

Information Literacy:

Implications for Library Practice

by

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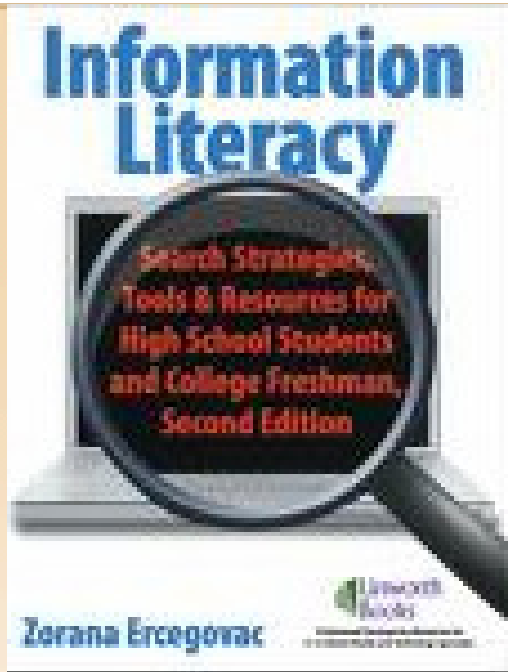
Scope of this lecture

1. What is Information Literacy, how is it related to lifelong learning, and to other kinds of literacies, and why is it critically important in library practice?

2. Challenges and Opportunities of IL in library practice

3. How IL improves library practice





What is Information Literacy?

Information literacy is knowing when and why you need information, where to find it, and how to evaluate, use and communicate it in an ethical manner.



What is Information Literacy?

