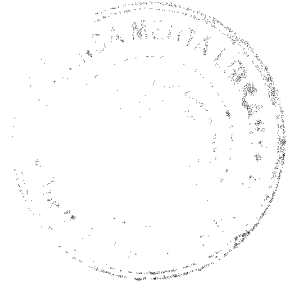


Appendices

Appendix I



INFO-SAVVY SKILLS PROGRAMME

INFO-SAVVY SKILLS





1. ASKING

- The Asking stage is the key to engaging students in the learning process.
- The teacher introduces a topic and guides the students to generate their own questions related to that topic.
- This more clearly defines the boundaries for research.
- Questions posed by students and teachers clarify the information needs and define possible paths for inquiry using the Internet, as well as other electronic or traditional paper-based sources.

(a) Identification of problem

Student teachers should be in a position to identify the problem. They have problems in content, learning, languages etc.



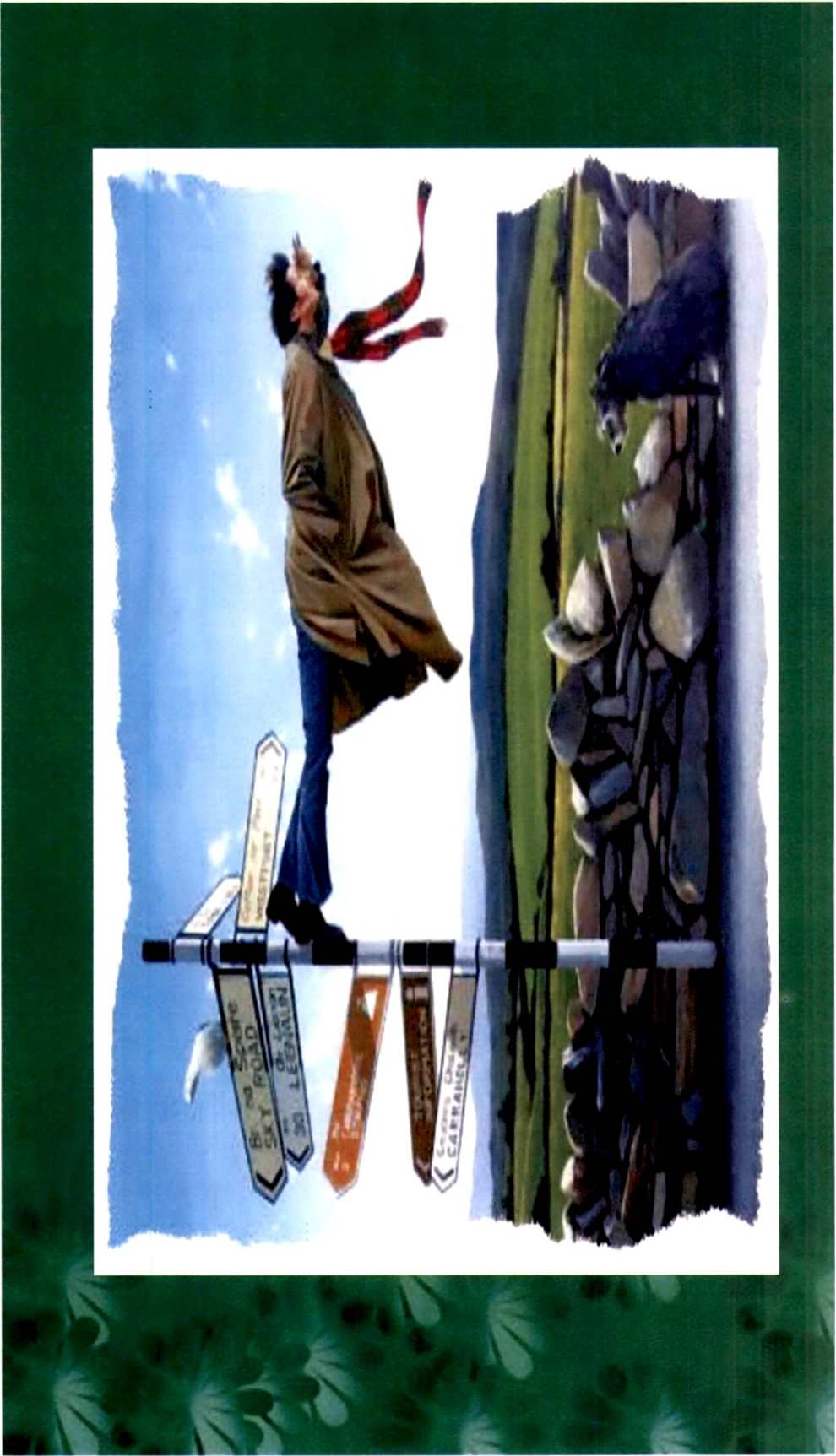
(b) Identifying key words and forming question around them

- ⦿ After identifying the problem student teachers should identify the key words where the problem lies.
- ⦿ Then after identifying the problem and key words questions should be framed around that problem.



