

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

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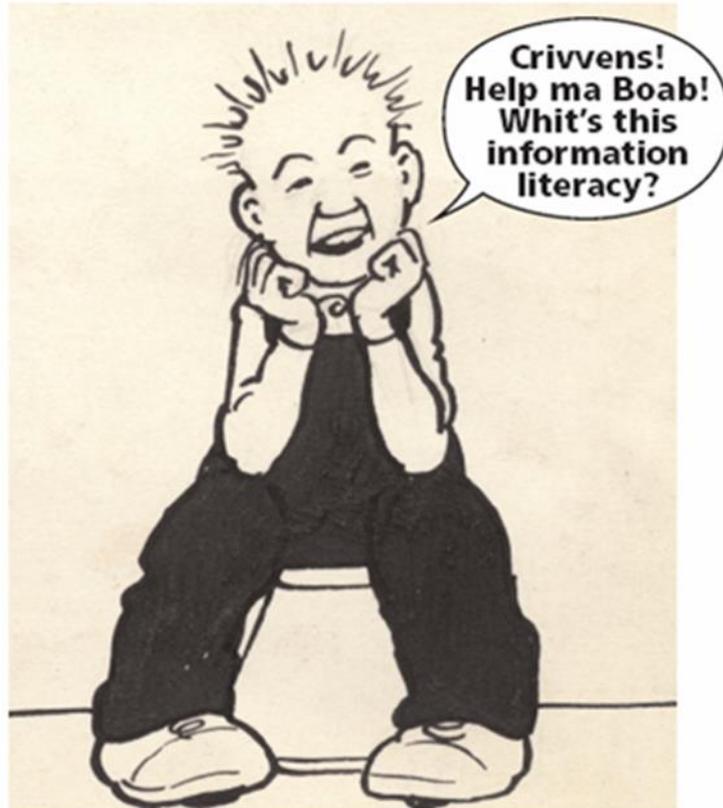
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Presentation overview

- 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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- 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

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:

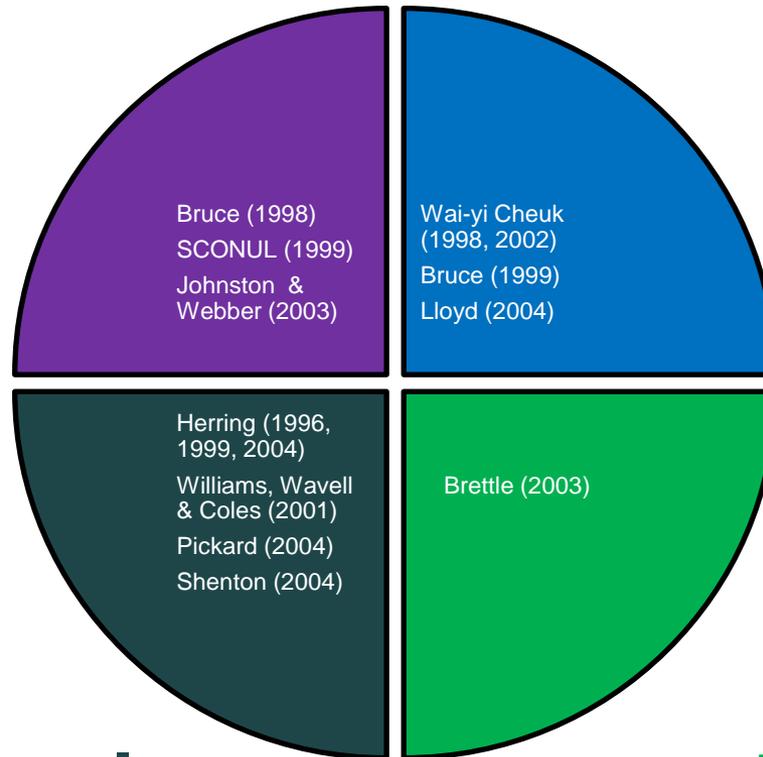
1. **texts written by practitioners** examples of good practice
2. **policy-making texts that explicitly stress the importance of all people becoming information literate**, e.g. documents published or supported by organizations such IFLA and UNESCO
3. contains a growing body of **empirically and theoretically grounded research texts** produced at university departments

