



# PROCESS

## DEFINE, LOCATE, SELECT, ORGANISE, CREATE AND SHARE

When using digital content for assignments or assessments it is important to consider:

- be selective in what digital content you use and for what purpose
- be honest, ethical and responsible with others information to abide by legal requirements

Before you begin searching for relevant digital content, consider:

- what is the inquiry question you are trying to answer or topic you are exploring
- the information you already have
- what information you need
- the type of information you need, for example, an overview, detailed analysis/research, or statistics

# DEFINE (choose your topic)



You will find better results using precise keywords and search strategies

Think of the **keywords** you can use from your inquiry question or topic, including **synonyms**. *Dictionaries* and a *thesaurus* are useful for compiling a list of keywords

Look at the question or topic you want information on and choose the most relevant source for your search, for example, search engine(s) and/or online databases

Try using different [keywords](#) and search techniques to broaden or narrow your search.

Some useful techniques to filter your results and get exact matches are on the next slide

- **Exclude words from your search:** Put **-** in front of a word you want to leave out.

*jaguar speed -car.*

- **Search for an exact match:** Put a word or phrase inside **quotes**.

*"tallest building".*

- **Search within a range of numbers:** Put **..** between two numbers.

*camera \$50..\$100.*

- **Combine searches:** Put **"OR"** between each search query.

*marathon OR race.*

- **Search for a specific site:** Put **"site:"** in front of a site or domain.

*site:youtube.com or site:.gov.*

- **Search for related sites:** Put **"related:"** in front of a web address you already know. *related:time.com.*

- There are other strategies [here](#)



# LOCATE

Finding digital content that is meaningful is about:

- employing various search strategies to help source quality information
- using multiple search engines to challenge personal filter bubbles
- using written, visual, and audio resources to navigate information in a variety of modes
- collecting a range of information that can then be evaluated to meet your requirements.



# Sources for Information

- [iCentre Catalogue](#) – sign on using your **portal name** and **password** 1234. [Advanced search](#)
- [EPIC](#) [How to use EPIC](#)
- [Clickview](#) - sign on using your school gmail
- [How to use Google news to find primary sources](#)
- [Primary Sources on the Internet](#)
- [Primary Sources - how to use them](#)
- [Topic Explora](#) helps you find quality, curated images, videos, audios and primary sources.
- [Carrot2](#) - Search engine that organizes your search results into topics.
- [Sweetsearch](#) – Search engine
- Other resources that the [iCentre](#) can provide

# SELECT

## Why evaluate information?

- Anyone can put information online - blogs, wikis
- Some Digital content can misinform - social media

## Tools for evaluating digital content

### [The C.R.A.A.P test](#)

### [Evaluating websites](#)

### [Chart on evaluating websites](#)

## Do Your Web Sources Stink?

Take the CRAAP Test

# C

### Currency

- ✓ When was the information published or posted?
- ✓ Has the information been revised or updated?
- ✓ Are the links functional?

# R

### Relevance

- ✓ Does the information relate to your topic or answer your question?
- ✓ Who is the intended audience?
- ✓ Is the information at an appropriate level?

# A

### Authority

- ✓ Who is the author/publisher/source/sponsor?
- ✓ What are the author's qualification to write on the topic?
- ✓ Does the URL reveal anything about the author or source?

# A

### Accuracy

- ✓ Is the information supported by evidence?
- ✓ Can you verify any of the information in another source?
- ✓ Does the language or tone seem biased and free of emotion?

# P

### Purpose

- ✓ What is the purpose of the information?
- ✓ Do the authors/sponsors make their intentions or purpose clear?
- ✓ Is the information fact? Opinion? Propaganda?



Avoid sites  
selling their  
product.



Use advanced  
options to limit  
results.



Go to trusted  
resources like  
LiLi.org

# ORGANISE

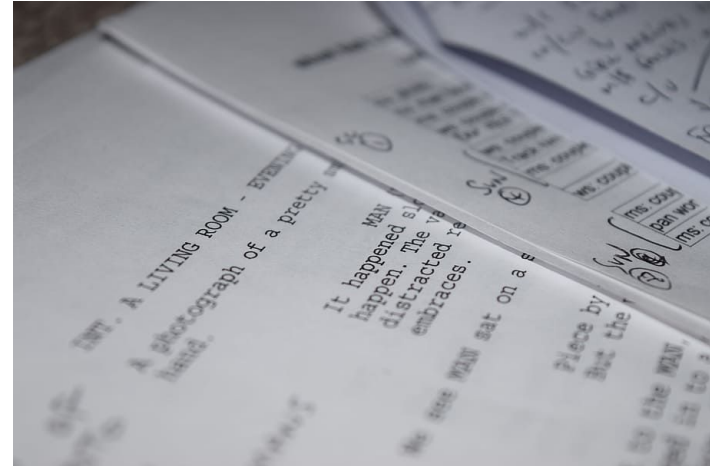
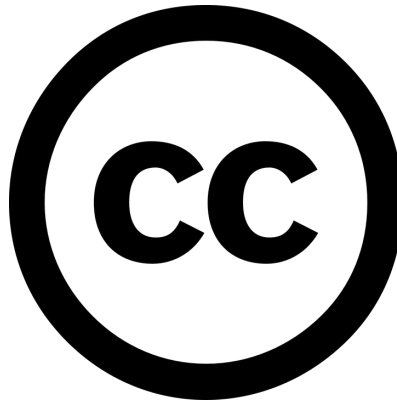
## COPYRIGHT AND ATTRIBUTION

When you use any digital content be aware of its copyright and any usage restrictions.

[Copyright guidelines for students](#) – as set out by the Ministry of Education

[Plagiarism](#) this helpful website details the different types of plagiarism, how to recognise it and how to check for and prevent it in your schoolwork

[Can I use that picture?](#)





# Referencing / Bibliography

If you **use** digital content created by someone else, it is important that you acknowledge or attribute them in your work

## You should reference:

- When you quote an author
- When you put into your own words what an author said
- When you state an unknown fact or figure
- When you are including the results of other peoples experiments
- When you use a quote or someone else's ideas

**Marsden** uses **APA referencing**, there are guidelines for this in the [student handbook](#) (pp 35-38).

[APA Referencing Tool](#) – instructions on how to use [Easy Bib Creator](#) in Google Docs . **Very easy to use and creates your citations for you.**

# CREATE AND SHARE



- **Google Docs**

You can [research while you are writing your assignment](#)

- **Google Slides**

- **Hapara**

