The transition from primary to secondary school is a vital time. We need to establish our Year 7s as effective learners and members of our school community. Too often students are plunged into a new structure and with library, ICT and information skills taught in isolation. Victoria's recently reformed curriculum, The Victorian Essential Learnings [VELS], promotes an integrated curriculum. The school library has taken the initiative to work collaboratively with teachers and specialist staff to develop, implement and evaluate the Year 7 Learning Induction Program, LIP. This paper will report on the rationale, collaborative development, implementation and evaluation [student and teacher] of the Year 7 Learning Induction Program at Sunbury College.

The Learning Induction Program

Collaboration & Development of the Program

A 2 week induction program was developed collaboratively with teacher librarians, ICT teachers, sub-school teachers and in consultation with subject teachers and coordinators of equal opportunity, student welfare and other teachers with positions of responsibility.

A brief description was given to teachers calling for their input. Teachers were asked what content, interdisciplinary and personal/interpersonal skills they would usually cover in the first two weeks. If the program was to work the teachers delivering the program needed to feel ownership and that the program was not robbing them of their subject time but setting students to be effective learners with the interdisciplinary skills and understandings required for all disciplines. During the end of year planning time an Information meeting with all year seven teachers was held to disseminate and brief the teachers on the program. On the first day of 2007 there was an all year seven teachers meeting where the booklets and timetables were handed out and the program outlined and questions and concerns addressed. Bookings had been made for computer rooms and the Library and extra teachers, Library and ICT timetabled.
**Year 7 Learning Induction Program [LIP]**

**Teacher Survey**

The program survey were announced at a staff meeting and then pigeonholed to all staff in November 2006.

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Other Domains</th>
<th>Other suggestions or comments re the program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>Interpersonal</td>
<td>Good idea if all teachers are included &amp; are aware of what is happening; and there aren’t too many double ups!</td>
</tr>
<tr>
<td></td>
<td>Teamwork, getting to know each other. Thinking Communication – both standards</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>Communication Interpersonal skills</td>
<td>A really good idea for 2007.</td>
</tr>
<tr>
<td></td>
<td>Getting to know each other</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Literacy skills testing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Short Story task</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Small issue [media] analysis task</td>
<td></td>
</tr>
<tr>
<td>Literacy</td>
<td>Class get to know you activities, icebreakers.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>We can’t assume students know each other. We can’t expect them to work together if they don’t feel comfortable together.</td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>Could look at the school from Google Earth</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Colour coding map of school into categories/key Mapping their movement Hinterland of school</td>
<td></td>
</tr>
<tr>
<td>EO</td>
<td>Recommend all students get an explanation of the EO policy, as per student diary. EO Coordinator to present and form teacher present. Session done on a form by form basis.</td>
<td></td>
</tr>
<tr>
<td>Materials Technology</td>
<td>Communication Not all students will do Food, or the other Mat. Tech subjects. Some do 6 months in year 7, others in yr 8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Safety rules</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introduction to speciality rooms</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introduction to first design brief that covers the</td>
<td></td>
</tr>
</tbody>
</table>
### Creative Arts
**Introductory activities:**
- **Prac – Title page design for project books – Imaginative piece** [Freaky picture based on existing object.]
- **Theory – Art Detective introduction: overview of text, content & use**
- **Evaluation sheets**

### Science
**Introduction to Science**
- **Safety in the lab**

### Maths
- **Outline of maths program & course requirements**
- **Test basic skills**

### Performing Arts
**About Music**
- **Listening Skills**
- **Rhythm activities**

### Junior Sub School

### Student Connectedness

### Curriculum Committee

### Description and Implementation of the Program

- Delivered by all teachers in first weeks
- Each year 7 group to follow a two week timetable that will have the following elements:
  - First sessions concentrating on ICT orientation [in computer rooms]
  - School Orientation
• Information Literacy: Library Orientation, ICT [the network, file management, netiquette], Research
• Welfare & Discipline – Rights & Responsibilities – Classroom Rules
• Equal Opportunity
• Peer Support
• Interpersonal & Personal Learning
• Grade 6 Passports
• Year level Activities: BBQ, Performance/Guest Speaker

    **Major Activity: Learning Web Quest** – using Guided Enquiry principles, in particular the ‘zone of intervention’ strategy, the quest is designed to take students to quality and useful information sites, the school catalogue and interactive learning sites, [see Appendix]. In pairs, students complete information collection activities, evaluation tasks and experience interactive sites to discover their learning style, Emotional Intelligence exercises and Information Literacy activities.

