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| **Information Literacy Skills and Inquiry Process** |
| **What is asked of me?** | * I plan my work.
* I define my information needs.
* I find the heart of the question.
* I define the topic.
* I get familiar with the theme of the research.
* I find keywords.
* I think or find synonyms.
* I keep in mind the purpose of the research.
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| **Where can I find information?** | * I search various sources of information.
* I determine which source is the most pertinent.
* I write my research keywords in a search engine, a library catalogue or a database (using, if necessary, Boolean operators or advanced search parameters).
* I reformulate if needed.
* I keep traces of the sources and documents that seem most pertinent.
* I use different modes of research (facets).
* I use bibliographies to focus my research..
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| **How do I select sources?** | * I evaluate the pertinence and credibility of my chosen sources.
* I select the sources that are accessible.
* I choose the sources that answer your topic.
* I triangulate the information found with other sources.
* I use the trace and evaluation form.
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| **Can I copy and paste?** | * I can copy-paste pertinent information and keep the reference to my source of information
* I reformulate what I copy-pasted and still keep the reference to my source of information.
* I take notes on my reading or listening of my information source and I keep its reference. J
* I keep traces of all the information gathered.
* I organize my information according to my topic and research question.
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Sandra Laine, inspiré des tableaux produits par [Rachel DeRoy-Ringuette](https://drive.google.com/file/d/1Ag44BvzT5Ttp_0lVbVZ_C0ny2Kmak8H9/view?usp=sharing) et les travaux du [Comité des compétences informationnelles en bibliothèque scolaire](https://www.competencesinformationnelles.ca/) - Ressource créée pour l’autoformation : Développer ses compétences informationnelles