

Information Essentials

INFORMATION ESSENTIALS

THE UNIVERSITY OF QUEENSLAND LIBRARY

The University of Queensland



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MODULE OVERVIEW

Aims and objectives

This module will:

- introduce you to different kinds of information and where to find them.
- give advice on search strategies.
- help you to evaluate information.

After completing this module, you will be able to:

- develop a search strategy to find the best information for your needs
- find different kinds of information using different tools
- evaluate information you find.

Module sections

1. [What is information?](#)
2. [Types of information](#)
3. [Finding information](#)
4. [Searching the internet](#)
5. [Evaluating information](#)
6. [Fake news, facts and data](#)
7. [Check your knowledge](#)
8. [More resources](#)
9. [Conclusion.](#)

[Download versions](#) are available from the homepage.

Duration: 

Approximately 30 minutes

Student partnership 

This module was developed with UQ student partners as part of a [Student-Staff Partnership](#) project.

Graduate attributes

Knowledge and skills you can gain from this module will contribute to your [Graduate Attributes](#):



Courageous thinkers



Connected citizens



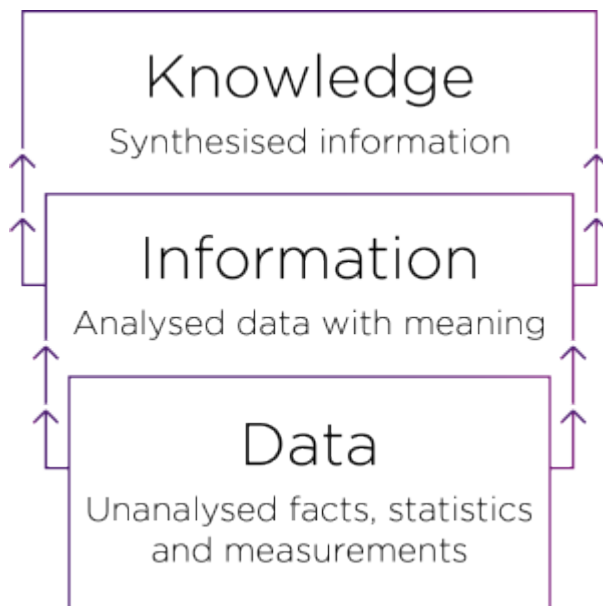
Influential communicators

This module is part of [Digital Essentials](#), a series of online modules to help you quickly build your digital skills so you can succeed in study and work.

Return to [UQ Library](#).

1. WHAT IS INFORMATION?

Information is all around us, but what does the word actually mean? Historically, there have been lots of different definitions of information. The [Oxford English Dictionary](#) defines information as ‘the imparting of knowledge in general’. However, this doesn’t actually tell us what information is.



At the bottom of the hierarchy is **data**. Data are measurements, statistics and facts that when grouped together can be analysed for meaning. To learn more about data and how to use it, see our [Work with data and files module](#).

Information is the meaning that we get from this data. So for example, if we had a list of the number of ibises on campus from 2008 to 2018, our data would be a list of numbers. If we analyse that data, we can draw meaning out of it to create information. In this example, we could find out whether the number of ibises was the same, or if it had got larger or smaller.

Knowledge is synthesised information. This means that it is personal to us – our brains

store information and use it to make judgements about the world. For example, if we know that the number of ibises has increased on campus, we might be less likely to eat our lunch outside in case an ibis steals our sandwich.

Check your knowledge



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<https://uq.pressbooks.pub/digital-essentials-information-essentials/?p=25#h5p-2>

When we write assignments, we use lots of different types of information to inform our work. This module will help you to identify the different types of information you might use, show you how to find information, and give you a framework for working out whether your information is good or bad.

2. TYPE OF INFORMATION

When you're working on an assignment, you may need to consult different types of information.



Watch [Types of information \(YouTube, 2m46s\)](#) for an introduction to scholarly, professional, popular, and social information.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://uq.pressbooks.pub/digital-essentials-information-essentials/?p=27#oembed-1>

There are different **sources** of information, such as books, journal articles, websites, videos and many more. Sometimes you might see sources referred to as **primary** or **secondary**.

A **primary source** is a piece of information which is in some way original. Eyewitness accounts, creative works and data gathered from an experiment could all be examples of primary sources. They are also sometimes called original sources.

A **secondary source** is a piece of information that interprets one or more primary sources. Books and documentaries are both examples of secondary sources.

What counts as a primary or secondary source might vary depending on your field of study. If in doubt, you can always [ask the Librarian Team](#).

Lecture notes and textbooks

Unless instructed otherwise by your course coordinator, it is **important to extend your research** beyond your lecture notes and required textbooks. Lectures provide an overview of the topic and are designed to prompt you to research the topic further. Search for relevant books, journal articles and other resources to show you understand the topic in depth. Use the relevant literature you find as sources in your assignments, rather than your lecture notes.

Books

Books are historically one of the most continually used sources of information. The oldest surviving complete book in the world is [the Diamond Sutra](#), printed over one thousand years ago.