(c) Brain storming

- ⦿ Through brainstorming on the identified problem, the student teachers verbalize certain things and so suppression gets expression.
- ⦿ They are in a position to shape their key words and questions more comprehensively.



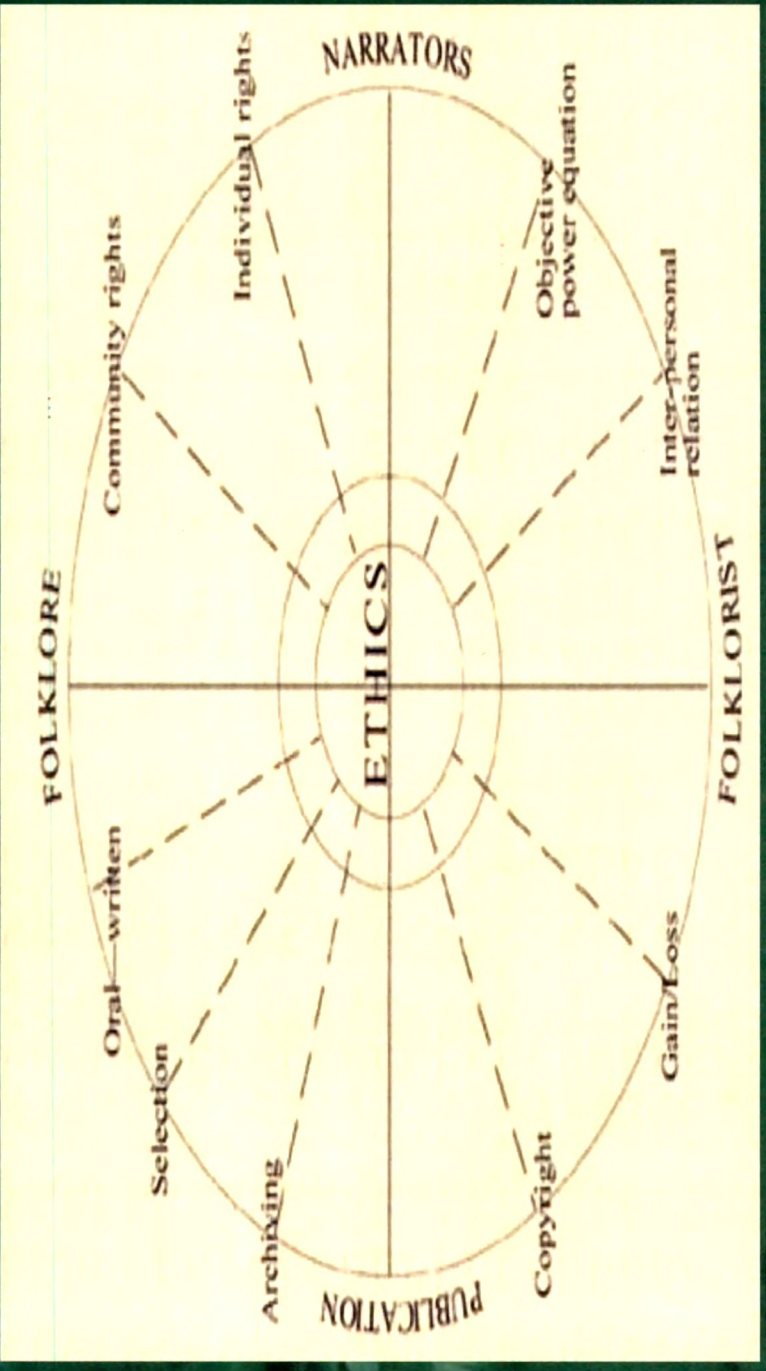
(d) Thinking laterally/divergently

Student teachers should not think in one direction only for the problem but think for alternatives also. They should make many hypotheses.



(e) Understanding ethical issues

The ethical issues in the problem should be identified. Student teachers should address in such a way that they take care of ethical issues. Every profession has its protocol and rules. They have to go by that.

