

Information Literacy for the 21st Century

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Information literacy ...

- Informationskompetenz Competency?
- la maîtrise de l'information
- Informaatiolukutaito Literacy?
- Informationskompetens
- Las competencias en información Fluency?
- La alfabetización informacional
- Informacní gramotnost

(with apologies for linguistic errors!)



Definition by:
Johnston &
Webber

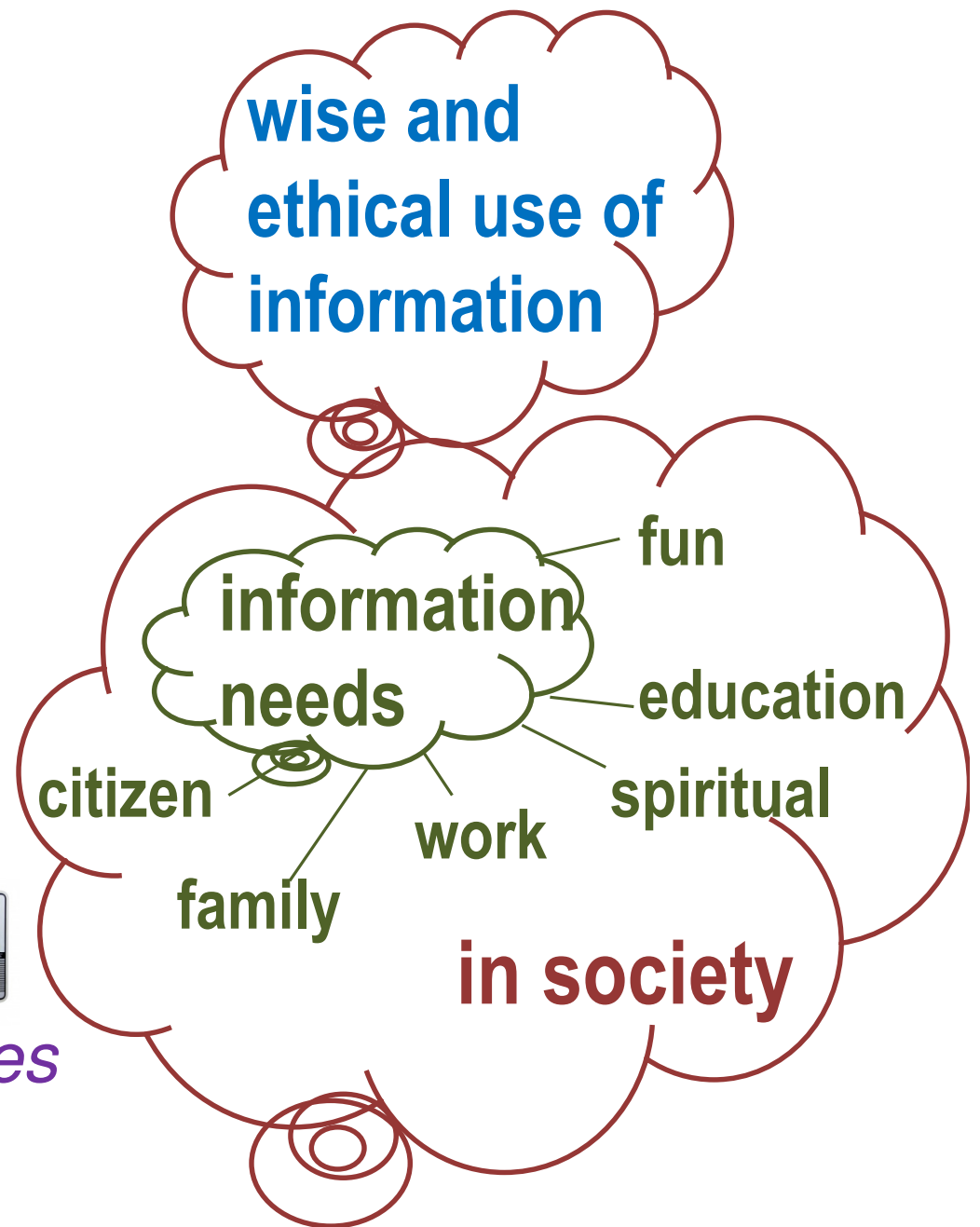
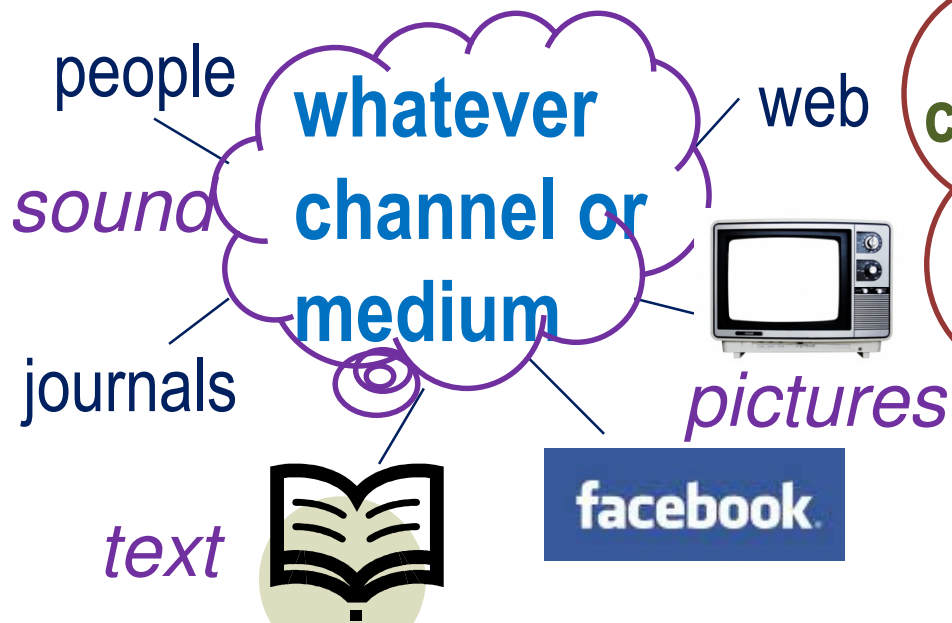
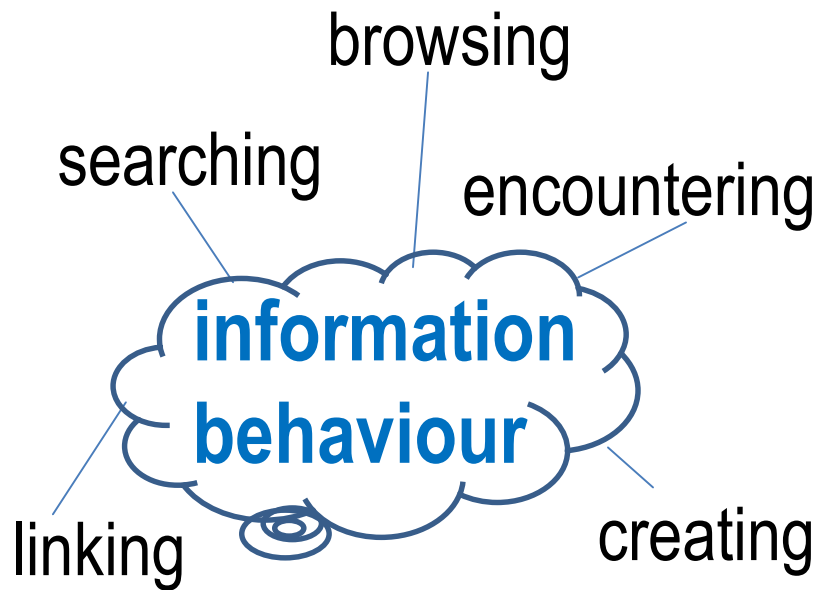