There are many different types of books. During your studies, you might be asked to use:

- **Textbooks** – these are books that cover a broad subject area. Your lecturers may suggest that you buy a copy of any textbooks you need for your course because you are likely to need to refer to them regularly.
- **Monographs** – these are books about a specific subject. They usually go into more depth than textbooks.
- **Reference books** – these are books like dictionaries or encyclopedias which you might refer to for a definition or explanation of a concept. You probably wouldn't read them cover to cover.
- **eBooks** – these are books which are available online. eBooks can be textbooks, monographs, or reference books. You can read them in your browser or sometimes download files to read on an iPad or kindle.

Journals

A journal contains articles and is published regularly. Journals also may be referred to as periodicals or serials. They cover particular disciplines or subject areas and contain articles, reviews and editorial content. The Library has information on [finding journal articles](#).

There are many different types of journals, from peer-reviewed scholarly journals such as Nature, to current affairs journals such as The Economist, to popular journals such as Rolling Stone.

There are many advantages to using journal articles for your research. Information found in journals is current, digestible and topic specific. At the same time, journal articles are not suitable for all occasions because they generally do not provide an introduction to a subject area or a broad overview of a particular topic.

What is a peer reviewed journal?

Articles published in peer-reviewed journals go through an extensive editorial process before publication. This process includes sending articles to be reviewed by other academics or experts in the field to ensure that it is of a high academic standard. These people are sometimes called referees, so you might see peer reviewed journals referred to as 'refereed' journals.



Watch [Peer review in 3 Minutes \(YouTube, 3m15s\)](#) for an explanation of the peer review process.



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Not all scholarly journals are peer-reviewed. You can check on [Ulrichsweb](#) if a journal is peer reviewed

(refereed). This is an international directory that provides information about popular and academic journals. You can also sometimes tell from the journal website whether it is peer reviewed. Many search tools, including Library Search, will let you restrict your search to peer-reviewed articles.

[Peer reviewed journal articles](#) explains how to check if an article is peer reviewed and how to find peer reviewed articles.

Newspapers

If you're working on an assignment related to current affairs or historic events, you may need to consult news reports when researching.

News and newspapers are a type of primary source. Because they are a reflection of the information available at the time of an event, they may be incomplete, and may also include the subjective biases or opinions of a reporter or news organisation. This means that you need to read news reports critically and acknowledge any biases.

[News and newspapers](#) has links to help you find current, recent, past, and historical news.

Websites

Sometimes assignments will require you to find information from less traditional scholarly sources like websites. For example, an assignment requiring you to write a case study on a company may lead to you looking up information on their official website, or you may need to use a government website to find information about a particular policy relating to your field of study.

It's easy for anyone to create a website, so it can be difficult to judge what information is reliable. One way to check a websites' credibility is to [look at the URL](#). Australian government websites are a good example as most have URLs that end in .gov.au, signposting that they will contain official information.

The [Evaluating information](#) section of this module has tips on how to determine the quality of information.

Specialised information

Many assignments will require you to use unique information specific to your subject area. For example, if you're studying medicine, you will be required to use [evidence-based practice](#), or if your assignment is in engineering, you may need to find [standards](#). The library has [guides on how to search for specific information formats](#).

Here are a few of our most popular:

- [Company and industry information](#)
- [Open educational resources \(OER\)](#)
- [Grey literature](#)

- [Maps](#)



[Discover health information](#) has health and medical resources for study, research or clinical practice.



[Legal Research Essentials](#) helps law students learn about the information sources that they will be required to use throughout their degree and career.

3. FINDING INFORMATION

With so much information available, how do you know where to start?

Search strategies

One of the most important things to do when looking for information for your assignment is to **plan your search**. There are often alternative words and phrases that you can use to find further sources about the same topic. Planning your search terms and phrases will retrieve more relevant results.



Read the Library's [Plan your search](#) guide for an introduction to creating a search strategy.

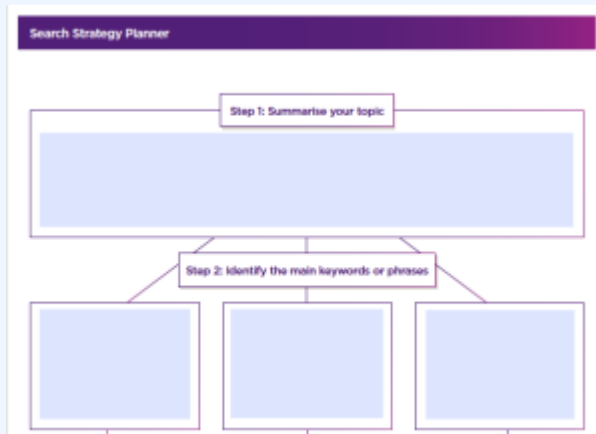
If you use the **SKILL** technique to plan your search, you will end up with better results.

- **Summarise** your topic
- Select your **keywords**
- **Identify** synonyms and alternative keywords
- **Link** your keywords and phrases (e.g. with AND, OR and NOT)
- **Locate** and evaluate your results

To help you plan your searches, we provide a search strategy planner document that you can use to follow the steps.



Using the [Search strategy planner \(PDF, 22.5kb\)](#) plan a search for the question 'Discuss the rise of media representations of the Australian white ibis in modern Australia'.



