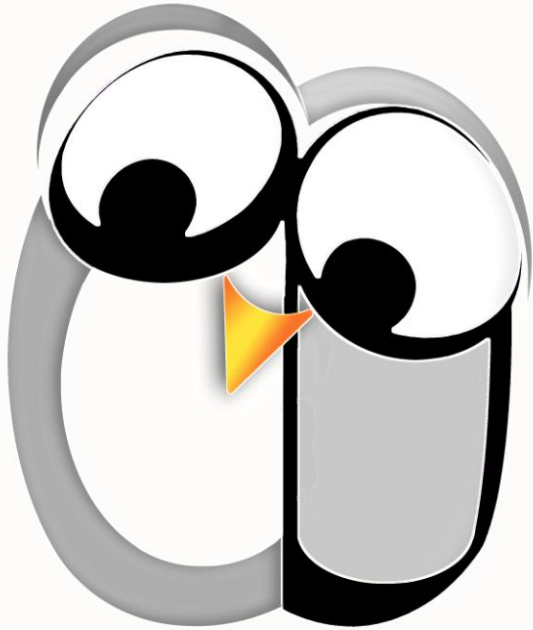# An Analysis of Concept of Information Literacy
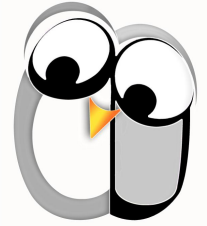
Prof. Dr. Serap Kurbanoğlu
serap@hacettepe.edu.tr

Hacettepe University
Department of Information Management

Information literacy

- first coined in 1974 by Zurkowski

- the term and definition have been debated extensively & there has been a disagrement over the term

- how it is defined and understood differs from one disipline to another

- has become a core concept over the time, but the term remained problematic

- there are numerous definitions and there is resultant ambiguity

- much of the confusion resulted from the word ''literacy''

- still evolving and clarification is essential
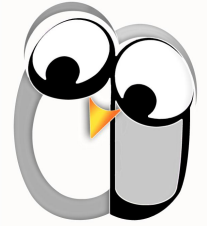
Suggested terms

- Curiosity Satisfied-Across-the-Curriculum
- Global Informatics
- Information Competence
- Information Discovery
- Information Fluency
- Information Empowerment
- Information Mapping
- Information Sophistication
- Know How
- Know How to Know How
- Library Appreciation
- Macroscopism
- Research mapping
- Research-Across-the-Curriculum
- The Question Authorities

(Snavely & Cooper, 1997)

Understanding the concept
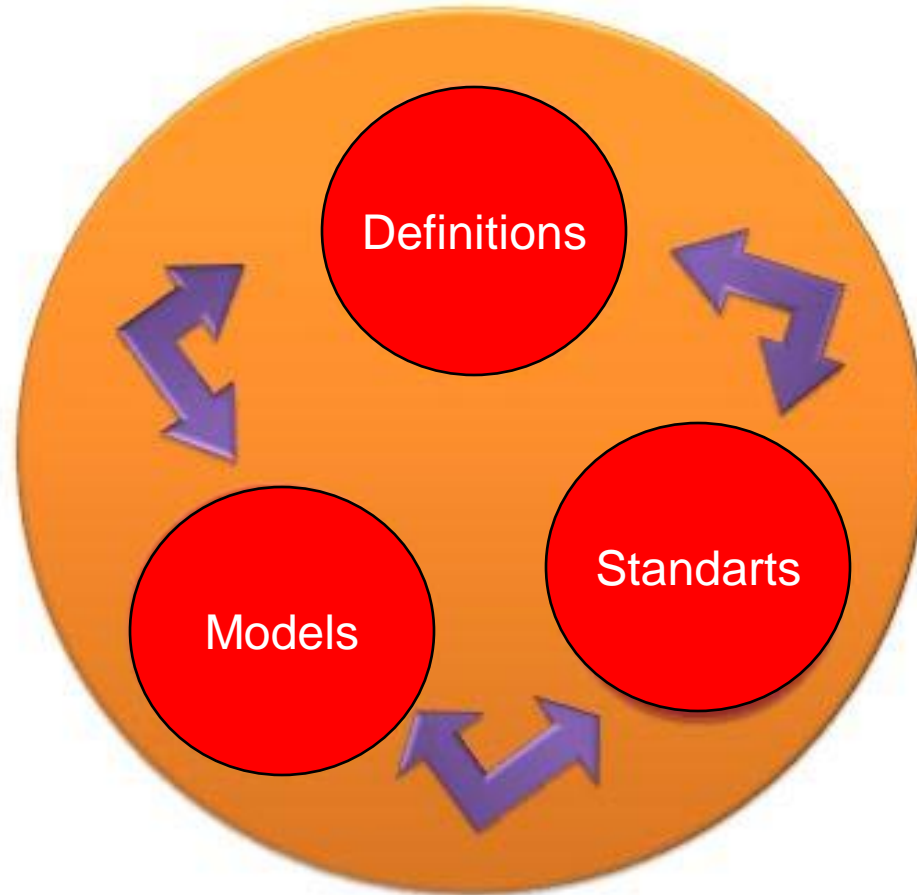
Literacy - definitions