“Information literacy is the adoption of appropriate information behaviour to identify, through whatever channel or medium, information well fitted to information needs, leading to wise and ethical use of information in society.”



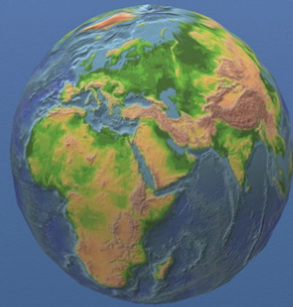
International IL Logo:
<http://www.infolitglobal.info/>

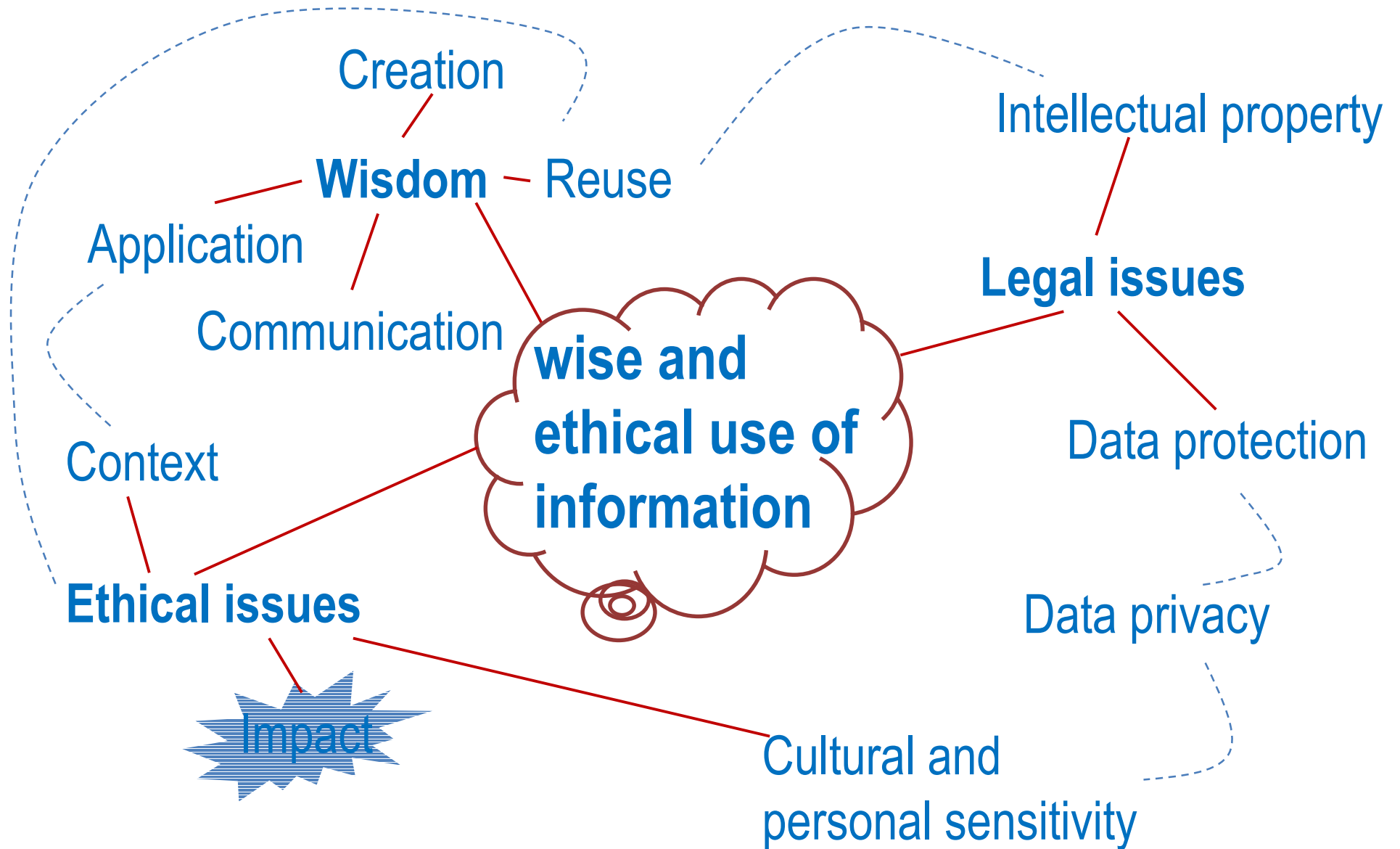
Sheila Webber, May 2010




“information literacy is a part of **civic engagement** and **civic participation**, um, without even at least even a passing understanding