When you've finished, compare it to [our version of the search strategy \(PDF, 29kb\)](#).

Sometimes you can also use special punctuation or “syntax” to refine your search further. Brackets () can be used to logically group together your query. Quotation marks “ ” can be used to ensure all search results contain a specific word or phrase. An asterisk can be used to search for permutations of a word, so for example comput* would give results for computers, computation, computing e.t.c.

Writing “before:” or “after:” followed by a date, limits results to that specific date range. Writing “filetype:” followed by a specific file type such as EPUB or PDF, restricts search results to that file type. Adding “intitle:”, “inurl:”, or “intext:” before your query, lets you specifically search for a word in a websites title, url and main text respectively.

Searching the Library

The Library gives you access to over 2 million book titles and over 100,000 journal titles, in print and electronically. This amount of information would be a bit overwhelming to search through by hand, so [Library Search](#) is here to help you find what you need. Library Search is also available on the [Library homepage](#).



Watch our [Library Search video \(YouTube, 2m32s\)](#) for a quick introduction to searching for resources.



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You will be presented with a log in option when you run a search in Library Search. We recommend you log in to get more results and quickly access the full text of any online resources.

For a physical item, Library Search will show the **location**, **call number**, and **availability**. It is important to know this information before coming to the Library and trying to [find the item on a shelf](#).



Search for the name of your program (for example, 'Chemistry') using [Library Search](#).

How many results do you get back? Can you narrow your search to get more useful results?

Try limiting by **content type** or **publication date**.

Databases

You might not find everything that you need in [Library Search](#). You may want to use multidisciplinary and subject-specific databases when you need to search precisely or comprehensively.

Databases are high quality and subject specific online information-retrieval systems. You can use them to [find journal articles](#) and other publication types, such as books, theses, newspapers, videos and images. Although accessed over the internet, databases are not traditional websites and many require logins to use.

The [Databases](#) link under Research Tools and Techniques on the Library homepage lists multidisciplinary and subject-specific databases. Use the 'Databases by category' to browse for your subject area. You can also find information on relevant databases in the [Subject Guides](#) for your subject area.



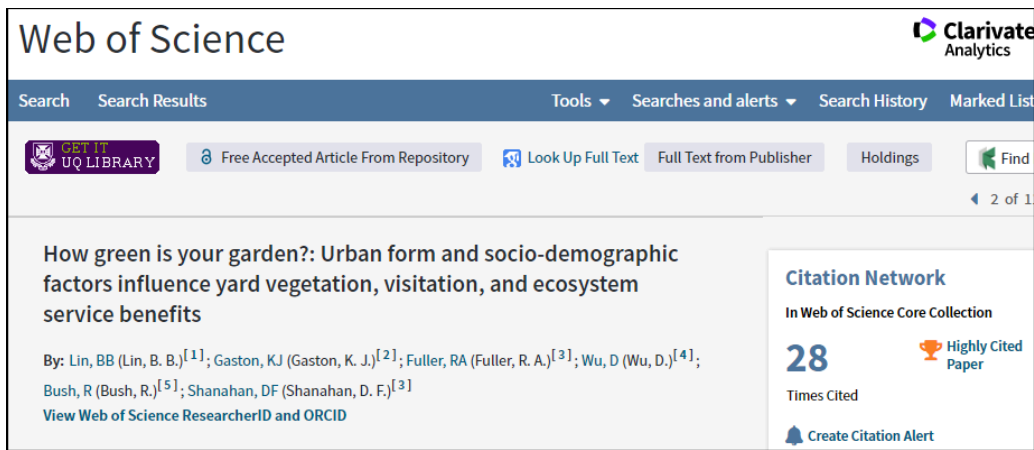
Watch [Which database should I use to find journal articles on my topic? \(YouTube, 2m19s\)](#).



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Searching databases

Before you start, it's always a good idea to [plan your search strategy](#). At this stage, ensure that you choose the right database, and carefully select your **keywords**. Limiting your search to the article **title** or **abstract** fields will help retrieve a smaller number of relevant articles.



Screenshot: [Web of Science](#). Database search results. Retrieved March 3, 2020.

Searching by subject

Many of UQ's databases also have their own subject-specific thesaurus which can help you find information within that database using subject **concepts** rather than keywords. Examples of databases that contain a thesaurus:

- The medical database [PubMed](#) uses [MeSH](#).
- The education database [ERIC](#) uses a [thesaurus](#).
- The business journal database [Business Source Complete](#).

Check the Help feature within the database for further information or [contact AskUs](#).



To access a database relevant to your field of study, check our [Subject guides](#). Identify where the advanced search features are and whether it has a thesaurus.

4. SEARCHING THE INTERNET

On the internet it can be difficult to know where to look to find authoritative websites and articles.

Search engines

A search engine, like Google or Bing, is a website that indexes the contents of the web so you can search for information that matches your keywords.

How do search engines work?

Spiders

Search engines use internet robots (bots), sometimes known as ‘web crawlers’ or ‘spiders’, to index websites. The indexed and searchable web represents a minority of the overall content on the web.



[The Internet: How Search Works \(5m12s\)](https://uq.pressbooks.pub/digital-essentials-information-essentials/?p=31#oembed-1) explains how “spiders” scan the Internet to determine which search results show up first.



