Information Literacy

August 29th 2008
Victoria University
ALTC workshop

Information Literacy Framework

- Extremely early part of a process
- Period of extreme change
- Whole of curriculum renewal process

Information Literacy Framework

- Based on International Information Literacy standards
- To be implemented collaboratively across the university by and with librarians, academics, other teaching and learning staff, such as skills advisors
- Aligned to the curriculum

Information Literacy Framework

The American Library Association states that information literacy is ‘a means of personal empowerment. It allows people to verify or refute expert opinion and to become independent seekers of truth.’
Information Literacy Framework

If a person is information literate they have “learned how to learn, they know how knowledge is organized, how to find information and how to use information in such a way that others can learn from them. They are people prepared for lifelong learning”

ALA, 1989

Information Literacy Framework

- Recognise a need for information, determine the extent of information needed, and access information efficiently
- Critically evaluate information and its sources
- Classify, store, manipulate and redraft information collected or generated

Information Literacy Framework

- Incorporate selected information into their knowledge base, and use information effectively to learn, create new knowledge, solve problems and make decisions
- Understand economic, legal, social, political and cultural issues in the use of information and access and use information ethically and legally

Information Literacy Framework

- Use information and knowledge for participative citizenship and social responsibility
- Experience information literacy as part of independent learning and lifelong learning

(extract from Australian and New Zealand Information literacy framework, Bundy, A (ed), 2004)
Information Literacy Framework

Latrobe version

1. Recognises the need for information and determines the nature and extent of the information needed
2. Finds needed information effectively and efficiently
3. Critically evaluates information and the information-seeking process
4. Manages information collected and generated
5. Applies prior and new information to construct new concepts or create new understandings
6. Uses information with understanding and acknowledges cultural, ethical, economic, legal, and social issues in the use of information

Information Literacy programs

Previous attempts: Artsmart (University of Melbourne)

Traditional format

Parallel rather than embedded

Questions and issues:

- Do specific cultural groups have specific needs in relation to information literacy?
- Should the process of enculturation be a two way process?
- How might assessment methods and teaching methods change in future?
- Is academia or ‘scholarly’ viewpoint irrelevant or unhelpful for students today?
Questions and issues:

• How might the information literacy needs of enquiry based learners be met?
• How will new technologies impact on information, knowledge and the info literacy needs of students?
• How are new technologies impacting on ideas of plagiarism and knowledge creation?