of **how information is produced, how it is constructed, how it’s presented**, um, how it is—if one can say this—intended to be **understood and interpreted, then one cannot make sense of the world”**

Interviewee: English academic 6





Wilson, C. (2010) **“Top 10 twitter disasters”**. *Mirror*.
 10 May. <http://www.mirror.co.uk/news/top-10s/2010/05/10/top-10-twitter-disasters-a-lot-can-go-wrong-in-140-characters-as-this-lot-found-out-115875-22248690>

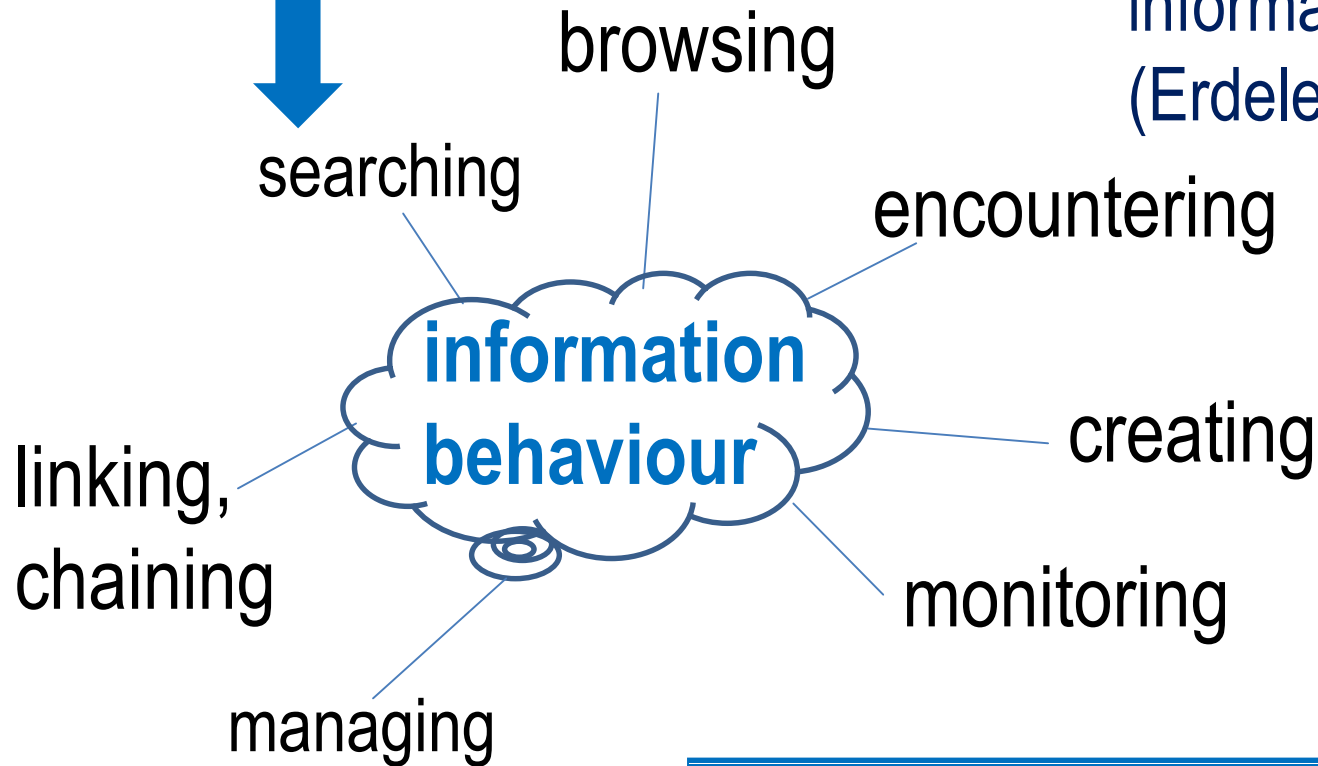
“Everybody Draw
 Mohammed Day” 

