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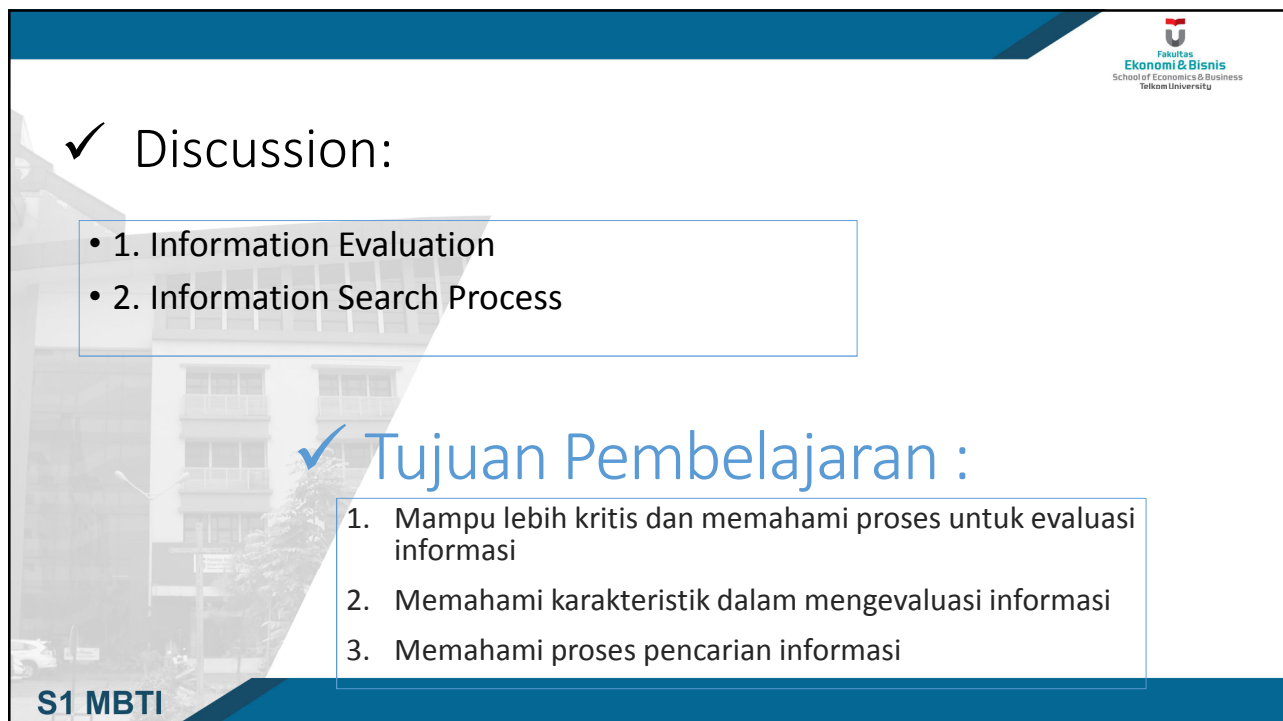**Ekonomi & Bisnis**
School of Economics & Business
Telkom University

Telkom
University

Literasi TIK

Critical Information Evaluation and Search Process

Semester Ganjil – TA 2016/2017

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✓ Discussion:

- 1. Information Evaluation
- 2. Information Search Process

✓ Tujuan Pembelajaran :

1. Mampu lebih kritis dan memahami proses untuk evaluasi informasi
2. Memahami karakteristik dalam mengevaluasi informasi
3. Memahami proses pencarian informasi
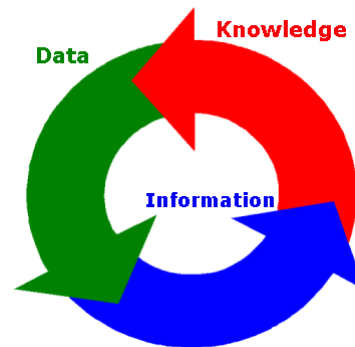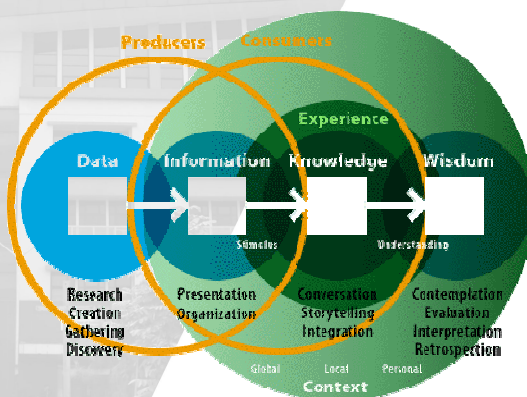
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If we live in a world where information drives what we do, the information we get becomes the most important thing. The person who chooses that information has power.