- a simple ability to read and write

- having some skill or competence or basic knowledge of a field of study

- and an element of learning

(Bawden, 2001)

Information literacy - definitions

- the ability to solve information problems

(ALA, 2000)

- the ability of transforming information into knowledge

(Gawith, 2000)

- a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information"

(ALA, 1989)

Information literacy - definitions

- is knowing when and why one needs information, where to find it, and how to evaluate, use and communicate it in an ethical manner

(CILIP)

- the ability to effectively identify, access, evaluate and make use of information in its various formats, and to choose the appropriate medium for communication. It also encompasses knowledge and attitudes related to ethical and social issues surrounding information and information technology

(California Academic and Research Libraries Task Force, 1997)

Information literacy - definitions

- a mean to "empower people in all walks of life to seek, evaluate, use and create information effectively to achieve their personal, social, occupational and educational goals"
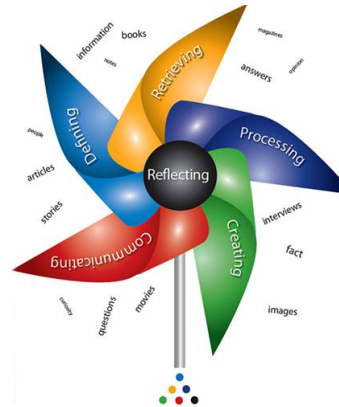
(Alexandria Proclamation, 2005)

- can be seen as combination of information and technology skills; as acquiring mental models of information systems; as a process; as an amalgam of skills, attitudes and knowledge; as the ability to learn; or as a complex of ways of experiencing information use

(Bruce as cited in Owusu-Ansah, 2003)
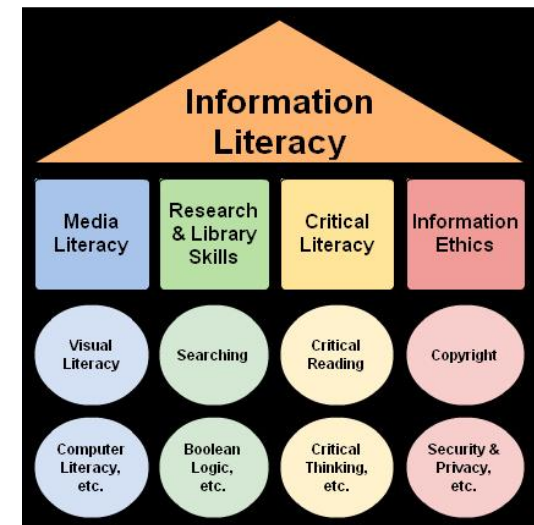
Information literacy - models