    **Major Task: Digital Story** - a sixty second Me story drawing on work done in English, History and Geography utilizing Movie Maker software.

**Evaluation & Research Methodology**

The Victorian Essential Learning Standards promotes Assessment FOR, AS and OF Learning. Assessment FOR and AS are supported by the ‘zone of intervention’ strategy. We used the collaborative process to plan the program; integrating the interdisciplinary domains and dimensions of the VELS and ICT, predicting the ‘zones of intervention’. The Assessment AS allowed the students to tell us how the program was easing their transition to secondary school and what we still needed to do. We aimed to report that to teachers immediately so it could be acted on.

• Assessment FOR learning - occurs when teachers use inferences about student progress to inform their teaching
• Assessment AS learning - occurs when students reflect on and monitor their progress to inform their future learning goals
• Assessment OF learning - occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards.
We used surveys to elicit quantitative and qualitative data. The student survey we framed in student-friendly language. The timing of the survey is important. A substantial part of the program needs to have been completed, but also there needs to be still time for the Assessment AS to be acted on.

**Evaluation Results**

**Student**

Students were surveyed on day seven of the program, the seventh day at secondary school. The results of the survey were collated overnight and a summary reported to teachers at the next day morning briefing and the full report written hard copy via pigeonholes. The suggested immediate actions, following the ‘zone of intervention’ strategy, were highlighted at briefing and with the written report. We were pleased to see the majority of students responded positively. They were happy and confident, making comments: Loves high school, I’m very excited about each day and I’m loving it. We noted there were still some students with concerns, which we aimed to have addressed by the feedback to teachers.

**Results: Assessment AS Learning & Midway Evaluation**

**Comments & Suggested Action**

<table>
<thead>
<tr>
<th>Question</th>
<th>Responses</th>
<th>Still need to know/Comments</th>
<th>Suggested Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you getting to know your way around?</td>
<td>YES 167</td>
<td>Offices: Welfare, Principal’s, A.P.’s offices, Sub School office, sickbay</td>
<td>Review the walk around tour</td>
</tr>
<tr>
<td></td>
<td>NO 15</td>
<td>Have maps around the school – colour coded</td>
<td>Explicitly check they all know</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Have big signs</td>
<td>Give 2 maps – for locker and folder</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I put a map on my locker door</td>
<td>Put laminated, colour</td>
</tr>
<tr>
<td>Question</td>
<td>Responses</td>
<td>Still need to know/Comments</td>
<td>Suggested Action</td>
</tr>
<tr>
<td>----------</td>
<td>-----------</td>
<td>-----------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Are you getting to know how secondary school operates?</td>
<td>YES 235</td>
<td>Bell times After bell say period … Reading the timetables canteen Lunch time lines at canteen too long Lunch too short Want a place for year 7s to hang out</td>
<td>Ensure staff know how to print/read timetable and to point out /fill in blocks Bell time changes communicated using all channels – PA reminders, esp at start of year Approach canteen re length of queues LSF building</td>
</tr>
<tr>
<td>Are you getting to know how you can be a good learner?</td>
<td>YES 235</td>
<td>How to use text book research Diary has helped Not using library yet Most of the things we did at PS I think the orientation things are a big help Can’t access Internet from home</td>
<td>A teacher per form to be responsible for checking all aspects of program are delivered.</td>
</tr>
<tr>
<td>Are you getting to know your teachers?</td>
<td>YES 204</td>
<td>Teachers are nice Names – wear name tags Hard to pronounce names Teachers are helpful Want to know teachers better Where to find them Teachers don’t speak about themselves – seem shy First impressions have shown me a lot about my teachers</td>
<td>Consistently wear name tags, esp now Where to find teachers list on sub school office and elsewhere – near timetables NOTE: Teachers of forms B, C, D, F, G, H, I, J, K - ensure all students know them, wear your name tag.</td>
</tr>
<tr>
<td>Have you had help quickly when you’ve needed it?</td>
<td>YES 143</td>
<td>From teachers and kids Some don’t tell me the right way Class size Can’t find staff rooms – hard to contact some teachers</td>
<td>NOTE: Teachers of all forms, but esp B, D, E, F, GJ make effort to ensure students are getting help quickly – encourage to ask</td>
</tr>
<tr>
<td>How are you feeling so far about starting secondary</td>
<td>HAPPY 128</td>
<td>Have feelings in my stomach Have only been here a week It’s really fun Was scared, not any more Bored already Loves high school</td>
<td>Bored – we identify our Literacy and integration needs students before they start but have we identified our gifted?</td>
</tr>
</tbody>
</table>
### Teacher Evaluation