(Seth Godin)

izquotes.com

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What is Information?

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INFORMATION EVALUATION

- Now a days, information is spread around us and easily obtained through a search on the Internet, at the library even through social media and chat groups that we follow.
- Information not only **easier** to find, but there is **a lot more** of it.
- However, not all the information available it is **VALID, USEFUL,** or **ACCURATE**.
- Here is the importance of evaluating the (source) information.
- Evaluate resources is an important skill for searching, sorting, and decide which information should be received.

Question

When somebody do research on a specific topic, how to find the right information to support such research?

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CHARACTERISTICS TO CONSIDER WHEN EVALUATING INFORMATION SOURCES
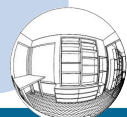
Authority

Timeliness

Relevancy

Quality

Perspective

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Authority

- One alternate to tell whether a content writing is valid or not, is to know the credentials of the author, such as educational background, field of work, and membership organizations that followed (affiliates). Writer with high education degree or has a lot of published books or articles tend to be more credible.
Ex: http://wp.comminfo.rutgers.edu/ckuhlthau/

- The number and types of literature (interest) have been made previously. Use a search engine or a citation index to track how often articles or writings ever made, was quoted by others in related fields.
Ex: http://tylertate.com/; GoogleSchoolar (https://scholar.google.co.id)

- Find out also the profile of the website, publisher or organization that published articles and books.

- Sources who come from the universities, professional societies, scientific publishers, or a scientific journal has had a peer-review process and rigorous editing. So it can be used as a reliable source.

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Authority

- What are the credentials and affiliation or sponsorship of any named individuals or organizations?

- How objective, reliable, and authoritative are they?

- Have they written other articles or books?

- Is the author(s) listed with contact information (street address, e-mail)?

- Has the publisher published other works?

- Do they specialize in publishing certain topics or fields?

- Is the publisher scholarly (university press, scholarly associations)? Commercial? Government agency? Self ("vanity") press?

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Timeliness

- When in need of information that was updated, make sure the date of publication.
- If using a text book, check and use the latest edition if any.
- Newly published sources tend to be more trustworthy than the older source
- For some cases older sources, can continue to be used until a few years into the future
- Publication date is generally located on the title page or on the reverse side of the title page (copyright date).
- Is the information provided by the source in its original form or has it been revised to reflect changes in knowledge?
- Is this information timely and is it updated regularly?

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Relevancy

- Make sure the content in accordance with the purpose
- What is implied by the content?
- Are diverse perspectives represented?
- Is the content relevant to your information needs?

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Quality

- Check grammar, spelling, and punctuation!
- Check if the information is arranged and have a clear path and structured!
- Check if the information authentic!
- Check if the information unique or has it been copied!

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Perspective

- Writing purpose. Is anything being sold?
- Are any conclusions offered? If so, based on what evidence and supported by what primary and secondary documentation?
- Are the author's arguments and conclusions are supported by credible and cited sources.
  Ex: https://astridsila.wordpress.com/annotated-bibliography/
- Read the source's introduction and conclusion. Is it opposing viewpoints are acknowledged or addressed?
- Look for sources with authors who appear to have considered various perspectives as opposed to biased sources that present evidence only supporting one side
- If the source represents only one view, you will want to read additional sources that represent and provide evidence for other perspectives

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BIN. 'TU VOIS QUE ÇA S'ORGANISE: MAINTENANT, POUR AVOIR UN BOUQUIN, 'FAUT LE DEMANDER AU GUICHET ...

