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

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# 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

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Crivvens! Help ma Boab! Whit's this information literacy?

Oor Wullie © D.C.Thomson&Co.ltd

- number of definitions; some commonality but they can vary by: country, institutions, LIS professional bodies, non government organisations, researchers and practitioners

- some recognition for the term gained predominantly within LIS but explanation still required

**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.*

# Information Literacy 1974-2004

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**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
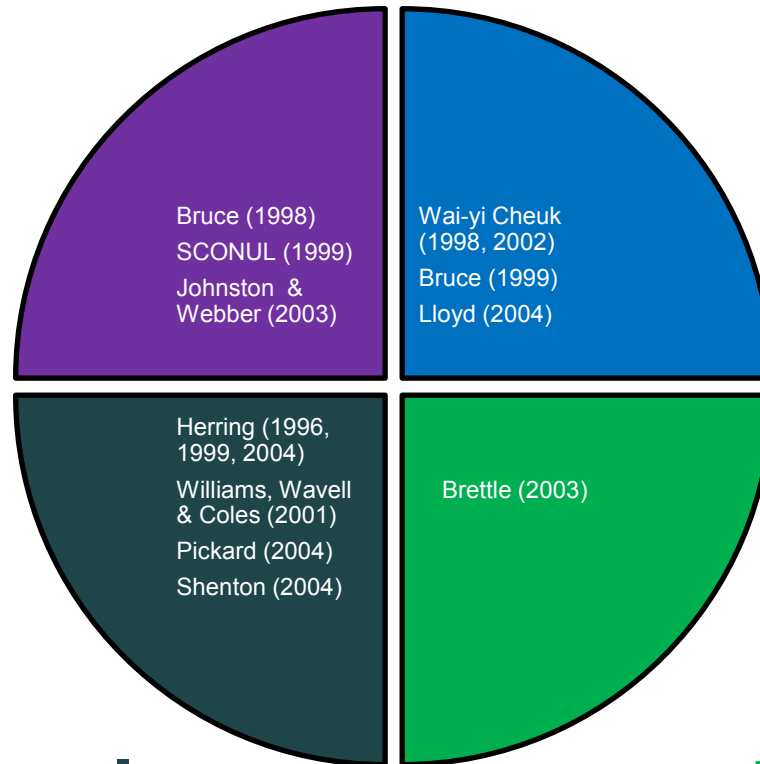
Three different but overlapping strands:

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 IFLA and UNESCO

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

Pilerot and Lindberg (2011) & Pilerot (2014)