Traditional Literacy

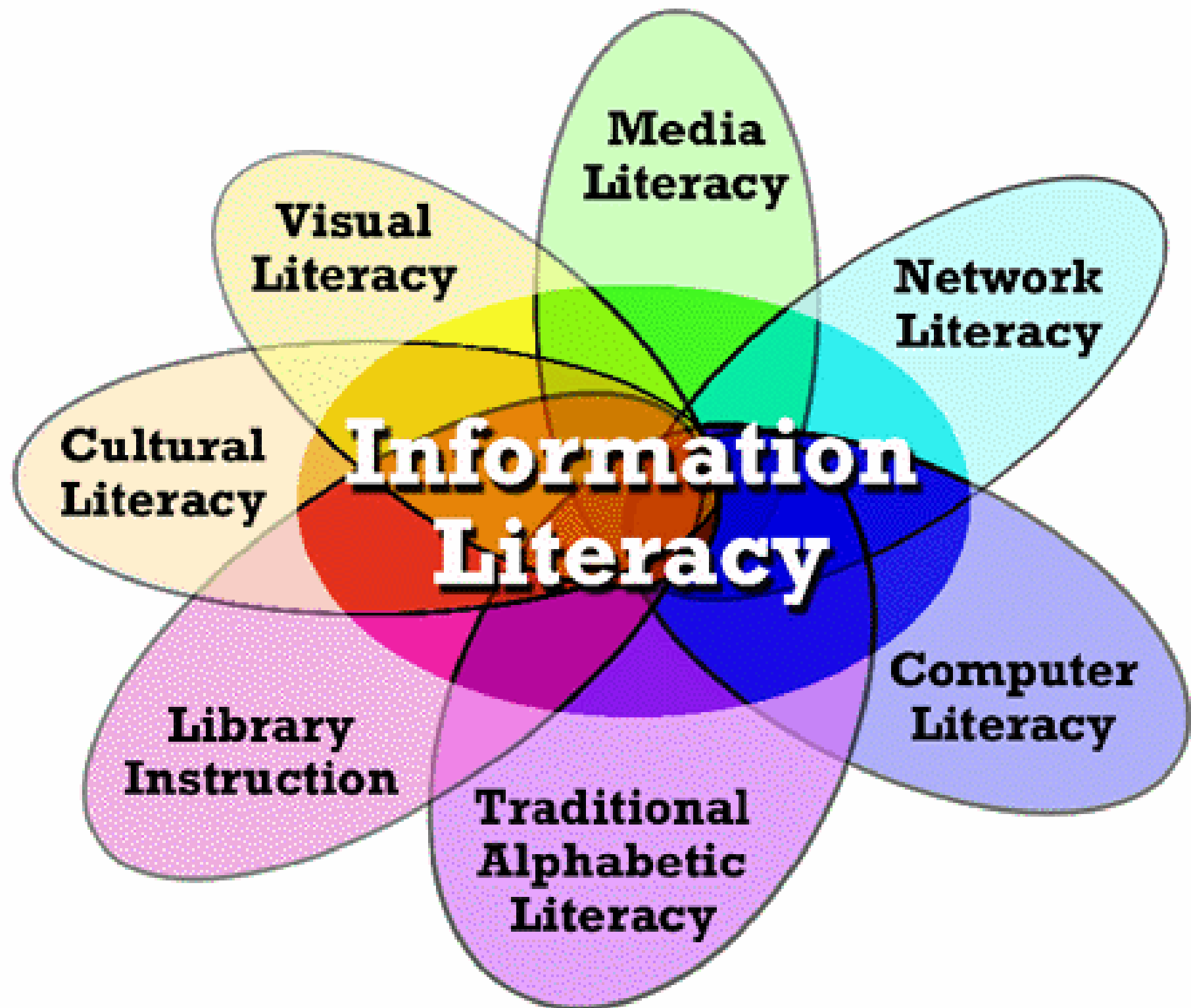
- Read
- Write
- Calculate

Computer Literacy

- PC Operation
- Email
- Word processor
- Spread sheet
- Presentation tool
- Groupware
- Database access

Information Literacy

- * Computer Literacy
 - + Information finding
 - + Info Understanding
 - + Info/Value Creation
 - + Collaboration with others through communication
- = Ability to solve problems, take advantage of information technology and networks



Computer Literacy - Focused on how to use the computer and computer tools



Visual literacy

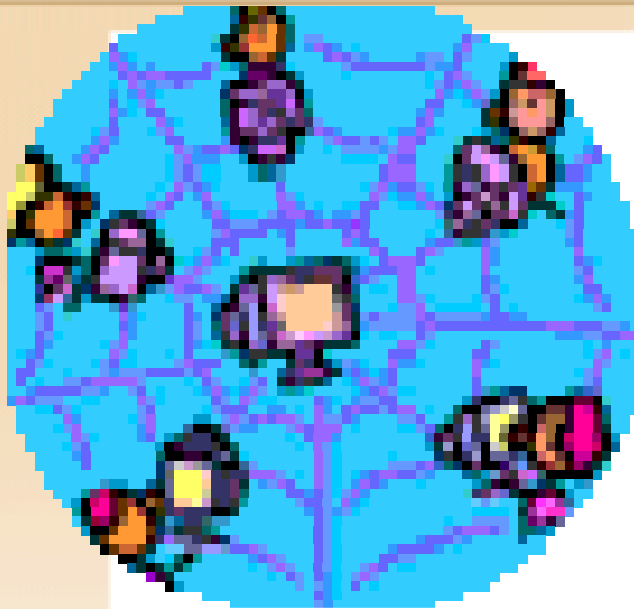
- “to understand and use images, including the ability to think, learn and express oneself in terms of images”
[Braden & Hortin, 1982]
- ability to understand and use visual images in our daily lives



Media literacy

- ability to recognize the influence of television, film, radio, recorded music, newspapers, and other media
- ability to use various media to access, analyze and produce information for specific outcomes
- a media literate person can decode, evaluate, analyze, and produce print/electronic media





Network literacy

"to understand the systems by which networked information is generated, managed, and made available"



Digital Literacy...

- being able to access the Internet
- find, manage and edit digital information
- join in communications
- and otherwise engage with an online information and communications network

