Subject: Library and Information Science

Production of Courseware

e-Content for Post Graduate Courses

Paper No: 20 Media and Information Literacy

Module : 05 Information Literacy Standards: Foundations & Implications

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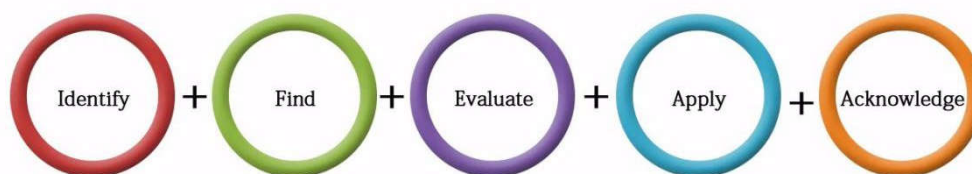| Description of Module	
Subject Name	Library and Information Science
Paper Name	20 Media and Information Literacy
Module Name/Title	Information Literacy Standards: Foundations & Implications
Module Id	**LIS/MIL-I/05**
Pre-requisites	
Objectives	Discuss the concept and theory of information literacy (IL) Explain the information literacy standards in terms of students learning Explain the main models of information literacy Plan an information literacy instruction programme for any given audience Plan and develop effective information literacy assignments Develop an assessment tool for their information literacy assignment IL models
Keywords	Information Literacy; IL; IL Standards; IL models; Swiss Standard; IL rubrics; SCONUL; IL Curriculum; IL instruction programme; ACRL standards

1. Information Literacy: Concept

Information literacy has become a survival skill for the contemporary society. It entails individuals who are skillful in the use of information.

Information is available through libraries, community resources, special interest organizations, media, and the Internet--and increasingly, information comes to individuals in unfiltered formats, raising questions about its authenticity, validity, and reliability. In addition, information is available through multiple media, including graphical, aural, and textual, and these pose new challenges for individuals in evaluating and understanding it. The uncertain quality and expanding quantity of information pose large challenges for society. The sheer abundance of information will not in itself create a more informed citizenry without a complementary cluster of abilities necessary to use information effectively. In such a scenario where we expect people to take informed decision independently, the relevance of IL increases many fold. Be it any kind of organization, association, profession and irrespective of gender, country, status, age and other social indicator, IL is and will remain an important dimension.

Information literacy (IL) is the term used to describe the efficient and competent handling of information. American Library Association (ALA) describes IL as is the ability to locate, evaluate and use information. It 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."

Fig. 1.1   **Attributes of an IL person**

It forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their

investigations, become more self-directed, and assume greater control over their own learning. An information literate individual is able to:

| Determine the extent of information needed | Access the needed information effectively and efficiently | Evaluate information and its sources critically | Incorporate selected information into one's knowledge base | Use information effectively to accomplish a specific purpose |

Fig. 1.2   **Attributes of an IL person**

IL makes people understand the issues surrounding the use of information, and access and use information ethically and legally.

Information literacy ranks among the most important key qualifications for success in study and profession in an information society. In higher education, information literacy is primarily promoted by libraries which have, in recent years, expanded on their original offers of library launches and research courses to meet the optimal placement of skills for the information society. Rockman rightly observes, "Information literacy is no longer just a library issue. It is the critical campus wide issue for the 21st century, of keen importance to all educational stakeholders, including faculty, librarians, and administrators".

2. Definitions of Information Literacy:

- *CILIP* have defined information literacy as "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."
- *SCONUL* define Information Literacy as: "Information literate people will demonstrate an awareness of how they gather, use, manage, synthesise and create information and data in an ethical manner and will have the information skills to do so effectively."
- *The Joint Information Services Committee (JISC)* uses the term i-skills to describe information literacy and IT skills. i-Skills are defined as: "the ability to identify, assess, retrieve, evaluate, adapt, organise and communicate information within an iterative context of review and reflection.

Fig. 2   IL lanscape

3. Information Literacy Models

Models represent the information-seeking process you go through when you are looking for information to answer questions, complete an assignment, or just explore something you're curious about. The process can be very direct and simple or it can be very complex—a lot depends on the questions you're trying to answer or the problem you need to solve. Models were developed to define information literacy and outline information seeking process (information problem solving process, the research process). They are like a roadmap for navigating through the information-seeking process . Sometimes we take one path, sometimes another—how we find, analyze and use information depends

on many things: including how we learn; the resources we have available; the task in our hands, and what we may already know about the topic.

There are several widely known models of IL that have been developed through research and evaluation. There are many similarities among the models. In fact, there is more agreement than disagreement amnog the models. Some well known Information Literacy models are: Kuhlthau-Information Seeking; Eisenberg & Berkowitz - The Big6 Skills; Irving-Information Skills; Pitts & Stripling - Research Process; New South Wales - Information Process; Loertscher - Information Literacy Model; Follett - Information Skills Model; Netsavy Model; Info Ohio - DIALOGUE Model; and SCONUL – Seven Pillars Model.