# Information Literacy research focus -> 2004

**Higher education**

**Workplace**

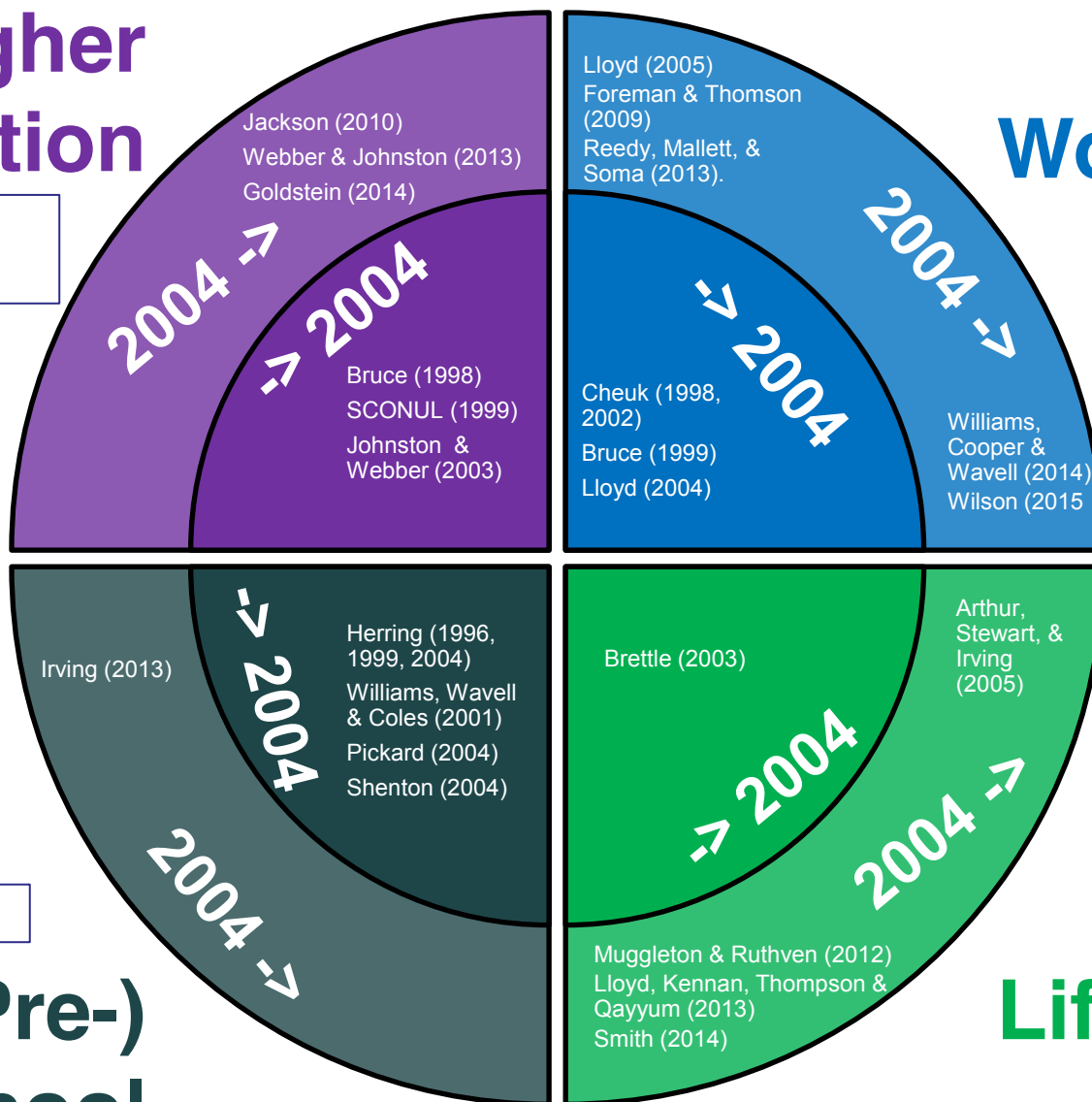Bruce (1998)
SCONUL (1999)
Johnston & Webber (2003)

Wai-yi Cheuk (1998, 2002)
Bruce (1999)
Lloyd (2004)

Herring (1996, 1999, 2004)
Williams, Wavell & Coles (2001)
Pickard (2004)
Shenton (2004)

Brettle (2003)

**(Pre-) school**

**Health**

# Information Literacy research focus

## Higher education

- **Graduateness**
- **Employability**

Jackson (2010)
Webber & Johnston (2013)
Goldstein (2014)

2004 ->

-> 2004

Bruce (1998)
SCONUL (1999)
Johnston & Webber (2003)

## Workplace

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

Lloyd (2005)
Foreman & Thomson (2009)
Reedy, Mallett, & Soma (2013).

2004 ->

-> 2004

Cheuk (1998, 2002)
Bruce (1999)
Lloyd (2004)

Williams, Cooper & Wavell (2014)
Wilson (2015)

## (Pre-) school

- **Early years**

Irving (2013)

-> 2004

Herring (1996, 1999, 2004)
Williams, Wavell & Coles (2001)
Pickard (2004)
Shenton (2004)

2004 ->

## Life

- **Health**
- **Civil rights: engagement in democracy / politics**
- **refugees**
- **Homelessness**

Brettle (2003)

Arthur, Stewart, & Irving (2005)

-> 2004

2004 ->

Muggleton & Ruthven (2012)
Lloyd, Kennan, Thompson & Qayyum (2013)
Smith (2014)

