|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Task Initiation: First Stage - OPEN** | | | | | |
| **Task** | **Thoughts** | **Feelings** | **Actions** | **Strategies** | **Mood** |
| Prepare for decision of selecting a topic | Contemplating assignment  Comprehending task  Relating prior knowledge  Considering possible topics | Apprehension  Uncertainty | Talking with others. Browsing overview resources  No Google at this stage | Brainstorming  Discussing  Contemplating possible topics  Tolerating 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 topics  Predicting outcome of choices  Using 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 topic  Seeking focus  Identifying possible focuses  Inability to express precise information need | Confusion  Doubt  Threatening  Uncertainty  (The Dip) | Locating relevant information  Reading to be informed  Taking notes on facts, ideas  Making citation | Reading to learn topic  Tolerating inconsistency and incompatibility of information encountered  Seeking focus  Listing 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, time  Identifying ideas in information to form focus  Moment of insight | Optimism  Confidence in ability to complete task | Reading notes for themes | Making a survey of notes  Listing possible foci  Choosing a focus, discarding others  Combining 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 focus  Define and extend focus through information  Gathering pertinent information  Organising information into notes | Realise extensive work to be done  Confidence in ability to complete task  Increased interest | Use library and online sources to collect pertinent information (including Google)  Request specific sources from TL  Takes notes and citations | Using descriptors to search out pertinent information  Making comprehensive search of various types of materials  Request 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 information  Transform information into knowledge, via the assignment product | Identifying need for additional information  Considering time limit  Diminishing relevance  Increasing redundancy  Exhausting resources  Collate/mind map sources to create plan for presentation | Excitement of sharing knowledge  Sense of relief  Sometimes satisfaction  Sometimes disappointment | Rechecking sources for information initially overlooked  Confirming information and citations  Writing/Editing/ Creating IT product | Return to library to make summary search  Keep 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 criteria  Considering peer achievements  Considering metacognitive learning | Satisfaction/dissatisfaction with understanding own metacognition  Celebration of learning achieved | Re reading assignment product and taking into account markers’ comments on information process and product  Undertaking a reflection on learning and information process | Consult teacher and TL for advice on improvements on product and process  Peer evaluation of assignment product (ICT or otherwise) | Indicative |