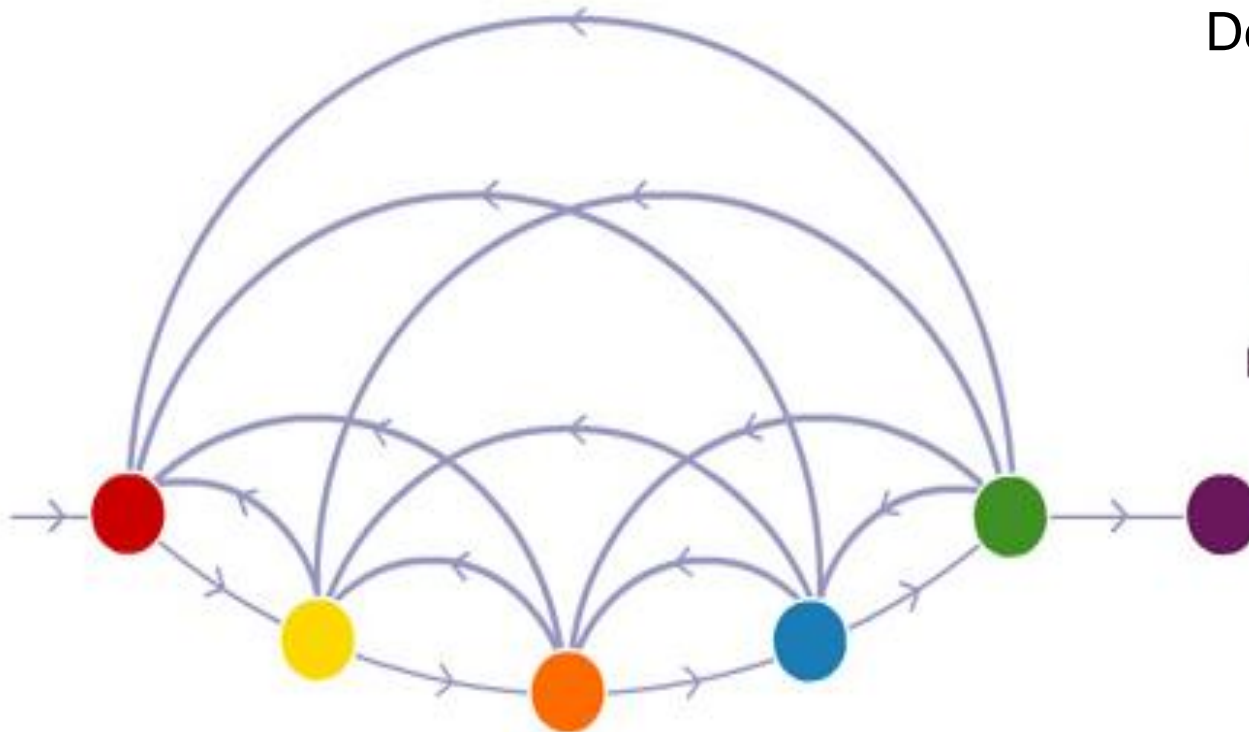# Information literacy - standards

Analyzing the concept

- information skills

- higher order thinking skills

- format of information

- other related skills and literacies

- social and ethical issues

Information skills

Defining the need for information
Locating
Accessing
Using
Communicating
Evaluating

Higher order thinking skills

Bloom's Taxonomy for Thinking

Level	Description
Evaluation	Judgement
Synthesis	Putting things together / Creative thinking
Analysis	Breaking things down / Critical thinking
Application	Using knowledge in new situations
Comprehension	Understanding
Knowledge	Recall

Knowledge Retention
Foundation for higher order thinking

Format of information

- information literacy is a medium-independent concept

  (Joint, 2005)

- its range covers both the formal and the informal information & channels

  (Mutch, 1997)

- information is an intellectual content, regardless of the vehicle which carries it (paper or electronic)

  (Joint, 2005)

  – print

  – electronic

  – audio

  – visual

  – etc.

Related skills

- lifelong learning skills

- self-directed learning skills

- interpersonal skills
  - communication skills
  - team work
  - problem solving
  - decision making