3.1 SCONUL 7 pillars of Information Literacy, Core Model for Higher Education:

This model has been used to build the Learning outcomes for Information and Research Skills. SCONUL (Society of College, National, and University Libraries) updated its original 7 pillars framework in April 2011 to account for the changing terminology and concepts surrounding information literacy. This new framework is student and outcome focused.

1. **Identify:** Able to identify a personal need for information
2. **Scope:** Can assess current knowledge and identify gaps
3. **Plan:** Can construct strategies for locating information and data
4. **Gather:** Can locate and access the information and data they need
5. **Evaluate:** Can review the research process and compare and evaluate information and data
6. **Manage:** Can organize information professionally and ethically
7. **Present:** Can apply the knowledge gained: presenting the results of their research, synthesizing new and old information and data to create new knowledge and disseminating it in a variety of ways.

SCONUL Seven Pillars Model for Information Literacy
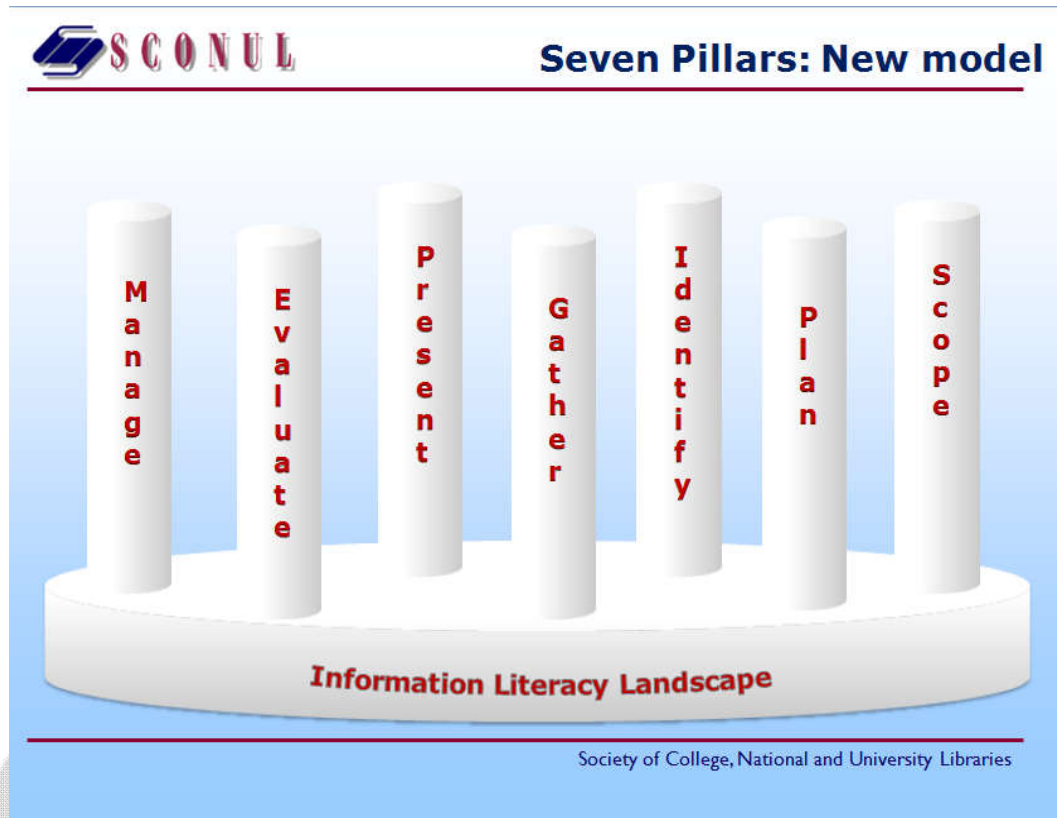© Society of College, National and University Libraries
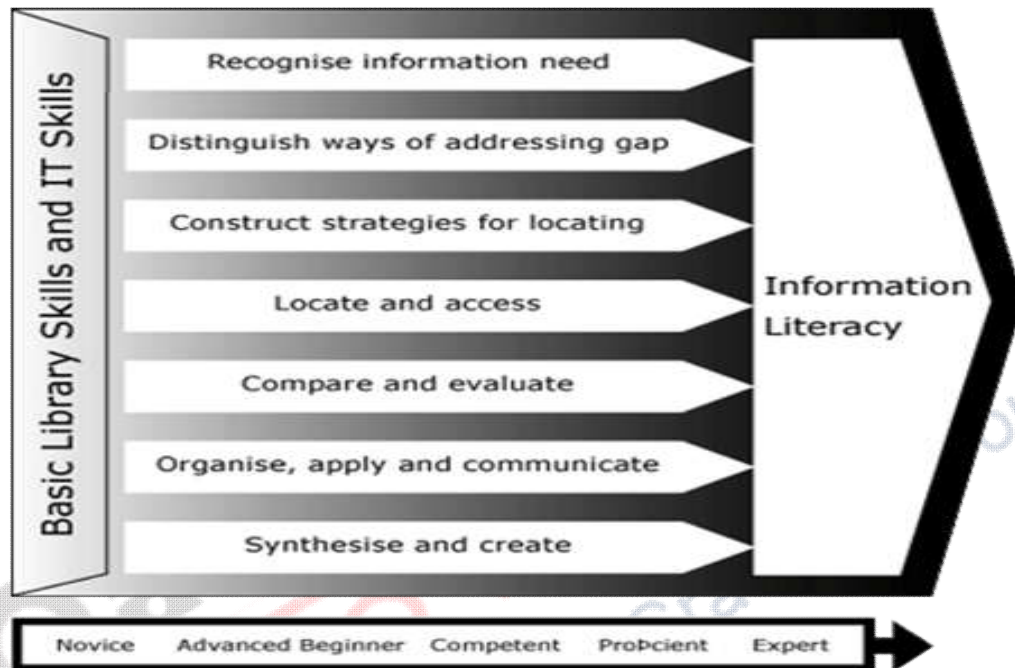
Fig. 3.1   **SCONUL 7 pillars IL, Core Model for Higher Education**
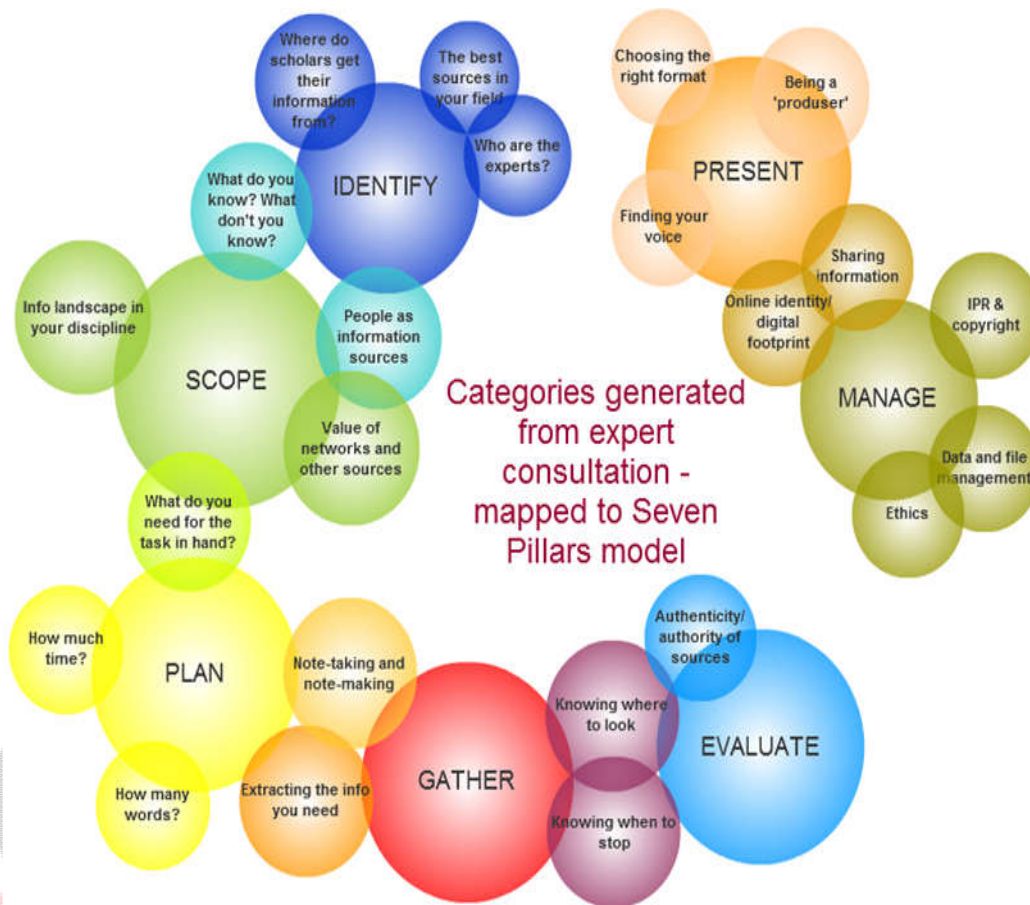
9

