Seven Faces of Information Literacy

Towards inviting students into new experiences

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Today's themes

- What are people saying about information literacy?

- What is our experience of information literacy?

- How might this influence curriculum design?

- How can we engage students with the experience of information literacy?

What are people saying about information literacy?

The spectrum of literacy:

- Alphabetic literacy – writing name
- Functional literacy – reading and writing
- Social literacy – communication in a cultural context
- Information literacy –critical location, evaluation and use of information
- Digital information literacy – application of information literacy in the digital environment

Caroline Stern (2002) Information literacy unplugged: teaching information literacy without technology. White paper prepared for UNESCO, the US NCLIS and National Forum for Information Literacy. <http://www.nclis.gov/libinter/>
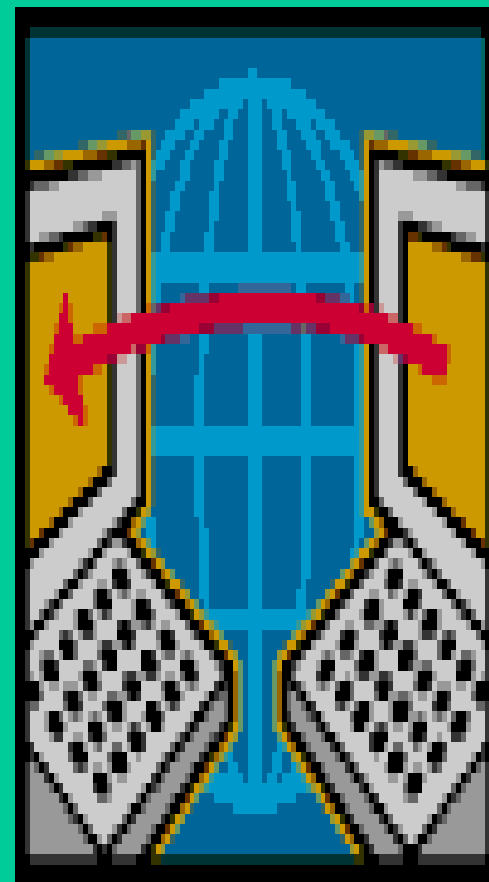
What is information literacy?

- The ability to access, evaluate, organise and use information in order to learn, problem-solve, make decisions - in formal and informal learning contexts, at work, at home and in educational settings.

- A **key characteristic of the lifelong learner** - strongly connected with critical and reflective thinking

Around the World

South Africa – interest in IL spurred by transformation of education and increasing adoption of ICTs

China – since early 1980s govt has encouraged the teaching of info skills

- Singapore –govt mandate that people be prepared for work in the info environment; be IL
- New Zealand – National curriculum framework for information skills since 1993 (Rader 2002)
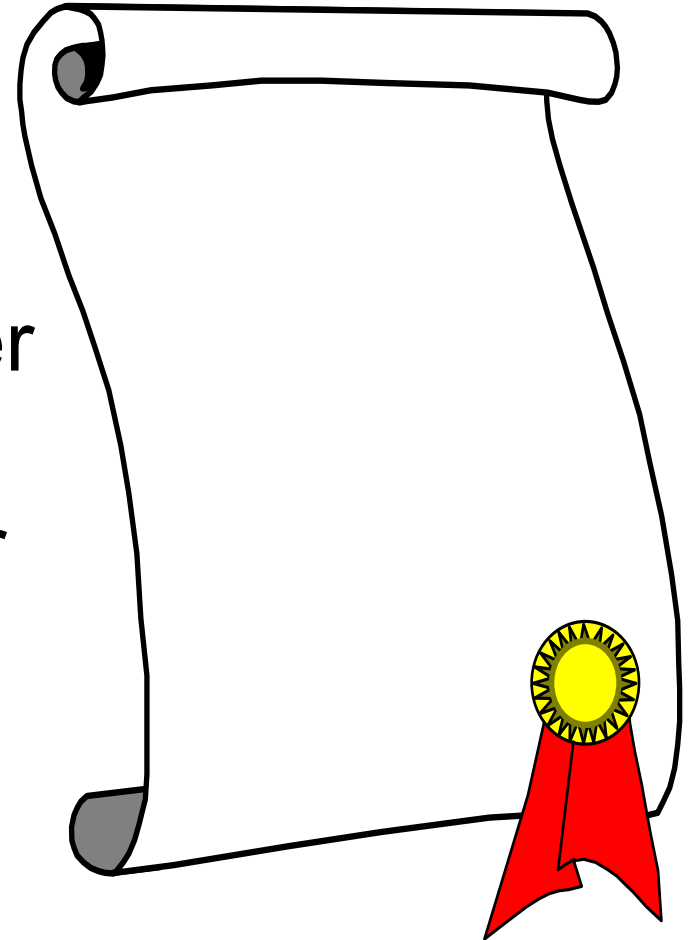
Around the World

