Information competence

- Aim
  - Identify
    - representation system and
    - correspondence issues for your Assignment 2
  - Determine the level of mastery of these goals according to
    - the learning models

- Literature
  - Textbook chapter 5
**Representation system**
- Line graphs show trends over time
- Time along x-axis
- Indicator along y-axis

![Malaria cases graph]

**Information**
- About something
- Representing it
  - Detached in time and space from what it is representing
  - Expressed in a representation system

![Information and No information images]
Representation system

- Conventional rules
- Coupling a domain to a set of symbols
- A symbol can represent aspects of the domain
  - Meaning
- Symbols can be combined
  - Combined meaning
- Examples
  - Language
  - Formal language
  - Arabic number system
  - Roman number system

Musical notation

Learning representations – levels of mastery

From doing to talking

**Representation system understanding**
Explain the rules and how they apply

**Information**
IT Task support

**Representation system skills**
Correct representations which break the rules

**Repeat Imitate**

**Reproduction Skills**
Reproduce the symbols of the system
Learning representations – example

Astrud's song
because an apostrophe should precede
the genitive s.

Astrud's song
Explain the rules
and how they apply

Correct representations
which break the rules

Astrud's song
Astrud's song

Repeat
Imitate

Reproduce the symbols
of the system

Astrud's song
Astrud's song

Learning correspondence – levels of mastery

Tiger
I wonder why they wrote that, is it a kind of
metaphor?

Validation understanding
Expressing how information represents reality

Validation skills
Aligning information and reality

Tiger
Lion
Exercise 1
Identify elements of Reproduction skills, Representation system skills and Representation understanding for the representation systems
- Internet domain names
- Musical scores
- Bibliographic references

Exercise 2
Provide examples of Validation skills for the information in
- Credit cards
- Cinema ticket system
- Music database
- eBay or another e-auction

Exercise 3
Consider the pie chart and the comments to it.
Characterise the comments according to their levels of representation and correspondence competence if possible.
- Domenico:
  So the biggest proportion here is the total. That is like it should be.
- Julia:
  Oh, that is a terribly high failure rate. What can we do about it?
- Kylie:
  This diagram is completely rubbish. What was the purpose?