Fig. 3.2   **Skill and competencies associated with SCONUL 7 pillars IL model**

4. Information Literacy Standards:

Many definitions were made and models were created to define information literacy concept. The true challenge has been how to create an information literate society. One initiative to meet this challenge has been to develop IL standards. Standards have been developed through a cooperative and collaborative process that included representatives from all stakeholders. Information literacy standards established for different levels developed to be customized for the specific environment, translated into many other languages, contain performance indicators, can be used to frame curriculum objectives, learning outcomes and assessment criteria, and serve as guidelines for faculty, librarians, and others in developing IL programs. There is one standard for each expected skill. There are many (as many as needed) performance indicators for every standard. There are several expected results (outcomes) for each indicator. All students are expected to demonstrate all of the competencies, but not to the same level of proficiency or at the same speed. Some disciplines may place greater emphasis on the mastery

of certain competencies. US - Information Literacy Standards for Student Learning (K-12) – AASL & AECT, 1998; US - Information Literacy Competency Standards for Higher Education – ACRL, 2000; Australia & New Zealand - Information Literacy Framework: principles, standards and practice. ANZIIL & CAUL, 2004; and International standards – IFLA, 2006 are some of the IL standards implemented and practised.

4.1 UNESCO IL Standard

4.2 Swiss Standards for Information Literacy

The Swiss standards and the associated competency grid enable consistent placement and promotion of IL at the various universities. They provide guidance in the design of courses and course offerings and enable the development of compatible university cross-training concepts. These standards support the collaboration between library staff and faculty of various disciplines and facilitate agreements between libraries and university administration. This shows that information literacy can be understood as an interaction of different sub-competencies and various models of information literacy emphasize this aspect by presenting a procedural sequence of sub-competencies. Despite some wide-spread definitions there is however no generally accepted understanding of

information literacy. Reasons for this are the interdisciplinary nature of the mediated skills as well as strong connections to neighboring interdisciplinary skills such as media literacy.

With the UNESCO definition as a base, the Swiss standards were developed using the "Australian and New Zealand Information Literacy Framework" of the Australian and New Zealand Institute for Information Literacy ANZIIL (Bundy 2004) and the internationally established "Information Literacy Competency Standards for Higher Education" of the American Association of College and Research Libraries (ACRL 2000). Studies of recent years have shown that information literacy must be fully understood and must not be restricted to the use of library tools (Leibniz-Informations-zentrum Wirtschaft 2011, Madray 2007). Specifically the aspects of "Use of Information" and "Responsibility to Information" have moved to the foreground and win academic importance. The inclusion of these aspects in existing concepts of IL was timely and included the development of six standards accordingly. Through the formulation of the new standards content could be simultaneously adjusted to the culture of the Swiss audience. Taking into account the three linguistic cultures (German, French, Italian) the developed concepts were limited to the essentials. Thus, the content for all three cultures remain understandable and experience a wider acceptance and implementation Standards can be regarded as generally recognized objectives, which are formulated on an abstract level and describe an area of competence in few words. For teaching purposes, standards need to be supplemented by a more detailed description of skills required by specific target groups.

With a modular grid including skills on three levels (beginner, advanced, expert) the necessary specifications for different environments were realized. The level "Beginners" describes the skills needed for a first year student, while the level "Advanced" focuses on the skills needed for students at the transition from bachelor to masters. The "Expert" level is aimed at students who pursue further scientific work in research or industry. The competency grid is to be used in accordance with its modular design; the corresponding requirements may be, depending on the context, configured differently and may require different prioritization.

The IL requirements for a student of jurisprudence are different to those of a student of electrical engineering. The present Swiss standards for IL at Swiss universities are to be understood as a common basis for the recommendation and implementation of IL into the programs at universities.

Subject-specific integration into study programmes and courses is essential for the successful placement and promotion of IL. The competency grid is a horizontally and vertically coordinated approach of broad objectives of the information literacy and can be directly used for the development of individual lessons or teaching modules and performance checks. Each of the six standards includes three to four learning objectives that can be prepared and detailed in accordance with the technical requirements of the competency grid. The Competency Grid Guide explains what knowledge is expected at the three levels. Since no subject-specific features are included in the competency grid, a technical adjustment is recommended.

In the information society, IL is regarded as one of the most important skills for success in study and work. To achieve consistency in the impartation and promotion of information literacy at Swiss universities, the project "Information Literacy at Swiss Universities" developed the Swiss Standards of Information Literacy. These six standards were supplemented by related learning objectives (course objectives).

Standard One: The information literate person recognises the need for information and determines the nature and extent of the information needed
Need   The information literate person

• defines and articulates the information need referring to a defined purpose
• understands the purpose, scope, and appropriateness of a variety of information sources
• selects and uses diverse sources of information to inform decisions

Standard Two: The information literate person finds needed information effectively and efficiently

Retrieval   The information literate person
• selects efficient methods or tools for finding information
• constructs and implements effective search strategies
• obtains information using appropriate methods

Standard Three: The information literate person critically evaluates information and the information seeking process

Assessment   The information literate person
• defines and applies criteria for evaluating information
• assesses the usefulness of the information obtained
• re-evaluates the nature and extent of the information need
• reflects on the information seeking process and revises search strategies as necessary

Standard Four: The information literate person manages and shares information collected or generated

Organisation The information literate person
• records information selected and its sources
• organises, classifies, and stores information using appropriate methods

• shares information with others
• keeps up to date with information sources, information technologies, and investigative methods

Standard Five: The information literate person applies prior and new information to accomplish a specific purpose

<u>Application</u>   The information literate person
•applies new and prior information to the creation of new knowledge or a particular product
• communicates the new knowledge or product effectively to others
• revises the creation and communication process of knowledge or product

Standard Six: The information literate person acts as a responsible member of the information society

<u>Responsibility</u>   The information literate person
• Acknowledges cultural, ethical, and socioeconomic issues related to the use of information
• Conforms with conventions and etiquette related to the use of information
• Legally obtains, stores, and disseminates all kinds of information

4.3 The Nine Information Literacy Standards for Student Learning

From: Information Power: Building Partnerships for Learning By the American Association of School Librarians and the Association for Educational Communications Technology.