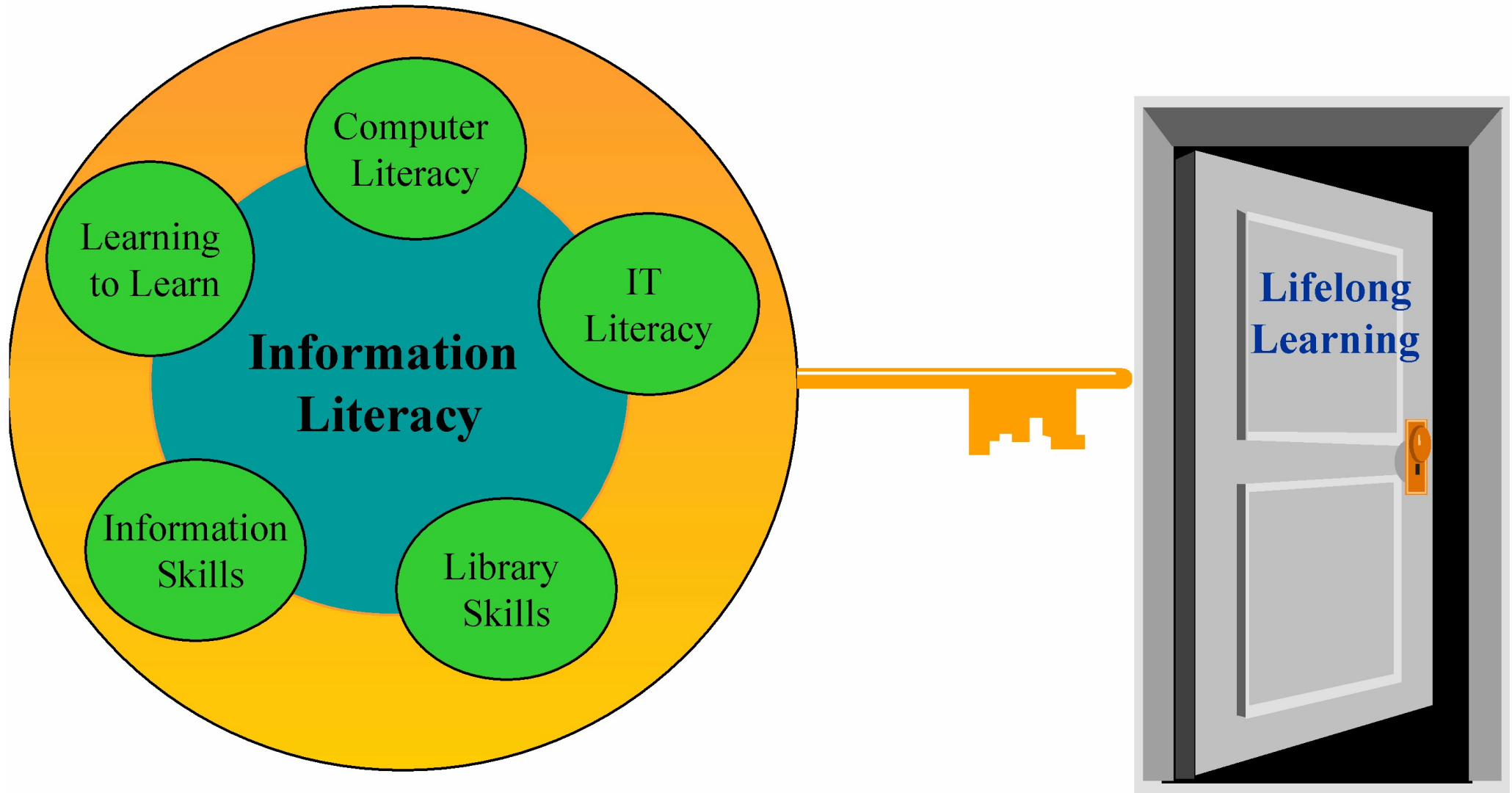


Information literacy as related to lifelong learning

- Information literacy is **the ability to access and evaluate information effectively** for problem solving and decision making.
- Information literate people know **how to be lifelong learners in an information society**.
- They recognize **when information is needed** and have the **ability to locate, evaluate and use effectively the information needed**.
- Information literate people are those **have learned how to learn**. They know how to learn because they know how information is organized, how to find it, how to use information in such a way that others can learn from them.



Key to 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.