Pilerot and Lindberg (2011) & Pilerot (2014)

Information Literacy research focus -> 2004

Higher education

Workplace



(Pre-) school

Health

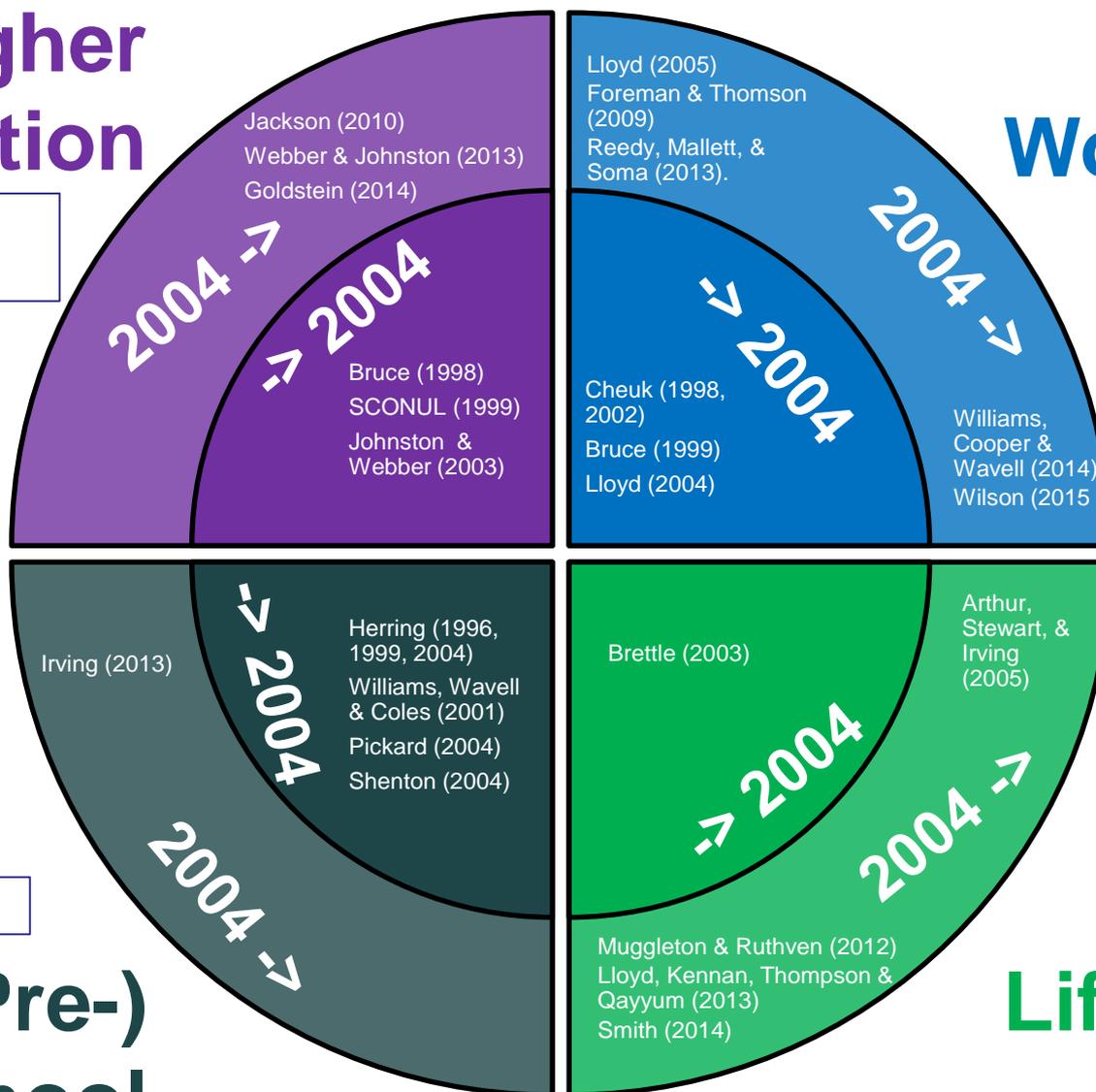
Information Literacy research focus

Higher education

- Graduateness
- Employability

Workplace

- Workplace learning / Trade union education and learning



Policy formation

- Early years

(Pre-) school

Life

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