Australia – CAUL has adopted US Higher Education Competence Standards; ANZIIL

Europe – EDUCATE (end user courses in information access via IT) commenced in 1994

- Canada – Govt information policy promotes an information literate population

- Sweden – plans for Nordic Institute for IL

- Hannelore Rader (2002)Information literacy – an emerging global priority. White paper prepared for UNESCO, the US NCLIS and National Forum for Information Literacy. <http://www.nclis.gov/libinter/>

One student comments...

- I now understand that education is about being empowered to learn rather than about being dependent on the teacher for acquiring knowledge and skills...

Key to Lifelong Learning:

Computer Literacy

Learning to Learn

IT Literacy

Information Literacy

Information Skills

Library Skills
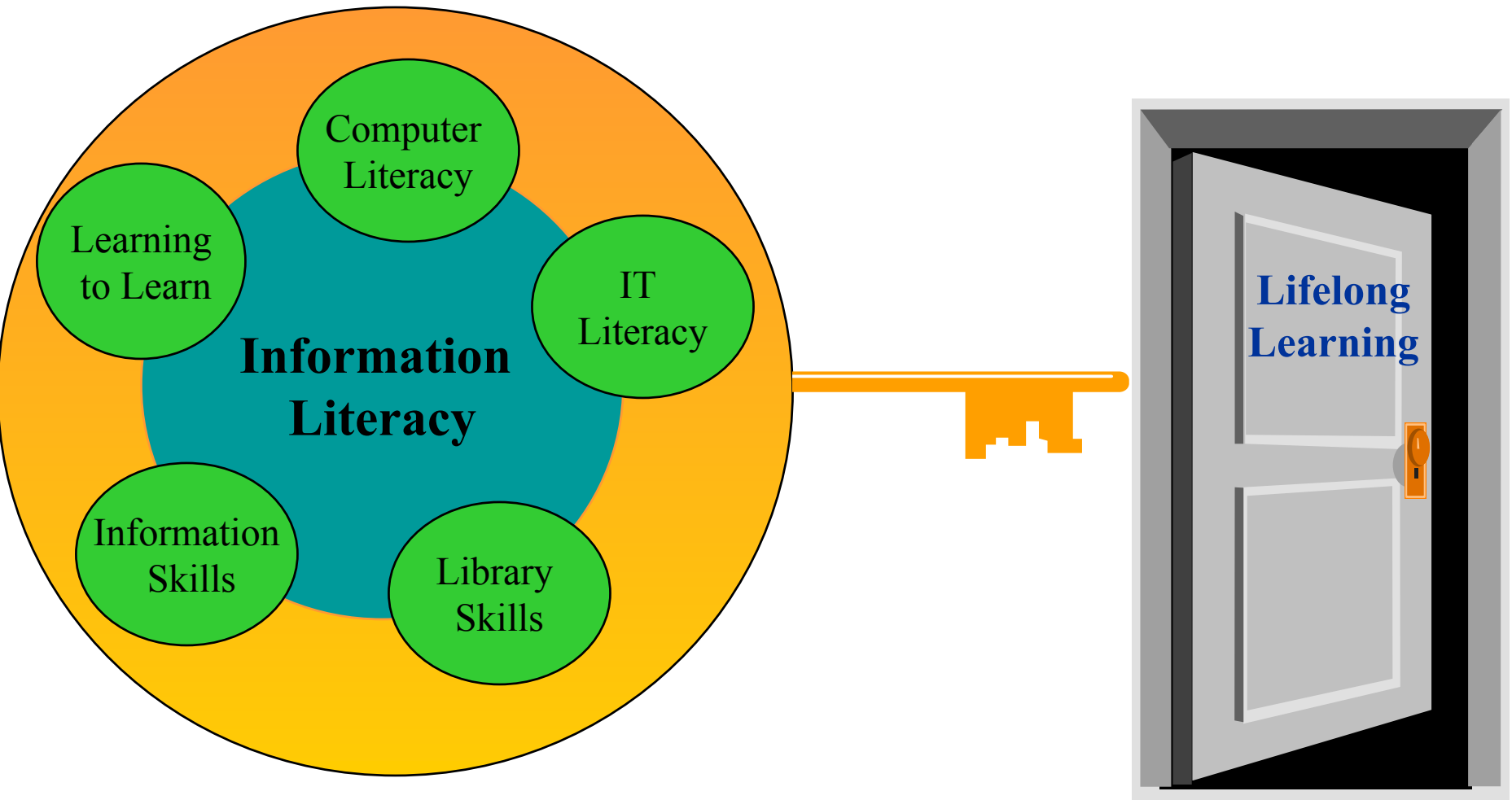
Lifelong Learning

Denis Ralph (1999) Information Literacy and Foundations for Lifelong Learning, Proceedings of the 4th National Information Literacy Conference, Adelaide, UNISA Library. Adapted from Bruce model, '97.

Higher ED Competency Standards

- 5 standards and 22 performance indicators

- help us to identify specific capabilities we may want to students to develop

- provides general and specific learning outcomes

- specifies capabilities related to broad learning needs rather than IT skills

(http://www.ala.org/acrl/ilcomstan.html).

Higher Ed Competency Standards

The information literate student:

- determines the nature and extent of the information needed.

- accesses needed information effectively and efficiently.

- evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.

Higher Ed Competency Standards

- The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.

- The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

Eisenberg &Berkowitz' Big Six

- Popular in schools
- A process model
- Identifies key elements of information access and use
- Students are taught to use the model as a framework

Eisenberg &Berkowitz' Big Six

1. Define the task at hand
2. Create info seeking strategies
3. Locate and access info
4. Use, interact with information
5. Synthesise – organise, present
6. Evaluate – critique product and process

Eisenberg and Berkowitz (1990) Information problem solving, the Big Six approach to Library and Information Skills instruction. Norwood, Ablex

Information Literacy

- It is people (staff and students) who bring particular values to the idea of information literacy and its programs, investing the idea with personal, social, organisational or economic significance