Teacher evaluation was conducted at the staff meeting that fell on day seven of the program, the seventh day of school. We were pleased to see they mostly felt supported, approved of the elements of the program and were confident and happy. There were concerns about understanding and communication about the program and delivering the program and their subject content. Teachers’ evaluation and comments were honest, constructively critical and positive.

### Results: Midway Evaluation

Responses: 32

Note: more than 1 response selected in each question

### Understanding of the Program

<table>
<thead>
<tr>
<th>Knew what about</th>
<th>After 1st day</th>
<th>Confused</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>Yes I think so</td>
<td>I was confused at start, but as the program ran, gained a better understanding</td>
</tr>
<tr>
<td></td>
<td>Library orientation</td>
<td>Knew what about, but still confused with activity changes, put updated timetable on whiteboard</td>
</tr>
<tr>
<td></td>
<td>New teacher so I knew little about it, found out what was required of me</td>
<td>At first, but knew what I thought was important to pass on, but not sure if this is what is expected of me</td>
</tr>
<tr>
<td>Knew what required</td>
<td>Not really</td>
<td>Bit unsure how to do Passports</td>
</tr>
<tr>
<td>18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication: Meetings, Bulletin, Pigeon holed notices, Minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Good</strong> 11</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Became clear, easy then</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Satisfactory</strong> 16</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| *For new teachers – a brief outline during orientation*
| *Need step by step instructions*
| *Meeting – too full of unnecessary information*
| *Need to get subject teachers together so we know how to approach*
| *Team always happy to help* |
| **Need More** 3 |
| *Found out about Numeracy testing, just before, no time to inform class, so ran out of time*
| *Ensure room changes listed* |

<table>
<thead>
<tr>
<th>Support: Resources ready Extra teachers, Someone available to ask</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Good</strong> 22</td>
</tr>
</tbody>
</table>
| *Everyone in the Library was very supportive, as usual*
| *Excellent help from Bernadette/Glenys*
| *All was good stuff* |
| **Satisfactory** 5 |
| *Need technicians in room for start of Literacy testing.*
| *Too many log on problems and invalid sessions which required me to leave the room to sort things out*
| *?J passports went missing, found just in time*
| *Willing but in class /doing program when at times I needed to ask*
| *I’ve got Literacy testing tomorrow, I don’t know what’s happening, but I’ve been told not to worry!* |
| **Need More** 2 |
| *Do training on using Passports, what others do.* |

<table>
<thead>
<tr>
<th>Booklet/Handouts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Useful</strong> 28</td>
</tr>
</tbody>
</table>
| *Had to tailor for Literacy class*
| *How to research good, better to use when they have a project.*
| *I combined the textbook literacy with the research.*
| *Used it all the time* |
| **Not Useful** 1 |
| *TRAC group need different sheets*
| *Written instructions sometimes difficult to understand – make more step by step*
| *To me, but useful for others*
| *Research handouts – Too written/bit boring – I know it’s extremely useful, maybe it’s how I work through it.* |

<table>
<thead>
<tr>
<th>Elements of the program: Transition Learning Library Welfare</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Good</strong> 27</td>
</tr>
</tbody>
</table>
| *Areas need to be tailored but all in all, well done*
| *Library intro – very good, just the right intensity*
| *Did Literacy, diary – sessions went well* |
Excellent range
Good idea, need to talk to others doing it.
Students have been positive

<table>
<thead>
<tr>
<th>Not Needed</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 lessons on diaries too many</td>
<td></td>
</tr>
<tr>
<td>Passports – laboured, not well thought through by kids</td>
<td></td>
</tr>
<tr>
<td>Diary a bit too long – 2 sessions</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Need to include</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>PoLT Learning surveys – as part of “Me as a learner”</td>
<td></td>
</tr>
<tr>
<td>School orientation</td>
<td></td>
</tr>
</tbody>
</table>

### Your Feelings

| Confident | 8 |
| Not Confident | 1 |
| Happy | 19 |
| Frustrated | 6 |
| Angry | 1 |
| Classes itching to start pracs |
| Students turned off to some things |
| Too much teacher talking, teacher lead discussion |
| I’ve effectively missed 2 weeks of Drama with one class. |