Some issues



- “It’s confusing. I am told to share information for my job and for my “group work” assignments at university. Websites encourage me to “Share” and retweet.”
 - How can I share information wisely?
 - When does sharing become cheating or stealing?
 - Who does the information belong to?
- How can I be respectful in what information I present, yet also remain true to my own values and beliefs?

Most effort put in training people for searching ...



“bumping into” information (Erdelez 1999)

... but as important to teach information literate browsing etc.

“The irony is that while Google searching proved hugely popular, once people entered a site they would far rather browse than search again using the internal search engine. The advanced search function was not used by really anyone, and the higher the research rank the truer this was.”

(usage of ScienceDirect: CIBER, 2009; 87)

*CIBER (2009) Evaluating the usage and impact of e-journals in the UK: information usage and seeking behaviour subject and institutional profiles. London: Research Information Network.
http://www.rin.ac.uk/system/files/attachments/Information_usage_behaviour_CIBER_ejournals_working_paper.pdf*



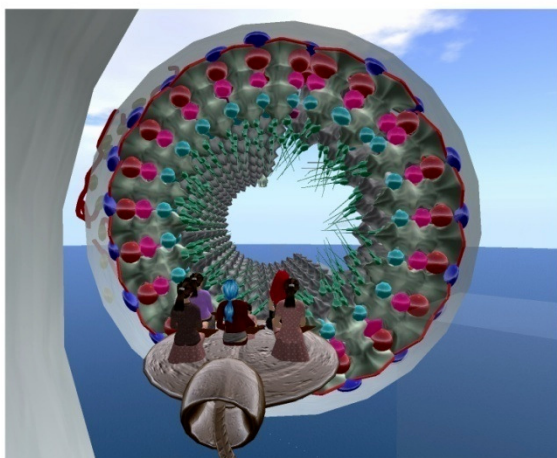
Context defining information need, nature of “information” & information behaviour



