

Designing an Information Literacy Programme to key standards and frameworks

Betty Maguire

UCD MLIS Graduate

Abstract. This paper will examine key models of information literacy, such as the digital fluency information literacy model. It will then identify key skills which are considered information literacy skills, such as evaluating websites, evaluating various sources of information and citing sources. The paper will also discuss various definitions of Information Literacy. Finally, the paper will present the key components of an Information Literacy Programme. The paper will also present key standards of information Literacy for student learning, such as information literacy standards for student learning, standards and indicators by the American Association of School Librarians. Sample Library and Information Literacy Frameworks, such as that of the IowaTown Community School District, will also be presented.

Keywords. Information Literacy ; Information Literacy Programme ; Standards and frameworks ; information literacy model ;

1. Introduction

Information Literacy is becoming a component of the library and information sector and Information Literacy teaching is also becoming a standard duty of a librarian or Information Professional. The idea of information literacy, broadly defined as the ability to recognise information needs and identify, evaluate and use information effectively, has been of growing concern in the education sectors for a number of years (Bruce, 1999) Framework standards of information literacy teaching and key information literacy skills are also emerging.

This paper aims to discuss first of all the definition of Information literacy. Specific models of Information literacy will also be discussed and described, in particular the digital information fluency model. Finally, sample and library and information literacy frameworks will also be presented.

Ctreth (1995), Katsirikou and Skiadas (2001), Larsen (1992), Mesthene (1970) and Powell (1987).

2. Defining Information Literacy

An Information literate person must be able to recognize when information is needed and have the ability to locate, evaluate and use effectively the needed (Hassan (2000)). Information literacy is 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).

3. Models of Information Literacy

3.1. The Digital Information Fluency Model

Digital Information Fluency (DIF) is the ability to find, evaluate and use digital information effectively, efficiently and ethically. Key competencies which are identified in the Digital Information Fluency Model are: the ability to locate information efficiently ; the ability to evaluate information effectively ; the ability to use information ethically. Each of these competencies is scored on a scale using Mastery ; skilled and untaught.

Another model of information literacy is the Sauce model of Information Literacy. It is ‘’ is a research and problem solving process aimed to provide information literacy skills for learners to use in problem solving and research ‘‘ (Bond, T. (2011). SAUCE. Retrieved from ictnz.com). The core technical skills which the model focuses on are: The ability to locate information , the ability to store information and the ability to acquire information.

When developing an information literacy programme and deciding on key components of an Information Literacy Programme, a good example is the Guidelines for the Information Literacy Component of the University-wide General Education Program of the University of Arizona. It is interesting to note that the integration of information literacy is regarded as a component of a University wide Education Programme. The key five key standards of the IL section of the University Education Wide Programme are:

Standard One: the ability to determine the nature, extent, and sources of information needed.

Standard Two: the ability to access information effectively and efficiently.

Standard Three: The ability to critically evaluate information and information sources.

Standard Four: The ability to use information effectively to accomplish a specific purpose or complete a specific project.

Standard Five: The ability to understand the economic, social, legal, and ethical issues surrounding the access to and use of information. (University Of Arizona ((2010) Guidelines for the Information Literacy Component of the University-wide General Education Program. Retrieved from <http://gened.arizona.edu/content/information-literacy>).

I would suggest then that Information Literacy Programmes should be built around these five core standards.

The Information literacy standards or student learning prepared by the American Association of School Librarians and the Association for educational communications and technology also identifies the core information literacy standards which include: accessing information efficiently and effectively; recognizing the need for information; evaluating information critically and competently and using information creatively and accurately.

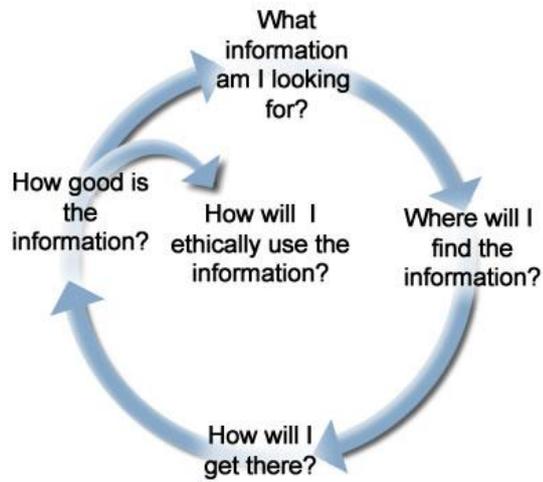
The Sample Information Literacy Curriculum Framework from Iowa Town Community School District is an excellent example of a framework of standards for teaching Information Literacy. Standards included in the document include: the ability to read widely for both information and in pursuit of personal interests; the ability to access information efficiently and effectively and the ability to seek multiple perspectives , share information with others and use information and resources ethically. What is particularly interesting about the Iowa Community School Framework is that each standard is pitched against a particular benchmark. Each bench mark is allocated to a particular age group. This allows an individual to clearly see whether a particular standard has been achieved by an individual. For example, the standard 'reads widely for both information and in the pursuit of personal interest is measured against the following bench marks in the 3-5 age group: 'uses both text and literature to Uses both text and visuals to understand literature , selects a "just right" book independently for personal reading and distinguishes between different types and elements of literature".