### Other comments

Although in first year, a brilliant tool for introducing nervous Year 7s into the school environment
Reflective circle eats into prac class period 6
Reflective circle worked well in the period 6 we had.
Well done organisers
Students seem positive, took onboard the objectives
Great Work. Program was great.
Great idea.
Good idea, just needs a little refining
I hope all teachers followed the program
Loved the high tech, bullet proof name tags – A1 security
Helped the students settle in, great program, will be even better next year.
I handballed research to a history teacher, and did my job of introducing the students into the Drama room/safety practices/uses
Some classes not done mapping - late week

### Suggestions

Numeracy testing needed 2 periods
Do Research in Pathways
Take care with TRAC timetable – break up
Need at least 2 morning teas/lunches to get staff onboard.
Need to go through finer points with Sub School staff.
Some things too late in the week, all classes need their timetables straight away
Passports need to be returned to central point.
Team Leader – be involved more with classes- how to tricky
Team leaders appointed to sessions on rotational basis – I would like to experience all activities with different classes
Very good for students, but would like to start teaching my subject without interruption.
I don’t know if first class should be LIP – first contact b/w teacher/student
Students now seem anxious to begin a
Conclusions

The Learning Induction Program seems to be contributing to meeting the aims of establishing our Year 7s as effective learners and members of our school community. Student and teacher evaluation was positive and constructive. The program was developed over a short time frame. Teachers had limited opportunity to learn about the program. Some teachers delivering the program were new to the school so had not benefited from the previous year meetings and consultation. Not all elements of the program were delivered because time ran out. The integrating of ICT was vital and a key tool in engaging students. Student focus groups will be used to gather student’s assessment and comments on their start to secondary school. We will use a collaborative process, taking the proposal for the 2008 program, [taking into account the student and teacher evaluation] will go to teachers for consultation, their constructive critique and suggestions will be taken on board and a final proposal submitted to Curriculum Committee. We need to have more opportunity to teach the teachers about the program, and we need to provide the necessary Professional development for teachers in order for them to better implement the program in 2008.

To effect change in schools is always a challenge. Teachers are busy and are not always receptive to change, especially if there is a possible perception that their discipline teaching time is being robbed. We had to convince teachers that the perceived loss of time would be offset by the interdisciplinary value of the program, making their students more effective learners. For the collaborative process to be successful, teachers need to be consulted, their professional critiques, suggestions and concerns taken on board and for them to be fully supported during the process of implementing a new program.

References

Blueprint for Government Schools [2003]
Victorian Essential Learning Standards [2003]
Kulthau, C. C & Todd, R. J. Guided Inquiry: Implementation
http://www.cissl.scils.rutgers.edu/guided_inquiry/introduction.html
Multiple Intelligences Wheel
State of Debate Game 7 RU Revising Science Game
http://www.bbc.co.uk/schools/
Interactive Search Engine Tutorial
Biographical Notes
Penelope Geoghegan is the Resource Centre Manager and an English teacher at Sunbury College. She works collaboratively with teachers to develop and implement programs that integrate best practice teaching and learning strategies, information skills and ICT. Recent programs are the Year 9 City Curriculum Program and for 2007, the Year 7 Learning Induction Program. Penelope is Vice President of the School Library Association of Victoria, [SLAV].
Appendix 1

THE LEARNING QUEST 2007

LIBRARY LEARNING RESEARCH RESOURCES

- In pairs complete each set of tasks.
- You can complete the sets in any order.
- NOTE: You will need to be in the Library for the Library and Research sets.
- You can find the online version of the Quest on the school Intranet.
- You will need to log on to the school Intranet.
- Record your answers/responses.
- Tick when completed.
- Get a teacher to check.
- When all sets have been completed get a Library teacher to sign you off.
- Complete the evaluation and give to a Library teacher.

<table>
<thead>
<tr>
<th>TASKS</th>
<th>COMPLETED</th>
<th>DATE</th>
<th>TEACHER CHECK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resources</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NAME: ____________________   FORM: 

________

HAS COMPLETED

THE LEARNING QUEST 2007

DATE: _________________

TEACHER SIGNATURE: __________________________
Library

Library Rules

We have some basic rules to ensure everyone can work safely and effectively.
Write down 4 rules the Library needs. Ask Library staff or teachers to check your rules.

