



TOOLS FOR LIFELONG LEARNING

using information literacy

librarian Lenuta URSACHI

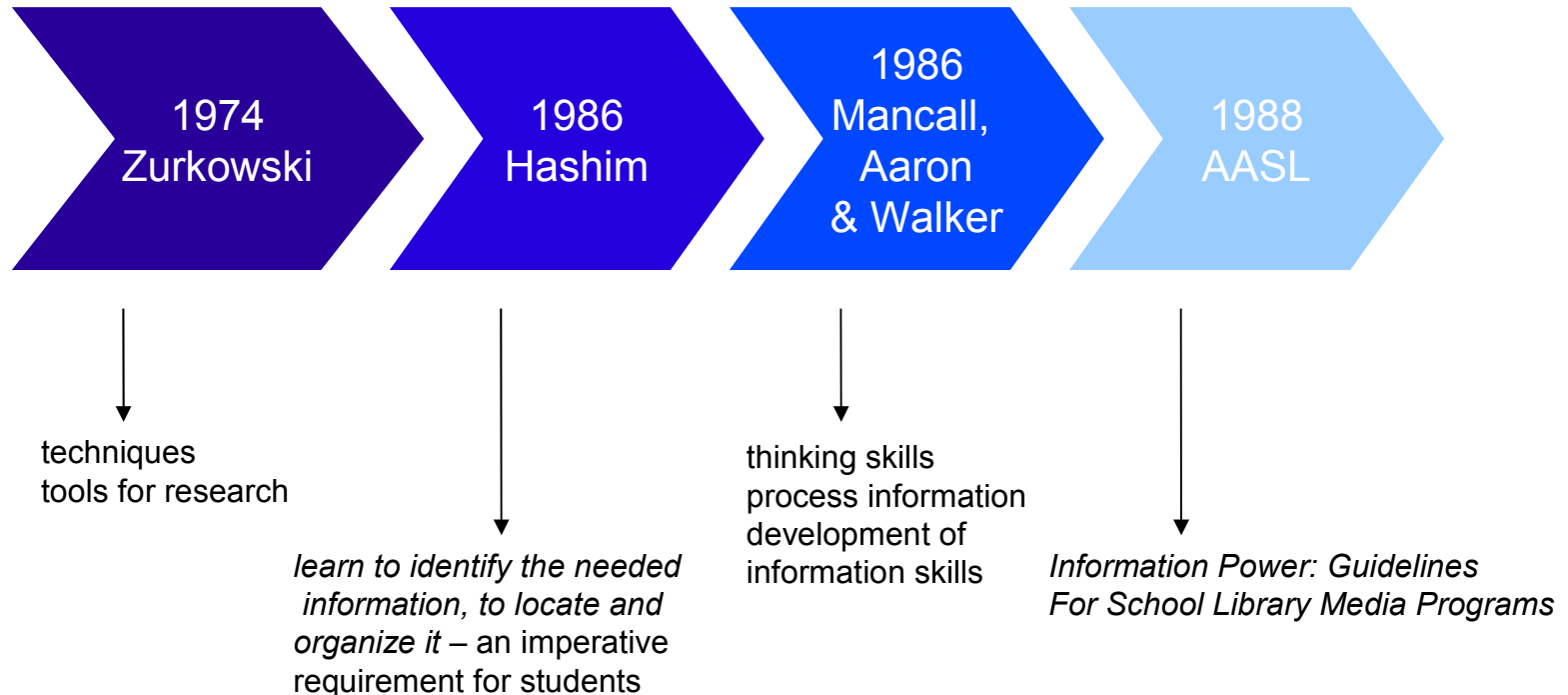
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Dunarea de Jos University of Galati

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2. APPROACHES ON IL STANDARDS
3. THEORIES REGARDING IL
4. IL MODELS
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5. CONCLUSIONS

1. HISTORY OF THE IL CONCEPT



AASL – American Association of School Librarians

1. HISTORY OF THE IL CONCEPT

2003 – International Conference, Prague
IL-part of human rights of lifelong learning

1998 – AASL & AECT
Information Power: Building Partnership for Learning

1996 – Jeremy Saphiro & Shelley Hughes
computer working, access information and reflect critically