4. Conclusions

Information Literacy is becoming an increasingly important aspect of our daily working and personal lives. Models of Information Literacy have been developed , such as the Digital Information Fluency Model, which identify key competencies and standards of Information literacy. Aspects of successful Information Literacy Programmes identify not only key standards of information literacy but also clear , attainable bench marks against which to ascertain whether a particular information literacy competency has been achieved. These bench marks are organised according to age group.

Figure 1. Digital Information Fluency Model

Digital Information Fluency Model



© 2011 Information Fluency

Figure 2. Sauce Information Literacy Model

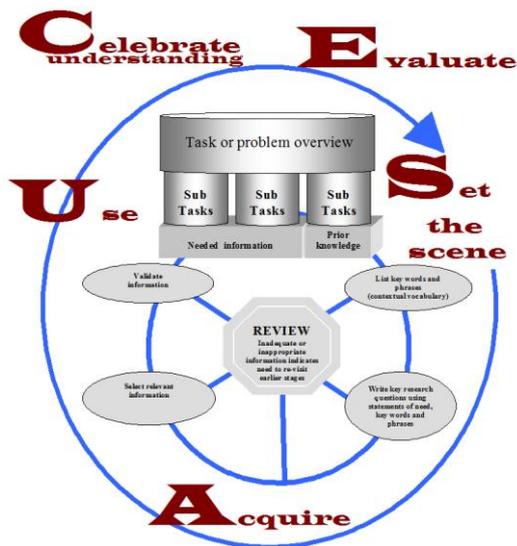


Figure 3. Sample Information Literacy Curriculum Framework Iowa Town Community School District.

Sample Information Literacy Curriculum Framework

Standard	Benchmarks	Objectives/Indicators
<p>Standard 1: Reads widely both for information and in pursuit of personal interests.</p> <p style="text-align: center;">Indicators</p> <ul style="list-style-type: none"> ▪ Is a competent and self-motivated reader ▪ Reads both fiction and non-fiction with comprehension ▪ Uses a variety of reading strategies to understand literature ▪ Uses a variety of reading strategies to understand non-fiction and informational text ▪ Develops a background in types of literature and literary elements ▪ Connects ideas to personal interests and previous knowledge and experience ▪ Applies critical thinking skills when reading, viewing and listening ▪ Responds to literature and other creative expressions of information in many formats 	<ul style="list-style-type: none"> • Selects a picture book to share with family • Is able to check out books <p style="text-align: center;">3-5</p> <ul style="list-style-type: none"> • Uses both text and visuals to understand literature • Selects a "just right" book independently for personal reading • Distinguishes between different types and elements of literature <p style="text-align: center;">6-12</p> <ul style="list-style-type: none"> • Seeks information related to personal interests • Selects literature based on interest, need and appropriateness • Selects books and other materials independently for classroom assignments and personal interests. 	<p style="text-align: center;">K-5</p> <ul style="list-style-type: none"> • Applies guidelines for choosing a "just right book" during literature selection • Reads or listens to traditional world literature/folklore (nursery rhymes, fairy tales, trickster tales, fables, tall tales, legends, myths) • Reads or listens to types of fiction in picture book and novel format (realistic fiction, historical fiction, fantasy, science fiction) • Reads or listens to nonfiction (biography, information books, poetry) • Identifies literary elements of plot, character, setting, theme, point of view • Increases understanding of literature by participating in discussion (opinions & responses, compare/contrast, inferences, predictions) • Reads or listens to a variety of authors and illustrators • Engages in an in-depth study of an author's and/or illustrator's body of work • Reads or listens to award-winning literature (Iowa Children's Choice, Coretta Scott King, Caldecott, Newbery, Robert F. Sibert Informational Book Award) • Responds to literature by participating in a variety of activities such as storytelling, drama, puppetry, finger plays, songs, poetry, reader's theater or visual arts • Identifies a variety of formats (magazines, books, non-print, electronic resources, newspapers) <p style="text-align: center;">6-12</p> <ul style="list-style-type: none"> • Reads for pleasure, to learn and to solve information needs • Seeks answers to questions • Explores topics of interest • Is acquainted with award-winning literature and award lists (Iowa Teen award, Iowa High School Book Award, Newbery) • Uses libraries, library resources, the Internet, and other information sources • Independently reads a significant number of books each year

6

References

Hasan, H. Definition of information literacy. *AVAILABLE FROM*, 248.

American Library Association. Presidential Committee on Information Literacy. Final Report. (Chicago: American Library Association, 1989.)

Bond, T. (2011, June 7). Sauce Description. Retrieved April 20, 2015, from <http://ictnz.com/sauce-resources/SAUCE-description2.htm>

Guidelines for the Information Literacy Component of the University-wide General Education Program. (2010, January 1). Retrieved April 20, 2015, from <http://gened.arizona.edu/content/information-literacy>

Iowa School District (n.d.) Sample Information Literacy Curriculum Framework. Retrieved from https://www.aea267.k12.ia.us/system/assets/uploads/files/860/sample_iowa_information_literacy_curriculum_framework.pdf