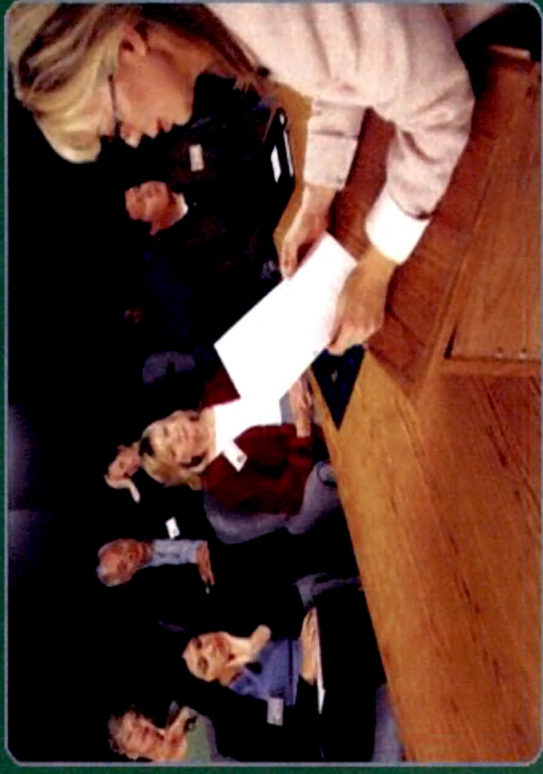


- **Trustworthiness** – honesty, integrity, reliability and loyalty
- **Respect** – courtesy, dignity of the individual, and tolerance
- **Responsibility** – accountability, pursuit of excellence, and self-restraint
- **Fairness** – procedural fairness, impartiality, and equity
- **Caring** – concern for others and how they will be affected by your actions
- **Citizenship** – civic virtues and duties (giving back to your society).

(f) Listening deeply, viewing wisely and speaking critically

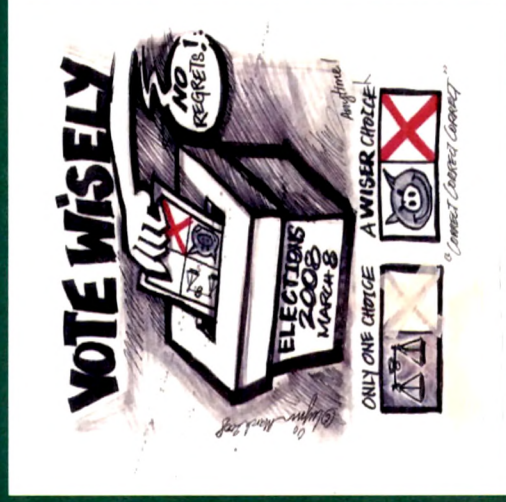
Listening deeply means student teachers should listen deeply not just at the surface level, they should receive and reflect upon that.

Who is listening deeply?



Viewing Wisely

When they are viewing, they should view it wisely; view all the details, purpose, and composition.



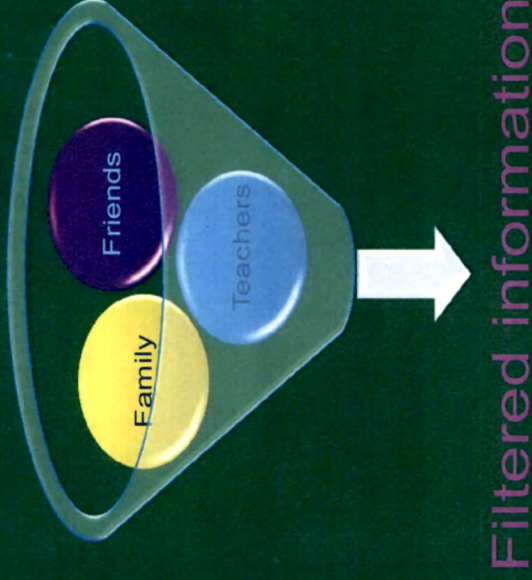
Speaking Critically

They should be highly critical while speaking.
They should speak in appropriate structure, socially acceptable phrases, words etc.
They should duly reflect before communication.



(g) Filtering information from noise

Student teachers should retain relevant information and filter out noise.



(h) Sharing personal knowledge and experience

Student teachers should share their personal knowledge and experiences.



2. ACCESSING

In the Accessing stage, student teachers should engage in the data-collection component of the Info-Savvy process. Now the initial questions have been defined, and the research boundaries narrowed, the time for considering possible data sources and how to access them is at hand.

(a) Determining where the information is located

The information whether it is located in newspaper, library, Internet etc. is determined first.

Location of information



Newspaper



Magazines



Books

Location of information



- Library



- Internet

(b) Determining what skills are needed to find information

Wherever information is located student teachers should have skills to locate the information on various media. They need to have skills of surfing the Internet, if the information is located on Internet.



(c) Using a variety of paper and electronic sources

Whatever information is required student teachers should get it from variety of media, such as, radio, print, over head projector, television, Internet etc.