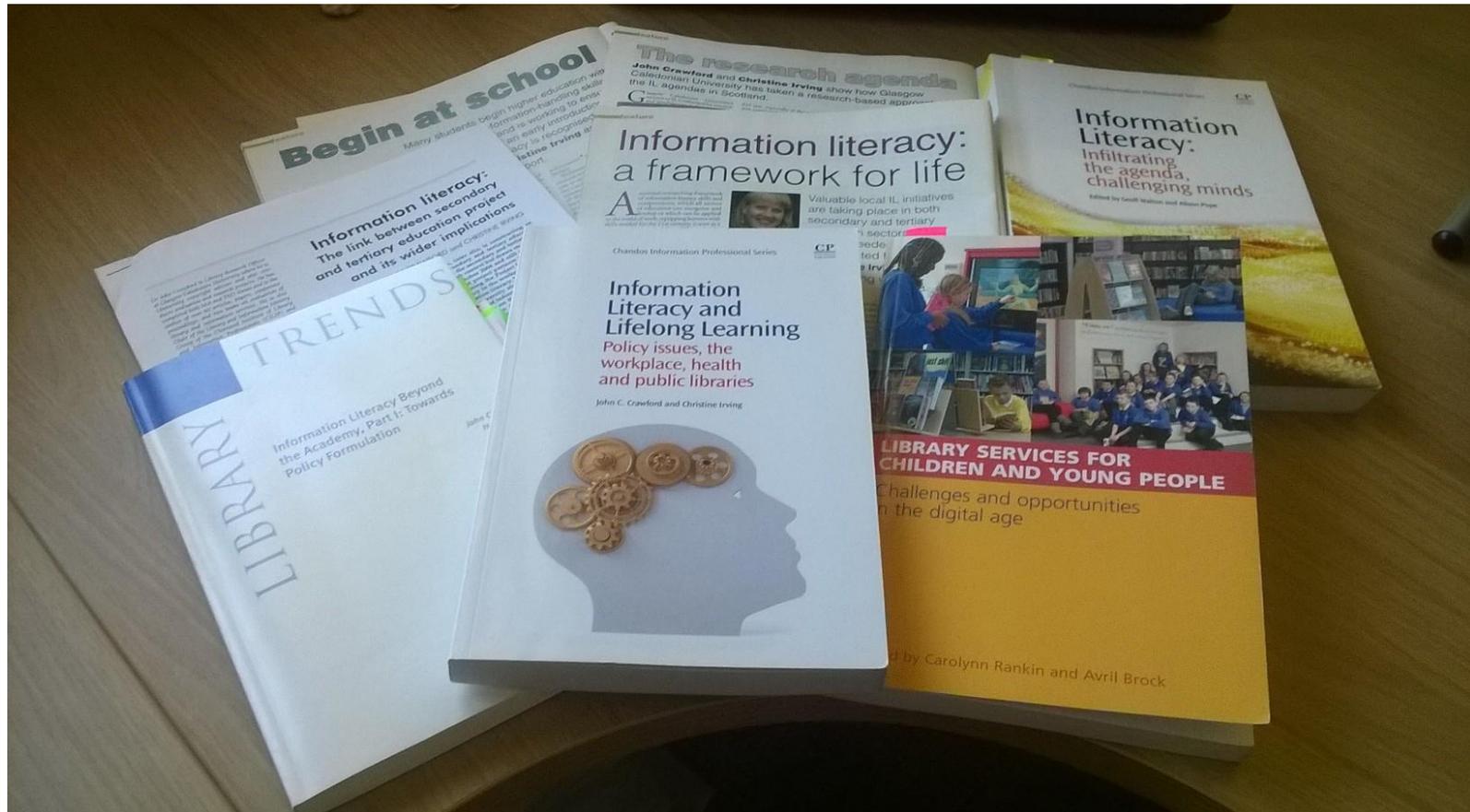
- ALA 's Presidential Committee on Information Literacy was appointed in **1987**
- *Information Literacy: the key competency for the 21st century* (Bundy, **1998**)
- SCONUL Task Force (December **1998**)
- Prague Declaration *Towards an information literate society* (UNESCO **2003**)
- Alexandria Proclamation on Information Literacy and lifelong learning , in **2005** (Garner, **2006**)

