

	Phase	1	2	3	4	5	6
SWIM2 concepts	The problem based / problem oriented learning process.	Creative idea development	Creative pre-focus exploration	Critical focusing	Critical, analytical research	Conclusion, reflection and broader perspective	Exam and critical evaluation
	Information search strategy	Use the knowledge you already have	Create a general view using accessible, introductory material	Focus, structure and combine your information	Support your focus by in depth information search	Search on the basis of the knowledge you have acquired	
Rienecker and Stray Jørgensen	Writing process	Topic selection and brainstorming/rough drafts	Broad literature search and reading	Preliminary problem definition	Targeted literature search, reading and writing, final problem definition, feedback on draft and revision	Arranging and revising	Examination
	Writing process activities	Personal sketches - brainstorming, mindmapping, post-its, cue cards, notes, speed writing. Focus on content.	Sketches - notes, documentation, unfocused summaries, rough drafts. Personal working papers - process and acknowledgement. E.g. compilation, assessments, analyses, interpretations and arguments. Focus on content.	Personal working paper /teacher's draft regarding acknowledgement and process. E.g. analyses, interpretations, arguments, assessments, compilations. Focus on content.	Personal working paper /teacher's draft regarding acknowledgement and process. E.g. analyses, interpretations, arguments, assessments, compilations. Focus on content. Teacher's reading drafts/chapters - Final drafts/chapters. Focus on form.	Teacher's reading drafts - Final paper ready to be handed in. Focus on form.	Feedback

Kuhlthau	Stages of the ISP	Task initiation/topic selection	Prefocus exploration	Focus formulation	Information Collection	Search Closure	
	Uncertainty Level	Uncertainty	Uncertainty	Higher degree of certainty	Higher degree of certainty	high degree of certainty	
	Cognitive level	Ambiguity	Ambiguity	Specificity	Specificity	Specificity	
	Affective level	Optimism	Confusion, Frustration, Doubt	Clarity	Sense of direction, Confidence	Relief	
	Mood/approach	Combination of Indicative and invitational	Invitational	Primarily Indicative	Combination of Indicative and invitational	Indicative	
	Behavioural level	Seeking relevant information	Seeking relevant information	Seeking relevant information	Seeking pertinent information	Seeking pertinent information	
	Mediator roles	informal	formal	formal	formal	informal	
	Sources	informal	formal	formal/informal	formal	formal	
Zones of intervention i SWIM2		Z5 counselor	Z5 counselor				

Heinström	Sources	Formal sources				
		Informal sources				
		Media				Media
		Internet				Internet
		Books				
		Journals				

Rosenstand	Focus	Product	Process	Process	Technique	Product
	Problem	Unknown	Known	Known	Known	Unknown
	Method	Unknown	Unknown	Unknown	Known	Unknown
	Situation	Problem oriented	Problem solving	Problem solving	Routine	Problem oriented
	Solution level	New solution methods	Use solution methods	Use solution methods	Create solutions	New solution methods
Qvortrup	Psychological term	Accommodation	Assimilation	Assimilation	Accumulation	Accommodation
	Skill	Meta-reflexiveness	Reflexiveness	Reflexiveness	Factual knowledge	Meta-reflexiveness
	Result	Creativity	Competence	Competence	Qualifications	Creativity
Bateson	Level of learning	Relearning 3rd degree	Learning to learn 2nd degree	Learning to learn 2nd degree	To learn 1st degree	Relearning 3rd degree

Choices, conflicts and score.

Character profile 1 - I'll work my way through it!	Use my books - wants to read and develop ideas in the process. Score - 1	I think we should search the relevant scientific databases at the library.	I think we should use the keywords from the reference works. It is more precise - the exact terms. Score 0	Let's use the keywords and search the relevant databases. Score +1	I think we should search the library's database and find a book or two. I'm sure we'll find something useful! Score -1
Character profile 2 - I'll organize my way through it!	Let's find something on the Internet that may qualify our ideas. Score 0	I think we should search for "light" or introductory texts that provide us with overview and insight into what it is we want to work with. Score +1	Let's extract the keywords from the material we already have in our possession. Score +1	Is angry, has a "bad day"! Let's go directly to the relevant shelves and find the books. Score -1	I think we should find an article in the database we used earlier on. Score 0
Character profile 3 - I'll think it up as I go along!	Let's be creative and use what we already know. We'll work out a mindmap or something to find out what we should work on. Score +1	I think this course book provides an excellent overview! Score 0	Our advisor has just told us what theories we should use! That should lead us in the right direction, shouldn't it? Score 0	Let's find the material that this book refers to. It will be relevant and sufficiently scientific. Score 0	I think we should use that article we had to leave out. It has a really interesting point of view. Score +1

The right choice

A reasonable choice

An inappropriate choice