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Site ranking

Complex algorithms are used by search engines to rank websites and determine what results to return to you. Different search engines use different algorithms, but some common methods used to rank websites include:

- how often a page is linked to from other sources.
- how often the content is updated.
- the trustworthiness of the domain.

Companies often use techniques such as search engine optimization or SEO, to boost their place in search engine rankings by using these algorithms to their advantage. They can also pay to be listed at the top of a

search as an advertisement. This is why oftentimes, the first few results you see first may not be the most relevant to your search.



Read about how [Google's search algorithms](#) analyse your search terms and the context to return webpage results that it determines are most relevant for you.

Issues around search algorithms

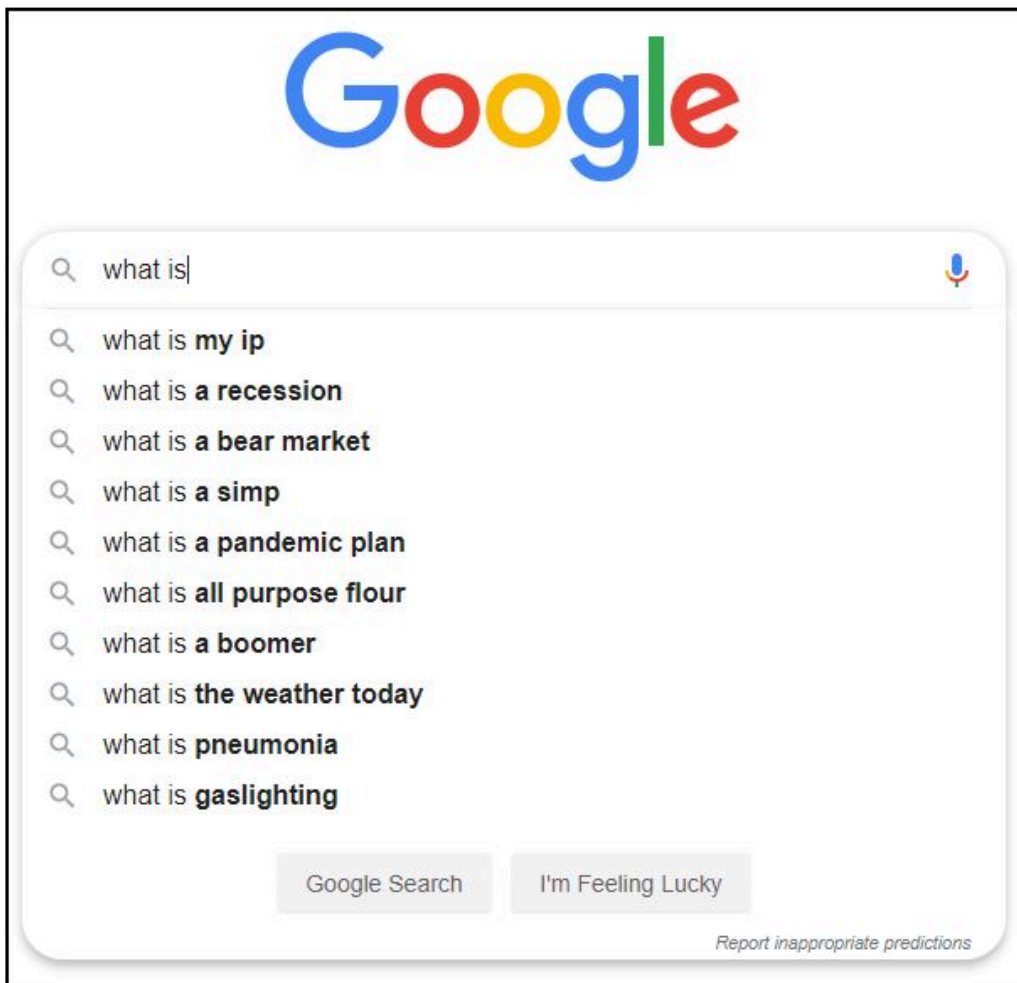
Search algorithms can:

- be manipulated to [artificially dictate search results](#).
- be used to invade privacy via targeted advertisements.
- return results that potentially [damage a person's reputation](#).

In response to [claims of bias](#) in 2018, Google stated that “While we take great care to present the most authoritative information, there are many cases where users can and will find information that’s not authoritative”. So, it is important to evaluate the information you find (visit the [next section of this module](#)).

Filter bubbles


Ever noticed how search engines will suggest search terms to you as you are typing in the search bar? The fact that you may see different suggestions than someone else typing the same letters is an example of a “**filter bubble**”. Eli Pariser coined the phrase “filter bubble” in 2011 to illustrate how the internet can give you a biased perspective of the world based on search engine algorithms, your past internet searches and what hyperlinks you have clicked on.



Screenshot:
Google search box
with a filter
bubble.

Search engines' auto-suggestions are based on real searches that people have done, and results retrieved can vary from country to country. Someone searching for "Passport applications" will be directed to a different website depending on whether they are searching from the UK or Australia, and on their previous search history.