Lifelong learning definition examples

[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)

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)

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

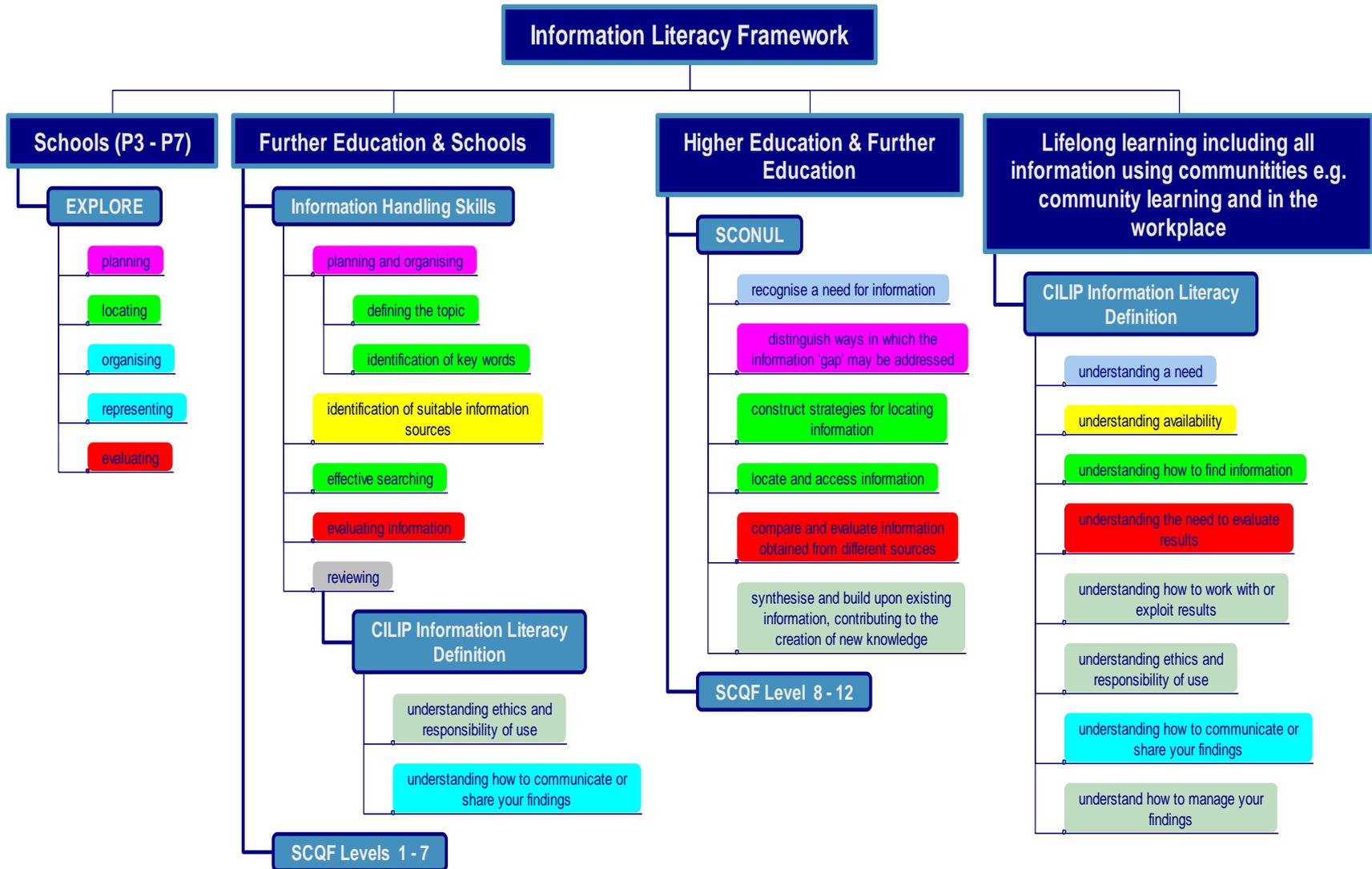
Information Literacy models & frameworks – examples