S1 MBTI **Information Search Process**

Information skills in the school
© State of New South Wales through the NSW Department of Education and Training, 2007

Steps in the process
- What is my purpose?
- Why do I need to find this out?
- What are the key words and ideas of the task?
- What do I need to do?

Information skills
Students should be able to:
- relate the task to their learning
- clarify the meanings of the words of the task
- identify and interpret key words and ideas in the task
- state the task in their own words
- work out the parts of the task.

Steps in the process
- Did I fulfil my purpose?
- How did I go - with each step of the information process?
- How did I go - presenting the information?
- Where do I go from here?

Defining
What do I really want to find out?

Steps in the process
- What do I already know
- What do I still need to find out?
- What sources and equipment can I use?

Information skills
Students should be able to:
- review the extent to which the end product meets the requirements of the task
- assess their use of this process in completing the task
- examine strengths and weaknesses in specific information skills
- identify increases in knowledge
- set personal goals for the further development of information skills.

Assessing
What did I learn from this?

Quality Teaching

Locating
Where can I find the information I need?

Quality Teaching

Information skills
Students should be able to:
- recall relevant information and skills from previous experience
- recognise strengths and limitations of current knowledge and decide whether additional information and/or skills are needed
- limit an investigation to a manageable size
- identify possible sources (people, organisations, places, print, electronic materials, objects)
- recognise the relative worth of sources
- select the best of these sources to use
- locate sources and appropriate equipment
- use appropriate equipment
- record details of sources that are used.

The Information Process (ISP)

Steps in the process
- What will I do with this information?
- With whom will I share this information?

Presenting
How can I present this information?

Quality Teaching

Selecting
What information do I really need to use?

Steps in the process
- What information can I leave out?
- How relevant is the information I have found?
- How credible is the information I have found?
- How will I record the information I need?

Information skills
Students should be able to:
- identify the requirements of different forms of presentation
- consider the nature of the audience for the presentation
- select a form and style of presentation appropriate to the audience and the content of the material
- prepare the presentation
- present the information.

Organising
How can I use this information

Quality Teaching

Information skills
Students should be able to:
- begin to analyse the usefulness of each source
- use key words to locate potentially useful information within sources
- skim each source for information
- identify information that has links with the task
- assess and respect privacy and ownership of information
- decide what to do about deficiencies within information
- decide whether information is closer to fact or opinion
- assess the credibility of sources which express opinion
- identify inconsistency and bias in sources
- devise a system for recording and synthesising information
- summarise information
- record quotations and sources of information.

Steps in the process
- Have I enough information for my purpose?
- Do I need to use all this information?
- How can I best combine information from different sources?

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Information skills
Students should be able to:
- review the purpose of the task
- combine the information into larger units of information
- combine the units of information into a structure
- review the structure in light of the purpose of the task
- adjust the structure where necessary.