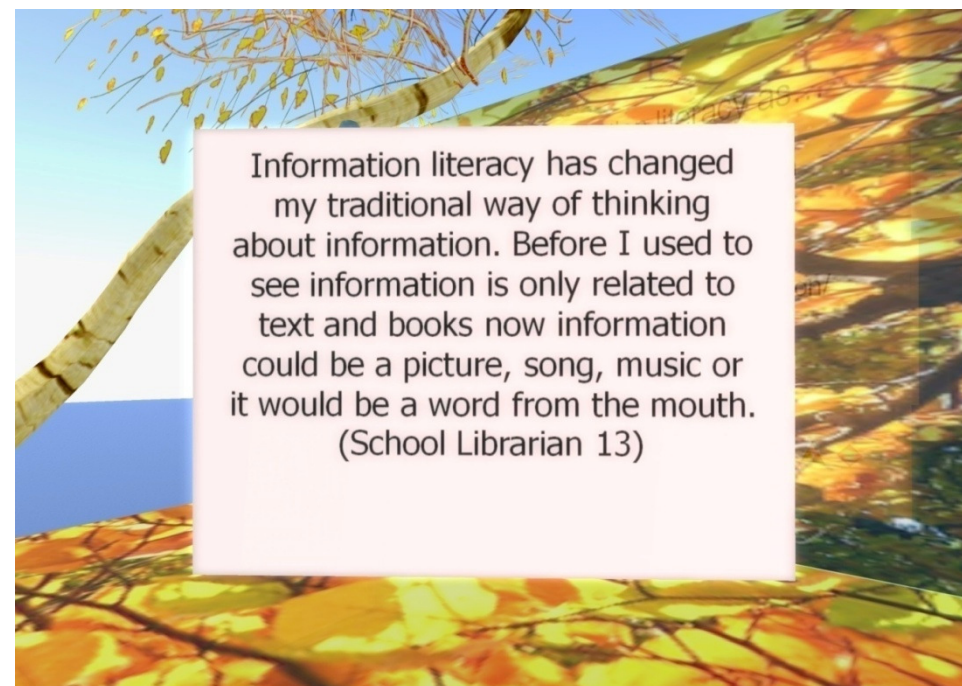
These images: Microsoft clip art

“Historians used and searched for information in very different ways from their scientific and social science colleagues, which is perhaps what we would expect – journal databases do not appear to make users conform to a standard form of behaviour. Thus for instance Historians used Google, advanced searching, basic searching and menus, abstracts a great deal less and recorded shorter page view times.”

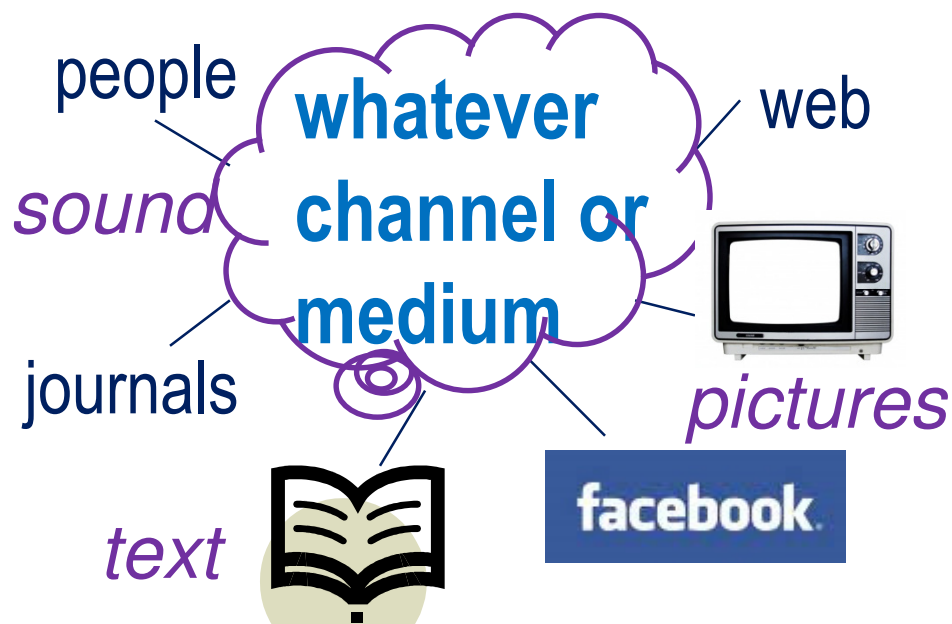
(study of Oxford Journals; CIBER, 2009; 102)



Some of Sheila's students take the Tour of the Testis



Information literacy has changed my traditional way of thinking about information. Before I used to see information is only related to text and books now information could be a picture, song, music or it would be a word from the mouth.
(School Librarian 13)



school , bus, shopping mall, sports fields, parks, home, churches , libraries , restaurants, shops



Other young
people
Adults

Instant Message
Email
Telephone

“in nineteen of twenty-five [searches] ... tweens used another person as the primary or secondary source of information” (p317)

Information: preteens

Television
Radio
Books
Magazines
Websites
Search engines
Organisations

“a tween might consult a peer, who recommends a Web site, which is vetted by a parent, and ultimately they together consult a store professional.” (p317)

Meyers, E. Fisher, K. and Marcoux, E. (2009) “Making sense of an information worlds: the everyday life information behaviour of preteens.” *Library Quarterly*, 79 (3), 301–341



Information Literacy and digital spaces and places ...

“The needs of the Google generation, reinforced by the developing Web 2.0 information environment, are increasing the importance of Information Literacy”



Information Literacy meets Library 2.0
THIS IS THE BLOG WHICH UPDATES THE BOOK "INFORMATION LITERACY MEETS LIBRARY 2.0"
PUBLISHED BY FACET IN MARCH 2008.

MONDAY, 24 MAY 2010
Library of the Future in Plain English

Here is great trigger video to help discussions about the changing library :from University of Technology, Sydney. It's complete with the usual Plain English "boos" when there's some out of date technique mentioned...

