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
c.irving@napier.ac.uk
@CM_Irving

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

- 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 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

2004
- Jackson (2010)
- Webber & Johnston (2013)
- Goldstein (2014)

2004
- Bruce (1998)
- SCONUL (1999)

Workplace
- Workplace learning / Trade union education and learning

2004
- Bruce (1999)

2004
- Lloyd (2005)
- Foreman & Thomson (2009)
- Reedy, Mallett, & Soma (2013).

Life
- Health
- Civil rights: engagement in democracy / politics
- Refugees
- Homelessness

2004
- Muggleton & Ruthven (2012)
- Lloyd, Kennan, Thompson & Qayyum (2013)
- Smith (2014)

(Pre-) school
- Early years

2004
- Irving (2013)
- Williams, Wavell & Coles (2001)
- Pickard (2004)
- Shenton (2004)

Policy formation
- Arthur, Stewart, & Irving (2005)
• 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

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 …
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

- 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

Education

Workplace

Lifelong learning

Information resources
Knowledge & experience

Literacies: skills & capabilities
Information behaviour

Policy formation
References

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
c.irving@napier.ac.uk
@CM_Irving

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