<u>**Information Literacy**</u>

Standard 1: The student who is information literate accesses information efficiently and effectively.

Standard 2: The student who is information literate evaluates information critically and competently.

Standard 3: The student who is information literate uses information accurately and creatively.

<u>**Independent Learning**</u>

Standard 4: The student who is an independent learner is information literate and pursues information related to personal interests.

Standard 5: The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.

14

Standard 6: The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.

Social Responsibility

Standard 7: The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.

Standard 8: The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.

Standard 9: The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.

5. LIBRARY'S ROLE IN IL INSTRUCTION

In higher education, the role of library instruction is to create life-long learners, and the path to that goal is through information literacy skills. Two goals of information literacy instruction are to teach students how to learn and how to become independent learners. Librarians have offered many names for library instruction, including bibliographic instruction. In recent years, library instruction is referred to as "information literacy" instruction. Whatever the name, the core concerns are the access and use of information.

Grassian and Kaplowitz report a long list of methods for library instruction in IL including signage, maps, site maps, kiosks, guided tours, self-guided tours, virtual tours, exhibits, flipcharts, blackboards, whiteboards, overhead transparencies, presentation slide shows, slides/tapes and videotapes, point-of-use guides, pathfinders, exercises, computer assisted instruction, reference questions, individual research consultations, course-integrated or standalone one-shot group sessions, formal courses, discussion boards, chat, e-mail/ listservs, and web pages/sites.

A successful program of library instruction will incorporate online databases (both OPAC and subscription databases) and the World Wide Web. The goal here is to make the students active participants in the library instruction, rather than mere passive listeners. In this regard, the library acts as a facilitator, enabling the students to foster their own information literacy. In turn, information literacy, thus achieved, provides two advantages to the host institution. Subjectively, it promotes a learning-centered environment for the students. Objectively, it provides measurable, quantifiable data for the institution to gauge its goals and thereby meet accreditation criteria. The instructional librarian should make use of available technology to help students identify search terms. The librarian can ask the students to use the abstracts from the citations to find broader and narrower search terms (and solicit suggestions from the class), and then point out how the results differ depending on the search terms entered. The students can be divided into groups and then asked to differentiate between a website and a journal article. Secondly, the librarian can instruct the groups to distinguish between a

magazine article and a scholarly journal article. Finally, the librarian can assign the students the task of using Library of Congress subject headings to find primary sources on the Web.

In academic libraries, the Information Literacy Competency Standards for Higher Education are the professional standards that guide the practice of information literacy instruction. Developed by the Association of College and Research Libraries (ACRL) in 2000 and endorsed by the American Association for Higher Education (AAHE) and the Council of Independent Colleges, these standards offer guidance to librarians who plan to deliver and assess information literacy instruction to students.

6. Information Literacy Competency Standards for Higher Education:

Use of the Standards

Information Literacy Competency Standards for Higher Education provides a framework for assessing the information literate individual. It also extends the work of the American Association of School Librarians Task Force on Information Literacy Standards, thereby providing higher education an opportunity to articulate its information literacy competencies with those of K-12 so that a continuum of expectations develops for students at all levels. The competencies presented here outline the process by which faculty, librarians and others pinpoint specific indicators that identify a student as information literate.

Students also will find the competencies useful, because they provide students with a framework for gaining control over how they interact with information in their environment. It will help to sensitize them to the need to develop a metacognitive approach to learning, making them conscious of the explicit actions required for gathering, analyzing, and using information. All students are expected to demonstrate all of the competencies described in this document, but not everyone will demonstrate them to the same level of proficiency or at the same speed.

Furthermore, some disciplines may place greater emphasis on the mastery of competencies at certain points in the process, and therefore certain competencies would receive greater weight than others in any rubric for measurement. Many of the competencies are likely to be performed recursively, in that the reflective and evaluative aspects included within each standard will require the student to return to an earlier point in the process, revise the information-seeking approach, and repeat the same steps.

To implement the standards fully, an institution should first review its mission and educational goals to determine how information literacy would improve learning and enhance the institution's effectiveness. To facilitate acceptance of the concept, faculty and staff development is also crucial.

16

7. INFORMATION LITERACY PRACTICES

ACRL Information Literacy: Standards, Performance Indicators, Outcomes with Objectives and Practices Old Dominion University (ODU)

Standards, Performance Indicators, and Outcomes

Standard One

The information literate student determines the nature and extent of the information needed.