1992 – Doyle
obtain, evaluate and use information from various sources

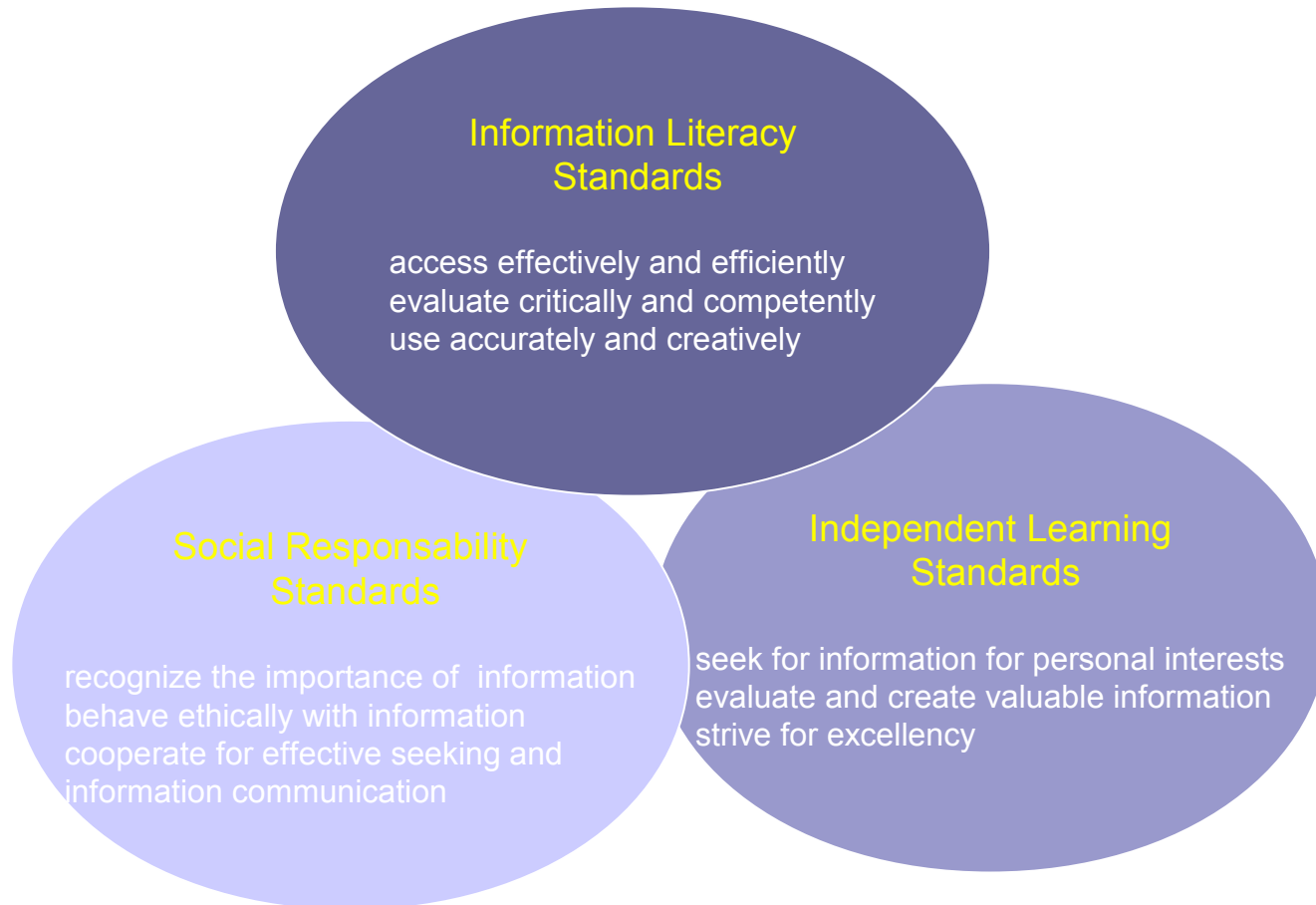
1989 – ALA
understand, select, formulate, analyze and use