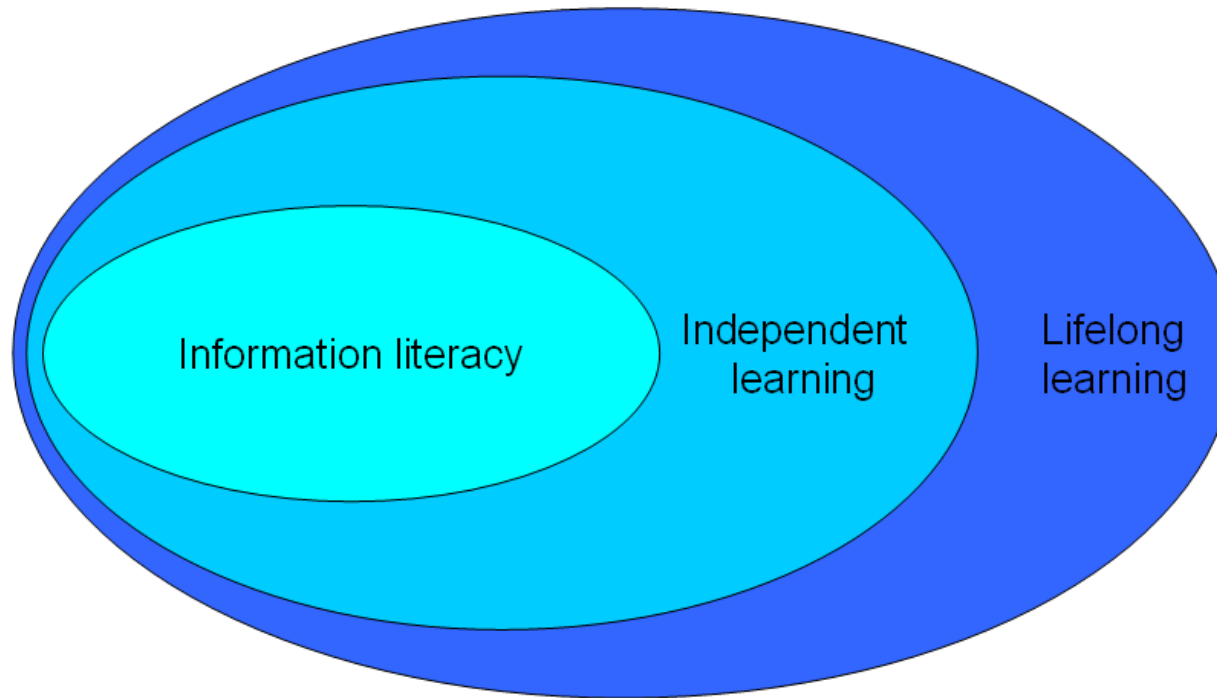Thinking, Problem-Solving, Decision-Making

Working with Others

Lifelong learning skills

Lifelong Learning

to know · to do · to live together · to be · Learning

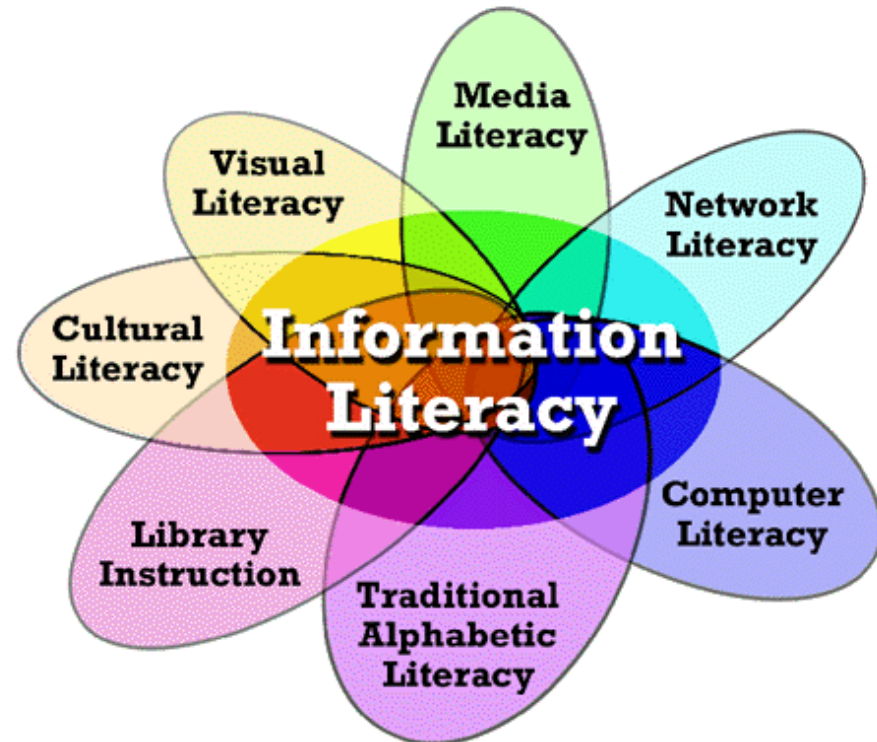# Lifelong learning skills

Information literacy

Independent learning

Lifelong learning

Related literacies

- Functional literacy

- Computer literacy

- Media literacy

- Digital literacy

- E-literacy

- Critical literacy

- Library literacy

- Visual literacy

- Web literacy

Terms used synonymously

- **information literacy**

- **computer literacy** – technological literacy - information technology literacy – electronic information literacy – e-literacy