Performance Indicators:

1. The information literate student defines and articulates the need for information.

    Outcomes Include:
    a. Confers with instructors and participates in class discussions, peer workgroups, and electronic discussions to identify a research topic, or other information need
    b. Develops a thesis statement and formulates questions based on the information need
    c. Explores general information sources to increase familiarity with the topic
    d. Defines or modifies the information need to achieve a manageable focus
    e. Identifies key concepts and terms that describe the information need
    f. Recognizes that existing information can be combined with original thought, experimentation, and/or analysis to produce new information

2. The information literate student identifies a variety of types and formats of potential sources for information.

    Outcomes Include:
    a) Knows how information is formally and informally produced, organized, and disseminated.
    b) Recognizes that knowledge can be organized into disciplines that influence the way information is accessed
    c) Identifies the value and differences of potential resources in a variety of formats (e.g., multimedia, database, website, data set, audio/visual, book)
    d) Identifies the purpose and audience of potential resources (e.g., popular vs. scholarly, current vs. historical)
    e) Differentiates between primary and secondary sources, recognizing how their use and importance vary with each discipline
    f) Realizes that information may need to be constructed with raw data from primary sources

17

3.   The information literate student considers the costs and benefits of acquiring the needed information.

Outcomes Include:
      a) Determines the availability of needed information and makes decisions on broadening the information seeking process beyond local resources (e.g., interlibrary loan; using resources at other locations; obtaining images, videos, text, or sound)
      b) Considers the feasibility of acquiring a new language or skill (e.g., foreign or discipline based) in order to gather needed information and to understand its context
      c) Defines a realistic overall plan and timeline to acquire the needed information

4. The information literate student reevaluates the nature and extent of the information need.

Outcomes Include:
      a) Reviews the initial information need to clarify, revise, or refine the question
      b) Describes criteria used to make information decisions and choices

Standard Two
The information literate student accesses needed information effectively and efficiently.

Performance Indicators:
      a) The information literate student selects the most appropriate investigative methods or information retrieval systems for accessing the needed information.

Outcomes Include:
      a. Identifies appropriate investigative methods (e.g., laboratory experiment, simulation, fieldwork)
      b. Investigates benefits and applicability of various investigative methods
      c. Investigates the scope, content, and organization of information retrieval systems
      d. Selects efficient and effective approaches for accessing the information needed from the investigative method or information retrieval system

1. The information literate student constructs and implements effectively designed search strategies.

Outcomes Include:

a) Develops a research plan appropriate to the investigative method
b) Identifies keywords, synonyms and related terms for the information needed
c) Selects controlled vocabulary specific to the discipline or information retrieval source
d) Constructs a search strategy using appropriate commands for the information retrieval system selected (e.g., Boolean operators, truncation, and proximity for search engines; internal organizers such as indexes for books)
e) Implements the search strategy in various information retrieval systems using different user interfaces and search engines, with different command languages, protocols, and search parameters
f) Implements the search using investigative protocols appropriate to the discipline

2. The information literate student retrieves information online or in person using a variety of methods.

Outcomes Include:
a. Uses various search systems to retrieve information in a variety of formats
b. Uses various classification schemes and other systems (e.g., call number systems or indexes) to locate information resources within the library or to identify specific sites for physical exploration
c. Uses specialized online or in person services available at the institution to retrieve information needed (e.g., interlibrary loan/document delivery, professional associations, institutional research offices, community resources, experts and practitioners)
d. Uses surveys, letters, interviews, and other forms of inquiry to retrieve primary information

3. The information literate student refines the search strategy if necessary.

Outcomes Include:
a. Assesses the quantity, quality, and relevance of the search results to determine whether alternative information retrieval systems or investigative methods should be utilized
b. Identifies gaps in the information retrieved and determines if the search strategy should be revised
c. Repeats the search using the revised strategy as necessary

4. The information literate student extracts, records, and manages the information and its sources.
Outcomes Include:

a. Selects among various technologies the most appropriate one for the task of extracting the needed information (e.g., copy/paste software functions, photocopier, scanner, audio/visual equipment, or exploratory instruments)
b. Creates a system for organizing the information
c. Differentiates between the types of sources cited and understands the elements and correct syntax of a citation for a wide range of resources
d. Records all pertinent citation information for future reference
e. Uses various technologies to manage the information selected and organized

Standard Three

The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.

Performance Indicators:

1. The information literate student summarizes the main ideas to be extracted from the information gathered.

Outcomes Include:

a. Reads the text and selects main ideas
b. Restates textual concepts in his/her own words and selects data accurately
c. Identifies verbatim material that can be then appropriately quoted

2. The information literate student articulates and applies initial criteria for evaluating both the information and its sources.