## Policy formation
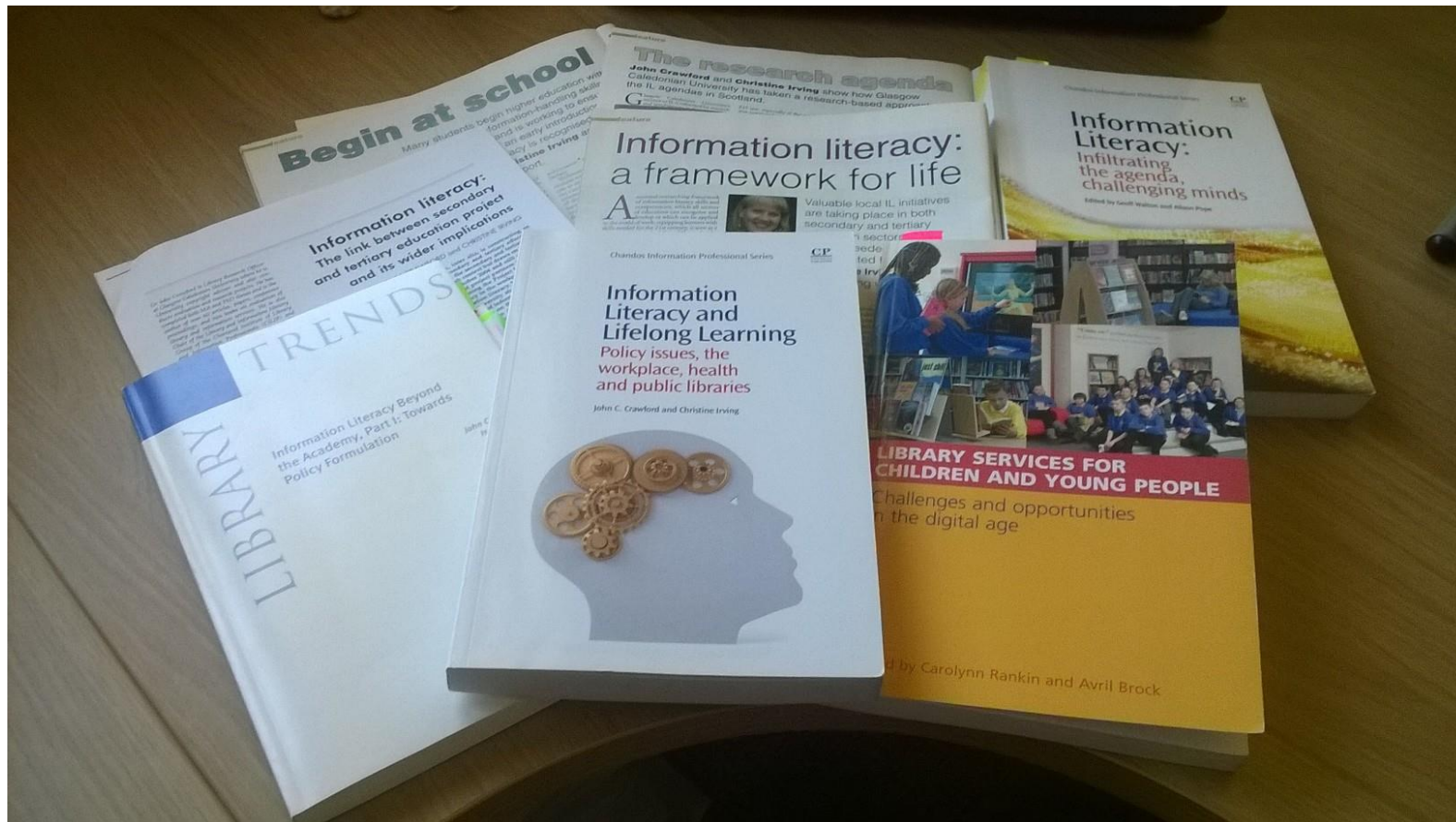
# Information Literacy and lifelong learning

- 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**)

# Lifelong learning definition examples

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)

# Information Literacy in the context of lifelong learning

Irving (2006, 2010, 2011, 2013) Irving & Crawford (2007)
Crawford & Irving (2007, 2009, 2012, 2013)

