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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. |
| **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.. |
| **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. |
| **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. |

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