

Essential Outcomes 2007-2008

Library: Information Studies

There are three main areas in which students work in the library:

1) Inquiry and Research

Students will: a) prepare for research;
b) access resources;
c) process information;
d) transfer learning.

2) Information Technologies

Students will:

- a) Use information technologies to define needs, select information, analyse information and reflect on research.
- b) Use information technologies to identify, gather, and sort information and revise product.
- c) Use information technologies to explore information, collaborate with others, test ideas and present findings.
- d) Use information technologies to relate prior knowledge, locate information, synthesize findings, formulate conclusions, and transfer knowledge and skills.

3) Information and Society

Students will:

- a) Analyze and evaluate the nature and importance of information in personal life and society.
- b) Demonstrate an understanding of varied ways of organizing and storing information.
- c) Demonstrate an understanding of varied ways of creating and communicating information.
- d) Transfer information skills and knowledge to enrich personal life and contribute to society.

The Essential Outcomes are outlined below, organized by area as well as grade level:

| | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|-----------------------------|--|--|--|--|
| Inquiry and Research | <ul style="list-style-type: none"> - begin to prioritize questions for significance, relevance and practicality; - select a variety of online databases; - compare comprehensiveness of sources; - design criteria to evaluate information; - begin to understand general principles of good research; - chart concept formation; - begin to use advanced bibliographic convention; - use visual organizers such as mind maps; - search the internet using a range of strategies available in a variety of meta search engines. | <ul style="list-style-type: none"> - prioritize questions for significance, relevance and practicality; - analyse inaccuracy and ambiguity in information and their effect on argument; - judge if conclusion follows the argument; - understand general principals of good research; - interpret statistical information; - use advanced print or online indexes to periodicals; -use advanced bibliographic conventions, following a standard format for a variety of products; - search the internet using a range of strategies available in a variety of meta search engines; - discover relationships in information. | <ul style="list-style-type: none"> - form questions into thesis and reflect on continual appropriateness of thesis; - select bibliographies; - analyse the validity of hypothesis of a resource by examining its primary and secondary sources; - recognize personal learning styles and their impact on research and problem solving; - use specialized indexes such as literary, legal, bibliographic, biographic and business indexes; - use outlining and flowcharts to organize data - search the internet using a range of strategies available in a variety of meta search engines. - relate research findings to global perspectives; - suggest areas for further research. | <ul style="list-style-type: none"> - recognize the importance of taking time to internalize questions and findings at all stages of the process; - select journals and abstracts; - deconstruct an argument to determine original principles; - analyse both inductive and deductive arguments and evaluate the logic of their conclusions; - use specialized indexes such as newspaper, and journal to prepare for post-secondary employment and education; - extend insights and opinions from findings; - transfer conclusion reached in one context to another context. |

| | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|----------------------------------|--|---|---|--|
| Information Technologies | <ul style="list-style-type: none"> - distinguish between primary, secondary materials on electronic sources’; - assess the value and usability of various types of electronic resources; - use acknowledged format for citing electronic sources; - use graphic tools to organize subtopics and key words. | <ul style="list-style-type: none"> - analyse a variety of electronic information sources; - use graphic tools to create a research plan; - create complex graphic organizers; - use advance features of word processing and telecommunication to communicate knowledge. | <ul style="list-style-type: none"> - evaluate electronic resources for validity, authority , relevance and accuracy; - establish criteria for evaluating a web page; - use advance features of word processing and telecommunication to communicate knowledge. | <ul style="list-style-type: none"> - identify and analyze the appropriate technology resources for research and problem solving considering validity, authority, relevance and accuracy; - use organization tools such as timelines, knowledge trees, legends and indexes to record and organize information |
| Information & Society | <ul style="list-style-type: none"> - identify the role of information in society in such fields as literacy; - identify the different kinds of bias in information; - illustrate ways of controlling information such as filtering and censorship; - link learning from various disciplines. | <ul style="list-style-type: none"> - analyse the impact of information technology on such areas as environment and global development; - use theories like multiple intelligences to determine personal approaches to information. | <ul style="list-style-type: none"> - analyze the impact of information technology on such areas as Canadian and world cultures; - explain how web pages and search engines are constructed and organized; - identify the features of propaganda. | <ul style="list-style-type: none"> - analyse the impact of information technology on such areas as economy and politics; - analyse the use of propaganda and the control of communication in contemporary society; - use information skills and reading experiences to investigate global issues. |

Through an orientation lesson, Grade 9’s are introduced to the concepts and skills outlined above in the essential outcomes. In order to meet the essential outcomes for all grades the teacher librarian must use the teachers’ assignments as a basis for the lessons and outcomes outlined in the above chart. The next step is to provide all teachers with the essential outcomes for Information Studies so that they can keep them in mind when designing and building assignments for students to research in the library as well as on their own time.