Watch the video in which Eli explains what a 'filter bubble' is, how search engines tailor their search results based on your search history, and how they can retrieve information that may not challenge or expand your perspective on the world.

 [Beware online "filter bubbles" \(TED Talk – TED.com, 8m58s\)](https://www.ted.com/talks/eli-pariser-the-filter-bubble)



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Privacy and search engines

The main way search engines make money is by selling information about your search habits to 3rd party advertisers.

Cookies

While search engines such as Google, Bing and Yahoo are good search engines to use when searching for information, they use cookies to track which websites you have visited.

You may have had a pop up when you have visited an internet page which tells you that cookies are being used to improve services.

Cookies are a small piece of data inserted by a web page into your browser. Cookies allow websites to remember you when you next visit the website. Learn more about [privacy](#) in the Digital security module.

Search engines that do not use cookies



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<https://uq.pressbooks.pub/digital-essentials-information-essentials/?p=31#h5p-3>

- [Duckduckgo](#)
- [Qwant](#)
- [startpage](#)

Answer engines

Wolfram Alpha is an engine that allows you to ask questions in the search box. These are often science-based queries but can also be queries related to the arts and general knowledge.



Try searching for one of the following questions in [Wolfram Alpha](#).

- How many calories are contained in 10 peanut M&Ms?
- Who won the best actor Academy Award (Oscar) in 1976?
- Find words ending in “dog”.
- Orbital path of Hubble space telescope

The database will then compute the answers and provide visualisations, where necessary, to answer your query.

Open access materials

The ability to find relevant and credible information is a skill valued by employers. Do you know how to find scholarly research when you no longer have access to Library resources?

Many of the databases that the Library subscribes to only allow access to current UQ staff and students. [Alumni membership](#) gives access to a limited number of Library databases. One solution is to use open access resources.

Open access (OA) refers to unrestricted online access to academic research. Open access publications available online include:

- articles.
- books and book chapters.
- conference papers.
- theses.
- working papers.
- data and images.

If you are looking for scholarly journal articles after you graduate, or even whilst you are studying or working at UQ, there are a number of ways you can access them free of charge.

Open educational resources (OER)

[Find open educational resources \(OER\)](#) – eBooks and eTextbooks, open journals, images, audio, video, and software.

Institutional repositories

An institutional repository is where university researchers deposit their academic work. [UQ eSpace](#) is UQ's institutional repository, but you can find more open access repositories via [OpenDoar](#).

Open access publishing

Not all articles are accessible as soon as they are uploaded by the authors. Some journal publishers may enforce an embargo, or a ban, on the articles being viewed by the public for 6 – 12 months or longer. [Open Access](#) explains more about open access publishing.

Open access journals and books

- [Directory of Open Access Journals](#) — find open access, **peer-reviewed journals**.
- [Directory of Open Access Books](#) — find open access, **peer-reviewed books** and **book chapters**, covering a range of subject areas including the Arts, Sciences, Mathematics, Philosophy, Law, and the Social Sciences.

5. EVALUATING INFORMATION

Before using any information you have found for an assignment, you must **evaluate the information source**.

Learning how to determine the relevance and quality of the information is one of the most important skills in research.



Watch this video on [Criteria for evaluating information \(LinkedIn Learning, 3m39s\)](#).

There are many different factors to consider when determining the **quality of your information**.

- **Author:** Is there an author? Is it a person or organisation? What are their credentials and qualifications in the topic area?
- **Date:** Does the information source have a date? Is the date relevant to the type of information you are looking for i.e. recent/up-to-date breakthroughs or historical?
- **Type of information and scope:** Does the information tie in with other information you have found on the topic? Are conclusions well drawn? Is the level of the document suitable to your needs?
- **Purpose:** Who is the intended audience? Is it self-published? Does it support an official group?
- **Writing style:** Is it well written? Is the format and length appropriate?
- **Language used:** Is the language elementary, serious, sensational?
- **Bibliography:** Have references been used?



Read [Evaluate information you find](#) and watch the video on Evaluating information sources.

The video takes you through the CRAAP test on checking content for

- Currency
- Relevancy
- Authority
- Accuracy
- Purpose

② Try using the CRAAP Test

Read the following three articles:

- [‘Indirect tracking of drop bears using GNSS technology’](#)
- [‘Drop bears target tourists, study says’](#)
- [‘Man eating teddy bears of the scrub’](#)



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<https://uq.pressbooks.pub/digital-essentials-information-essentials/?p=33#h5p-1>

6. FAKE NEWS, FACTS AND DATA

Fake news

Fake news was declared [Macquarie Dictionary's Word of the Decade](#) in 2021. Fake news is false information which is manipulated to confuse or fool people.

In 2018, UQ was the subject of fake news when it was reported that UQ had banned the use of the terms [mankind and workmanship](#). On April 1 every year, also known as April Fool's Day, many normally reliable newspapers and news websites publish fake news to fool people.

Try the ABC RN's "[The great social media misinformation quiz](#)" quiz on spotting fake news.

Fake news and social media

Fake news is often spread through social media. It can be used to generate profit, as people click on links to find out more, or to further a particular agenda.