- **library literacy**

- **media literacy**

- **network literacy** – Internet literacy - hyper-literacy – web literacy

- **digital literacy** – digital information literacy – multimedia literacy - e-literacy

(Bawden, 2001)

Computer literacy

- a general understanding of what computers can do, and the skills necessary to use them as an effective tool

  (Tuckett, 1989)

- the knowledge and skills necessary to understand information and communication technologies, including hardware, software, telecomunication networks and all the other components of computer and telecommunications systems

  (Lau, 2004)

- the minimum knowledge, know-how, familiarity, capabilities and abilities about computers

  (Bork, 1985)

Computer literacy

- there was a tendency to equate computer literacy for information literacy and use two term interchangeably

(Bawden, 2001)

- while one can be computer literate without being information literate, he/she cannot possibly be information literate without also being computer literate

(Tuckett, 1989)

- a pre-requisite for information literacy
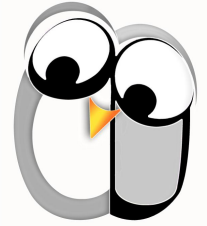
Library literacy

- competence in the use of libraries

- being able to make informed decisions about sources of information

- the basic skills of finding information

- being able to follow a systematic path or search strategy to locate texts and evaluate the relevance of the information

- is arguably a precursor to information literacy

(Bawden, 2001)

Media literacy

- critical thinking in assessing information gained from the mass media: television, radio, newspapers and magazines, and (increasingly) the Internet

(Rockman, 2004; Bawden, 2001)

- specific knowledge and skills that can help critical understanding and usage of the media

(Hobbs, 1998; Martens, 2010; McCannon, 2009; *Jeong, 2012)*

- critical thinking skill that allows audiences to develop independent judgments about media content

(Silverblatt, 2001)

- skills to decode, evaluate, analyze and produce both print and electronic media
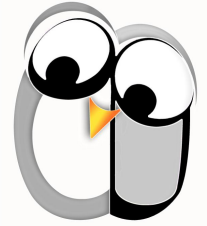
(Bawden, 2001)

Media literacy

- has an obvious overlap with more general concept of information literacy

- is a component of information literacy

- two term are interrelated

(Bawden, 2001; McClure 1994; Graham, Bawden and Nicholas, 1997; Sheppard and Bawden, 1997; Hamelink, 1976)

Digital literacy

- ability to read and understand hypertextual and multimedia texts

- ability to understand and use information in multiple formats from a wide variety of sources when it is presented via computers
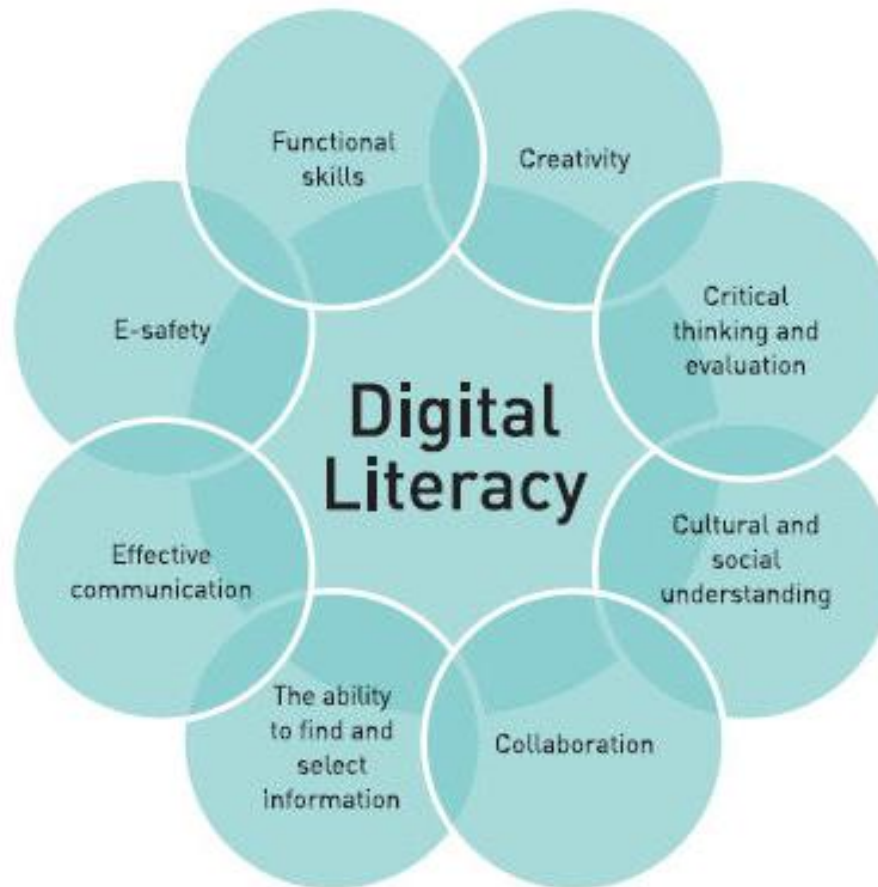
(Gilster, 1997)