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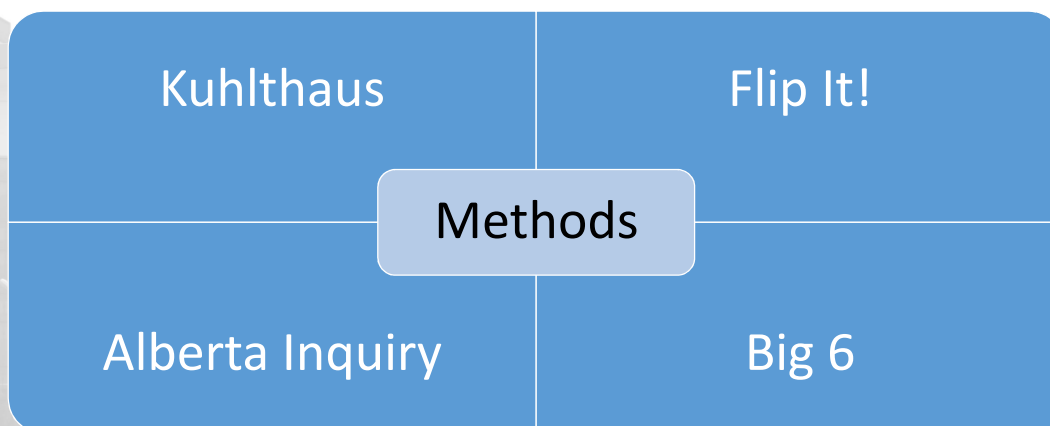http://www.curriculumsupport.education.nsw.gov.au/schoollibraries/index.htm
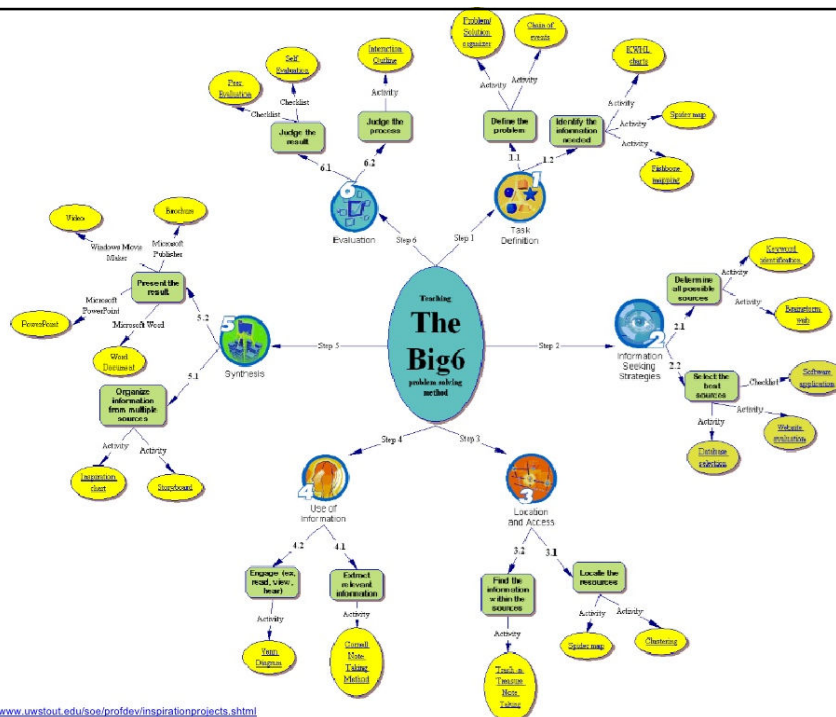
Definition

- The information process is the series of physical and intellectual steps that anyone takes to complete an information task. Each step usually requires the use of several information skills. This process is generally a part of learning and problem-solving

- **In this slide, we will explain only Big 6**
- Please read other techniques by yourself

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How to Find Information?

Kuhlthaus	Flip It!
	Methods	
Alberta Inquiry	Big 6

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http://www.uwstout.edu/soe/profdev/inspirationprojects.shtml

Eisenberg & Berkowitz's Big6

Stage	Aspects
Task Definition	1.1 Define the problem 1.2 Identify information requirements
Information Seeking Strategies	2.1 Determine a range of sources 2.2 Prioritize sources
Location and Access	3.1 Locate sources 3.2 Find information
Information Use	4.1 Engage with information (read/view/listen) 4.2 Extract information
Synthesis	5.1 Organize information 5.2 Present information
Evaluation	6.1 Judge the product 6.2 Judge the process