# 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
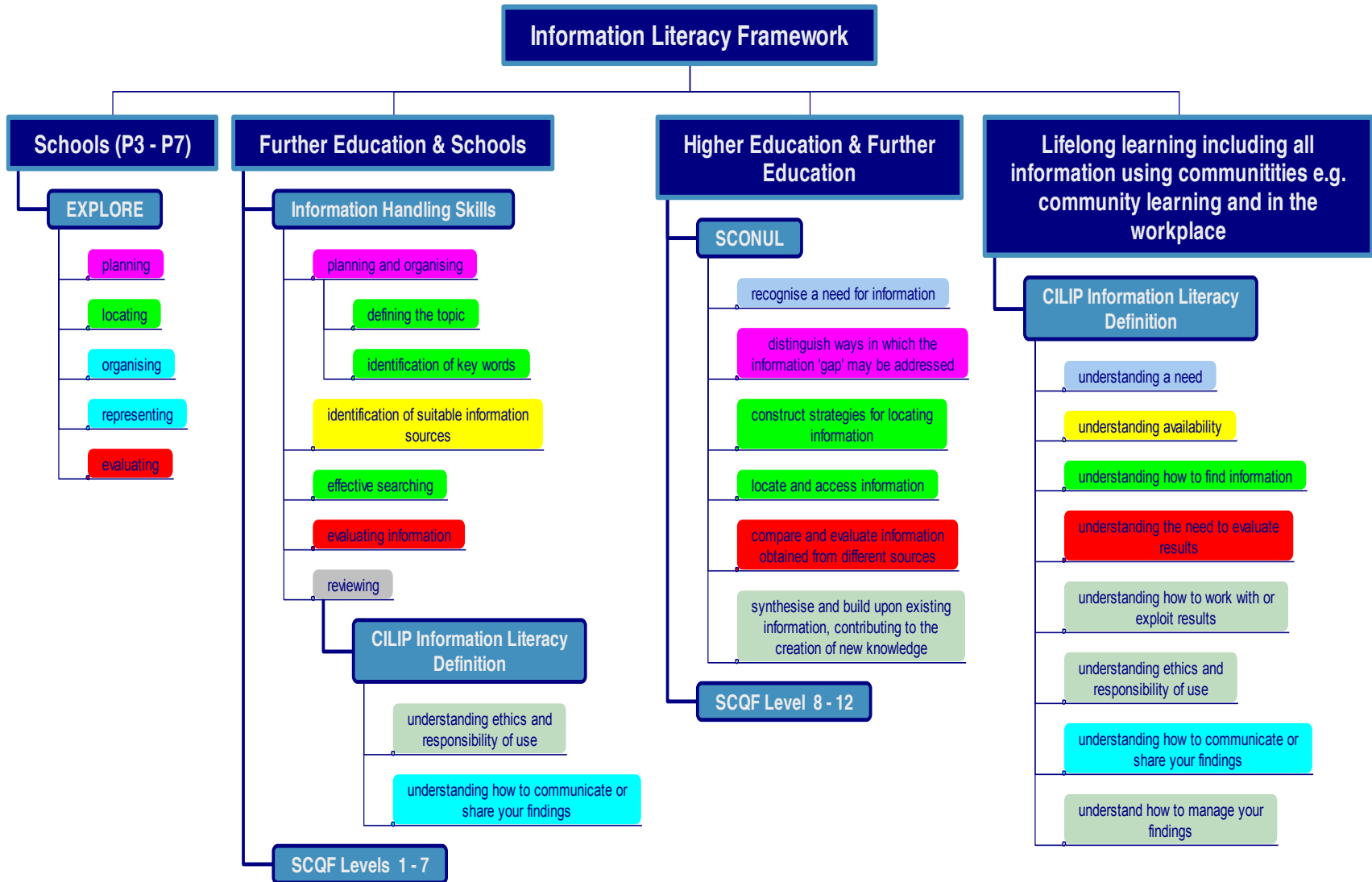  - shows how concepts are operationalised

