research question independently with limited teacher guidance ▪ create a self-directed action plan for research <p><u>Digital Literacy:</u></p> <ul style="list-style-type: none"> ▪ use subject directories (Infomine, IPL2, Virtual Reference Shelf) to develop research question
<p>Investigate</p> <p>Design a research plan, select sources (print & digital), and formulate a clear focus</p> <p>Inquiry-Based Learning: Engage and Explore</p> <p>Information Studies: Access Resources</p>	<p>Sources of Information</p> <p><u>Information Literacy:</u></p> <ul style="list-style-type: none"> ▪ locate and select suitable secondary & tertiary sources including books, magazines & encyclopedias ▪ use call numbers to locate and choose resources for research or personal interest ▪ identify fiction genres and select books for research or leisure reading <p><u>Digital Literacy:</u></p> <ul style="list-style-type: none"> ▪ locate digital resources using simple search techniques ▪ use search engines and subject directories (IPL2) to locate resources ▪ select suitable websites, databases (Britannica School, Gale Cengage) and e-books with teacher assistance ▪ locate books using the on-line library catalogue 	<p>Sources of Information</p> <p><u>Information Literacy:</u></p> <ul style="list-style-type: none"> ▪ find a variety of resources primary and secondary sources: interviews, editorials, academic articles ▪ use abstracts to determine relevance of source for research ▪ use bibliographies from articles and journals as sources of information ▪ independently select a variety of relevant resources on a topic or to answer a research question <p><u>Digital Literacy:</u></p> <ul style="list-style-type: none"> ▪ find specific information from e-books, academic articles, peer reviewed journals, primary sources, statistical sources and government publications using advanced search techniques ▪ use advanced search options in a database to locate resources ▪ locate relevant information from social media sources, blogs, Twitter, Ted Talks etc).
<p>Process</p> <p>Analyze information and evaluate ideas. Organize and synthesize findings</p> <p>Inquiry-Based Framework: Analyze and Interpret</p> <p>Information Studies: Process Information/Information Studies and Society</p>	<p>Evaluate and Take Note</p> <p><u>Information Literacy:</u></p> <ul style="list-style-type: none"> ▪ sort information using note-taking organizers to paraphrase, summarize information ▪ synthesize information and distinguish between fact and opinion as it relates to a research question ▪ understand the meaning of academic honesty and obligation to acknowledge sources used in research ▪ create an annotated bibliography with teacher guidance ▪ use embedded citations in research with teacher assistance ▪ cite sources (print/digital) using the proper conventions (MLA, APA) style with teacher guidance <p><u>Digital Literacy:</u></p> <ul style="list-style-type: none"> ▪ evaluate website credibility with teacher direction ▪ navigate a site or database to locate relevant information ▪ use citation generator to create bibliography or citation tool in a database with teacher guidance ▪ use Turnitin to submit research assignment 	<p>Evaluate and Take Note</p> <p><u>Information Literacy:</u></p> <ul style="list-style-type: none"> ▪ sort information and choose suitable note-taking strategies to classify and record information ▪ identify resources that support or refute a particular point of view and/or describe potential biases ▪ make inferences and support them with evidence ▪ synthesize findings and make connections, discover trends and patterns from information and formulate conclusions ▪ apply strategies that support the ethical use of information and avoid plagiarism ▪ create an annotated bibliography and or literature review of sources ▪ cite resources properly from a variety of sources using the proper bibliographic conventions and embedded reference for MLA, APA and Chicago styles. <p><u>Digital Literacy:</u></p> <ul style="list-style-type: none"> ▪ create personalized digital organizational system for taking and sorting notes (ie. Evernote, GAFE) ▪ uses digital tools to create a bibliography (MLA, APA, Chicago) ▪ use Turnitin to submit research assignment
<p>Create</p> <p>Make product that presents the results of research. Assess the product and process and transfer knowledge to new contexts. Draw conclusions</p> <p>Inquiry-Based Framework: Organize and Connect with and from each other</p> <p>Information Studies: Process Information/Transfer Learning</p>	<p>Final Product</p> <p><u>Information Literacy:</u></p> <ul style="list-style-type: none"> ▪ present research in a variety of forms (oral, written, or pictorial) to answer the question investigated ▪ write a content-related report that answers research question ▪ participate in a group activity/production (debate, interview, presentation, radio program etc.) <p><u>Digital Literacy:</u></p> <ul style="list-style-type: none"> ▪ use multimedia software to present research findings (podcast, Audacity, Bitstrips, MovieMaker etc.) ▪ create and communicate using Web 2.0 tools (Voki, Glogster, Prezi etc.) and GAFE (eg. WeVideo) 	<p>Final Product</p> <p><u>Information Literacy:</u></p> <ul style="list-style-type: none"> ▪ reflect on topic and findings, new skills, knowledge learned and suggest areas for further research ▪ select a product format that compliments the research assignment ▪ use appropriate vocabulary to present findings <p><u>Digital Literacy:</u></p> <ul style="list-style-type: none"> ▪ integrate a variety of technologies where appropriate to communicate findings and or multiple perspectives on the research assignment ▪ produce a product for a particular context or audience

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