How can Information Literacy be modelled from a lifelong learning perspective?

C. Irving, H. Hall, & A. Brettle

Presented by:
Christine Irving
Research Fellow & PhD Student
Centre for Social Informatics,
Edinburgh Napier University

Paper presented at Information: interactions and impact (i3)
Aberdeen, June 2015
Presentation overview

• Literature review highlights
• Examples of models and frameworks
  • Sector specific
  • Life wide
• What needs to appear in a more comprehensive model?
• Draw on the work of the Scottish Information Literacy project / National Information Literacy framework (Scotland)
• Prototype model
Information Literacy definition/s

CILIP (2004) Definition

*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.*
1970s
Term coined by Paul Zurkowski (1974) US Information Industries Association
Information Literacy initiatives in Australia originated in the school library sector

1980s
Information Literacy initiatives in New Zealand in the school library sector mid-1980s
ALA (1989) highlights the importance of Information Literacy to individuals, business, and citizenship

1990s
Higher education librarians became Information Literacy’s main advocates
UK HE model - SCONUL Seven pillars of information skills model

2000s
Webber & Johnston define information literacy as an efficient and ethical information behaviour
Prague Declaration (UNESCO, identifies Information Literacy as part of the basic human right of life long learning
CILIP (2004) recognises the need to define Information Literacy in a way that was understandable by all information-using communities in the UK
Information Literacy narrative

Three different but overlapping strands:

1. **texts written by practitioners** examples of good practice

2. **policy-making texts** that explicitly stress the importance of all people becoming information literate, e.g. documents published or supported by organizations such as IFLA and UNESCO

3. contains a growing body of **empirically and theoretically grounded research texts** produced at university departments

Information Literacy research focus -> 2004

Higher education
- Bruce (1998)
- SCONUL (1999)

Workplace
- Bruce (1999)

(Pre-) school
- Williams, Wavell & Coles (2001)
- Pickard (2004)
- Shenton (2004)

Health
- Brettle (2003)
Information Literacy research focus

**Higher education**
- Graduateness
- Employability

**Workplace**
- Workplace learning / Trade union education and learning

**(Pre-) school**
- Early years

**Policy formation**

**2004 -> 2004**
- Bruce (1998)
- SCONUL (1999)
- Goldstein (2014)
- Williams, Cooper & Wavell (2014)
- Lloyd (2005)
- Foreman & Thomson (2009)
- Reedy, Mallett & Soma (2013)

**2004 -> 2004**
- Shelton (2004)
- Cheuk (1999, 2002)
- Bruce (1999)
- Williams, Cooper & Wavell (2014)

**2004 -> 2004**
- Arthur, Stewart, & Irving (2005)
- Muggleton & Ruthven (2012)
- Lloyd, Kennan, Thompson & Qayyum (2013)
- Smith (2014)

**2004 -> 2004**
- Irving (2013)
- Brettle (2003)

- Health
- Civil rights: engagement in democracy / politics
- Refugees
- Homelessness
Information Literacy and lifelong learning

- ALA's Presidential Committee on Information Literacy was appointed in 1987

- Information Literacy: the key competency for the 21st century (Bundy, 1998)

- SCONUL Task Force (December 1998)

- Prague Declaration Towards an information literate society (UNESCO 2003)

- Alexandria Proclamation on Information Literacy and lifelong learning, in 2005 (Garner, 2006)
In contemporary conditions learning becomes not only ‘lifelong’, suggesting learning as relevant throughout the life course, but also ‘life wide’, suggesting learning as an essential aspect of our whole life experience, not just that which we think of as ‘education’. Harrison, Reeve, Hanson, & Clarke. (2002, p.1)

[lifelong learning is about] … “personal fulfilment and enterprise; employability and adaptability; active citizenship and social inclusion”… “encompassing formal and informal learning, workplace learning, and the skills, knowledge, attitudes and behaviours that people acquire in day-to-day experience”. Scottish Executive’s (2003, p.7)
The distinction between a model & a framework