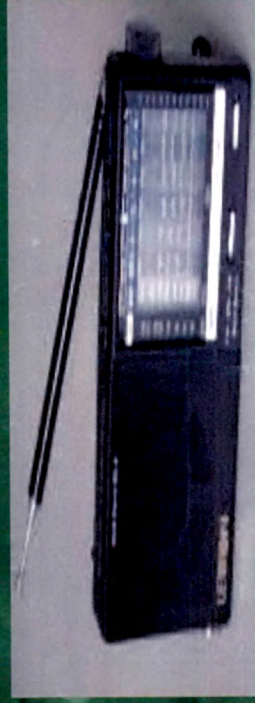
Electronic sources



computer



CDs



Radio



Television

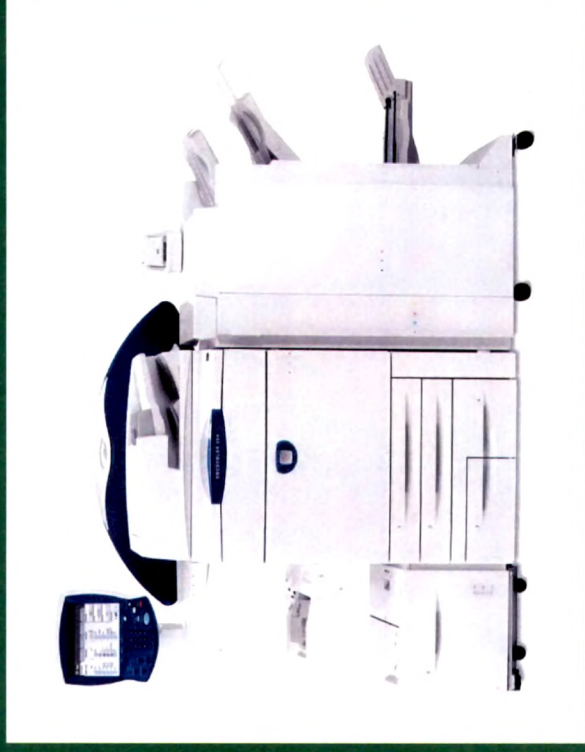
Paper and Electronic sources



OHP



Printer



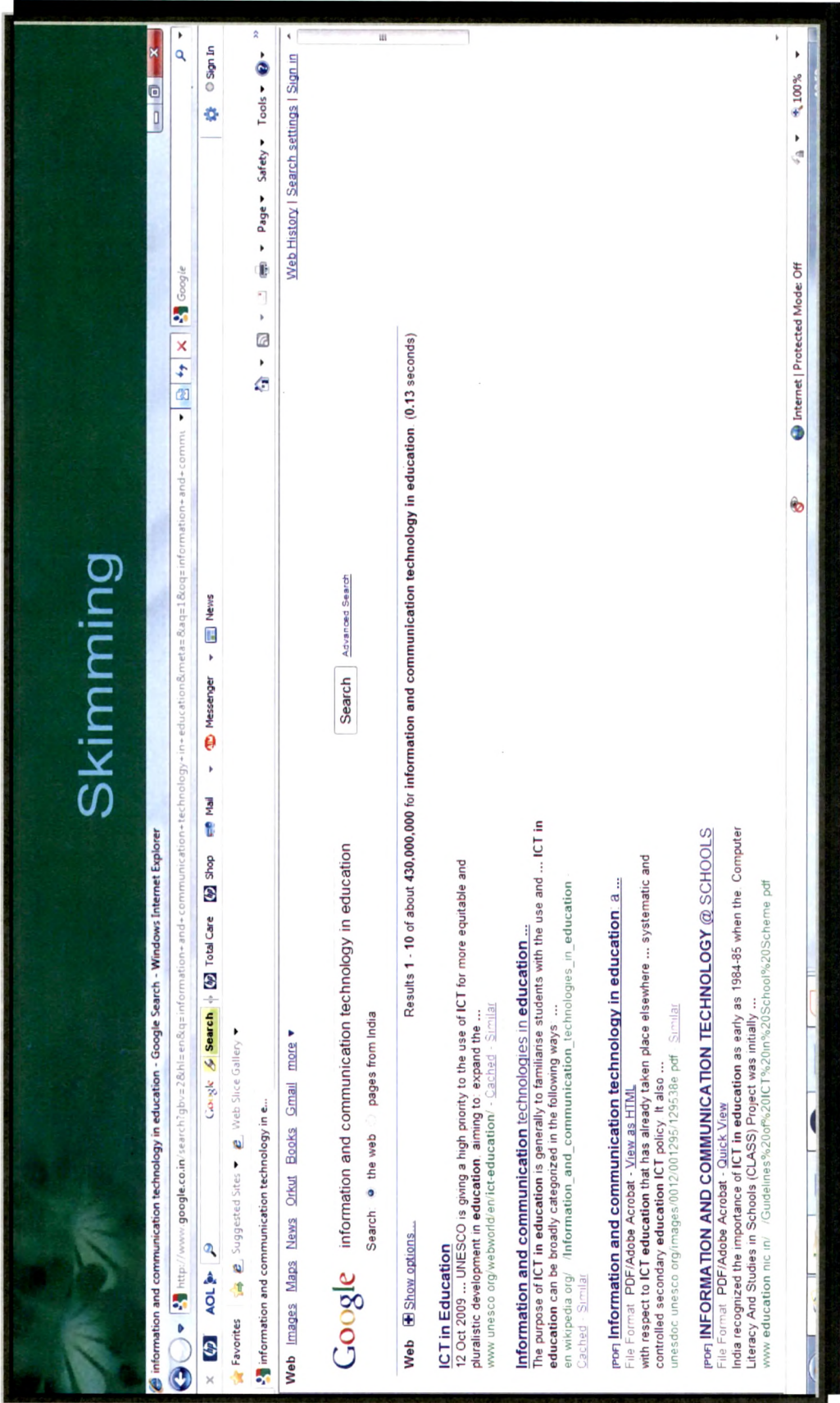
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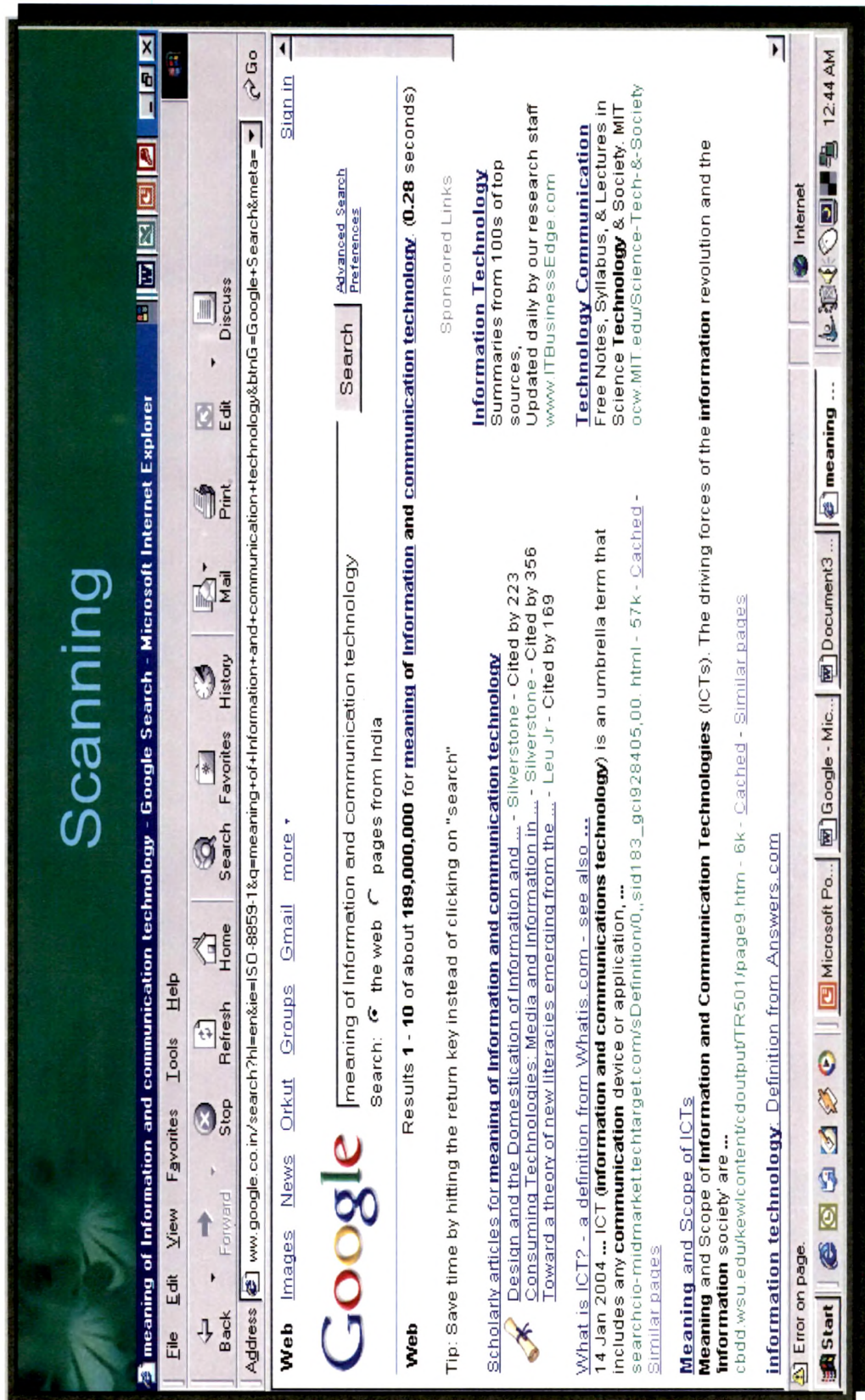
(d) Prioritizing searching strategies

What is their priority depending upon nature of information. They can prioritize the information and corresponding media.

(e) Skimming and scanning resources for pertinent data

Skimming means going to the heading not to the whole text but sometimes student teachers need to scan i.e. going through each and every bit.