# 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)
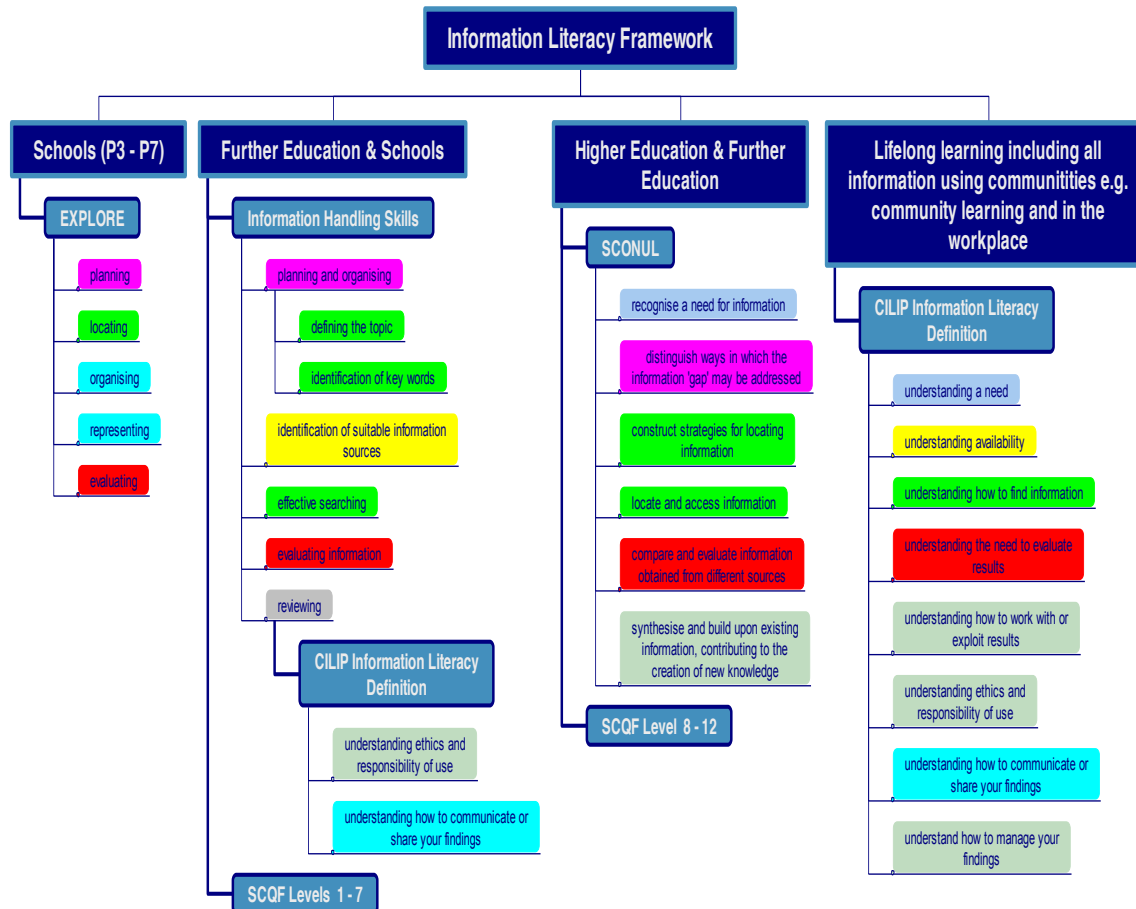
Individually they are:

- 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)

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**Information Literacy Framework**