ALA – American Library Association

AASL – American Association of School Librarians

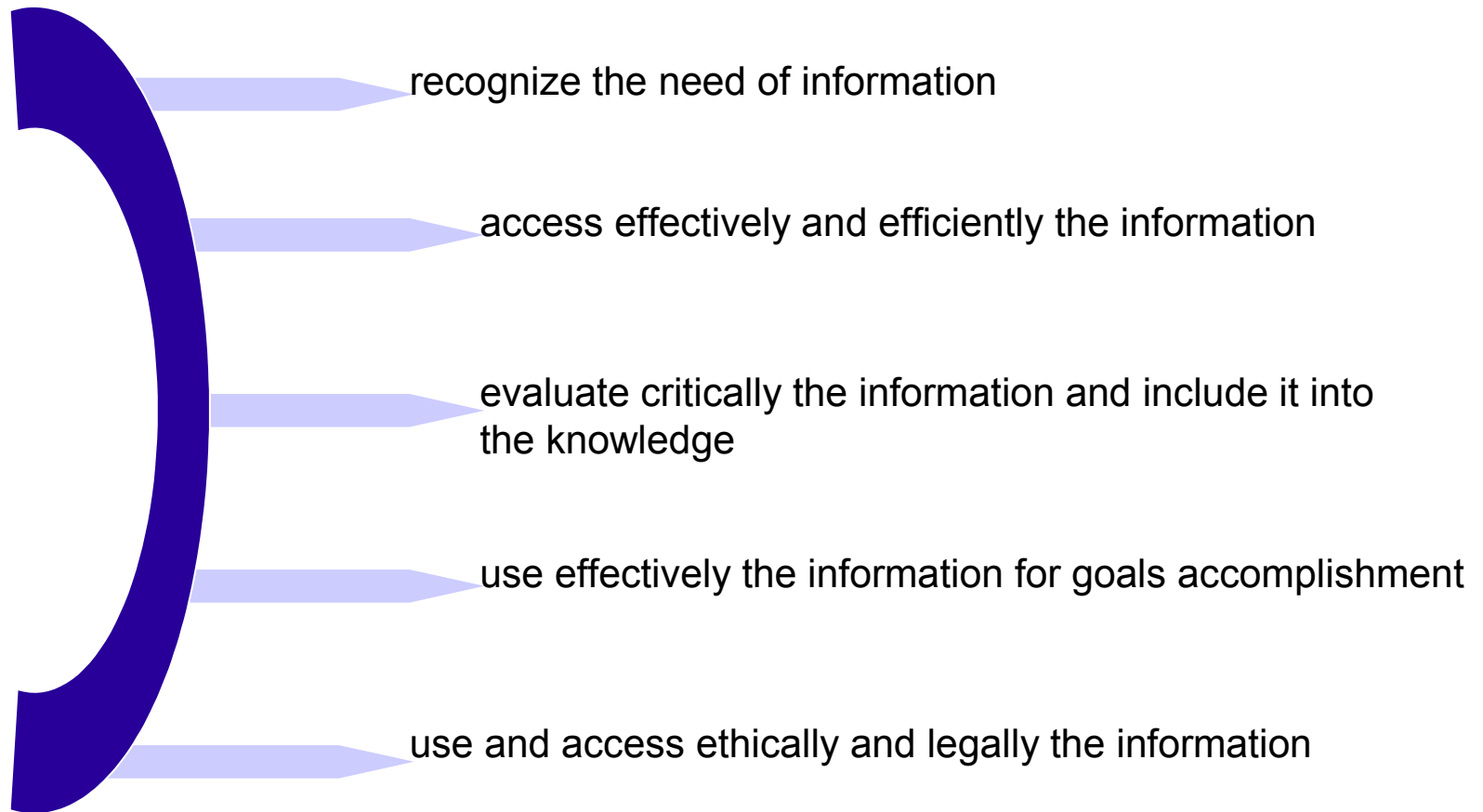
AECT – Association for Educational Communications and Technology