- 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)

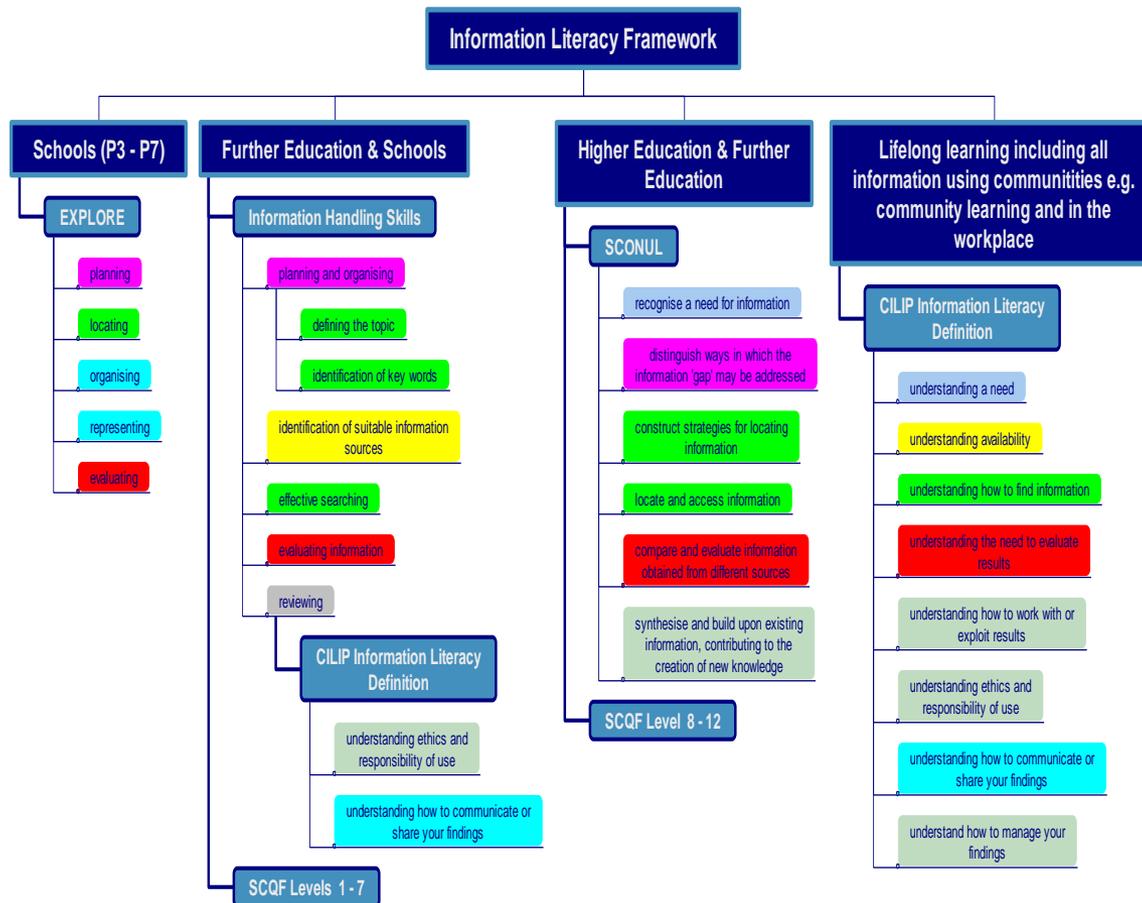
Individually they are:

- 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)



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

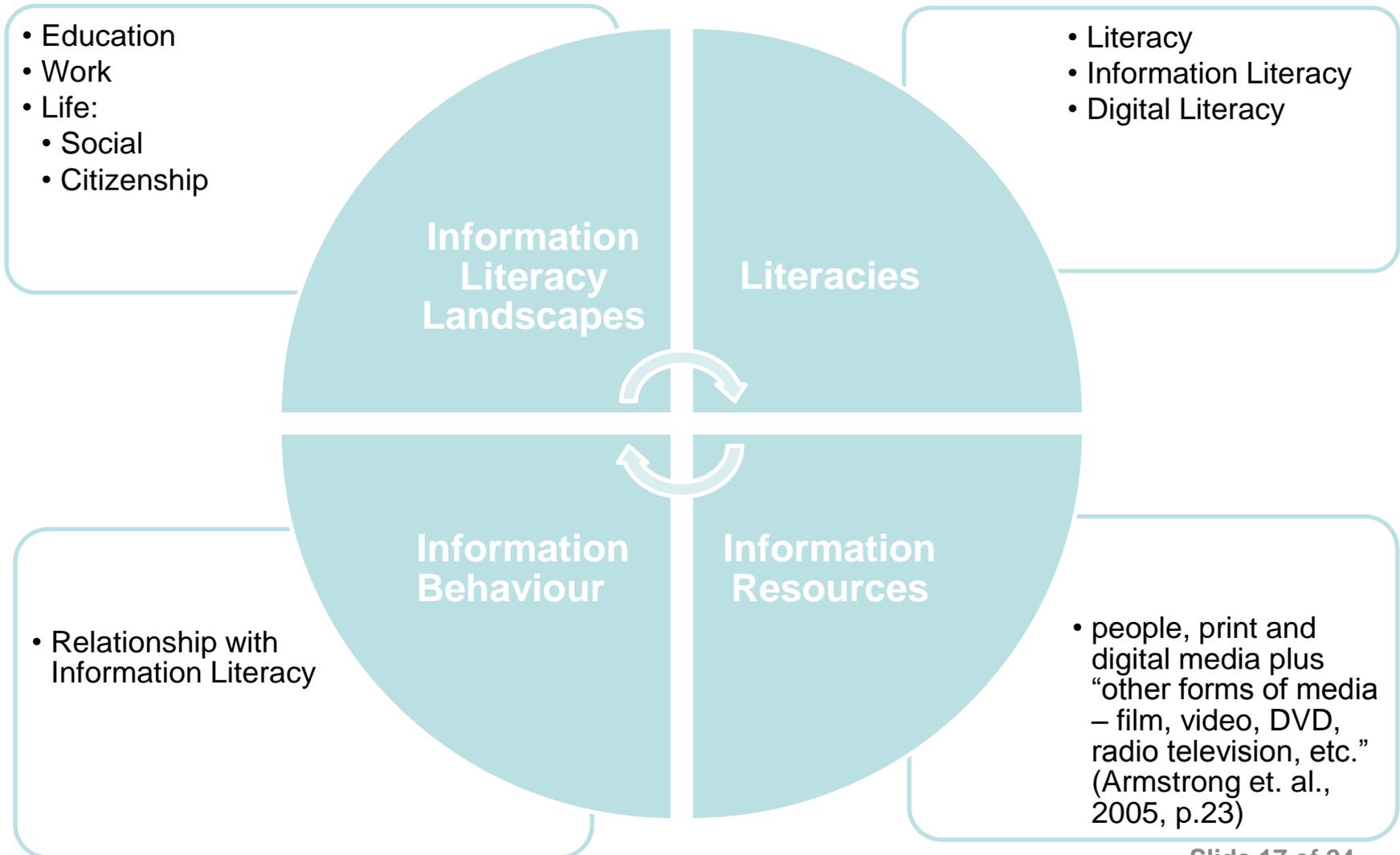


More comprehensive lifelong learning model required