## Schools (P3 - P7)

**EXPLORE**

- planning
- locating
- organising
- representing
- evaluating

## 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**

## Lifelong learning including all information using communitities 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

# National Information Literacy Framework (Scotland) Irving (2007)



However what is missing is …

- iterative process

- multifaceted aspect of individuals and information resources

- information context

- information behaviour

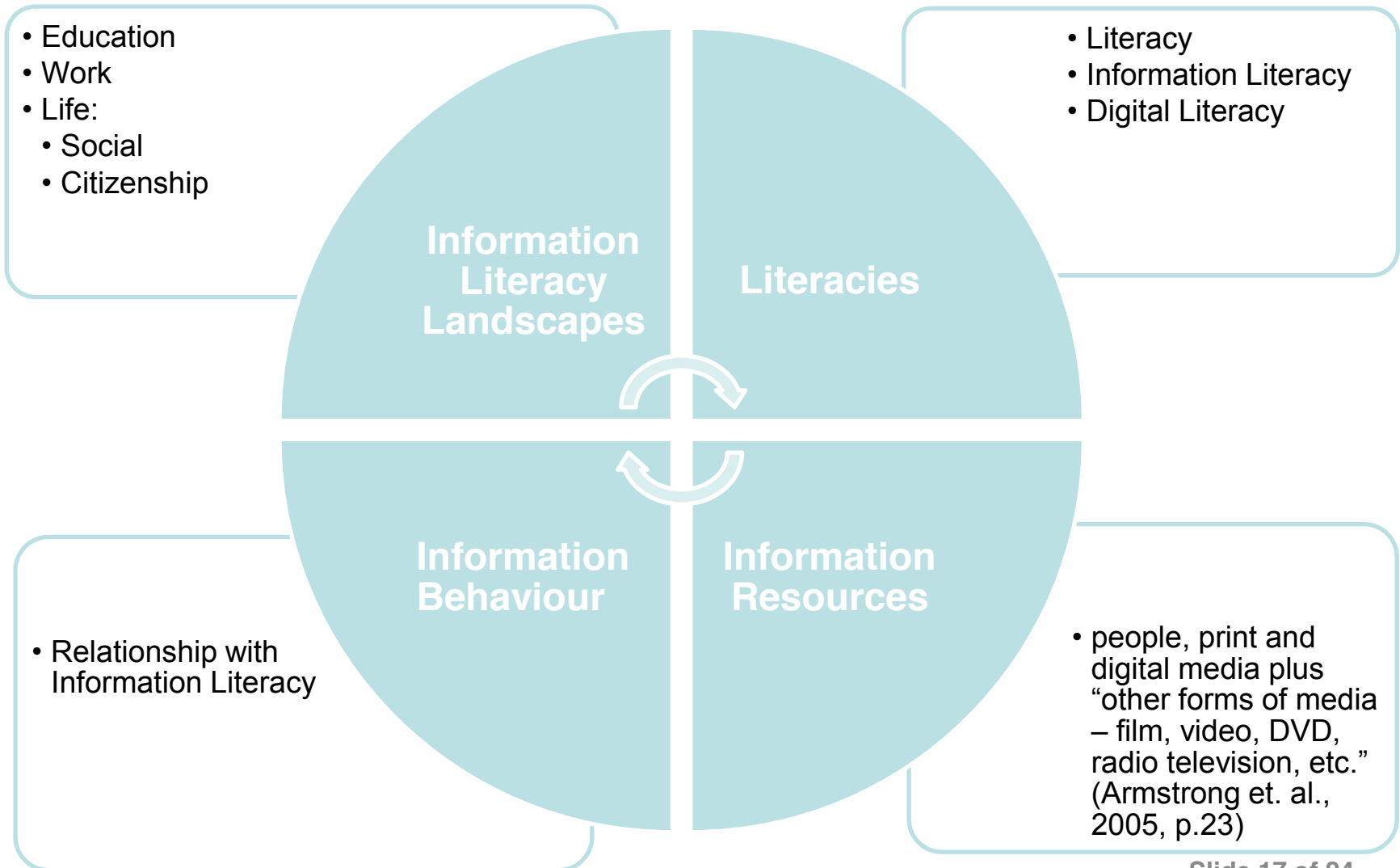# Information Literacy through different lenses
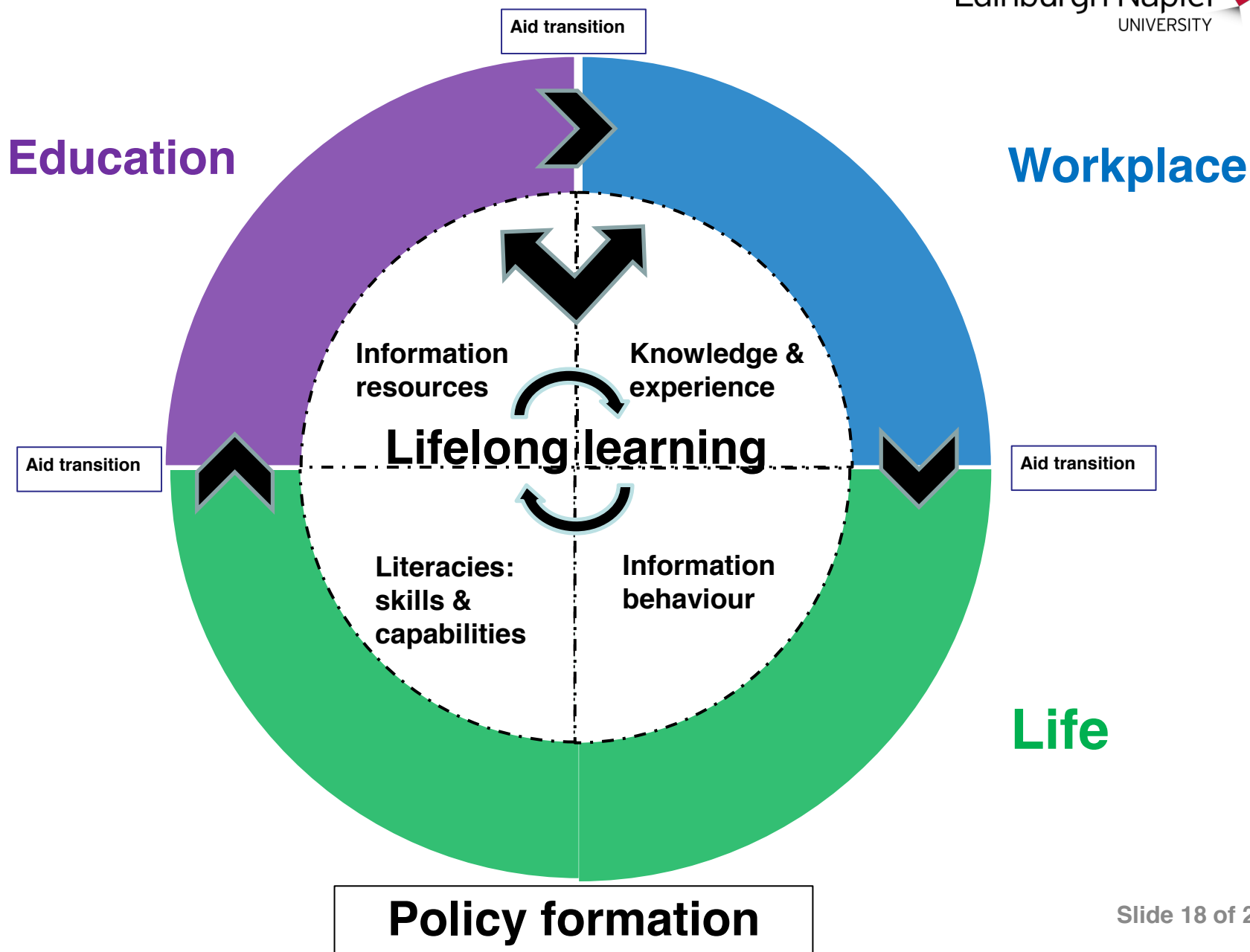
# More comprehensive lifelong learning model required

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

- Education
- Work
- Life:
  - Social
  - Citizenship

- Literacy
- Information Literacy
- Digital Literacy

**Information Literacy Landscapes**

**Literacies**

**Information Behaviour**

**Information Resources**

- Relationship with Information Literacy

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

# Prototype model: work in progress



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**Aid transition**

**Education**

**Workplace**

Information resources

Knowledge & experience

## Lifelong learning

**Aid transition**

**Aid transition**

Literacies: skills & capabilities

Information behaviour

**Life**

**Policy formation**

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