Information Literacy

TWITTER UPDATES

RT @biggovuk: Vince Cable confirmed as the new Secretary of State for Business, Innovation and Skills
<http://bit.ly/csK98> Brilliant news!!
12 days ago

Check this brilliant video out -- Social Media Revolution 2 (Refresh)
<http://youtu.be/lFZoz5Fm-Ng>
12 days ago

Check out how your vote counts! see
<http://bit.ly/a1eHJ2> 34 days ago

follow me on Twitter

Library of the Future in Plain English

POSTED BY PETER GODWIN AT 08:02 1 COMMENTS
LABELS: FUTURE, LIBRARIANS

Social Media Revolution

WELCOME!
This blog will give the editors, Peter Godwin and Jo Parker, and the contributors to share

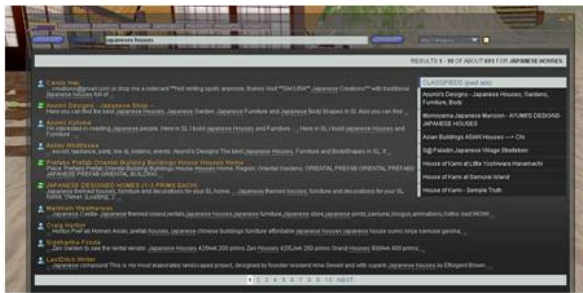
If you ever need a quick punchy video to demonstrate the kind of world we live in, then this could be your answer. Particularly good for business and media students.

A screenshot of a blog post. The main heading is "Information Literacy meets Library 2.0" with a sub-heading "THIS IS THE BLOG WHICH UPDATES THE BOOK 'INFORMATION LITERACY MEETS LIBRARY 2.0' PUBLISHED BY FACET IN MARCH 2008." Below this is a date "MONDAY, 24 MAY 2010" and a title "Library of the Future in Plain English". The post content includes a paragraph about a "great trigger video" and a video player showing a library interior. There are also "TWITTER UPDATES" with several tweets and links, a "follow me on Twitter" link, a "Subscribe with Bloglines" button, and a "WELCOME!" section with a paragraph about the blog's editors and contributors. At the bottom, there is another section titled "Social Media Revolution" with a paragraph about a video.

“We can play a key role in creating information literate citizens. We now have a whole new set of tools to enhance our delivery.”
Peter Godwin (2007) at the INFORUM 2007 conference.

Virtual World (Second Life (SL): My students have researched people's information behaviour in SL

Information tools inworld:
1 - Search in SL



Information: SL

3 -
Object
info in
SL



- Sound
- Speech
- Appearance
- Movement



4 - Land info in SL



See: Webber, 2010

“Much of my information came from talking to people, asking questions, finding what they had done” (13 07/08)

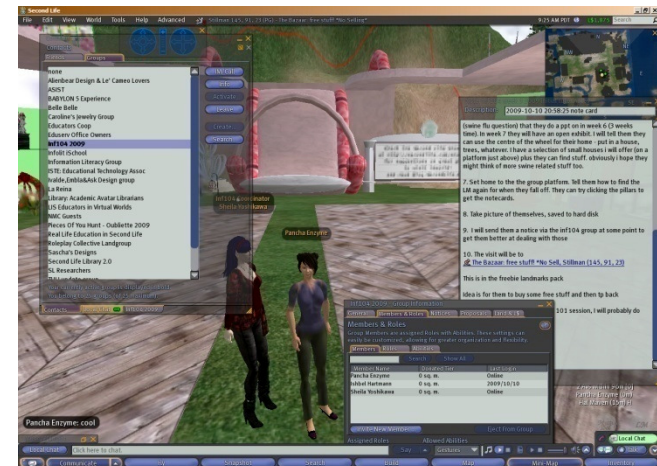
- Books
- Journals
- Websites
- Wikis
- Blogs
- Search engines in SL
- Search engines outside SL
- Your own files
- SL Shops

People

- Instant Message
- Discussion list
- Face to face in SL
- Face to face outside
- Email
- Twitter
- Facebook

Information: SL

“a wiki might give an example of a piece of code, but a blog may tell us a story of how the author came up with it” (Interviewee3 08/09)



Information Literacy ... and computer games

Browsing, searching,
evaluating, applying

“I learned all about
camping, how to
light a fire.”
(Interviewee IIb12)

Gumulak, S. (2009) *Video
games: the way to attract
teenagers into the library.*
MA thesis. Sheffield: UoS.

- Text boxes
- Game environment
- Non player characters
- Game booklet & box
- Friends and family
- Walkthru sites (last resort)
- Review sites
- Search engines
- Forums
- Websites

“ye I go back and
start the level again
to see if I missed
anything then I
read it is it says
anything for help.”
(Interviewee
XIIg12)

Players try hard to
work out the
answer without
googling for a
walkthru



... so with Web 2.0, 3.0, 4.0 ...