1. ________________________________________________ _______________________

2. ________________________________________________ _______________________

3. ________________________________________________ _______________________

4. ________________________________________________ _______________________

Finding Information and Resources

Organization of Information & Resources

Information/non fiction resources are arranged by the DEWEY DECIMAL SYSTEM. This system gives a decimal number for each subject. The more numbers that are added the more specific the subject. For example, 700 is the number for the Arts and 790 the number for Recreation & Performing Arts, 796 is for Athletic & Outdoor Sports and 796.3 for Ball Games.
Write out the subjects for the main Dewey numbers in the space provided. Use the Explore Dewey bookmark.

DEWEY DECIMAL SYSTEM

<table>
<thead>
<tr>
<th>000</th>
<th>500</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>600</td>
</tr>
<tr>
<td>200</td>
<td>700</td>
</tr>
<tr>
<td>300</td>
<td>800</td>
</tr>
<tr>
<td>400</td>
<td>900</td>
</tr>
</tbody>
</table>

Finding resources by using the catalogue – Bibliotech

The catalogue is on the school computer network. To access the catalogue you must first log on.

Accessing Bibliotech – The Catalogue

Once logged on click the Start button, up to programs, across and down to Bibliotech. The SEARCH screen will appear. You move the arrow around with the mouse and point and click.
You can search by SUBJECT< AUTHOR< TITLE

- To find information / non fiction books: Search by SUBJECT: use keywords to do with your subject/topic, these are your search terms. Enter one or more of your search terms in the search window.

  Note: the more terms you add the narrower is the search.

  ➢ Enter animals as your search term.

  How many resources did the system find? _________________

  ➢ Add Australian to the search window.

  Now how many resources did the system find? _________________

  ➢ Sort the results by clicking the sort button, a drop down menu will appear, click on call number. This will put the results of your search in order of their call number.

  What is the main call number for Australian Animals? _________________

  ➢ Find the Australian Animals books on the shelves

  ➢ Write down the exact call number and title of two books about Australian Animals.

    1. _______________________________________________________________

    2. _______________________________________________________________

- To find fiction books

  Search by AUTHOR or TITLE

  ➢ Enter Andy Griffiths, Paul Jennings or your favourite author in the search window.

  ➢ Write down the title of two books.

    1. _______________________________________________________________

    2. _______________________________________________________________

Learning

What kind of Learner are you?

  ➢ Go to the Multiple Intelligences Wheel and take the test. Print out your results. Record your top three preferences.

  ➢ Click on the What are Multiple Intelligences button and make notes on the key characteristics of your top 3 intelligences. Do individually.


Intelligence 1: _________________________________

Characteristics: _________________________________

Intelligence 2: _________________________________
Can you keep your cool?

- Go to the State of Debate game and see what it takes to NOT get arrested. Work through at least 2 of the scenarios together and then note the characteristics of the responses that either got you arrested or got you out of trouble.

  http://www.bbc.co.uk/schools/

- Click on: Secondary – Study Skills – Games – 11 – 16 – Scroll to Revision – Select State of Debate

What type of responses got you out of trouble?

____________________________________________________________________________________

What type of responses got you arrested?

____________________________________________________________________________________

What have you learnt about controlling what you say?

____________________________________________________________________________________

How can you apply that when working with others?

____________________________________________________________________________________

Can you Study and do Revision?

Reading your novel   Reading your text book   Making summary notes

Re-writing wrong answers   Practise exercises   Practise tests/exams

- Go to the RU Revising Science game. Play the game. Do the game together.

  http://www.bbc.co.uk/schools/

- Click on: Secondary – Study Skills – Games – 11 – 16 – Scroll to Revision – Select RU Revising Science

- Analyse your study space.

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>IF NO, WHAT I NEED TO DO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is my Study Place available to me whenever I need it?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is my Study Place free from interruptions?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is my Study Place free from distractions?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does my Study Place contain all the study materials I need?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does my Study Space contain a large enough desk or table?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does my Study Place have enough storage space?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does my Study Place have a comfortable chair?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does my Study Place have enough light?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does my Study Place have a comfortable temperature?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| YES | NO | IF NO, WHAT I NEED TO DO |

* Go to the How-to-Study.com site for tips on how to improve your study space.
* Click on: Preparing for Study
* Write down the 5 reference sources you should have in your study space.