- As individuals and groups decide on ways of thinking about the phenomenon, and which value systems it is important to identify with, their interpretations …give their programs distinctive characteristics.

- Christine Bruce and Phil Candy (2000) People, Politics and Potential, in Information Literacy Around the World, Charles Sturt Uni Press, Riverina.

What is our experience of information literacy?

- Our experience/ conceptions of teaching and learning influences our practice. Our design of learning experiences influences learning outcomes…

  (Bowden and Marton, 1998; Biggs and Watkins, 2002; Prosser and Trigwell, 1999)

What is our experience of IL?

- As with teaching and learning generally, information literacy may be experienced in a variety of ways.

- This has implications for how different people experience the information literacy agenda and how they approach information literacy in curriculum.

FOR REFLECTION

- How do you use information in your everyday life and work?

- Remember the details of a time when you used information effectively

- Think about your picture of an effective information user (or information literate person)

- Think about your experience of being (or trying to be) an information literate person – what do you do? Easily? What do you struggle with?

For reflection

– I see information literacy as….

– Our organisation sees information literacy as….

– My colleagues see information literacy as…

– My students see information literacy as…

FOR REFLECTION

- Different people and stakeholder groups see or experience information literacy differently

- How might this influence information literacy politics, curriculum design, relationships between teachers, librarians and students, and the outworkings of curriculum in classrooms

Information professionals' and scholars' views of IL

- Acquiring mental models of info systems
- A set of skills
- A combination of info and IT skills
- Learning skills
- A process
- A way of learning
- Ways of experiencing info use
- Information behaviour [Adapted from Bruce 1997]

The relational model of L

What is the relational model of IL?

- A picture or map of the different ways in which information literacy is experienced

- Reflects the experience of higher educators, including academics from a range of disciplines

Why a relational model of IL?

- Consistent with theories of teaching and learning in higher education
- Gives insight into interaction with the world of information as people experience it
- Helps us to understand critical differences in experience
- Suggests learning outcomes based on whole experiences and real life practice.