Bots

Bots are fake social media accounts generated by an automated service. The article – [Meet 'Sara', 'Sharon' and 'Mel': Why people spreading coronavirus anxiety on Twitter might actually be bots](#) – explains the potential danger of bots, discusses why it is done and lists indicators you can look out for, including:

- recently created accounts
- no followers
- no last names and alphanumeric handlers
- only a few posts.

Deepfakes

[Deepfakes](#) use machine-learning algorithms to create fake audio and video of real people. The technology is so sophisticated that it makes it very hard to know that it is fake. It is important that you evaluate the reliability of content that you see on social media because even when it looks real it might not be.



Watch this video – [Fake News – and how to spot it \(BBC video, 2m59s\)](#)

News and satire

Writers or broadcasters sometimes use **satire**, including irony and dry wit, to parody or criticise public figures or to comment on current events. It is important to note that while satirical websites also create fake news items, the purpose is usually to entertain, rather than to mislead or manipulate. There are **satirical news** websites such as:

- [The Onion](#)
- [The Shovel](#)
- [The Betoota Advocate](#)

How to spot fake news

The Conversation reported that [many young Australians are unable to identify fake news online](#).

If you are reading news items and are planning to use them in your assignments or social media, check the website where the ‘news’ is reported before you do. This [BBC video on how to spot a hoax](#) gives viewers tips on how to recognise fake news.



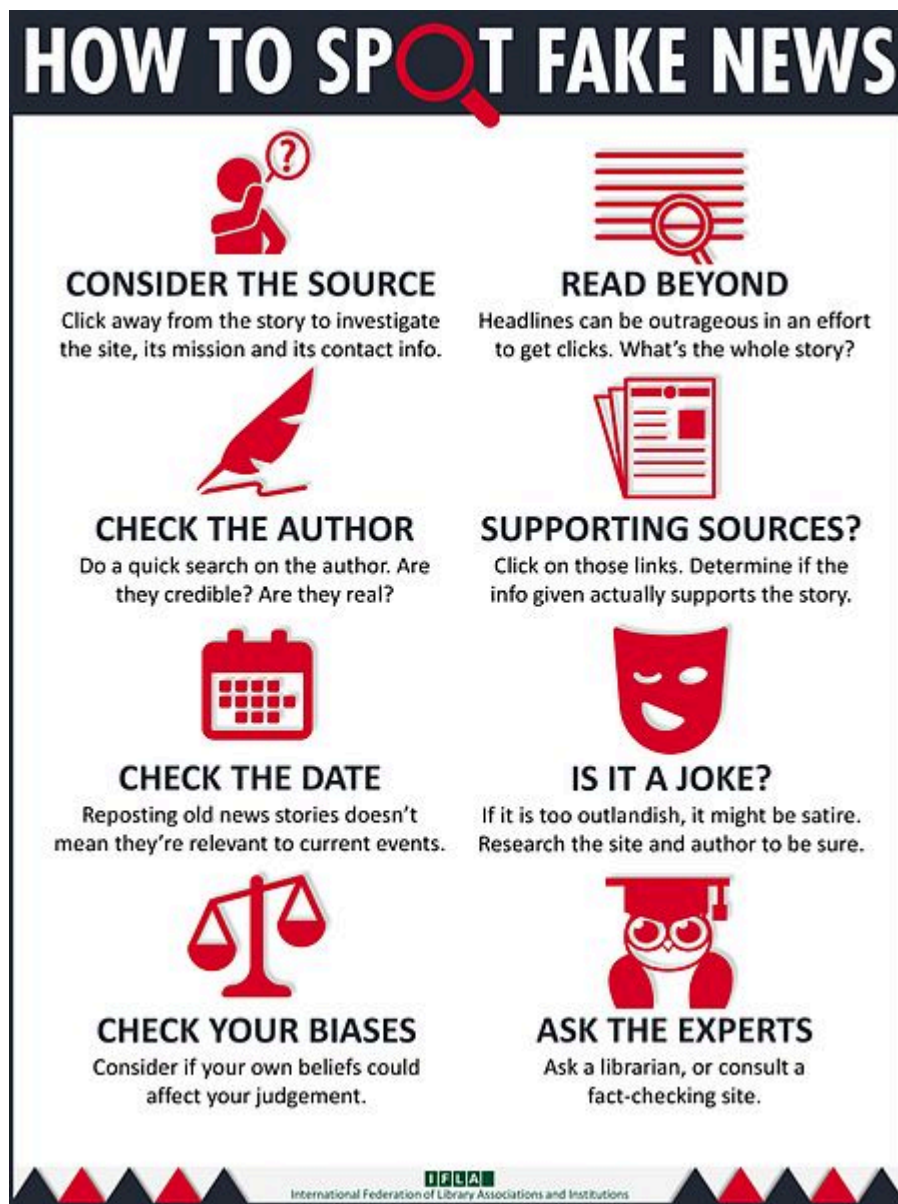
Ask yourself the following questions:

- Has this story been reported by a **reputable source** such as the [ABC](#), [BBC](#), or [The Guardian](#)?
- Does the **headline** fairly reflect the contents of the news story, or is the headline purposefully sensational in order to get clicks (i.e. clickbait)?
- Who **authored** the news story? Are they credible?
- Is it a joke story? It may be **satire** reported as a true story.
- Have you checked a **fact-checking** website such as [Snopes](#) or [Full Fact](#)?