2. APPROACHES ON IL STANDARDS



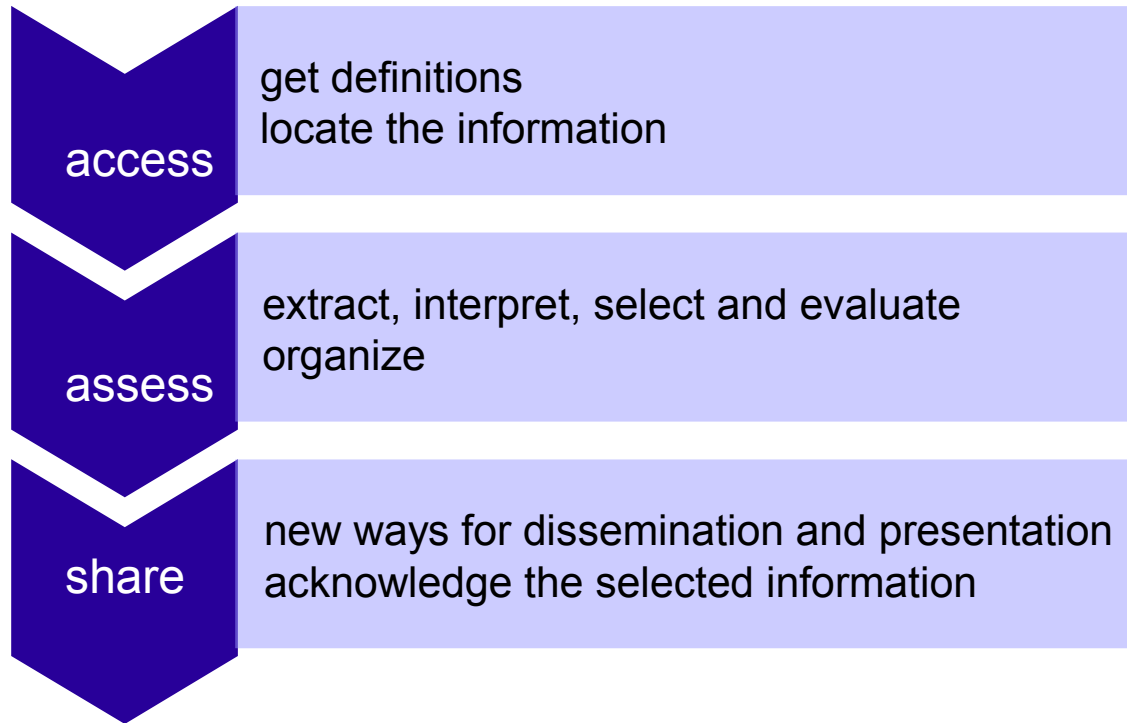
AASL (1998). *Information Literacy Standards for Student Learning*

2. APPROACHES ON IL STANDARDS



ALA (2000). *Information Literacy Competency Standards for Higher Education*

2. APPROACHES ON IL STANDARDS



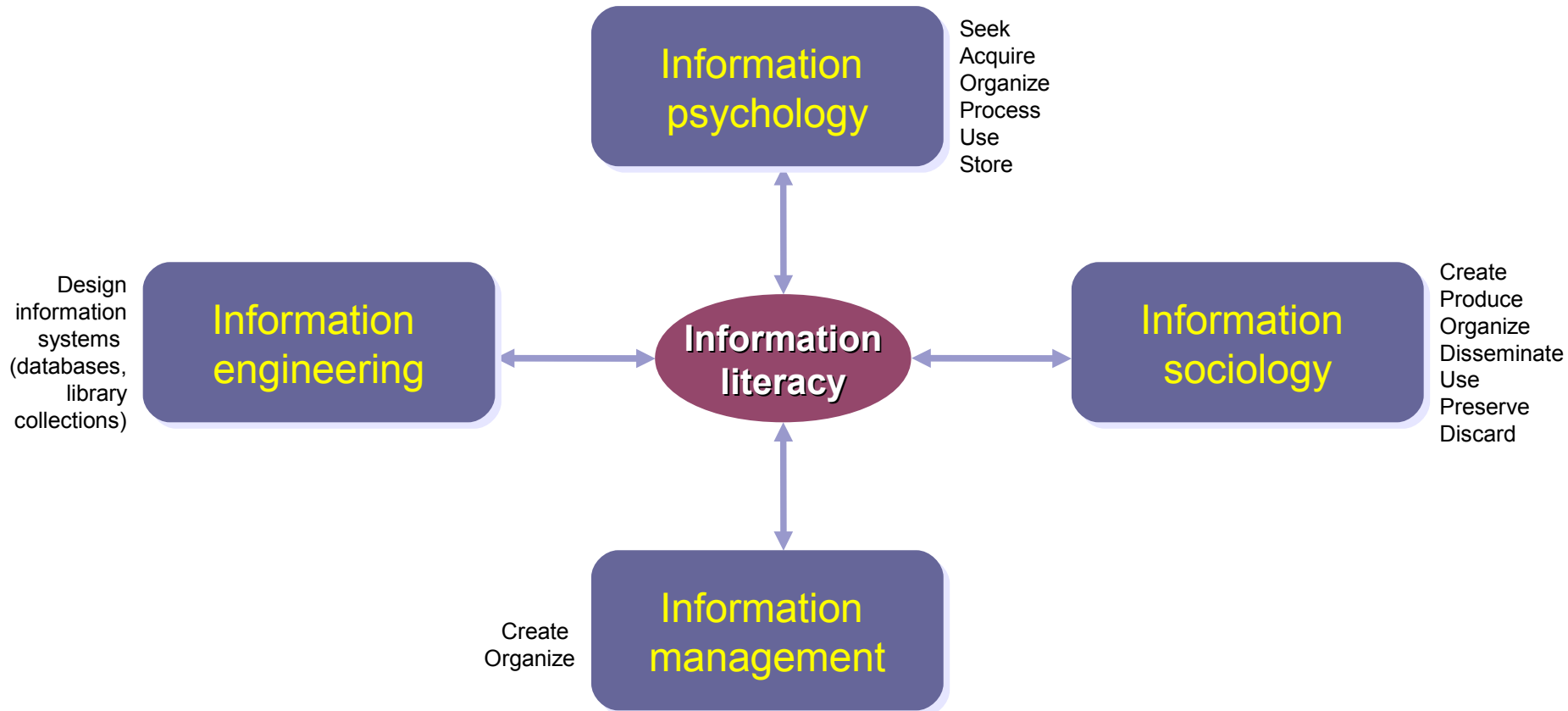
IFLA (2006). Guidelines on *Information Literacy for Lifelong Learning*