The Seven Faces of Information Literacy

Information Literacy =   the sum of the different
        ways it is experienced

Information Literacy Education   = helping learners
change/ broaden their repertoire of experiences

Each "face" comprises   ☞ information use
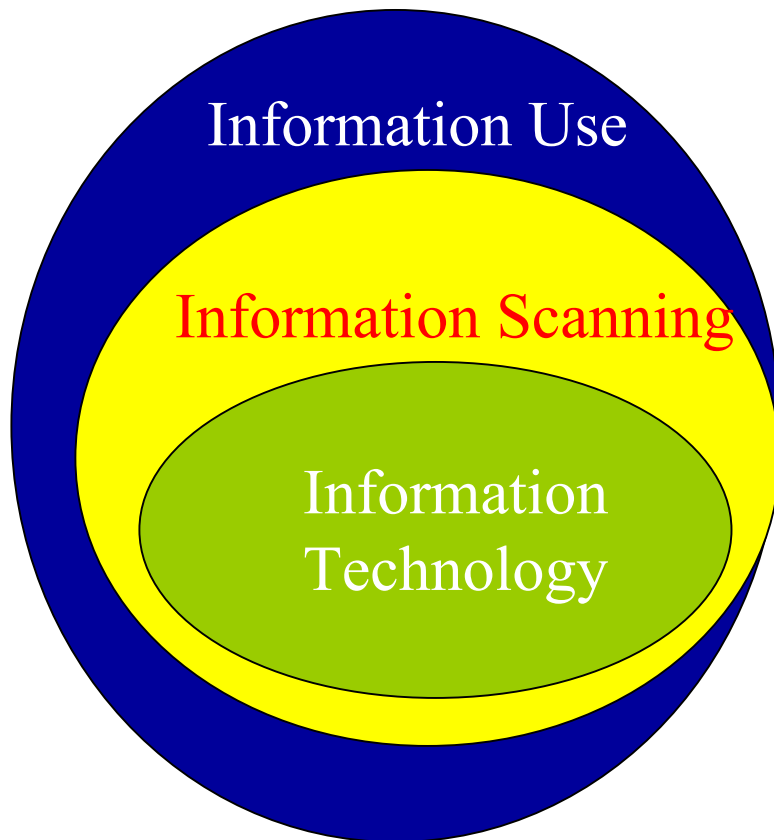   ☞ information technology
   ☞ unique element

Focal element   = central circle
marginal element   = outer circle

First Face : The IT Experience

Information Use

Information Scanning

Information Technology

- IT used for information awareness
- IT helps users stay informed/communicate
- a social experience – not individual
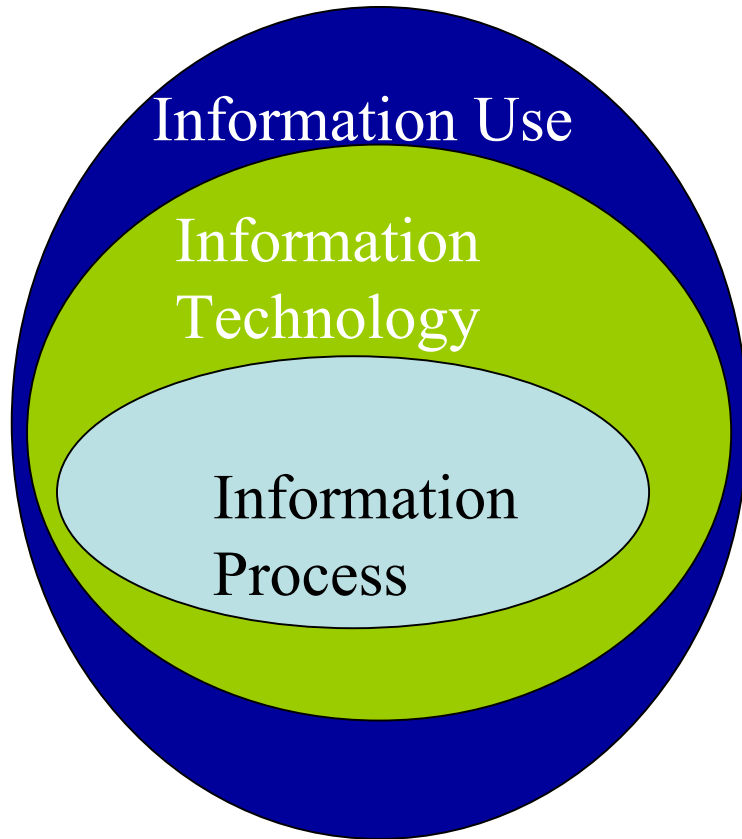- dependent on expertise within a group