For more information, read [evaluating the information you find](#).



This [infographic](#), produced by the International Federation of Library Associations and Institutions, outlines steps you can take to check if news is fake or not.



Screenshot: [IFLA](https://www.ifla.org/publications/2018/09/how-to-spot-fake-news-infographic). How to spot fake news infographic. Retrieved September 18, 2018.

Artificial intelligence has complicated these issues around identifying what is fake news and information. Read “[Algorithms are pushing AI-generated falsehoods at an alarming rate. How do we stop this?](#)” to learn more.

Alternative facts

Have you heard the phrase “alternative facts” in the news? “Alternative facts” are not actual facts, they are false and are disguised as truths to serve a person or groups’ own agenda.

True facts have been verified via research, experimentation and data collection. Some facts include:

- The world is not flat.
- Items on Earth fall towards the floor due to the pull of Earth’s gravity.
- The Great Pyramid of Giza is in Egypt.

In January 2017, Sean Spicer (then the White House Press Secretary) spoke at a press conference and told journalists that the crowd watching Donald Trump's presidential inauguration was the largest in history. This was not true. U.S. Counselor to the President Kellyanne Conway spoke at a [Meet the Press interview \(YouTube, 3m53s\)](#) and, in defence of Sean Spicer's comments, told the interviewer that Spicer was actually giving "alternative facts" when he spoke at the press conference.



Read this Science article [Fighting back against 'alternative facts'](#).

Misleading data

'There are three kinds of lies: lies, damned lies, and statistics.' – attributed to Benjamin Disraeli by Mark Twain in Chapters from my Autobiography

Data and statistics are often used in news articles, debates, and scholarly articles with varying degrees of accuracy. Statistics are often used to persuade an audience of a fact. However, it is easy for statistics to be misleading, and this can be intentional or unintentional.



Watch [How statistics can be misleading \(YouTube, 4m18s\)](#)



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://uq.pressbooks.pub/digital-essentials-information-essentials/?p=35#oembed-1>

[Fact Check](#), an initiative of ABC News and RMIT University, has great analyses of the uses of statistics in the media, and is a great place to look for examples.

The Australian Bureau of Statistics has a [guide to writing about statistics](#) which is aimed at people writing policy, but is still applicable to your assignments.

For more information about how you can use data in your assignments, see our [Work with data and files module](#).

7. CHECK YOUR KNOWLEDGE

All the answers to the quiz questions can be found in this module.

Your response data will **not** be gathered if you answer the questions below. [Take a screenshot](#) of **Your result** at the end of the quiz if you are required to show you have completed it.

? Information essentials quiz

There are 8 questions to answer. After you answer a question, click the arrow to move to the next question.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://uq.pressbooks.pub/digital-essentials-information-essentials/?p=37#h5p-4>

If you are required to get a certificate with your name, take this version of the [Information Essentials quiz \(requires a UQ login\)](#).

Note for Teaching staff: You can [download and embed both the module and H5P quiz](#) in their courses.

Module summary

① What is information?

- Information is part of a hierarchy with data and knowledge.
- One way of thinking about information is as data with added meaning.

② Types of information

- Common sources of information include books, journals, newspapers and websites.
- Peer reviewed journals are an excellent place to look for authoritative information.
- You may need to use special types of information for your assignments. The Library has guides to help you find these.

③ Finding information

- Planning a search strategy will help you to find the best information for your assignment.
- Library Search provides access to our resources and is a great place to start.
- Databases are more subject specific and allow for very advanced searches.

④ Searching the internet

- Internet search engines curate the results that you get back, so treat them with care.
- Just because information is freely available on the internet doesn't mean that it's of less quality.
- Open access journals are often peer reviewed and freely available.

⑤ Evaluating information

- There are a lot of ways to tell whether information is reliable.
- You can use the CRAAP method as a quick reminder of key qualities.

⑥ Fake news, facts and data

- Alternative facts aren't facts.
- Fake news isn't a new phenomenon but can still be hard to spot.
- Be careful when reading about or using statistics – are you getting the full picture?

8. MORE RESOURCES

Journal Articles

- Read [Fake news can hurt](#) to learn more about the impact of fake news.
- [How Google results work](#) (USA Today).

Video

- [Beyond Google \(LinkedIn Learning, 5m17s\)](#) makes the point that Google only accesses a fraction of what is actually available on the internet. Access to this LinkedIn Learning course requires a UQ login. You can also access LinkedIn Learning if you are a member of the [Queensland State Library](#).
- [How fake news does real harm \(TED Talk, 6m25s\)](#)
- [Olga Yurkova discusses investigating propaganda and fake news in Russia. Inside the fight against Russia's fake news empire \(TED Talk, 5m17s\)](#)
- [The internet: how search works \(YouTube 5m12s\)](#)

9. CONCLUSION



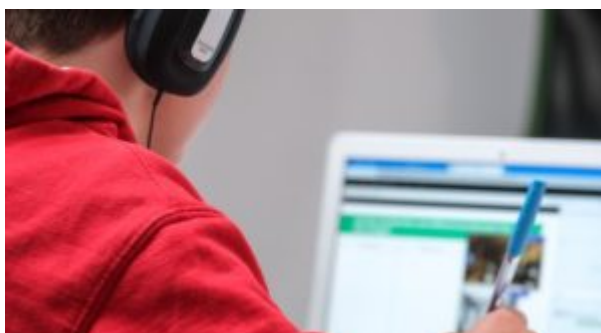
You have completed the Information Essentials module.