Scanning

What is ICT? - a definition from Whatis.com - see also: information and communications technolo - Microsoft

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Browse tech terms alphabetically
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z #

SEARCH

LOOK UP TECH TERMS

Search listings for thousands of IT terms:

ICT

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DEFINITION - ICT (information and communications technology - or technologies) is an umbrella term that includes any communication device or application, encompassing: radio, television, cellular phones, computer and network hardware and software, satellite systems and so on, as well as the various services and applications associated with them, such as videoconferencing and distance learning. ICTs are often spoken of in a particular context, such as ICTs in education, health care, or libraries. The term is somewhat more common outside of the United States.

According to the European Commission, the importance of ICTs lies less in the technology itself than in its ability to create greater access to information and communication in underserved populations. Many countries around the world have established organizations for the promotion of ICTs, because it is feared that unless less technologically advanced areas have a chance to catch up, the increasing technological advances in developed nations will only serve to exacerbate the already-existing economic gap.

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REFERENCE DESK

Small Business

NEWS, TIPS & MORE

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- Virtualization project success factors from CIOs (TIP)
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HP Insight Dynamics-VSE
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Opteron

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Scanning

meaning of Information and communication technology - Google Search - Microsoft Internet Explorer

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meaning of Information and communication technology

Search Advanced Search Preferences

Results 1 - 10 of about 189,000,000 for **meaning of Information and communication technology** (0.28 seconds)

Tip: Save time by hitting the return key instead of clicking on "search"

Web

Scholarly articles for **meaning of Information and communication technology**

Design and the Domestication of Information and ... - Silverstone - Cited by 223
Consuming Technologies: Media and Information in ... - Silverstone - Cited by 356
Toward a theory of new literacies emerging from the ... - Leu Jr - Cited by 169

What is ICT? - a definition from Whatis.com - see also ...
14 Jan 2004 ... **ICT (information and communications technology)** is an umbrella term that includes any **communication** device or application, ...
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Meaning and Scope of ICTs
Meaning and Scope of Information and Communication Technologies (ICTs). The driving forces of the **information** revolution and the **information society** are ...
cbdd.wsu.edu/keywords/content/c/output/7R501/page9.htm - 6k - [Cached](#) - [Similar pages](#)

information technology Definition from Answers.com

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Meaning and Scope of ICTs - Microsoft Internet Explorer

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Intel @ AFRI@A Network for Capacity Building and Knowledge Exchange
in ICT Policy, Regulation and Applications

Macro Environment and Telecommunications

Page 9 of 75 pages Chapter 2 Module 1 ICT and the Growth of the Information Sector

Meaning and Scope of Information and Communication Technologies (ICTs)

The driving forces of the information revolution and the 'information society' are the development, diffusion and use of information and communication technologies (ICTs) in contemporary societies. The diffusion of ICTs has contributed enormously to the growth of economies in developed nations and developing nations are earnestly facilitating policy frameworks to ensure an equitable diffusion of these technologies.

ICTs refer to the various technologies that enhance the creation, storage, processing, communication and dissemination of information. ICTs also refer to the different infrastructures used in these processes, their applications and the numerous services these infrastructures render. We identify the following technologies as the elements of ICTs:

- Media of Communication (e.g. radio, television,)
- Information machine (e.g. Computers)
- Telecommunications technologies and equipment (Satellites, fibre optic cables, phones, Facsimile machines)

The development in telecommunications has impacted enormously on the applications of ICTs and their uses. Telecommunications technologies, coupled with computer technology have enhanced network-based information and communication platforms, such as the Internet. Telecommunications infrastructures in

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(f) Using filtering skills

Student Teachers should know that what is fact, what is belief, and what is opinion, and how to differentiate these.

Facts Vs Opinions

◎ **FACT:** Statement of actuality or occurrence. A fact is based on direct evidence, actual experience, or observation.

◎ **OPINION:** Statement of belief or feeling. It shows one's feelings about a subject. Solid opinions, while based on facts, are someone's views on a subject and not facts themselves.

(g) Taking smart notes

Student teachers need to take smart notes.

SmartNotes

- ☆ Important or insightful
- ? Requires further research or clarification
- ☐ Requires my personal follow-up
- ☐ Assigned to someone else; track on @WaitingFor list



3. ANALYSING

Analyzing is the organizing stage of the Info-Savvy process. As the data is checked for relevance to the topic, accuracy and authenticity, it begins the process of being turned from data into usable information. Student teachers determine if the assembled data is sufficient to answer the questions, or whether more research is necessary. Documentation of data is a vital part of the Analyzing stage.

(a) Differentiating the data into different categories

Out of the available data some are relevant and some are irrelevant.

Literacy rate of Gujarat- which one is relevant data?