- Can identify complex information literacy needs and behaviours in digital worlds
- Using print, personal and digital sources to solve “digital” information problems
- Using digital spaces to create shared material
- Need to manage information, and information flows: increasing problem of useful information (3D, multimedia etc.) lost in the “cloud”



Information literacy and people

communicating, sharing, co-creating

& not just “reading” text





Text

- training manuals
- books,
- written rules
- protocols

Information: ambulancemen

Bodies/ people/ environment



Patients

- Sound
- Speech
- Touch
- Appearance
- Movement



- Colleagues
- Trainers

Lloyd, A. (2009) "Informing practice: information experiences of ambulance officers in training and on-road practice." *Journal of Documentation*, 65 (3), 396-419

"you don't really know what's happening until you get your hands on the patient and can see breathing, feel a pulse, what's the blood pressure, are they pale?" (p409)

Being information literate with people

- When to trust people as information sources
- Good ways to “search” and “browse” different kinds of people (e.g. teacher, friend, employer, unknown expert, research supervisor)
- Comparing people sources with other sources
- Working with people to share and create information

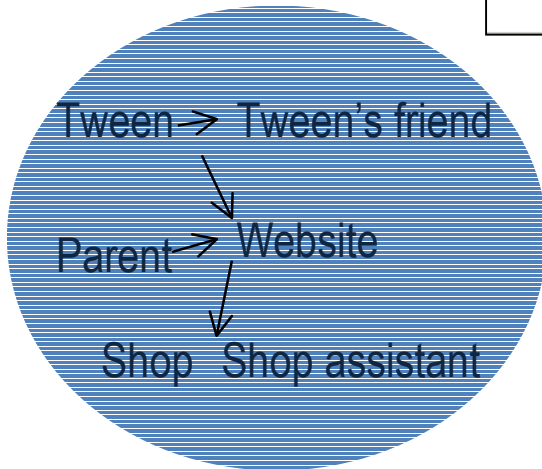
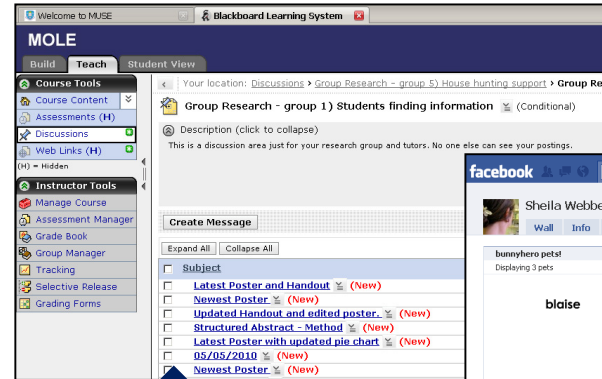
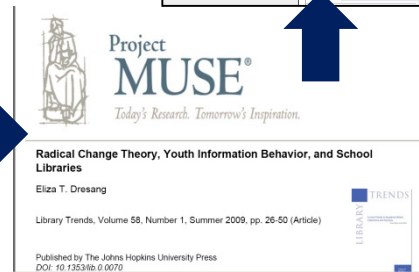
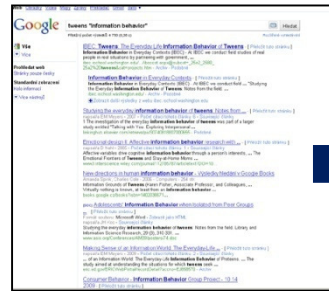


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“any survey that examines responses from researchers divorced from their context and role can provide only an incomplete understanding of their information practices and needs” (Study of UK life science researchers: RIN, 2009; 5)

Importance of group context for research: sharing, monitoring etc.

- **More education on “people information literacy”**
- **More education for collaborative information literacy e.g. co-creating documents and websites; working on information tasks together**



