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| **Task Initiation: First Stage - OPEN** |
| **Task** | **Thoughts** | **Feelings** | **Actions** | **Strategies** | **Mood** |
| Prepare for decision of selecting a topic | Contemplating assignmentComprehending taskRelating prior knowledgeConsidering possible topics | ApprehensionUncertainty | Talking with others. Browsing overview resourcesNo Google at this stage | BrainstormingDiscussing Contemplating possible topicsTolerating uncertainty | Primarily invitational (open to curiosity and inquiry) |
| **Topic Selection: Second Stage - IMMERSE** |
| **Task** | **Thoughts** | **Feelings** | **Actions** | **Strategies** | **Mood** |
| To decide on topic for research | Weighing topics against criteria; interest, requirements, information available, time.Predicting outcome of choices.Choosing topic with potential success | Confusion.Sometimes anxiety.Brief elation after selection.Anticipation of prospective task. | Consulting with information mediators. Making preliminary searches Using information sources. | Discussing possible topicsPredicting outcome of choicesUsing general sources for overview of possible topics | Primarily indicative (Getting the task done) |
| **Prefocus Exploration: Third Stage - EXPLORE** |
| **Task** | **Thoughts** | **Feelings** | **Actions** | **Strategies** | **Mood** |
| Investigate information with intent of finding a focus | Becoming informed about general topicSeeking focusIdentifying possible focusesInability to express precise information need | ConfusionDoubtThreateningUncertainty(The Dip) | Locating relevant informationReading to be informedTaking notes on facts, ideasMaking citation | Reading to learn topicTolerating inconsistency and incompatibility of information encounteredSeeking focusListing descriptors | Primarily indicative |
| **Focus Formulation : Fourth Stage - IDENTIFY** |
| **Task** | **Thoughts** | **Feelings** | **Actions** | **Strategies** | **Mood** |
| To formulate a focus from the information encountered | Predicting outcome of possible foci using interest, requirements, availability, timeIdentifying ideas in information to form focusMoment of insight | OptimismConfidence in ability to complete task | Reading notes for themes | Making a survey of notesListing possible fociChoosing a focus, discarding othersCombining themes to form focus | Primarily indicative |
| **Informationrmation Collection: Fifth Stage - GATHER** |
| **Task** | **Thoughts** | **Feelings** | **Actions** | **Strategies** | **Mood** |
| Gather information that defines, extends, supports focus | Seek information to support focusDefine and extend focus through informationGathering pertinent informationOrganising information into notes | Realise extensive work to be doneConfidence in ability to complete taskIncreased interest | Use library and online sources to collect pertinent information (including Google)Request specific sources from TLTakes notes and citations | Using descriptors to search out pertinent informationMaking comprehensive search of various types of materialsRequest help from TL | Combination of indicative and invitational  |
| **Information Synthesis and Presentation: Sixth Stage - CREATE and SHARE** |  |
| **Task** | **Thoughts** | **Feelings** | **Actions** | **Strategies** | **Mood** |
| Conclude search for informationTransform information into knowledge, via the assignment product | Identifying need for additional informationConsidering time limitDiminishing relevanceIncreasing redundancyExhausting resourcesCollate/mind map sources to create plan for presentation | Excitement of sharing knowledgeSense of reliefSometimes satisfactionSometimes disappointment | Rechecking sources for information initially overlookedConfirming information and citationsWriting/Editing/ Creating IT product | Return to library to make summary searchKeep sources until completion of writing to recheck information Consult mind map or similar to shape assignment product | Indicative |
| **Evaluation of process and product: Seventh Stage - ASSESS** |
| **Task** | **Thoughts** | **Feelings** | **Actions** | **Strategies** | **Mood** |
| Consider what was learnt from research and creation of product | Considering assessment grades given, and relating to marking criteriaConsidering peer achievements Considering metacognitive learning | Satisfaction/dissatisfaction with understanding own metacognitionCelebration of learning achieved | Re reading assignment product and taking into account markers’ comments on information process and productUndertaking a reflection on learning and information process | Consult teacher and TL for advice on improvements on product and processPeer evaluation of assignment product (ICT or otherwise) | Indicative |