Gujarat				
Year	Persons	Male	Female	
1991	61.29%	73.13%	48.64%	
2001	69.97%	80.50%	58.60%	

India				
Year	Persons	Male	Female	
1991	52.21%	64.13%	39.23%	
2001	65.38%	75.96%	54.28%	

(b) Identification of relevant data

Identified relevant data from
irrelevant data.



(c) Establishing authenticity and
credibility of the data

Check authenticity and credibility.

Criteria for checking authenticity and credibility of the data



Authority

1. Author's qualifications and affiliation
2. Contact person
3. Quality control



Accuracy

1. Reliability
2. Motivation



Objectivity

1. Evidence of bias
2. Changing opinion



Currency

1. Date of information
2. Publication date
3. Date of last revision
4. Up-to-date links



Usability

1. Organization
2. Table of contents
3. Uncluttered and clean
4. User friendly
5. Consistent buttons
6. Clear and accurate links
7. Links to other sites

(d) Differentiating the facts from the opinion

From opinion differentiate facts.



(e) Finding relationships amongst different data

When student teachers find out so many data, they have to find out relationship among the data.



4. APPLYING

After the material has been organized and analyzed, it must be presented in a finished form or product. During the Applying stage, presentations are created in a variety of ways using combinations of the four formats of information – text, images, video, and sound. As the presentation is developed, it completes the process of turning data into information and usable knowledge.

5. ASSESSING

Assessing is the final stage of the Info-Savvy process. Assessment confirms that learning has occurred, while allowing student teachers to make connections to previous experiences, as well as laying the groundwork for dealing with future information problems.

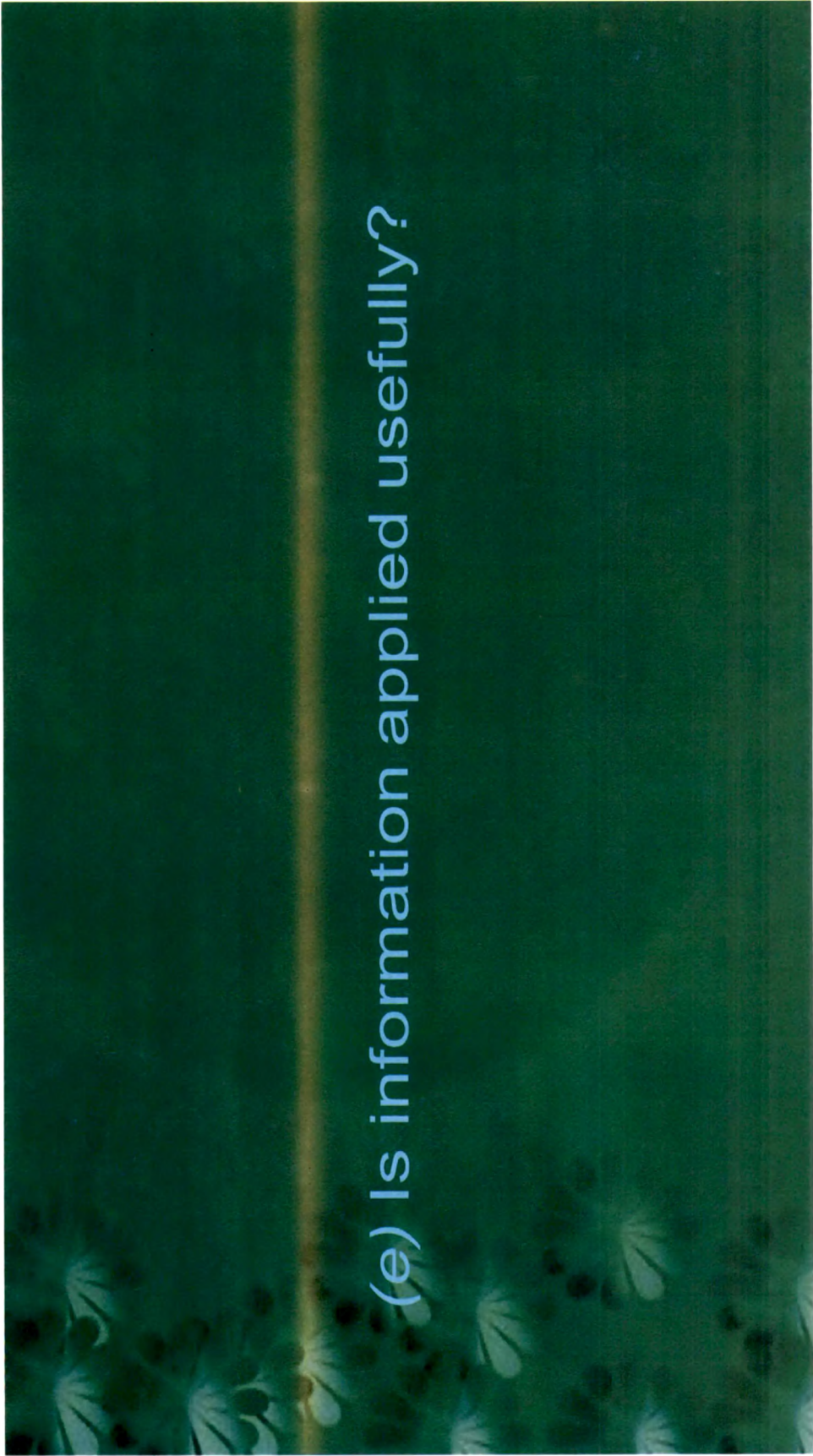
(a) Has the problem been identified in proper manner?

