

Information Literacy within LIS Curriculum

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TALLINN UNIVERSITY

LIS in Europe: Joint Curriculum Development and Bologna Perspectives, 2005

12 subgroups in which the different aspects of the LIS program were defined:

- (Meta-level) LIS curriculum in general
- Cultural heritage and digitisation of the cultural heritage
- Information literacy and learning
- Information seeking and information retrieval
- The information society: Barriers to the free access to information, copyrights, licences etc.
- Knowledge Management



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- Knowledge Organization
- The library in the multi-cultural information society: International and intercultural communication
- Library and society in a historical perspective
- Mediation of culture in a European context
- Practice and theory: Placements and practical training in libraries and other information agencies
- Library management and promotion



The Goal of the Subgroup IL and Learning

- To discuss the most relevant issues on the topic “Information Literacy and Learning” in connection with LIS curriculum in the context of the Bologna process.



Arrangement of Virtual/F-2-F Forum

- The virtual forum - May to August 2005
- Face-to-face workshop and conference on August 11-12, 2005, Copenhagen
- Selection criteria
 - Workgroup leader
 - Core experts
 - Experts

Core Group

Workgroup leader: **Sirje Virkus**

Core Group:

- **Albert K. Boekhorst**, University of Amsterdam, NL
- **José A. Gomez-Hernandez**, Library and Information Science Department, Faculty of Information and Communication Studies, University of Murcia, Murcia, Spain
- **Annette Skov**, Royal School of Library and Information Science, Copenhagen, Denmark
- **Sheila Webber**, Department of Information Studies, Sheffield University, UK



Experts of the Virtual Workshop Group

- **Susie Andretta, UK**
- **David Bawden, UK**
- **Bill Johnston, UK**
- **Sylvie Chevillotte, France**
- **Cristóbal Pasadas Ureña, Spain**
- **Eva Ortoll Espinet, Spain**
- **Margarita Perez-Pulido, Spain**
- **Claire McGuinness, Ireland**
- **Paul Thirion, Belgium**
- **Bernard Pochet, Belgium**
- **Giovanni Solimine, Italy**
- **Tibor Koltay, Hungary**



Issues/questions:

- How should we define IL in connection with LIS curriculum?
- How should IL be positioned in LIS curriculum?
- How should learning to become “information literate” and learning to facilitate learning of IL be delivered in LIS schools?
- What topics form the curriculum for IL and learning?
- What approaches, strategies and actions have LIS schools implemented in integrating/embedding IL into LIS curriculum?



Issues/questions:

- What are the examples of best practice of facilitating IL within the LIS curriculum?
- How has the Bologna process influenced IL and LIS curriculum in different countries?
- What communication and networks for LIS educators in IL domain exist?
- What kind of research agenda we need in connection with IL and LIS curriculum?

Chapter of the Book

Subtopics

- the definition and importance of IL
- how learning to become “information literate” and learning to facilitate learning of IL should be delivered in LIS schools,
- what topics form the curriculum for IL and learning,
- examples of IL practice,
- communication and networks for LIS educators in IL domain and
- research agenda for IL.



Definition of IL

- Two approaches:
 - IL well established concept
 - Much confusion around the concept

The same applies in the wider IL community

A broad definition (CILIP, Prague definition 2003, ALA, Boekhorst, Webber & Johnston)



Definition of IL

“Information Literacy encompasses knowledge of one’s information concerns and needs, and the ability to identify, locate, evaluate, organize and effectively create, use and communicate information to address issues or problems at hand; it is a prerequisite for participating effectively in the Information Society, and is part of the basic human right of life long learning" (Information Literacy Meeting of Experts, Prague, 2003)



Definition of IL

“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” (CILIP, 2005).



Definition of IL

“To be information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information" (American Library Association, 1998)



Definition of IL

“Information literacy is the adoption of appropriate information behavior to obtain, through whatever channel or medium, information well fitted to information needs, together with critical awareness of the importance of wise and ethical use of information in society” (Johnston and Webber, 2003).



Definition of IL

- “... all these literacies [basic literacy, scientific literacy, technological literacy, visual literacy, cultural literacy] can be considered as specific competences that belong under the information literacy umbrella. Therefore information literacy should be considered as a container concept, which refers to competences of people to recognize the need for information and to satisfy their information needs for survival, self-actualization and development” (Boekhorst, 2003a).



Definition of IL

- It was also agreed that the term ‘information literacy’ is the wider and more suitable term than ‘information skills’ to carry the meaning of the concept.



Working definition of IL

- Thus, the working definition of IL that guided discussions in the virtual forum on IL and learning was broad, and could be seen as an umbrella definition that included many other literacies and implied business as well as private life in the context of lifelong independent and flexible learning.



Position of IL in LIS curriculum

IL essential for LIS students:

- To become information literate themselves;
- To learn how to facilitate others to become information literate



To be information literate themselves

- Be able to recognize when he/she needs information, to identify the nature of the information need,
- Be aware of different channels/sources and identify the appropriate resources for a particular information need, and use these resources effectively to acquire the needed information.
- Be able to evaluate information effectively.
- Be able to manage and apply information.
- Be able to synthesize information and use it to create new knowledge and understanding.
- Be aware of the cultural, ethical, economic, legal, and social issues surrounding the use of information.



To facilitate others to become information literate

- Learning approaches and theories
- Instructional design and curriculum development approaches/theories
- Learning styles
- Assessment
- Learning outcomes
- Potential and possibilities of ICT in education, etc.



How?

- Using modern teaching/learning approaches
 - provide multiple representations of reality;
 - focus on knowledge construction rather than knowledge transmission;
 - present authentic tasks that foster reflective practice;
 - enable context- and content-dependent knowledge construction; and
 - support collaborative construction of knowledge through social negotiation rather than competition among learners for recognition (Jonassen, 1994)



Different ways of developing IL

- a separate IL course, modules or even curriculum
- may be covered explicitly in one or more other LIS classes (Information Seeking & Retrieval, Knowledge Management),
- may be seen as an approach to learning which is used in another class [embedded: Research methods, Information policy and strategy]
- A course which focuses on how to teach IL.



-there are successful examples of all these strategies.



Which Option?

- the objectives of the whole programme,
- the length of the programme,
- the national/institutional context and priorities,
- the nature of the student body, and
- the teacher's pedagogic approach and philosophy.



Who?

- Should LIS faculty teach pedagogy/andragogy?
- LIS institutions (Danish School of LIS)
- LIS Departments within University (Tallinn University)
- Whatever the model preferred, the essence of IL and constructivist approaches to learning and teaching should be reflected.



Recommendations emerged:

- Promote and share experiences of good practice that stimulate LIS schools to integrate or embed IL into the LIS curriculum.
- Encourage collaboration amongst LIS educators to ensure IL is appropriately recognized as an essential element within the LIS curriculum.
- Encourage coordination and collaboration with relevant international organizations, institutions or associations which concern is IL to avoid duplications and to create synergy.