*information
literacy*

**information literacy can
be defined as a process
of attaining knowledge**

**determine
the information
need**

**access
information**

**evaluate
sources**

**incorporate
into knowledge
base**

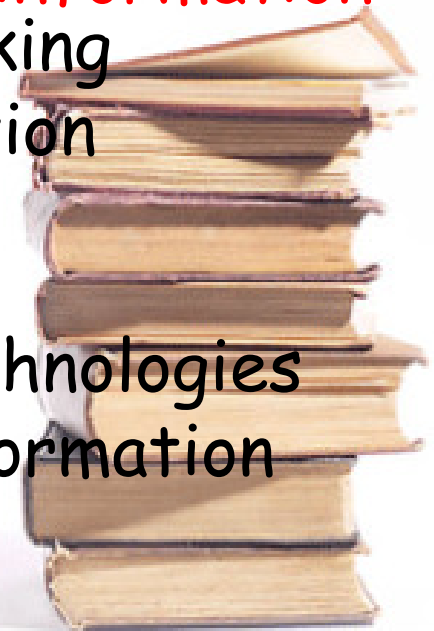
**use
information
effectively**

**understand
legal & ethical
issues**



An information literate person ...

- recognizes the **need** for information
- recognizes that **accurate and complete information** is the basis for intelligent decision- making
- identifies **potential sources** of information
- develops successful **search strategies**
- accesses **sources of information**, including computer-based and other technologies
- evaluates, organizes, and integrates information **for practical application**
- uses information in **critical thinking and problem solving**



What are the implications of Information Literacy



on the
learning
processes
of our
students?



Information Literacy implies...

- Students equipped with IL skills have the means to conduct independent inquiry to put them on the path to lifelong learning
- Strong IL capabilities are fundamental to the success of inquiry-based learning
- Information access and processing skills (such as using electronic resources to search for information) are a pre-requisite for students
- Students build 'higher order' IL capabilities in critical thinking, evaluation, synthesis, communication and knowledge-creation through inquiry



Taxonomy of information skills for students' use...

1. What do I need to do?
(formulation and analysis of need)
- 2 Where could I go?
(identification and appraisal of likely sources)
3. How do I get to the information?
(tracing and locating individual resources)
4. Which sources shall I use?
(examining, selecting and rejecting individual resources)



Taxonomy of information skills for students' use...

5. How shall I use the resources?

(interrogating resources)

6. What should I make a record of?

(recording and storing information)

7. Have I got the information I need?

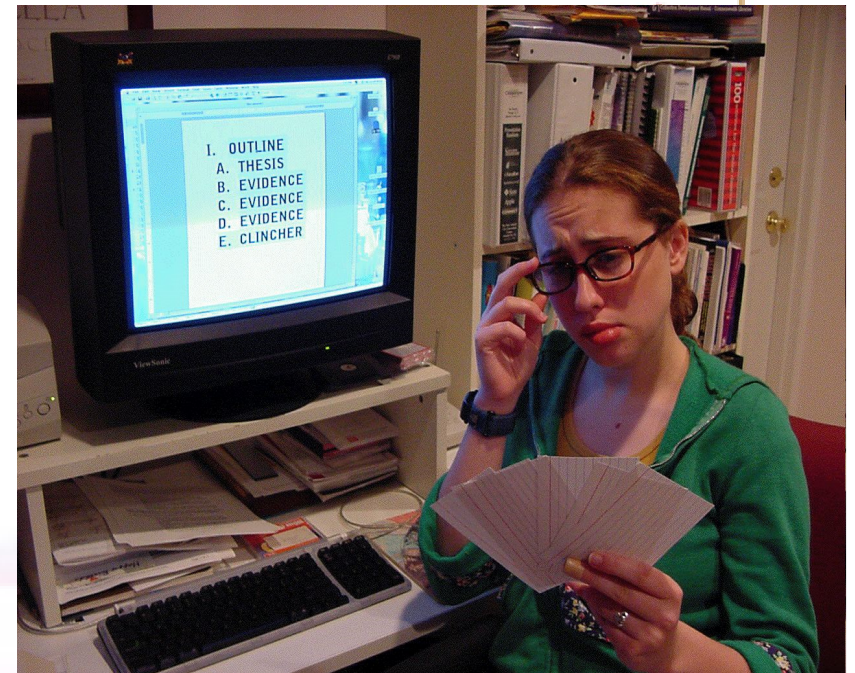
(interpretation, analysis, synthesis, evaluation)