(b) Has related question been asked?

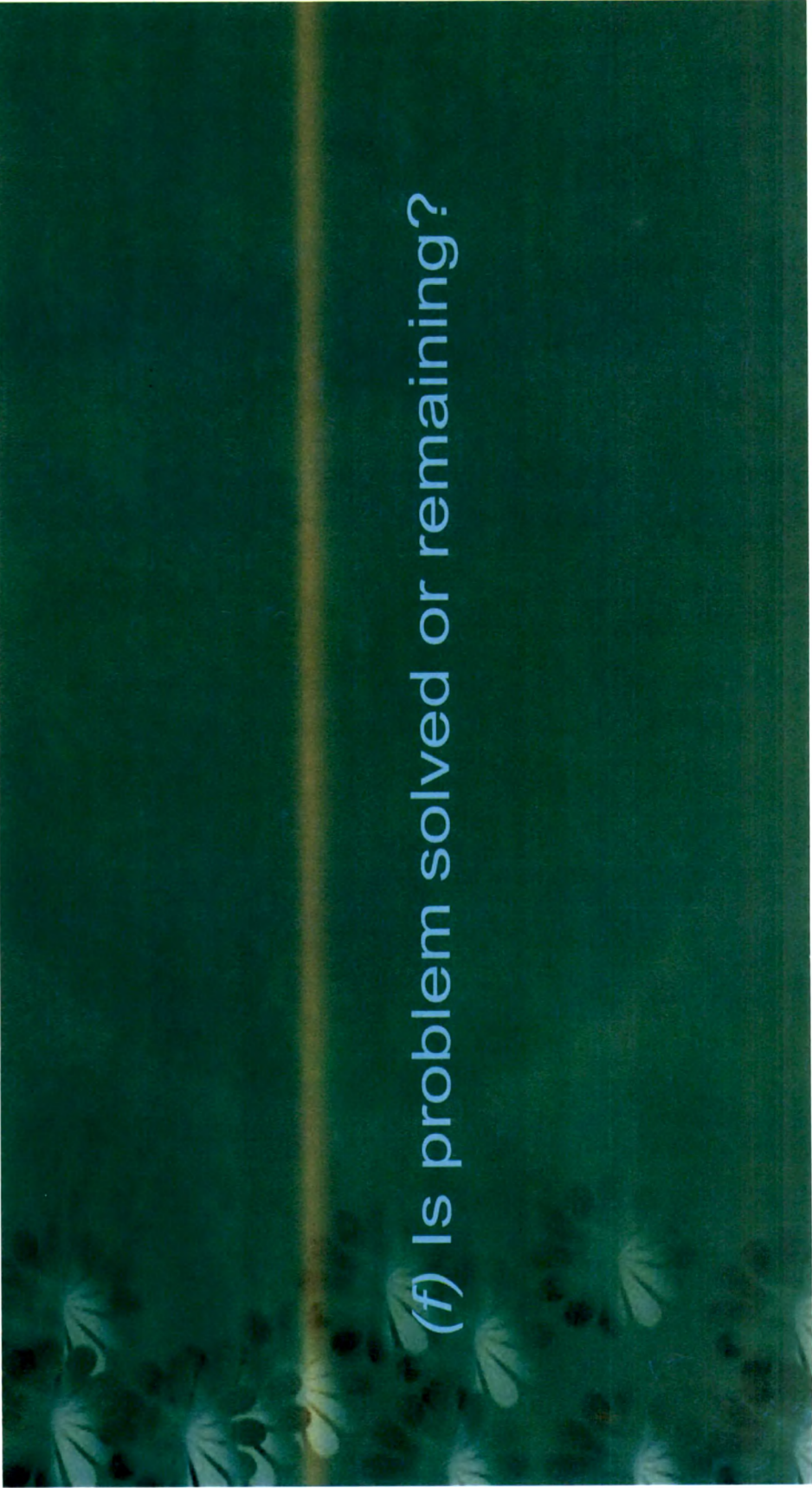


(c) Are the data collected sufficient?

(d) Are data analyzed properly?



(e) Is information applied usefully?



(f) Is problem solved or remaining?