Complex moves



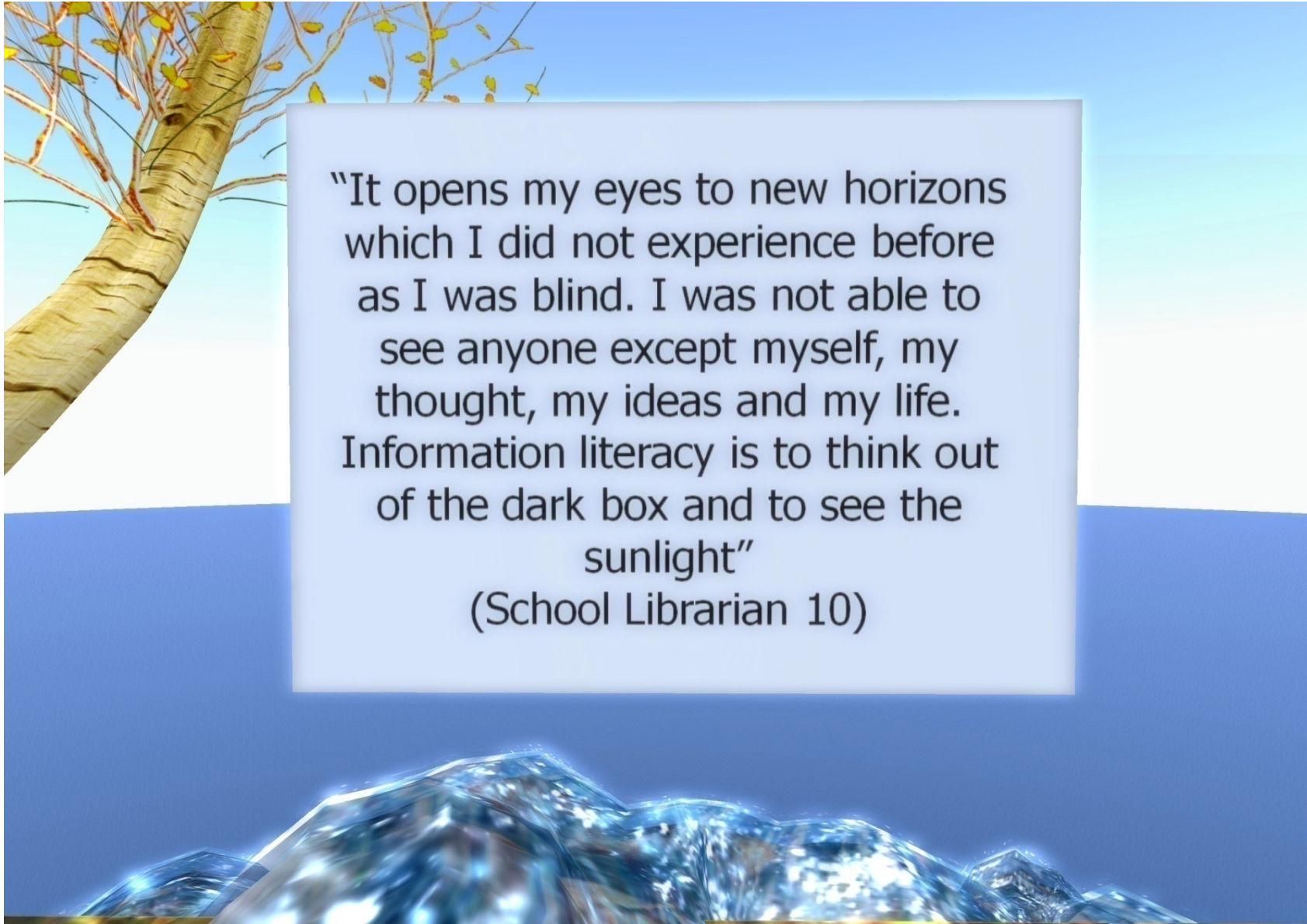
- **People are following complex paths to find their answers**

- Moving between people, websites, print media, physical spaces (shops or libraries), broadcast media etc.
- Includes linking, asking, browsing etc., not just search
- Includes using technology to ask questions and contribute opinions
- Cannot foresee all possible paths, but could help people orienteer

Information Literacy for the 21st Century



- Context specific and context sensitive**
- Variety of behaviours**
- Moving along complex paths**
- Information literate in digital environments**
- Info literate with people**
- Information literate individually and collaboratively**
- Aware they are information literate**



“It opens my eyes to new horizons which I did not experience before as I was blind. I was not able to see anyone except myself, my thought, my ideas and my life. Information literacy is to think out of the dark box and to see the sunlight”
(School Librarian 10)

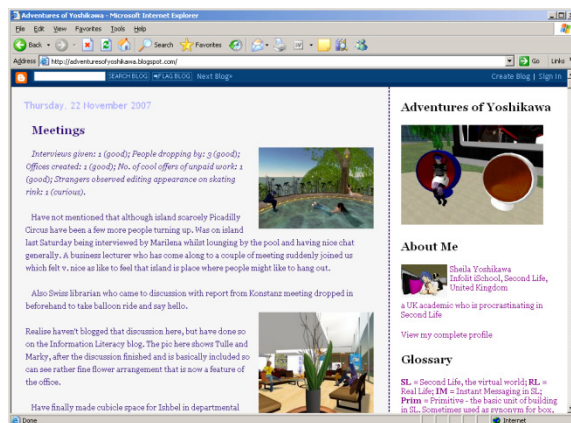
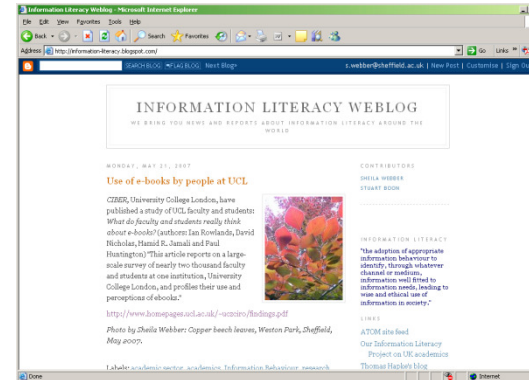
Quotation from interview: Shahd Salha's research into Syrian school librarians' concept of IL

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<http://information-literacy.blogspot.com/>

<http://www.slideshare.net/sheilawebber/>



Sheila Yoshikawa

<http://adventuresofyoshikawa.blogspot.com/>

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http://www.rin.ac.uk/system/files/attachments/Information_usage_behaviour_CIBER_ejournals_working_paper.pdf
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http://www.rin.ac.uk/system/files/attachments/Patterns_information_use-REPORT_Nov09.pdf
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