Second Face : The Info Sources Experience
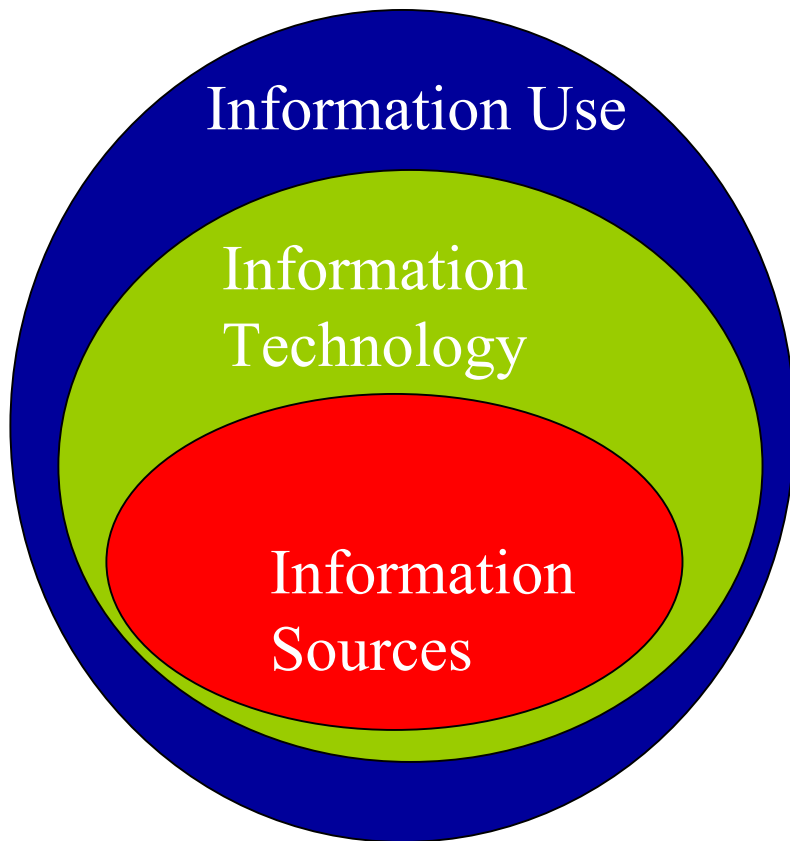
- bibliographic
- human
- organisational
- assistance of intermediaries emphasised
- Personal skills also valued

Third Face : The Info Process Experience

Information Use

Information Technology

Information Process

- linked to problem-solving, decision-making

- requires personal heuristics

- a 'creative art'

Fourth Face : The Info-Control Experience

Information Use

Information Technology

Information Control

- recognising relevant information

- managing that information

- making connections between information, projects, people

- interconnectedness between information and parts of projects

Fifth Face : The Knowledge Construction Experience

Information Technology

Knowledge Base

Information Use (critical analysis)
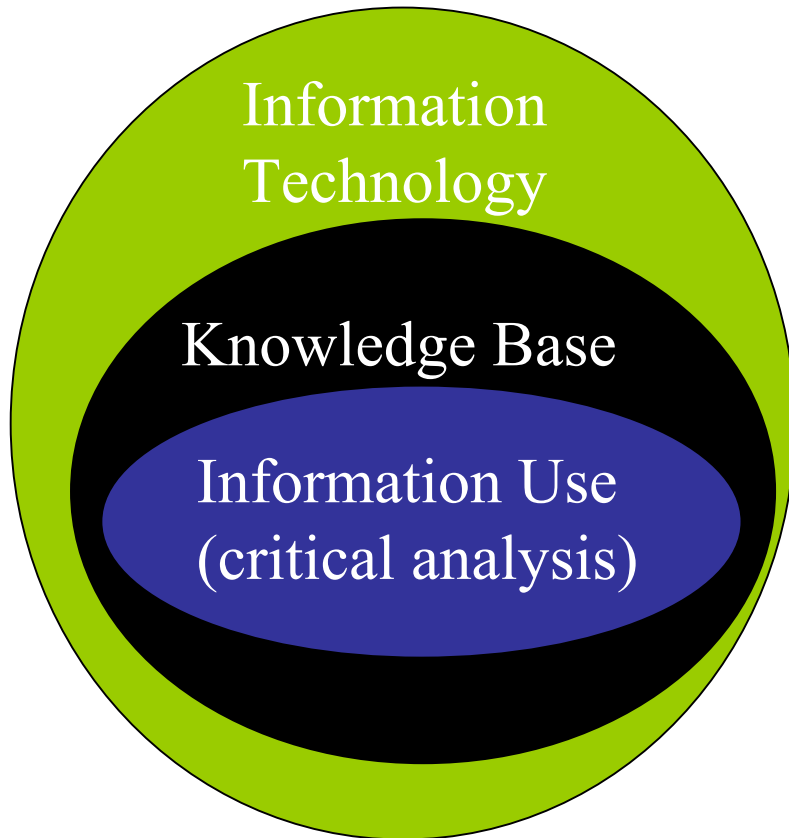
- emphasis on learning
- Developing a personal perspective with knowledge gained
- dependent on critical thinking

