INFORMATION SEEKING PROCESS

From Baltimore County Public Schools, Towson, MD (2005)
http://www.bcps.org/offices/lis/models/tips/index.html
ENCOUNTERING THE TASK

- Recognize the need for information
- Become aware of the possibilities
- Select a general area of need/concern
- Seek background information/knowledge

CRITICAL THINKING PROCESS

From http://www.bcps.org/offices/lis/models/tips/index.html
EXPLORE/FORMULATE/QUESTION/MAKE CONNECTIONS

- Brainstorm options
- Identify problems/challenges
- Form a focus (graphic organizer)
- Pose questions
- Frame ideas
- Connect new ideas with prior knowledge
- Construct a plan to accomplish the task
- Establish a purpose for reading
SEARCH & LOCATE

- Identify useful, relevant sources
- Formulate search plan and strategies
- Scan and skim text for usefulness
- Refine search strategies
- Evaluate information using criteria

CRITICAL THINKING PROCESS

From http://www.bcps.org/offices/lis/models/tips/index.html
COLLECT/ORGANIZE/MANAGE/MONITOR

- Collect ideas by sorting information in an orderly fashion – **chronological, alphabetical, cause/effect, compare/contrast, subject**...
- Organize information into clusters/idea map
- Manage time, resources and documents
- Monitor ethical and responsible use of information and technologies – cite your sources

CRITICAL THINKING PROCESS

From http://www.bcps.org/offices/lis/models/tips/index.html
Apply critical reading and thinking strategies
Determine importance of information and relevance to question(s)
Make inferences, identify trends, interpret data
Separate information and ideas into component parts
Exercise flexibility in information seeking and collaboration with peers

From http://www.bcps.org/offices/lis/models/tips/index.html
SYNTHESIZE/SOLVE

- Synthesize by fusing, reordering, recalling and retelling to create new meaning or understanding
- Draw conclusions to create new meaning based on sound reasoning and authenticity of information
- Apply new understanding to solve the task
APPLY NEW UNDERSTANDING

- Assess the scope of work and needed resources, materials and equipment
- Develop and implement an action plan – Make your plan, work your plan
- Seek per review for new insights and revision – Ask for Help
- Assess the product in terms of requirements and individual/group effort/contributions

CRITICAL THINKING PROCESS

From http://www.bcps.org/offices/lis/models/tips/index.html
COMMUNICATE/PRESENT/SHARE

- Determine best method to communicate new knowledge
- Convey new knowledge using effective communications skills
- Engage audience in discussion and respond to feedback

CRITICAL THINKING PROCESS

From http://www.bcps.org/offices/lis/models/tips/index.html
Apply metacognitive (how you think) strategies to assess the research process and your own thinking

Transfer new knowledge to solve new problems (apply your learning)

From http://www.bcps.org/offices/lis/models/tips/index.html
The **Information Seeking Behavior Model** supports the teaching of Online Research Models designed by library media specialists in the Baltimore County Public Schools. It is a synthesis of research and/or experience of Carol Kuhlthau, Debbie Abiloch, Jamie McKenzie, Jay McTighe and the library media specialists in the Baltimore County Public Schools.

Comments or questions regarding the model should be directed to **Della Curtis**, Coordinator, Office of Library Information Services. It may be used for educational, non-profit school use only. All other uses, transmissions, and duplications are prohibited unless permission is granted expressly.

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