8. How should I present it?

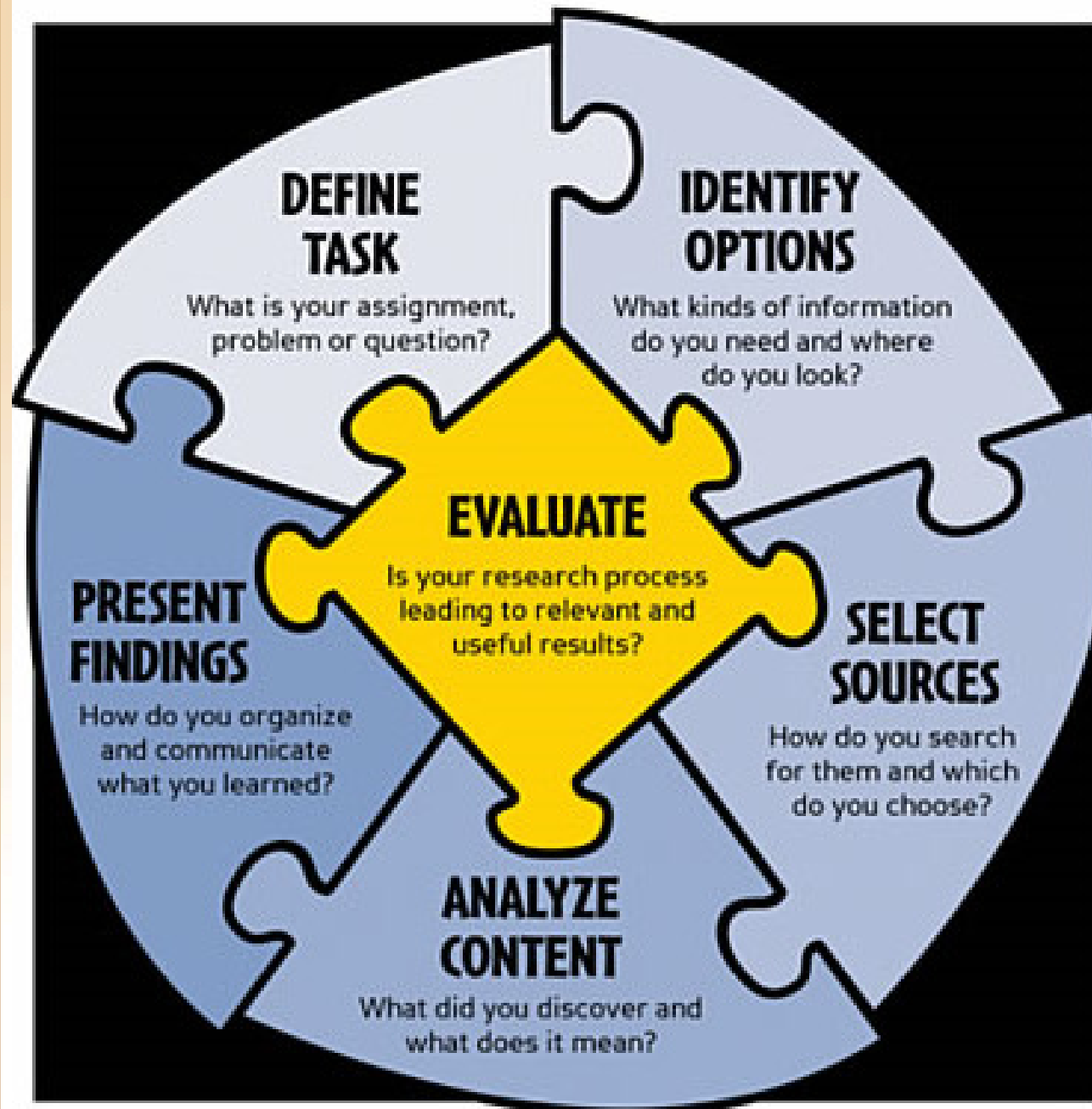
(presentation, communication, form and shape)

9. What have I achieved?

(evaluation)



REFLECT • LEARN • CONNECT



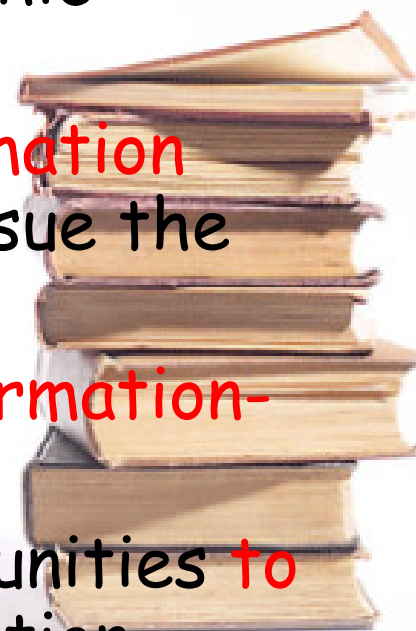
INFORMATION LITERACY

What are the implications of Information Literacy in library practice?