Sixth Face : The Knowledge Extension Experience

Information Technology

Knowledge Base

Information Use (intuition)
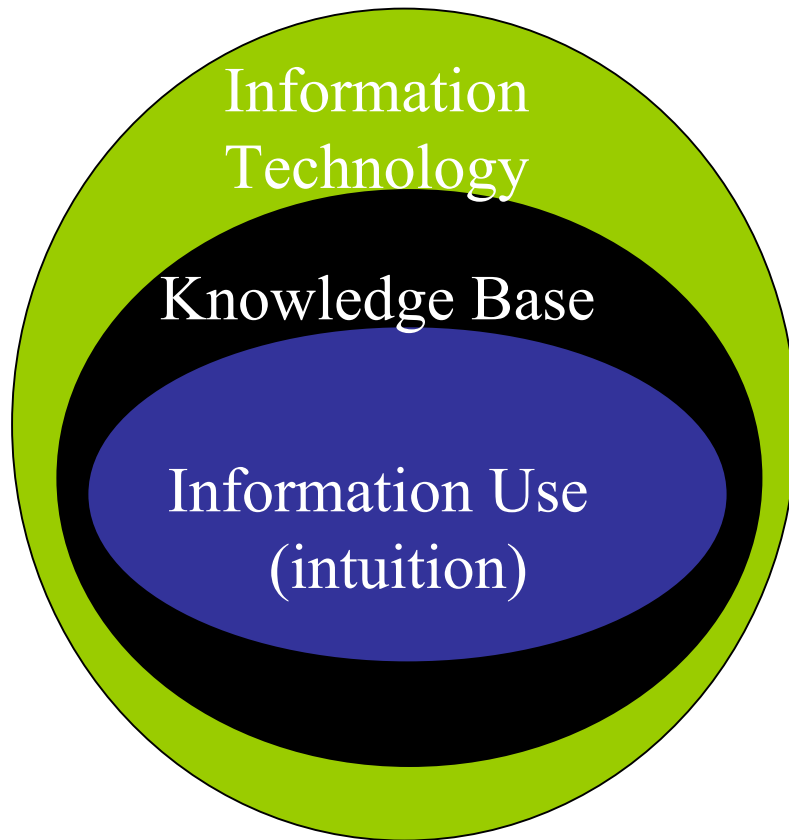
- personal knowledge + experience + creative insight/intuition

- mysterious experience

- develops new knowledge/approaches to tasks/novel solutions

Seventh Face : The Wisdom Experience
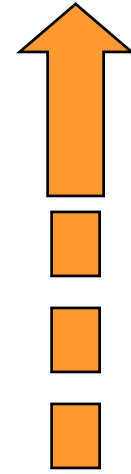
Information Technology

Knowledge Base

Information Use (values)
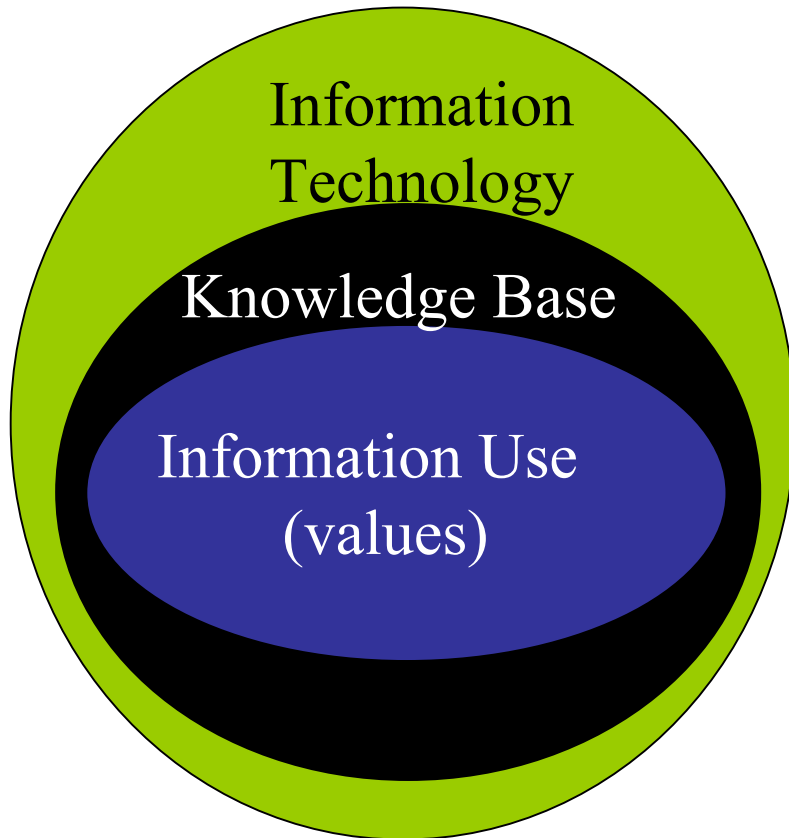
- personal quality
- values and ethics combined with knowledge
- information used for the benefit of others