- **Frameworks** - the way ideas are organised; classification

- **Model**
  - smaller entity than a framework (a framework may include models)
  - shows relationships between entities
  - shows how concepts are operationalised
Information Literacy models & frameworks – examples

• SCONUL 7 Pillars of Information Literacy (1999); Bent & Stubbings (2011)

• PLUS Information Skills Model (Herring, 1996, 1999)

• NHS Education for Scotland Information Literacy Framework (2008)

Individually they are:
• valuable in their own right but …
• not easily applied to other contexts and
• do not aid transition from one sector to another and lifelong learning however …
National Information Literacy Framework (Scotland) Irving (2007)

**Information Literacy Framework**

- **Schools (P3 - P7)**
  - EXPLORE
    - planning
    - locating
    - organising
    - representing
    - evaluating
  - Information Handling Skills
    - planning and organising
    - defining the topic
    - identification of key words
    - identification of suitable information sources
    - effective searching
    - evaluating information
    - reviewing
  - CILIP Information Literacy Definition
    - understanding ethics and responsibility of use
    - understanding how to communicate or share your findings
  - SCQF Levels 1 - 7

- **Further Education & Schools**
  - Information Handling Skills
    - planning and organising
    - defining the topic
    - identification of key words
    - identification of suitable information sources
    - effective searching
    - evaluating information
    - reviewing
  - CILIP Information Literacy Definition
    - understanding ethics and responsibility of use
    - understanding how to communicate or share your findings
  - SCQF Levels 1 - 7

- **Higher Education & Further Education**
  - SCONUL
    - recognise a need for information
    - distinguish ways in which the information ‘gap’ may be addressed
    - construct strategies for locating information
    - locate and access information
    - compare and evaluate information obtained from different sources
    - synthesise and build upon existing information, contributing to the creation of new knowledge
  - SCQF Level 8 - 12
    - understanding a need
    - understanding availability
    - understanding how to find information
    - understanding the need to evaluate results
    - understanding how to work with or exploit results
    - understanding ethics and responsibility of use
    - understanding how to communicate or share your findings
    - understand how to manage your findings

- **Lifelong learning including all information using communities e.g. community learning and in the workplace**
  - CILIP Information Literacy Definition
    - understanding a need
    - understanding availability
    - understanding how to find information
    - understanding the need to evaluate results
    - understanding how to work with or exploit results
    - understanding ethics and responsibility of use
    - understanding how to communicate or share your findings
    - understand how to manage your findings
However what is missing is …

- iterative process
- multifaceted aspect of individuals and information resources
- information context
- information behaviour
Information Literacy through different lenses
More comprehensive lifelong learning model required

What is needed is a model:

- To **aid transition** across the lifelong learning sectors

- To **recognise different** information literacies, **Information Literacy landscapes** (education, workplace, life) e.g. Information Literacy as a socially enacted practice (Lloyd, 2010)

- To incorporate **knowledge and experiences** – we don’t all have the same

- To take into account **information behaviour** – theories and practice
Elements to be included in the Irving model

- People, print and digital media plus “other forms of media – film, video, DVD, radio television, etc.” (Armstrong et al., 2005, p.23)

- Literacy
- Information Literacy
- Digital Literacy

- Education
- Work
- Life:
  - Social
  - Citizenship

- Relationship with Information Literacy

- Information Literacy Landscapes
- Literacies
- Information Behaviour
- Information Resources

Slide 17 of 24
Prototype model: work in progress

Education

Workplace

Life

Policy formation

Lifelong learning

Information resources

Knowledge & experience

Literacies: skills & capabilities

Information behaviour

Aid transition

Aid transition

Aid transition

Aid transition

Education

Workplace

Life

Policy formation

Lifelong learning

Information resources

Knowledge & experience

Literacies: skills & capabilities

Information behaviour

Aid transition

Aid transition

Aid transition

Aid transition
References

References


References

References


How can Information Literacy be modelled from a lifelong learning perspective?

Christine Irving
PhD Student
Centre for Social Informatics,
Edinburgh Napier University

Paper presented at *Information: interactions and impact (i3)*
Aberdeen, June 2015