**Central Concept 1: Information that is organized provides access to facts, ideas and multiple perspectives**

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| **Guided Inquiry Information Literacy Concepts** | |
| **Central Concept 1** | **Information that is organized provides access to facts, ideas, and multiple perspectives.** |
| 1.1 A vast array of sources can be either organized or linked. |
| 1.2 A library is a collection of sources that have been organized according to a classification system, whereas the Internet is a universe of electronic resources that can be linked by attributes that may have nothing to do with their content. |
| A. Knowing the title or author of a book is a straightforward way to locate the source. |
| B. Keywords are terms and phrases you think best represent a topic. |
| C. Subject headings are consistent terms and phrases that a professional has assigned to sources. |
| 1.3 Search strategies provide ways to forge a path through information on an inquiry journey. |
| A. A variety of search strategies enable you to find a wide range of sources of information. |
| B. Different types of searches have different purposes and are appropriate for different points in the inquiry  process. |
| C. Managing inquiry to keep track of sources requires a systematic approach. |

Figure 7.1. Guided Inquiry Information Literacy Concept 1.

Kuhlthau, Maniotes & Caspari (2015) p74

**Central Concept 2: Valuable information prompts curiosity, reflection, and enlightenment**

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| **Guided Inquiry Information Literacy Concepts** | |
| **Central Concept 2** | **Valuable information prompts curiosity, reflection, and enlightenment.** |
| 2.1 The purpose of evaluating sources of information is to choose the highest quality and most useful to accomplish a task. |
| A. Choosing information in different formats fosters multiple ways of thinking and learning. |
| B. The structure of a source offers clues for evaluating the usefulness of the information. |
| 2.2 Sources have distinct characteristics that will help you evaluate the quality and usefulness of the information. |

Figure 7.1. Guided Inquiry Information Literacy Concept 1.

Kuhlthau, Maniotes & Caspari (2015) p75

**Central Concept 3: Thoughtfully interpreting information over time leads to deep learning**

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| **Guided Inquiry Information Literacy Concepts** | |
| **Central Concept 3** | **Thoughtfully interpreting information over time leads to deep learning.** |
| 3.1 Inquiry is a process of learning and building understanding. |
| A. The process of learning from a variety of information sources occurs in a series of phases. |
| B. Formulating a focused question is the turning point of the inquiry process. |
| C. Managing inquiry to keep track of information and ideas requires a systematic approach. |
| D. Deciding what content is most important in an information source is essential for constructing deep  learning. |
| E. Deciding how much information is enough for a given project is an essential task of inquiry. |
| F. Deep learning requires interpreting facts, creating connections, and organizing ideas. |
| G. Sharing learning requires ethical, thoughtful, and productive practices. |
| 3.2 Sharing research contributes to the knowledge base of a community, reinforces learning, and helps others to learn. |

Figure 7.1. Guided Inquiry Information Literacy Concept 1.

Kuhlthau, Maniotes & Caspari (2015) p76