

Researching - The Paramount Importance of Information Literacy

<http://www.ala.org/acrl/issues/infolit/overview/intro>

An integral part of education is understanding the paramount importance that Information Literacy plays in our research. Information Literacy is the set of skills needed to find, retrieve, analyze, and use information.

There is no denying that we are in the Information Age. With the amount of information streaming from so many varied sources it is evident that students cannot learn everything they need to know about their field of study in a matter of a few short years. However, students can learn the critical skills of Information Literacy that will equip them to become independent lifelong learners.

As the [American Library Association Presidential Committee on Information Literacy](#) (January 10, 1989, Washington, D.C.) says “Ultimately, information literate people are those who have learned how to learn. They know how to learn because they know how knowledge is organized, how to find information and how to use information in such a way that others can learn from them. They are people prepared for lifelong learning, because they can always find the information needed for any task or decision at hand.”

Any research takes time so work smart not hard. Don't reinvent the wheel. The materials in the Reference section were compiled by experts in their individual fields and disciplines, and are an invaluable tool in any research assignment. The Reference section of the library is an excellent tool in helping students broaden their scope of scholarly information, narrow their topics, and quickly find reliable facts. Locating information quickly and having easy access to library materials is paramount to the beginning of the research process. Our reference section includes Encyclopedias, Thesauri, Dictionaries, Lexicons (Biblical Language Tools), and Atlases. All research materials in the Reference Section of the library can be searched by using the FollettDestiny on-line catalog: <https://sfbc.follettdestiny.com>

Good research takes time, great research takes perseverance, extraordinary research takes both. Your studies and learning are worth all the effort you put into them. With that in mind, use our library to its full extent, use the resources of other reciprocal libraries listed on Page 15 and, if you can't find that for which you are searching, utilize the service of Interlibrary Loan through WorldCat: <http://www.worldcat.org/> - the world's largest online catalog.

Researching Links: The following links may assist any researcher:

When beginning any research, even the smallest of essays, it is important to begin with a good research outline. Using the following links will assist in any research; making it more complete, thorough and logically constructed from beginning to end: "The Standards: Step-by-Step," "The Seven Steps of Research Process," "Bloom's Taxonomy," "Bloom's Taxonomy Action Verbs," and the "The Research Process Model For Information Literacy Skills" are all excellent tools for your research toolbox.

Researching Links To:

The Standards: Step-by-Step

<http://www.ala.org/acrl/issues/infolit/standards/steps>

The Seven Steps of the Research Process:

<http://olinuris.library.cornell.edu/ref/research/skill1.htm>

Bloom's Taxonomy:

http://en.wikipedia.org/wiki/Bloom's_Taxonomy

Bloom's Taxonomy Action Verbs:

<http://www.clemson.edu/assessment/assessmentpractices/referencematerials/documents/Blooms%20Taxonomy%20Action%20Verbs.pdf>

The Research Process Model For Information Literacy Skills

<http://www.coralgladeshigh.com/pdf/rpm.pdf>

Bloom's Taxonomy: http://en.wikipedia.org/wiki/Bloom's_Taxonomy

Cognitive Domain

Knowledge, comprehension and critical thinking skills in a area to be researched is vitally important as we seek to begin our educational journey. There are six levels – moving from lower to a higher order.

Knowledge

Memory of learned materials - by recalling facts, terms, basic concepts and answers
Questions like: What are the health benefits of eating apples?

Comprehension

Demonstrate the understanding of facts, organizing ideas, comparing, contrasting, translating, interpreting, giving descriptions, and stating main ideas.

Questions like: Compare the health benefits of eating apples vs. an orange.

Application

Using new knowledge to solve problems; in new situations and by applying acquired knowledge, facts, techniques and rules in a different way. Questions like: Which kinds of apples are best for baking a pie, and why?

Analysis

Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations, (elements, relationships & organizational principles). Questions like: List four ways of serving foods made with apples and explain which ones have the highest health benefits. Provide references to support your statements.

Synthesis

Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions. Produce a plan; derive a set of abstract relations. Questions like: Convert an "unhealthy" recipe for apple pie to a "healthy" recipe by replacing ingredients and explain why.

Evaluation

Present and defend opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria, (a judgment call). Questions like: Do you feel that serving apple pie for an after school snack for children is healthy:

The Research Process Model For Information Literacy Skills

<http://www.coralgladeshigh.com/pdf/rpm.pdf>

1. Define the information need/task
 - Analyze the information task
 - Identify the information needed to complete the task
 - Narrow or define the focus of the information question
 - Consider the best format for the end product
2. Determine information seeking strategies
 - Brainstorm all the possible resources
 - Determine the best initial leads for relevant information
 - Consider which sources will be the most helpful
(within and beyond the media center)
 - Design a general search plan
3. Locate and access the information
 - Determine where the sources are located within and beyond the media center
 - Find the information within the sources
 - Determine the general relevancy of the content
4. Analyze and extract the information
 - Read, view, or hear the information to determine if it is specific to the topic
 - Determine the appropriateness of the information
 - Determine the adequacy of the information
 - Select a systematic method to gather, sort, and retrieve the information from the sources selected
 - Extract and record the information from the source
5. Organize and present the information
 - Select the format for your presentation/product
 - Organize the information from all of the sources used
 - Integrate new information with prior knowledge
 - Sequence the information to develop the appropriate emphasis
 - Select the best format for the end product
 - Cite all sources used
 - Present, perform, share the product
6. Evaluate the process and product
 - Evaluate if the information problem was satisfactorily solved
 - Determine if the process was efficient
 - Determine if the product was effective
 - Assess what should be done differently next time