

TSC 1

Analysing and processing information



TSC 1 : Analysing and processing information

Learning Objectives

Topic 1 **What is analysing and processing information?**

Topic 2 **Why is it important?**

Topic 3 **Sample texts on how to mention it on the CV**

Topic 4 **TSC assessment criteria**

TSC 1 : Analysing and processing information

Activities

Title 1

Look at a painting

Title 2

Select a film session with two other people

Further readings

References

Learning Objectives

On successful completion of this Learning Unit, the participants will be able to:

- Use information methodically
- Process data according to criteria
- Understand how to make a choice.

Topic 1: What is analysing and processing information?

Being able to analyse and process information is an essential and fundamental skill which enables construction of new knowledge on both content and method, to give the possibility to interact with others and above all to know where one stands including a better understanding of one's immediate and distant environment.

More specifically:

- **Gain new knowledge**

- Acquire a methodology: observe, explore, collect, sort, compile.
- Understand information and ask questions.

- **Interact with others:**

- Express his/her opinion (observation, feeling, questioning).
- Listen to others, integrate into a group.
- Manage emotions.

Topic 1: What is analysing and processing information?

- Situate oneself in one's environment:

- Get to know oneself and one's reactions better; define one's tastes, opinions, interests;
- Get organised: method and time management;
- Put information back in an environment to better understand it;
- Question and reflect beyond the information;
- Make choices;
- Act.

Topic 2: Why is it important?

Processing and analysing information is important for understanding the world around us; being informed, finding the source of information, sorting and classifying it in order to answer questions, solve a problem and make a choice.

Whatever the type or form of the information (verbal instruction given in a professional context, administrative email, media event, job description, trip to be prepared) for its analysis, we rely on a method which is practically the same.

When necessary, this mode of information processing allows choices to be made and therefore action to be taken.

Topic 3: Sample texts on how to mention it on the CV

- Able to analyse a set of instructions
- Able to respond to new information
- Able to adapt to new instructions
- Able to work together to make a choice

Topic 4: TSC assessment criteria

There main criteria for assessing this TSC are the aspects mentioned below. According to them, educators can guide their learners in their improvement process. The learner can be assessed as “competent” or “need improvement”. The educator can add specific comments for each learner in the respective boxes. Please refer to the Intellectual Output 2: Be Creative! Handbook for educators for further guidelines on assessment criteria.

Criteria	Competent	Need improvement
Gaining new knowledge		
Interacting with others		
Mapping one's environment		

Activities

Activity 1 : Look at a painting

Objectives of the activity

- Observe a painting
- Describe from what you see (who, when, what, where...)
- Express your feelings (emotions, sensations, evocation...)
- Collect information; how, where?
- Identify the artist, date and title of the painting
- Clarify the subject described in the painting : sort and analyse the found information
- Make a connection between the painting and our times
- Prepare a synthesis document: factsheet on painting and reflection on painting

Activity 1 : Look at a painting

TSC addressed by the activity

- Analysing and processing information

Activity 1 : Look at a painting

Materials

- Reproduction of a pictorial work in A4 format with a label indicating its name, author and production date.
- Documentary material available (paper, website, photo...) - computer stations and printer.
- A blank sheet of paper for feedback + glue, felt pens...

Activity 1 : Look at a painting

The pitch

The activity consists of observing a painting and writing a factsheet.

This activity can be done alone or in groups of up to 4.

A time of collective feedback can be planned: each one presents his/her work and especially part 5 which allows to think collectively on the links with current events.

Activity 1 : Look at a painting

Procedure

1. In a brainstorming session, the trainer can introduce the activity by discussing with the participants the issue of art and the transmission of information: do works of art transmit information, about what? how? why?

Ideas are written on a flip chart.

2. The trainer presents:

- the objective of the activity: to seek information, analyse it, give an opinion and present it ;
- Instructions: observe a painting, collect information and write a factsheet (free format, A3 poster type);
- the method: this work can be individual or in teams;
- Duration: 2.5 to 3 hours.

3. The trainer distributes the paper version of the painting to everyone.

4. The trainer collectively asks for the source: where and how to look for the information.

5. Each participant or team gets to work on their poster.

6. The trainer suggests that each one should present his/her work (method, poster and link).

7. The trainer suggests that everyone assesses him/herself using the indicator grid.

8. The trainer launches a discussion on the interest of the activity, the quality of the information sources and the painting impact.

Activity 1 : Look at a painting

Questions for discussion among participants

- How did you feel about this painting ?
- What is the point of doing this activity?
- How did you go about it? How did you carry out your information search?
- To what other situation, especially in the context of a workstation, can this information processing activity be compared?

Activity 1 : Look at a painting

Intergenerational aspect

The exercise to be done with age mixed groups.

Provide several images of paintings.

Ask one of the participants per group to pick an image and then each one should do the exercise.

At the end it will be asked why the person selected that image rather than another one.

Activity 2 : Select a film session with two other people

Objectives of the activity

- Identify the criteria that allow you to make a choice: (e.g. film releases, interest, budget, screening schedule, mobility);
- Adapt these criteria to each participant;
- Collect information on films that match the different criteria;
- Make a list of films and screenings corresponding to the criteria (from most to least preferred);
- Consult and choose;
- Make a case for your choice;
- Make a diagram showing the stages of the choice;
- Write a sales pitch.

Activity 2 : Select a film session with two other people

TSC addressed by the activity

- Analysing and processing information

Activity 2 : Select a film session with two other people

Materials

- Ongoing cinema programme - access to computer;
- Traffic-Mobility Plan;
- Budget of 10 euros per person (transport and screening);
- A blank sheet of paper for feedback + markers...

Activity 2 : Select a film session with two other people

The pitch

The activity consists of reporting on the process used to make a choice among several people and writing the arguments for the choice in a document (diagram, table).

This activity is done in teams of 3 or 4 people.

A time for feedback is planned.

Each team presents its methodology for responding to the assignment.

Activity 2 : Select a film session with two other people

Procedure

1. In a brainstorming session, the trainer can introduce the activity by discussing with the participants the issue of choice : what is choice? how does one make a choice? on the basis of what criteria or what information?
2. The trainer presents:
 - The objective of the activity: to make a diagram showing the stages of the choice and to write the argument;
 - The trainer distributes the sources of information (cinema newspapers, or websites...).
 - The trainer asks collectively how to make a choice: how, how to construct criteria...
 - Each participant or team gets to work and creates their own diagram.
 - The trainer asks each team to present their work (method, poster).
 - The trainer suggests that everyone assess themselves using the indicator grid.
 - The trainer launches a discussion on the interest of the activity and the quality of the criteria and the concept of consultancy.

Activity 2 : Select a film session with two other people

Questions for discussion among participants

- How did you feel about this work?
- What is the point of doing this activity?
- How did you go about it? How did you carry out your information search and make a choice?
- To what other situation, especially in the context of a workstation, can this information processing activity be compared?

Activity 2 : Select a film session with two other people

Intergenerational aspect

Mix age groups.

Further Readings

References

Copyright Disclaimer

All audio-visual material was accessed freely from free online stock image platforms and/or YouTube and apply fair use laws without intention to breach any copyrights. If you feel that copyrights were violated, kindly contact us at <https://becreativeproject.eu/> to resolve the matter in a restorative justice manner.