Outcomes Include:

a. Examines and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias
b. Analyzes the structure and logic of supporting arguments or methods
c. Recognizes prejudice, deception, or manipulation
d. Recognizes the cultural, physical, or other context within which the information was created and understands the impact of context on interpreting the information

3. The information literate student synthesizes main ideas to construct new concepts.

Outcomes Include:

a. Recognizes interrelationships among concepts and combines them into potentially useful primary statements with supporting evidence
b. Extends initial synthesis, when possible, at a higher level of abstraction to construct new hypotheses that may require additional information
c. Utilizes computer and other technologies (e.g. spreadsheets, databases, multimedia, and audio or visual equipment) for studying the interaction of ideas and other phenomena

4. The information literate student compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.

Outcomes Include:

a. Determines whether information satisfies the research or other information need
b. Uses consciously selected criteria to determine whether the information contradicts or verifies information used from other sources
c. Draws conclusions based upon information gathered
d. Tests theories with discipline-appropriate techniques (e.g., simulators, experiments)
e. Determines probable accuracy by questioning the source of the data, the limitations of the information gathering tools or strategies, and the reasonableness of the conclusions
f. Integrates new information with previous information or knowledge
g. Selects information that provides evidence for the topic

5. The information literate student determines whether the new knowledge has an impact on the individual's value system and takes steps to reconcile differences.

Outcomes Include:

a. Investigates differing viewpoints encountered in the literature
b. Determines whether to incorporate or reject viewpoints encountered

6. The information literate student validates understanding and interpretation of the information through discourse with other individuals, subject-area experts, and/or practitioners.

Outcomes Include:

a. Participates in classroom and other discussions
b. Participates in class-sponsored electronic communication forums designed to encourage discourse on the topic (e.g., email, bulletin boards, chat rooms)
c. Seeks expert opinion through a variety of mechanisms (e.g., interviews, email, listservs)

7. The information literate student determines whether the initial query should be revised.

Outcomes Include:

　　a. Determines if original information need has been satisfied or if additional information is needed

　　b. Reviews search strategy and incorporates additional concepts as necessary

　　c. Reviews information retrieval sources used and expands to include others as needed

Standard Four

The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.

Performance Indicators:

The information literate student applies new and prior information to the planning and creation of a particular product or performance.

Outcomes Include:

a. Organizes the content in a manner that supports the purposes and format of the product or performance (e.g. outlines, drafts, storyboards)

b. Articulates knowledge and skills transferred from prior experiences to planning and creating the product or performance

c. Integrates the new and prior information, including quotations and paraphrasings, in a manner that supports the purposes of the product or performance

d. Manipulates digital text, images, and data, as needed, transferring them from their original locations and formats to a new context

The information literate student revises the development process for the product or performance.

Outcomes Include:

e. Maintains a journal or log of activities related to the information seeking, evaluating, and communicating process

f. Reflects on past successes, failures, and alternative strategies

The information literate student communicates the product or performance effectively to others.

Outcomes Include:

g. Chooses a communication medium and format that best supports the purposes of the product or performance and the intended audience

h. Uses a range of information technology applications in creating the product or performance
i. Incorporates principles of design and communication
j. Communicates clearly and with a style that supports the purposes of the intended audience

Standard Five

The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

Performance Indicators:

1. The information literate student understands many of the ethical, legal and socio-economic issues surrounding information and information technology.

Outcomes Include:

a. Identifies and discusses issues related to privacy and security in both the print and electronic environments
b. Identifies and discusses issues related to free vs. fee-based access to information

Objectives:

1. Demonstrates an understanding that not all information on the Web is free, i.e., some Web-based databases require users to pay a fee or to subscribe in order to retrieve full text or other content.
2. Demonstrates awareness that the library pays for access to databases, information tools, full-text resources, etc., and may use the Web to deliver them to its clientele.
3. Describes how the terms of subscriptions or licenses may limit their use to a particular clientele or location.
4. Describes the differences between the results of a search using a general Web search engine (e.g., Yahoo, Google) and a library-provided tool (e.g., Web-based article index, full-text electronic journal, Web-based library catalog).

c. Identifies and discusses issues related to censorship and freedom of speech

d. Demonstrates an understanding of intellectual property, copyright, and fair use of copyrighted material

2. The information literate student follows laws, regulations, institutional policies, and etiquette related to the access and use of information resources.

Outcomes Include:

a. Participates in electronic discussions following accepted practices (e.g. "Netiquette")
b. Uses approved passwords and other forms of ID for access to information resources
c. Complies with institutional policies on access to information resources
d. Preserves the integrity of information resources, equipment, systems and facilities
e. Legally obtains, stores, and disseminates text, data, images, or sounds
f. Demonstrates an understanding of what constitutes plagiarism and does not represent work attributable to others as his/her own
g. Demonstrates an understanding of institutional policies related to human subjects research

3. The information literate student acknowledges the use of information sources in communicating the product or performance.

