Figure 1. The Internet Inquiry-Cycle
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Goal Formation/Asking Questions

Generating Search Terms

Investigating Search Results

Locating Information

Critical Evaluation of Information

Communicating Information to Others

Figure 2. Internet Inquiry Cycle: Key Skills and Strategies with Suggested Digital Resources Adapted with permission from Harrison, Dwyer & Castek, 2014.

Internet inquiry cycle	Key skills and strategies	Digital resources
Goal Formation/ Asking Questions	Asking questions Planning a strategy Anticipating challenges Activating prior knowledge sources	**Concept mapping** *Webspiration* (http://www.mywebspiration.com/) *Bubbl.us* (https://bubbl.us/) *Popplet* (http://popplet.com/) **Shareboard for questions** *Noteapp* (https://noteapp.com) *Edmodo* (https://www.edmodo.com) **Web literacy map** (https://teach.mozilla.org/teach-like-mozilla/web-literacy **Inquiry-based learning** *Website examples:* (http://galileo.org/) (https://www.challengebasedlearning.org)
Generating Search Terms	Generating vocabulary e.g. synonyms Monitoring, judging, evaluating and repairing	**Synonym generation** *Snappy words* (http://www.snappywords.com/) *Visual thesaurus* (https://www.visualthesaurus.com/)
Investigating Search Results	Skimming and scanning results page Navigating and interrogating search results Monitoring and evaluating	**Investigate URL and search result snippet** *Strategy Tutor* from Cast.org (http://cst.cast.org/cst/auth-login) **Web monitoring sites for hoax sites** *Snopes* (http://m.snopes.com/)
Locating Information	Determining important ideas Classifying and comparing information Activating online prior knowledge sources	**Locate information** *Yolink* (http://www.yolinkeducation.com/education/) *Speech enabled browser* e.g. (http://www.browsealoud.com/uk/) **Annotate and curate information** *DiiGo* (https://www.diigo.com/) *Instagrok* (https://www.instagrok.com /)
Critical Evaluation of Information	Interpreting information Monitoring and judging relevancy of information	**Websites and tutorials for critical evaluation** *Kathy Schrock's Guide for Educators* (http://www.schrockguide.net/critical-

	Evaluating, corroborating, and verifying information	evaluation.htm)l *21st Century Information Fluency Project* (http://21cif.com/tools/)
	Making connections to self, to other texts, and to the world	*Internet Detective* (http://www.vts.intute.ac.uk/detective/) *Radcab* (http://www.radcab.com/)
	Critiquing information	
Communicating Information with Others	Summarizing information	**Collaborative writing platforms** *Primary pad* (http://primarypad.com/) *Kidblog* (http://kidblog.org/home/)
	Synthesizing information	**Multmodal representation** *Voicethread* (https://voicethread.com/products/k12/)
	Creating a report	*Glogster* (http://glogsteredu.edu.glogster.com/)
	Remixing information	
	Producing an artefact	**Communicating with others** *Wikispaces* (https://www.wikispaces.com/) *Epals* http://www.epals.com/
	Communicating information with others	*iEarn* (http://www.iearn.org/)

Figure 3. Online Reciprocal Roles: Navigator, Questioner and Summarizer (Dwyer, 2010)

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Navigator	Questioner	Summarizer
Which link should we follow?	What are we trying to find out today?	What's the most important information here?
Will we read the blurb under each search result?	How will we pick our keywords? What are our keywords?	Let's skim and scan to see if this website is useful for our question.
Will we scroll down the page?	Are there any other words we could choose for our search term?	What would we tell our friend?