2. APPROACHES ON IL STANDARDS

AASL (2008)
21st Century Learner Standards

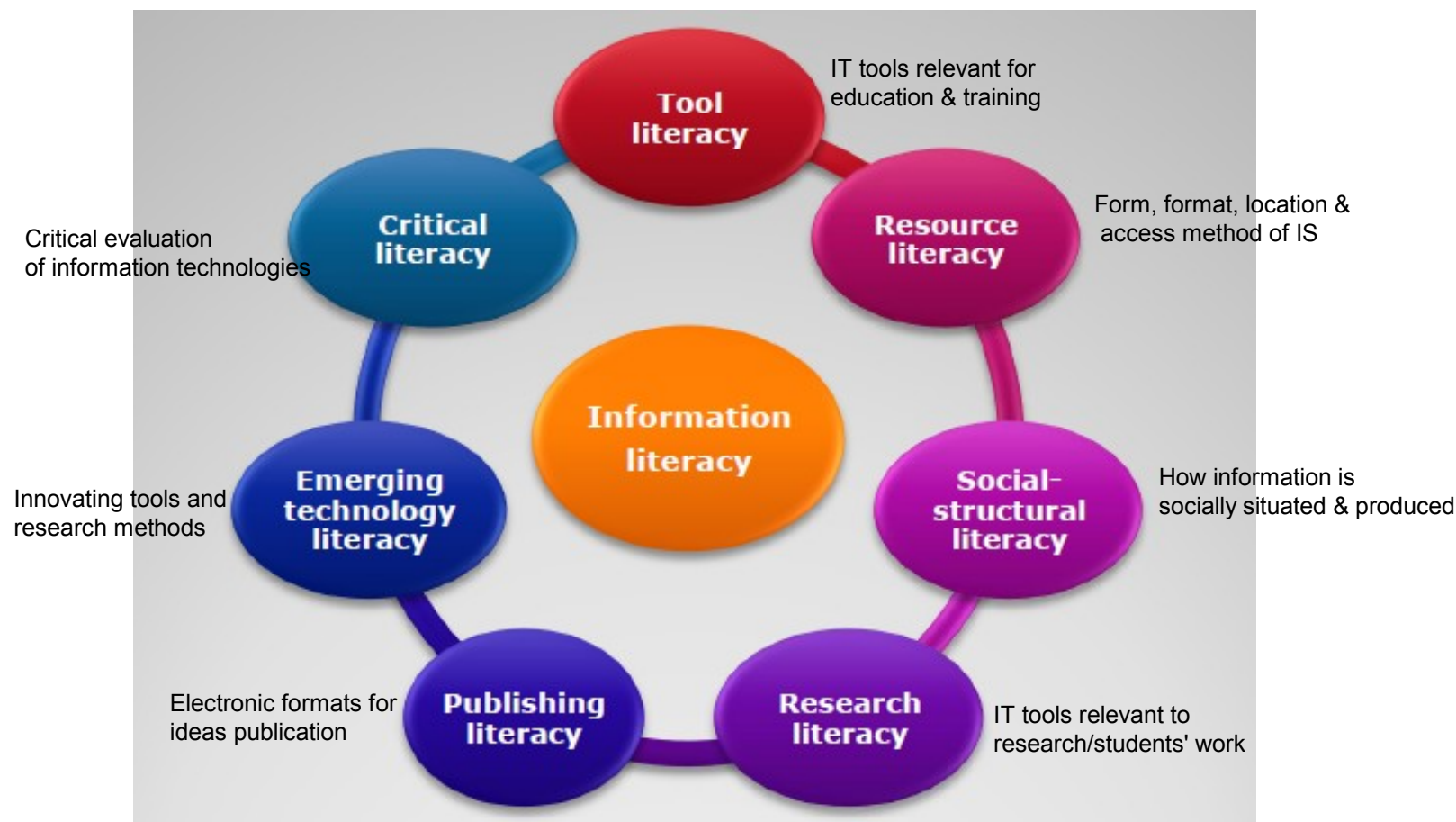
- ◆ Inquire, think critically and gain knowledge
- ◆ Conclude, decide and create new situations and knowledge
- ◆ Disseminate knowledge and be involved ethically and productively for society progress
- ◆ Strive for personal knowledge improvement