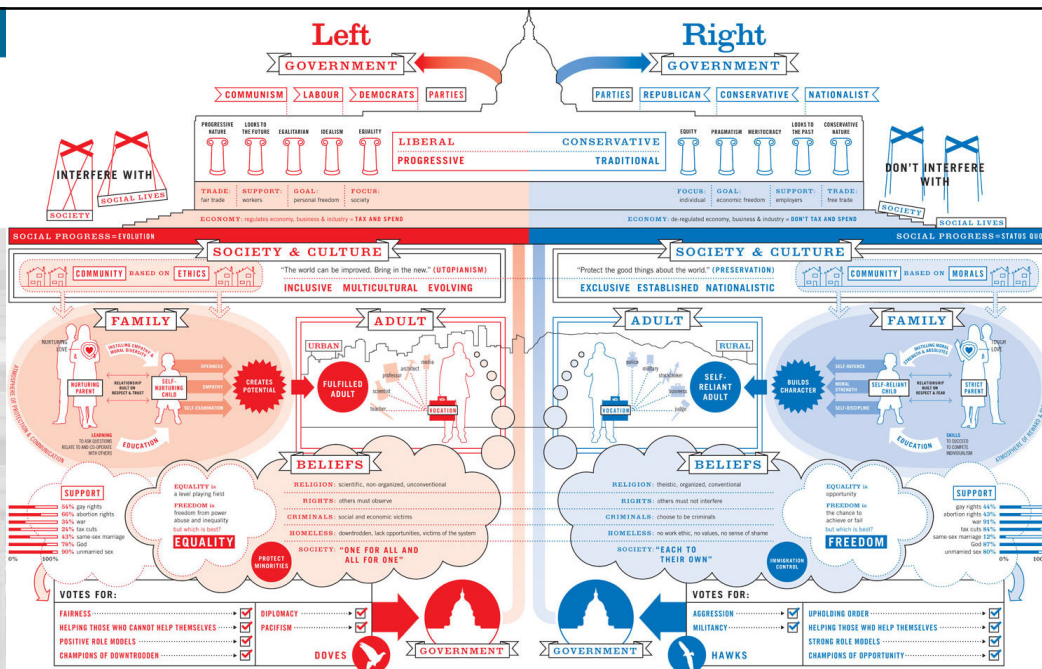**PLAN**

DO

REVIEW

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9

Mind Map /
BrainStorming
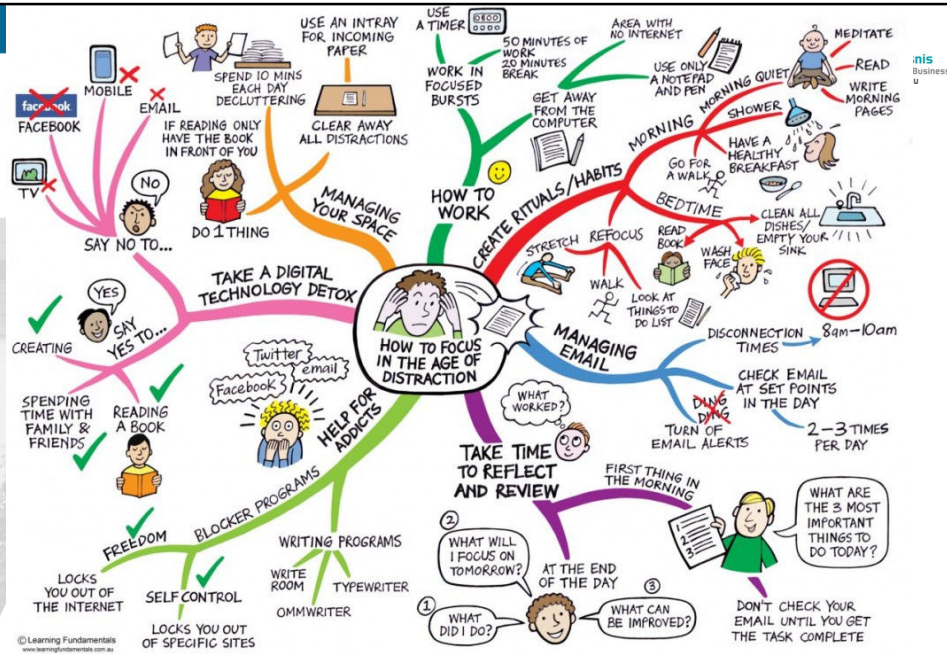
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Information Presentation

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Latihan

- Carilah informasi dan issue terkait suatu pemilu (bisa nasional atau internasional), kemudian analisis dan evaluasi informasi yang didapatkan menggunakan kriteria-kriteria dalam slide ini!

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Referensi

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- Wendy Stephens, Library Research Models MCLA, 11 September 2009. http://www.slideshare.net/wsstephens/research-models-2468205
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