- the ability to access networked computer resources and use them (dynamic, non-sequential information)

(Gilster, 1997)

- the ability to make informed judgements about what is found online

(Nicholas & Williams, 1998)

Digital literacy

Functional skills

Creativity

E-safety

Critical thinking and evaluation

Digital Literacy

Effective communication

Cultural and social understanding

The ability to find and select information

Collaboration

Digital Literacy Across the Curriculum. p.19. FutureLab March 2010.

Visual literacy

- The ability to understand and use images, including the ability to think, learn, and express oneself in terms of images
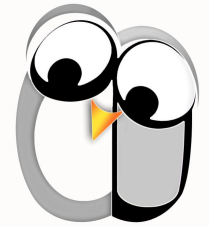
(Braden & Hortin, 1982)

Emerging literacy frameworks

- multiple literacies

- new literacies

- multiliteracy

- global literacy

- transliteracy

- meta literacy

- transversal literacy (competency)

Multiliteracies / Multiple literacies / New literacies

- there is a move away from a singular notion of literacy to conceptions of multiliteracies

(Hagood, 2000)

- attempts to reframe literacy in relation to modern ways of life

(Cervetti, 2006)

- multiliteracies are comprised of personal, home/community, and school-based literacies

(New London Group, 1996; Hagood, 2000)

- include cultural literacy, media literacy, functional literacy, technology literacy, information literacy, etc.

Global competency (literacy)

- Knowledge, skills and dispositions to undersatnd and act creatively and innovatively on issues of global significance

  - investigate the world
  - recognize others' perspectives
  - communicate ideas with diverse audience
  - take action to improve conditions

(EdSteps, 2010, http://www.edsteps.org/ccsso/SampleWorks/matrix.pdf)

Transliteracy

- It is not about learning text literacy and visual literacy and digital literacy in isolation from one another but about the interaction among all these literacies

    (http://crln.acrl.org/content/71/10/532.full)

- Transliteracy is the ability to read, write and interact across a range of platforms, tools and media from signing and orality through handwriting, print, TV, radio and film, to digital social networks

    (http://nlabnetworks.typepad.com/transliteracy/)

- Mapping meaning across different media and not with developing particular literacies about various media

   *(http://crln.acrl.org/content/71/10/532.full)*

Metaliteracy

- abilities of critical thinking and collaboration in a digital age, providing a comprehensive framework to effectively participate in social media and online communities

    - understand format type and delivery mode
    - evaluate user feedback as active researcher
    - create a context for user-generated information
    - evaluate dynamic content critically
    - produce original content in multiple media formats
    - understand personal privacy, information ethics and intellectual property issues
    - share information in participatory environments

- information literacy is central to this redefinition & is a metaliteracy which includes other literacies (such as media, digital, ICT, visual, cyber, critical, etc.)

