What is Information Literacy?

Today we will:

• Explore concept of information literacy
• Acknowledge the varying perspectives surrounding information literacy
• Build a shared definition of information literacy
What is Information Literacy?

Why do we care?

- Accreditation
- We have ILOs! *ILO 5 – Information Literacy*
- Contributes to retention/completion
- Produces higher quality dissertations
- Ethically and legally responsible
- Life-long skills (creativity, flexibility, forming opinions)
What is Information Literacy?

_____ resources needed in order to support a decision or address a problem

• DETERMINE
• USE
• INTEGRATE
What is Information Literacy?

What does “information literacy” mean to you?
What is Information Literacy?

What comes to mind when you think of information literacy?

Some things to consider:

• Behaviors
• Attitudes
• Perspectives
• Actions

• Respond at PollEv.com/amandaziegle459
What comes to mind when you think of information literacy?
What is Information Literacy?

Information literacy is the set of integrated abilities encompassing the **reflective discovery** of information, the understanding of how information is **produced and valued**, and the use of information in **creating** new knowledge and **participating** ethically in communities of learning.

- **ACRL Framework, 2016**
What is Information Literacy?

Integrated Skills

- Critical Thinking
- Problem Solving
- Creativity
- Communication
- Synthesis
What is Information Literacy?

**AUTHORITY IS CONSTRUCTED & CONTEXTUAL**
Information resources reflect their creators' expertise and credibility

**IN PRACTICE**

**FIRST**
Define different types of authority, such as subject expertise, societal position, or special experience

**THEN**
Use research tools and indicators of authority to determine the credibility of sources, understanding the elements that might temper this credibility

**FINALLY**
Recognize that information may be perceived differently based on the format in which it is packaged

**INFORMATION CREATION IS A PROCESS**
Information conveys a message & is shared through various delivery methods

**IN PRACTICE**

**FIRST**
Articulate the capabilities and constraints of information developed through various creation processes

**THEN**
Assess the fit between an information product's creation process and a particular information need

**FINALLY**
Recognize that information may be perceived differently based on the format in which it is packaged
What is Information Literacy?

IN PRACTICE

FIRST
Give credit to the original ideas of others through proper attribution and citation.

THEN
Understand that intellectual property is a legal and social construct that varies by culture.

FINALLY
Articulate the purpose and distinguishing characteristics of copyright, fair use, open access, and the public domain.

IN PRACTICE

FIRST
Determine an appropriate scope of investigation.

THEN
Deal with complex research by breaking complex questions into simple ones, limiting the scope of investigations.

FINALLY
Use various research methods, based on need, circumstance, and type of inquiry.
What is Information Literacy?

**Scholarship as Conversation**
- Communities of scholars, researchers, or professionals engage in sustained discourse

**In Practice**
- **First**: Cite the contributing work of others in your own information production
- **Then**: Contribute to scholarly conversation at an appropriate level
- **Finally**: Critically evaluate contributions made by others in participatory information environments

**Searching as Strategic Exploration**
- Searching for information is often nonlinear and iterative, requiring mental flexibility to pursue alternate avenues as new understanding develops

**In Practice**
- **First**: Determine the initial scope of the task required to meet their information needs
- **Then**: Identify interested parties who might produce information about a topic
- **Finally**: Design and refine needs and search strategies as necessary, based on search results
What is Information Literacy?

Why is this important and how does it apply to information literacy?

• **Student Perspectives**
  *Mindsets of Learning from Julie Schell, EDD*
  - Students believe that learning is easy.
  - Students use non-optimal learning strategies – the belief that they learn by putting information in their brains.
  - Students view learning as a banking model – you tell me and I tell you back.

• **Faculty/Staff Perspectives**
  - Research is easy.
  - Students know how to perform research.
  - Instruction of information literacy is the responsibility of “xyz.”
What is Information Literacy?

**Take Action**

- Learn more! Visit the ACRL Framework for Information Literacy Sandbox.
- Begin to develop curriculum maps. What are your students’ needs? What do they already know? What concepts are currently being taught?
- Design criteria to assess student learning in information literacy related assignments.
- Write course learning outcomes with the Framework in mind.
- Contact the librarians! Collaboration is key.
What is Information Literacy?

For more information, check out our Library Guide:

https://ncu.libguides.com/informationliteracy