Information Literacy

Wisdom

Insight

Understanding

Knowledge

Information

Data
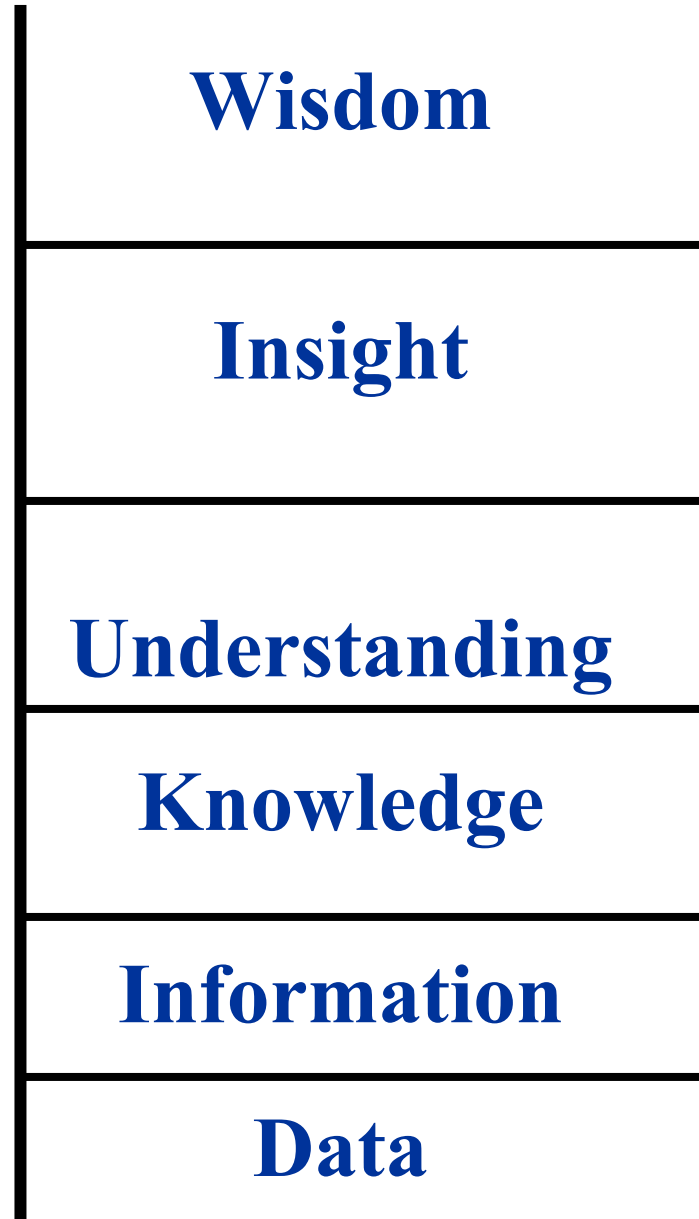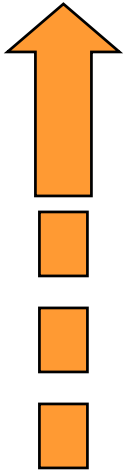
Learning

adapted from Denis Ralph (1999)

Students' experience of information seeking..

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- Students have different ways of approaching information seeking and use

- These different ways of approaching information seeking and use correlate with different levels of learning outcome

Louise Limberg (2000) Information Literacy Around the World

Reflection/Comment

- Which experiences of information literacy are adaptable to your context?