IL in library practice

- now the avowed **objective** of most library user education program
- is an **expansion of instruction** as to objectives, materials, and methods
- has **evolved in the way that instruction** evolved from library orientation into bibliographic instruction
- **encompasses the entire world of information seeking** to prepare library users to pursue the concept of lifelong learning
- **extends its objectives to teaching information-seeking skills** to all library users
- prepares library and information communities **to use information effectively** in any situation



Information Literacy as applied in **Library Instruction...**

- Stand-alone courses
- Online tutorials (such as using the OPAC, online searching, citing websites, etc.)
- Course-related
- Course-integrated
- Workbooks
(to help students become independent users of information)



What Librarians must do...

- Teach the students not only how to seek information (teach the information-seeking skills they need), but also where to find the information
- teach them not only how to deal with the complexity of information retrieval, but also try to reduce that complexity
- create systems that eliminate the need for further instruction
- use their expertise to deepen students' understanding of the subjects or disciplines they study



Recognises an Information Need

- determines the nature & extent of the need
- confers with others e.g. peers, tutors
- aware of range of info resources

Addresses the Information Need

- determines how to address the information need
- formulates keywords & search strategies
- selects and evaluates information sources

Retrieves Information

- interrogates a range of sources
- selects, reviews, retains & discards results as necessary

Evaluates Information Critically

- assesses quality, quantity & relevance of retrieved information
- revises search strategy and repeats as necessary
- assesses quality of information retrieved for bias, currency & authority

Adapts Information

- interprets information found to match information need
- creates new knowledge for self & others
- recognises accumulation of new knowledge

Reviews the Process

- reflects whether the original information need has been met
- repeats process if necessary
- understands process & reuses in other contexts (lifelong learning)

Communicates Information

- disseminates information effectively to others
- uses appropriate methods

Organises Information

- keeps accurate records of sources and references
- cites references using appropriate method
- aware of issues of copyright & plagiarism

The Information Literate Person



How IL improves library practice...

- providing intellectual and physical access to materials in all formats
- providing instruction to foster competence and stimulate interest in reading, viewing, and using information and ideas
- working with other educators to design learning strategies to meet the needs of individual students



Challenges and opportunities

Libraries and information communities should launch as an effective group collaborative initiatives to develop

- models and "best practices"
- Information Literacy guidelines and standards
- changes in LIS curriculum to promote information literacy
- training workshops, seminars, symposia, colloquia as part of continuing education



Innovative strategies

- librarians should become proactive in teaching information skills; they also must learn to teach
- an expanded library user education program will include teaching the structure of information, use of new electronic formats, and applying critical thinking to information
- librarians will have to maximize the use of technology to teach more skills to greater numbers of users
- more complex expert systems will be developed to help users with in-depth use of complex abstracting and indexing services
- emphasis will be on problem-solving and on obtaining and accessing information rather than on ownership
- user instruction will need to provide students and faculty with basic, intermediate, and advanced guidance in the use of the library