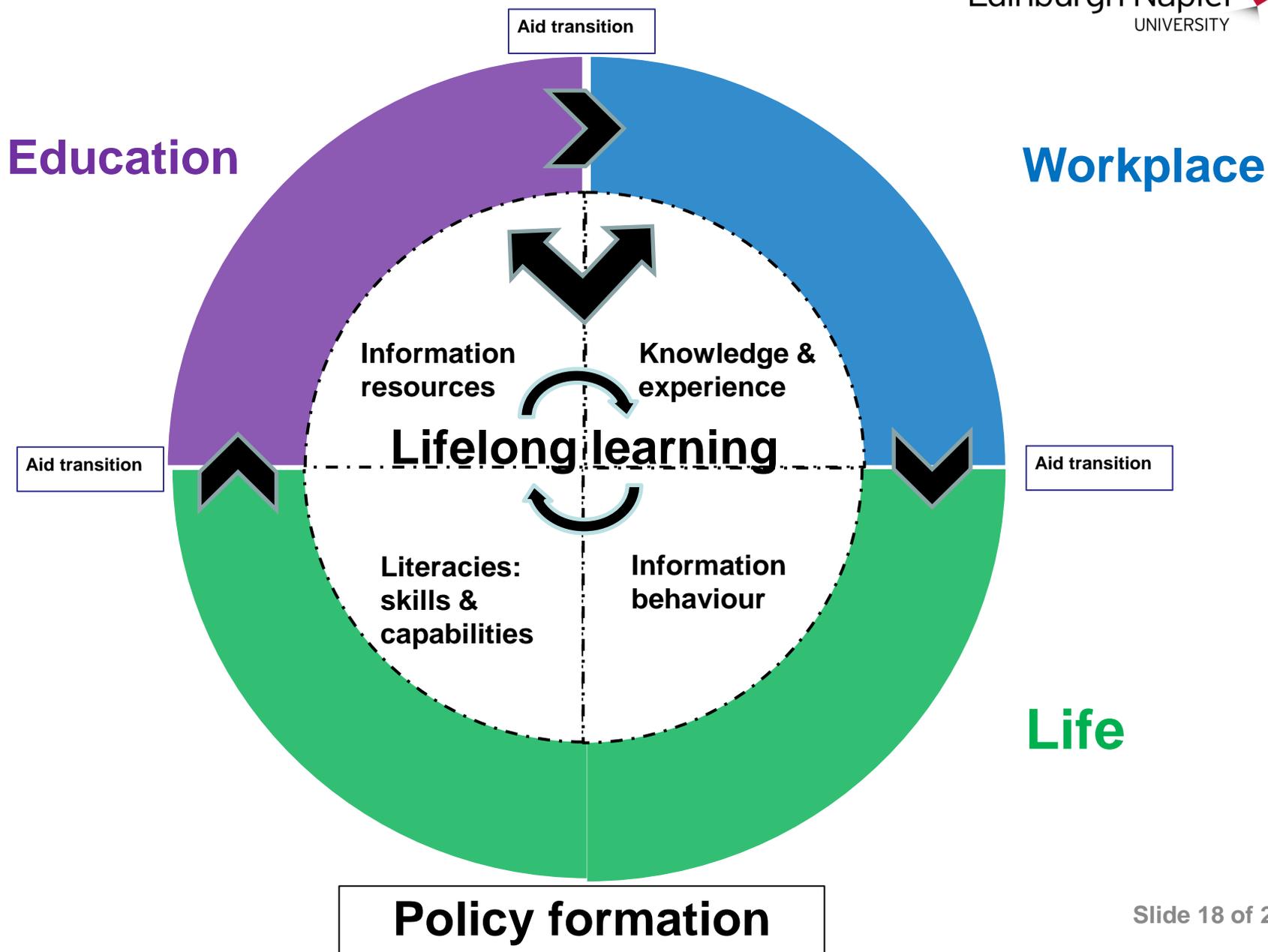
What is needed is a model:

- 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



Prototype model: work in progress



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