Outcomes Include:

a. Selects an appropriate documentation style and uses it consistently to cite sources

Objective:

1. Describes how to use a documentation style to record bibliographic information from an item retrieved through research.
2. Identifies citation elements for information sources in different formats (e.g., book, article, television program, Web page, and interview).
3. Demonstrates an understanding that there are different documentation styles, published or accepted by various groups (1).
4. Demonstrates an understanding that the appropriate documentation style may vary by discipline (e.g., MLA for English, University of Chicago for history, APA for psychology, CBE for biology)
5. Describes when the format of the source cited may dictate a certain citation style.
6. Uses correctly and consistently the citation style appropriate to a specific discipline.
7. Locates information about documentation styles either in print or electronically, e.g., through the library's Web site.
8. Recognizes that consistency of citation format is important, especially if a course instructor has not required a particular style

b. Posts permission granted notices, as needed, for copyrighted material

8. Information Literacy Rubrics

Academic librarians should explore new approaches to the assessment of information literacy skills. Satisfaction surveys and input/output measures do not provide librarians with adequate

information about what students know and can do. Standardized multiple-choice tests and large-scale performance assessments also fail to provide the data librarians need to improve instruction locally. Librarians, facing accountability issues and possessing the desire to improve student learning, require a new approach to library instruction assessment. Applying rubrics to assessment of research skills and information literacy efforts is fairly new in academic libraries. There is a selection of studies reporting the use of rubrics to assess components of information literacy.

Rubrics are "descriptive scoring schemes" created by educators to guide analysis of student work. They are usually employed when educators must judge the quality of performances or constructed-response items and can be used across a broad range of subjects. Haffner writes, "In the educational literature and among the teaching and learning practitioners, the word 'rubric' is understood generally to connote a simple assessment tool that describes levels of performance on a particular task and is used to assess outcomes in a variety of performance-based contexts from kindergarten through college. Rubric assessment may be a good match for library instruction assessment needs. It is well suited to measure student learning outcomes, especially those that focus on higher-level thinking skills. Rubrics can be developed that are both general enough to be shared by multiple groups but yet analytic enough to apply to specific instructional activities.

9. INFORMATION LITERACY CURRICULUM OUTLINE
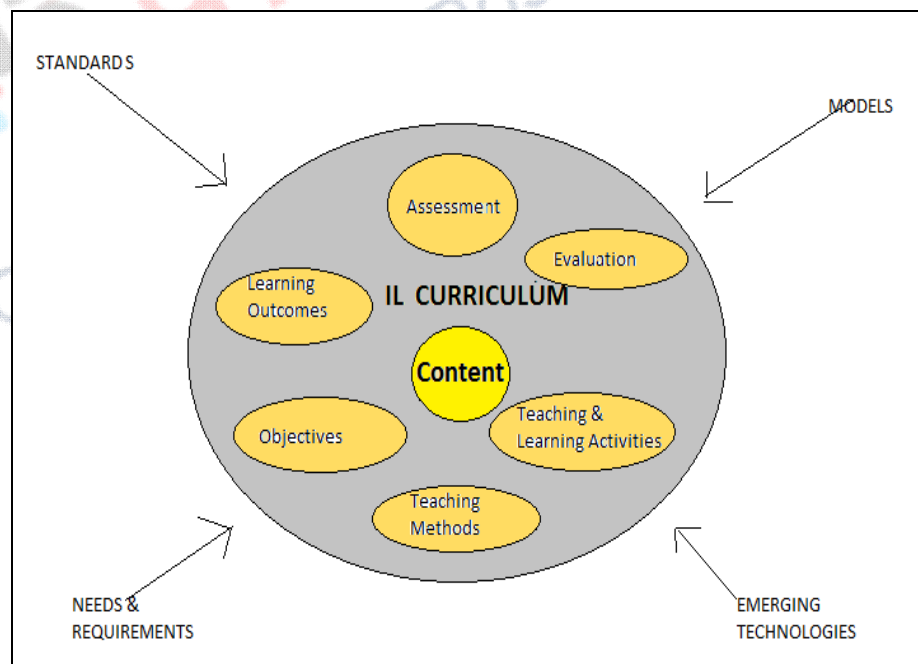
10. SUMMARY

ISO (International Organization for Standardization) defines a standard as a document that provides requirements, specifications, guidelines or characteristics that can be used consistently to ensure that materials, products, processes and services are fit for their purpose. International Standards bring technological, economic and societal benefits. According to The British Standards Institution (BSI) a standard is an agreed way of doing something. It could be about making a product, managing a process, delivering a service or supplying materials – standards can cover a huge range of activities undertaken by organizations and used by their customers. BSI equates standards to the distilled wisdom of people with expertise in their subject matter and who know the needs of the organizations they represent. The IL standards take us a step ahead where we discuss the optimal use of information for enhancing personal as well as societal productivity and efficiency.

Information literacy seeks to provide students with the knowledge, access, evaluation, use, and ethics of information sources. The outcomes attached to Literacy Standards are achievable partially by a well constructed program of library instruction, and the online delivery of resources will play an increasing role in this process. Library instruction alone, however, cannot guarantee information literacy. This goal is dependent on the cooperation of the parent institution, faculty, library staff, and most of all, the individual student.

IL models and standards serve as guidelines for developing information literacy curriculum, and can be used to frame curriculum objectives; learning outcomes; course content; and assessment criteria. If implemented and followed systematically, IL standards can make the students, professionals and the citizens at large as global citizens who can lead us to information society as they are equpped with self-confidence, skills, competencies, better decision makers, more aware with clarity of mind.

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