(Mackey, 2011)

Metaliteracy
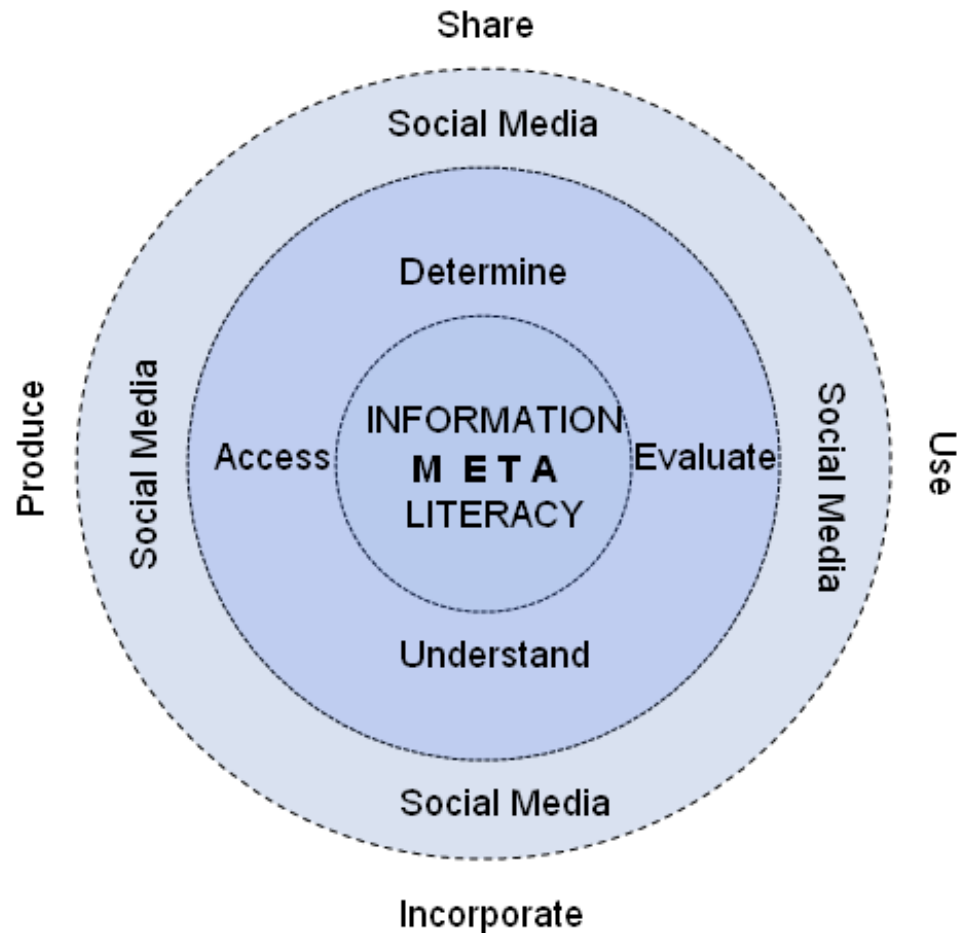
(Mackey & Jacobson, 2011)

Transversal competencies

- use tools interactively
  - use language, symbols and texts interactively
  - **use knowledge and information interactively**
  - use technology interactively

- interact in heterogeneous groups
  - relate well to others
  - co-operate, work in teams
  - manage and resolve conflicts

- act autonomously
  - act within the big picture
  - form and conduct life plans and personal projects
  - defend and assert rights, interests, limits and needs

(DeSeCo Project, 1997)

Definition of competency

- ability to meet complex demands by drawing on knowledge, skills and attitudes in a particular context

- the ability to communicate effectively is a competency that may draw on an individual's
  - knowledge of language
  - practical IT skills
  - attitudes towards those with whom he/she is communicating

Transversal competencies

- of particular value for both individuals and societies

- usefull in multiple areas of life (wide variety of context)