- What aspects of those experiences might need to be adapted to suit this culture ?

- If we were to investigate the experience of IL here, what other 'faces' of information literacy might emerge?

- How do different views of IL influence interest in IL in different parts of the university?

How might our experience influence curriculum design?

- We can use the relational model (different ways of experiencing information literacy) to build curriculum

- Design learning experiences that relate to relevant 'faces'

- Support the development of skills necessary for the different faces.

Premises

- Powerful ways of acting come from powerful ways of seeing………………… (Marton and Booth 1997, Bowden and Marton 1999)

- …….for information literacy education this means building relevant experiences and reflection on those experiences into curriculum

Premises

- Improving learning is about understanding the learner's perspective –

- helping students become better information users is about understanding their ways of conceiving effective information use.

Outcome statements- learning IL as a whole

Students will

- Conceive of IL in different ways
- Use info effectively in a range of contexts
- Discern ways of thinking about info use which apply to new problems that they encounter

- Conceive of information as subjective and transformational in character
- Appreciate the socially distributed character of information literacy

Outcome statements- the seven faces

Students will:

- Use IT for IR and communication

- Find information independently or via an intermediary

- Use information processes

- Control information

- Build a personal knowledge base in a new area of interest

- Work with knowledge and personal perspectives to gain new insights

- Use information wisely

Teaching approaches

As professional educators we have opportunities to:

- diagnose the existing range of learners' information literacy experiences,
- deepen those experiences with which they are familiar, and
- usher them into previously unfamiliar experiences
- draw on workplace, study and everyday life contexts

Curriculum Evaluation

- Does curricula embrace the full range of conceptions?

- Curricula tends to favour subsets of the conceptions..

- A complete IL program needs to operate across the full range of conceptions

- …..across an entire program of study such as an undergraduate degree

How can we engage students with the experience of IL?

Library curriculum….

Academic curricula….

Curriculum design principles

- Information literacy (is not)... teaching a set of skills but rather a process that should transform both learning and the culture of communities for the better

- (Patricia Breivik. 2000, Foreword, *Information Literacy Around the World*, edited by Bruce, C and Candy P. Charles Sturt University)

Curriculum design principles

- ..through the process of constructive alignment (Biggs 1999) learning activities should require students to engage in a process that leads to achieving desired learning objectives.

- …we need to see information literacy as forms of information practice that can be encouraged or discouraged by particular learning activities

- Bruce, C and Candy, P (2000) Information Literacy Around the World.

Examples

- prepare a current awareness strategy and discuss what has been learned through implementation of that strategy over time.

- Develop a package of materials for a client; and prepare a covering statement about how information has been gathered, the assessed quality of the information, and how that information might be put to use.

How can academic curriculum be designed to encourage students to:

- use information technology for information awareness and communication?

- come to know a range of bibliographic, human and organisational information sources?

- develop personal heuristic for the application of information processes?

- control information through establishing and mapping or formalising relevant connections?

How can academic curriculum be designed to provide opportunities for students to:

- adopt a critical approach to knowledge construction?

- exercise their intuitive capacities to gain new insights or understandings?

- drawn upon personal values/ethics when using information?

How can we help our students to:

- be aware of their information literacy opportunities?

- reflect on their work in this area?

- recognise the importance of information literacy for their professional development and growth?

Towards Action: a suggested thought process

- What general learning needs will students have in future? (eg to keep up to date with new developments)

- What real world activities will they need to engage in? (eg monitoring their learning needs, scanning developments in field of interest)

- What could students do in our courses to prepare them? (eg develop & implement a current awareness strategy…)

- Bruce, C and Candy P, (2000) Information Literacy Around the World,Charles Sturt Uni Press.

Four elements of an IL Program

- Resources to facilitate the learning of specific skills, eg web based information skills enhancement packages, other point of need, or self paced instruction.

- Curriculum that provides the opportunity to learn specific skills, either early in a course or at point of need, (from self-paced packages, peers, lecturers, librarians)

- Curriculum requiring engagement in learning activities that require ongoing interaction with the information environment.

- Curriculum that provides opportunities for reflection and documentation of learning about effective information practices

- Christine Bruce (2002)Information literacy as a catalyst for educational change: a background paper. White paper prepared for UNESCO, the US NCLIS and National Forum for Information Literacy. <http://www.nclis.gov/libinter/>

Successful IL initiatives