Conclusion

The Librarians' role in Information Literacy and the challenges to that role

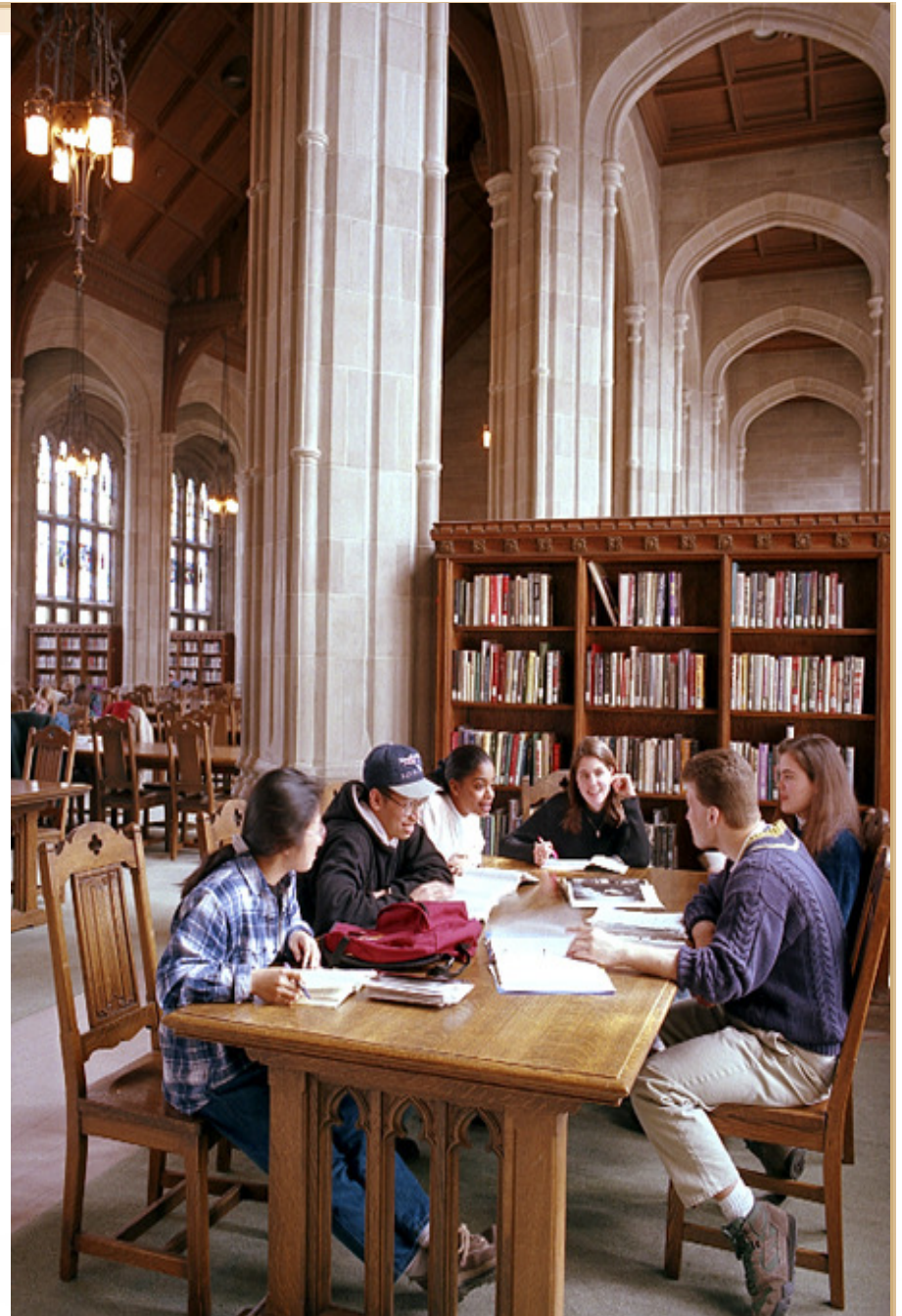
Libraries have long been acknowledged as the repository of knowledge in support of teaching, learning, and research. Even when issues like the "ownership/ access" and "just-in-time" vs. "just-in-case" debates are frequently aired, the reality is that it is not a case of "either/or" but of "both/and".

Librarians now serve an enhanced role assisting users to find relevant information in the most appropriate format in a timely fashion (and at an acceptable cost to the user or the institution or both).



Conclusion

With the information explosion, use of technology, and the increasing variety of media, high demands require services to be available as, when and where they want them. So, more than ever, librarians must ensure that they are user-focused, user-friendly, and able to assist users to gain information literacy skills which will enable them to be self-sufficient



"Information literacy is achieved when learners know when to use resources, access information competently, evaluate information as to accuracy and pertinence for each need, and learn how to use this information to communicate effectively, and most of all have the opportunity to bring about change and be creative. Learners who are able to do this have a life long learning skill they will need in the Information Age. "

From **Information Literacy in an Information Society**
by **Christina S. Doyle**