Tell us what you think

Use our [Digital Essentials feedback form](#) to give **anonymous** feedback on this module. You can provide your email if you would like us to reply to you.

Digital Essentials modules

Build your digital skills with Digital Essentials. Select modules from the 6 themes that match your interests and will help you succeed in study and work.



[Use UQ systems module](#), includes:

- [Check your IT set up](#)
- [Book rooms](#)
- [Printing at UQ](#)



Assignment essentials

- [Find and use media](#)
- [Information essentials](#)
- [Write, cite and submit](#)
- [Types of assignments](#)



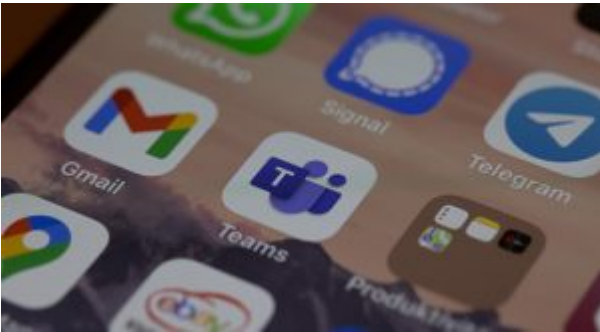
Digital creation

- [Accessibility](#)
- [Choose the right tool](#)
- [Intellectual Property](#)



Digital security and safety

- [Digital security](#)
- [Internet essentials](#)
- [Social media](#)



Professional identity and skills

- [Communicate and collaborate](#)
- [eProfessionalism](#)



Work with information

- [Artificial Intelligence](#)

- [Work with data and files](#)
- [Document your research data](#)

How to use the modules

You can complete entire modules or check the **Module Overview** section to select just the parts you need.

Watch [Using Digital Essentials \(YouTube, 1m 37s\)](#), created by our student partners, for tips on how to use the modules to build your digital skills.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://uq.pressbooks.pub/digital-essentials-information-essentials/?p=116#oembed-1>

Read more about our [Student Staff Partnership project to improve the Digital Essentials modules](#).

Teaching staff – use the modules in courses

Teaching staff can embed or link the modules in courses to help build your students' digital literacy.

- There are interactive elements throughout each module and a short H5P quiz at the end.
- The modules are also available for your students to download in EPUB, PDF and HTML format to make them more accessible.

Import a module into Learn.UQ (Blackboard)

Instructions to embed a module in your course. Email us via dxdc@library.uq.edu.au if you have any questions.

- [Blackboard courses](#)
- [Blackboard Ultra courses](#).

Blackboard courses

[Embed Digital Essentials in Learn.UQ course \(YouTube, 1m 55s\)](#)



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://uq.pressbooks.pub/digital-essentials-information-essentials/?p=116#oembed-2>

Text version of video instructions:

1. Go to the module home page
2. Select **Common Cartridge (LTI Links)** under the **Download this book** options.
3. Go to your Blackboard course
4. Go to **Course Management**
5. Click **Import Package/View Logs**
6. Click **Import Package**
7. Click **Select a Package** and navigate to the **.imscc** file you downloaded from the module
8. Scroll down to **Select Course Materials** and select **all** the options
9. Click **Submit**.

In your course site, the module will appear in a new [content area](#) in your course. Each module chapter will be a section. You can [copy, move and delete](#) the chapters in your course.

Blackboard Ultra courses

1. Copy the URL of your Pressbook
2. Go to the Learning Resources section in your Blackboard Ultra course
3. Click +
4. Click **Create**
5. Click **Teaching tools with LTI connection**
 - a. Click to edit the title (where it has New LTI Link...) to enter your Pressbook's title
 - b. Select Visible to students
 - c. At **Configuration URL** enter your Pressbook's URL
 - d. Add a **Description**
6. Click **Save**.

Note: You can click the More options dots to go back to make changes to the entry after you have saved it.

Add a weblink in the course menu

- You can provide [weblinks to the chapters](#) in the weekly folders in Learning Resources e.g. If you want your students to read the chapters in particular weeks.
- You can also add your book as a [weblink in the menu](#).

Assess student learning

Most modules have a final short quiz created in H5P. You can download the H5P quiz from the module and embed it in your course if you would like to check your students' completions or to allow for the results to be transferred to the Grade Centre in your course.

The H5P quiz content will not record any completion data unless you download and add the H5P quiz directly to your course. Students can screenshot the quiz if they are required to show completion.

Add the final H5P quiz to your course

If you would like to check your students' responses and completion of a module you can:

1. Go to the final H5P quiz in the **Check your knowledge** section of the module
2. Click **Reuse** then **Download as a .h5p file**
3. Then [embed](#) or [link](#) the quiz in your course. Note: You will need a [H5P account](#).