* Click on: Strategy for Reading Textbooks
* Write down and explain what each letter of the SQRW strategy.

S__ __ __ __ __ : _________________________________________________________________
Q__ __ __ __ __ __ __ __ : _________________________________________________________
R__ __ __ __ : _________________________________________________________________
W__ __ __ __ : _________________________________________________________________

---

**Research**

**Research Assignments**
* Go to the Making a Difference CD on the school network. Explore then answer the questions.
* Explain the 6 steps in the Information Skills Process

DEFINE: _________________________________________________________________
LOCATE: _________________________________________________________________
SELECT: _________________________________________________________________
ORGANISE: _____________________________________________________________
PRESENT: _______________________________________________________________
ASSESS/EVALUATE: _______________________________________________________

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**Using the internet**
* Go to Learn the Net site and do the Interactive Search Engine Tutorial.
* Click on: Find Information – Interactive-Search Engine Tutorial
Answer the questions.

What does case sensitive mean? ________________________________

What are sponsored links? ________________________________

How many documents matched the query? ________________

What does the com in the URL or web address mean? ________________

For an advanced search where do you type a phrase? ________________

Which site will help cheer up Rascal? ________________

Internet VS Library

For this task one will use the Internet and one will use Library resources to find the answers and record the source and the time it took.

Library Resources: Encyclopaedias, Specialist Reference [Dictionary, Thesaurus, Atlas], Magazines, Information/Non-fiction, Newspapers, Videos/DVDs

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>ANSWER</th>
<th>SOURCE</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>What was the expected temperature in Adelaide for today?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>What does NATO stand for?</td>
<td></td>
<td></td>
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<tr>
<td>3.</td>
<td>What is a black hole?</td>
<td></td>
<td></td>
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<tr>
<td>4.</td>
<td>What was Australian Eddie Charlton famous for?</td>
<td></td>
<td></td>
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<tr>
<td>5.</td>
<td>How tall is the Empire State Building in New York City?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>How many bones in your body?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>What is the capital city of Sweden?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>How fast can a cheetah run?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Find the names of 3 eucalyptus trees.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>When and how and where did Ned Kelly die?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Who finished first? ________________________________

What questions were answered quickest by the Internet or by Library resources?
Resources
Information Internet Sites
➢ Go to the listed Internet sites. Explore & Evaluate

State Library of Victoria
www.slv.vic.gov.au

Who is the author? ________________________________________

What is their authority/expertise? ______________________________

What information? _________________________________________

How could you use this site/information? _______________________

Cite this site for a bibliography. ________________________________

The Education Channel

Who is the author? ________________________________________

What is their authority/expertise? ______________________________

What information? _________________________________________

How could you use this site/information? _______________________

Cite this site for a bibliography. ________________________________

The ABC
http://www.abc.net.au/

Who is the author? ________________________________________

What is their authority/expertise? ______________________________

What information? _________________________________________

How could you use this site/information? _______________________

Cite this site for a bibliography. ________________________________

Australian Dictionary of Biography
www.adb.online.anu.edu.au

Who is the author? ________________________________________

What is their authority/expertise? ______________________________

What information? _________________________________________

How could you use this site/information? _______________________

Cite this site for a bibliography. ________________________________
Penguin

Who is the author? __________________________ ________________________________
What is their authority/expertise? _________________________________
What information? ____________________________________________
How could you use this site/information? ________________________________

Cite this site for a bibliography. ________________________________

Paul Jennings
http://www.pauljennings.com.au

Who is the author? __________________________ ________________________________
What is their authority/expertise? _________________________________
What information? ____________________________________________
How could you use this site/information? ________________________________

Cite this site for a bibliography. ________________________________

Zoo

Who is the author? __________________________ ________________________________
What is their authority/expertise? _________________________________
What information? ____________________________________________
How could you use this site/information? ________________________________

Cite this site for a bibliography. ________________________________

Scienceworks and The Melbourne Planetarium

Who is the author? __________________________ ________________________________
What is their authority/expertise? _________________________________
What information? ____________________________________________
How could you use this site/information? ________________________________

Cite this site for a bibliography. ________________________________

The Age

Who is the author? __________________________ ________________________________
What is their authority/expertise?  

What information?  

How could you use this site/information?  

Cite this site for a bibliography.  

**Wikipedia Online Encyclopaedia**


Who is the author?  

What is their authority/expertise?  

What information?  

How could you use this site/information?  

Cite this site for a bibliography.  