- important for everyone, not just for specialists

An iceberg concept
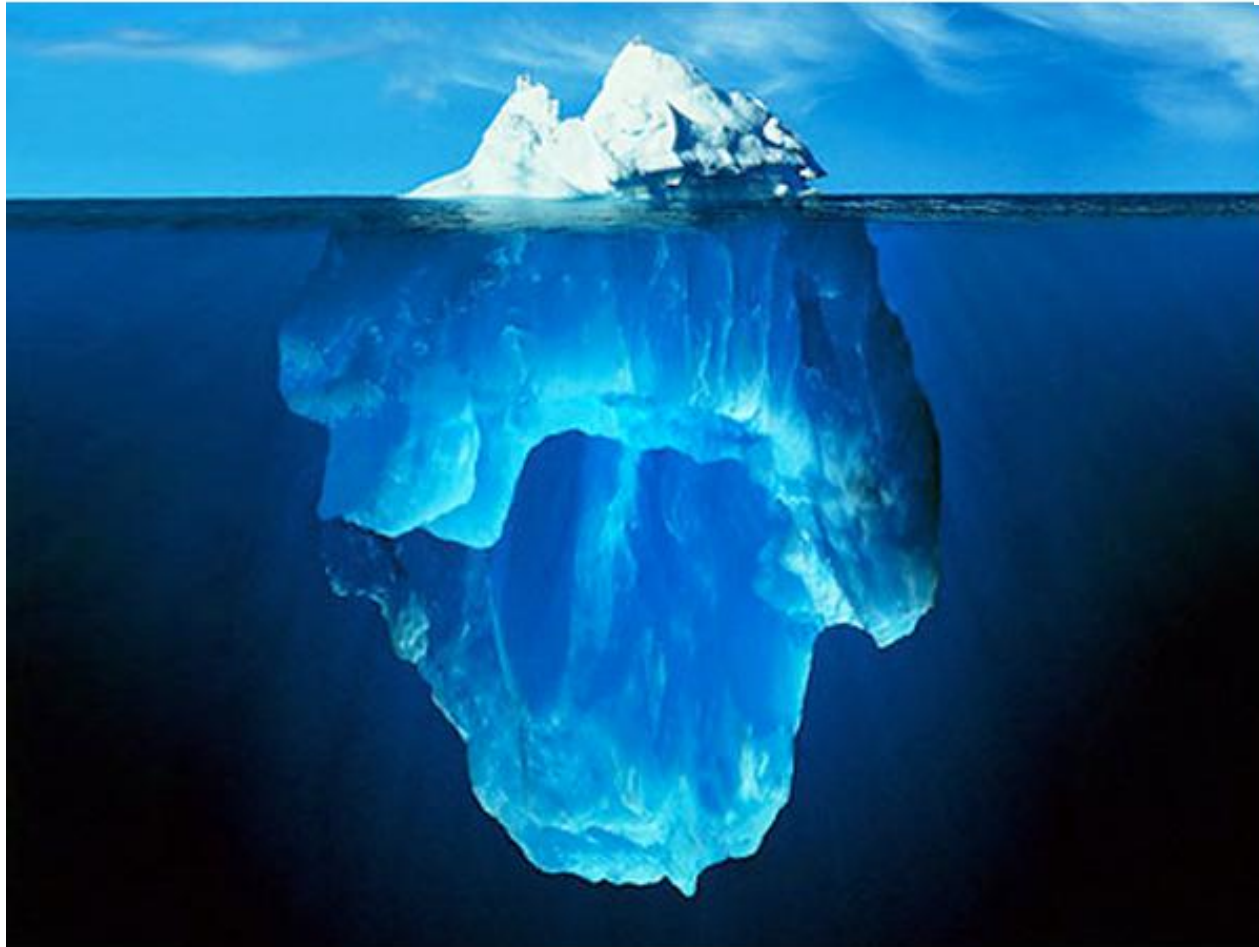
Information literacy concept

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INFORMATION LITERACY

Information Skills	Higher Order Thinking Skills	Format of Information	Other Skills & Literacies	Related Issues
define	synthesis	paper	interpersonal skills	ethical
locate	analysis	electronic	media literacy	social
access	critical thinking	audio	digital literacy	political
use	creative thinking	visual	computer literacy	economic
communicate	reasoning	text	visual literacy	personal
evaluate	transferring	multi-media	basic literacy	security

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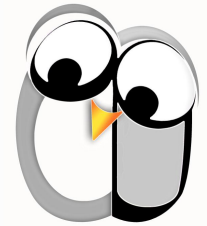
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Questions & contributions

Prof. Dr. Serap Kurbanoğlu
serap@hacettepe.edu.tr

Hacettepe University
Department of Information Management

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- First Call: May 2012
- Second Call: September 2012
- Third Call: November 2012
- Last date to send contributions: 1 February 2013
- Authors notification: 5 April 2013
- Last date to submit final versions of all contributions: 15 May 2013
- Registration starts: 1 May 2013
- Conference: 23-25 October 2013

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