3. THEORIES REGARDING IL



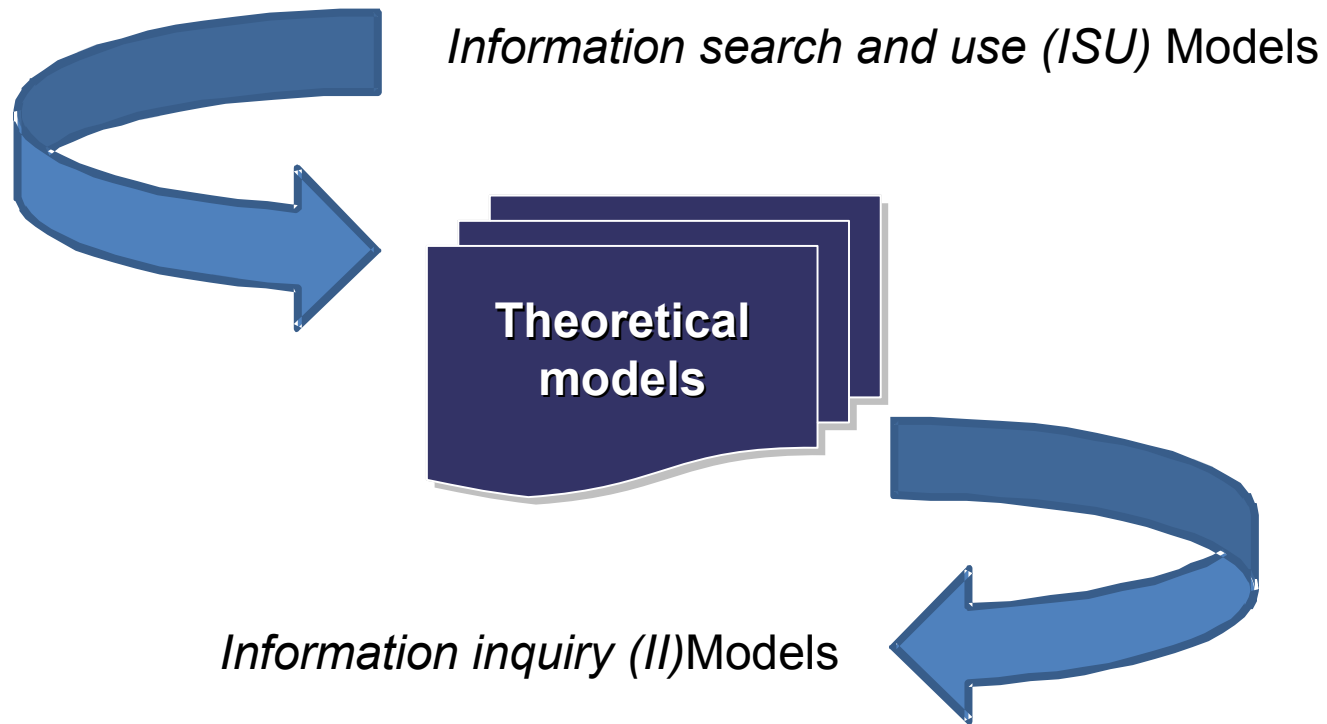
Robert Grover. *A Proposed Model for Diagnosing Information Needs.*

3. THEORIES REGARDING IL

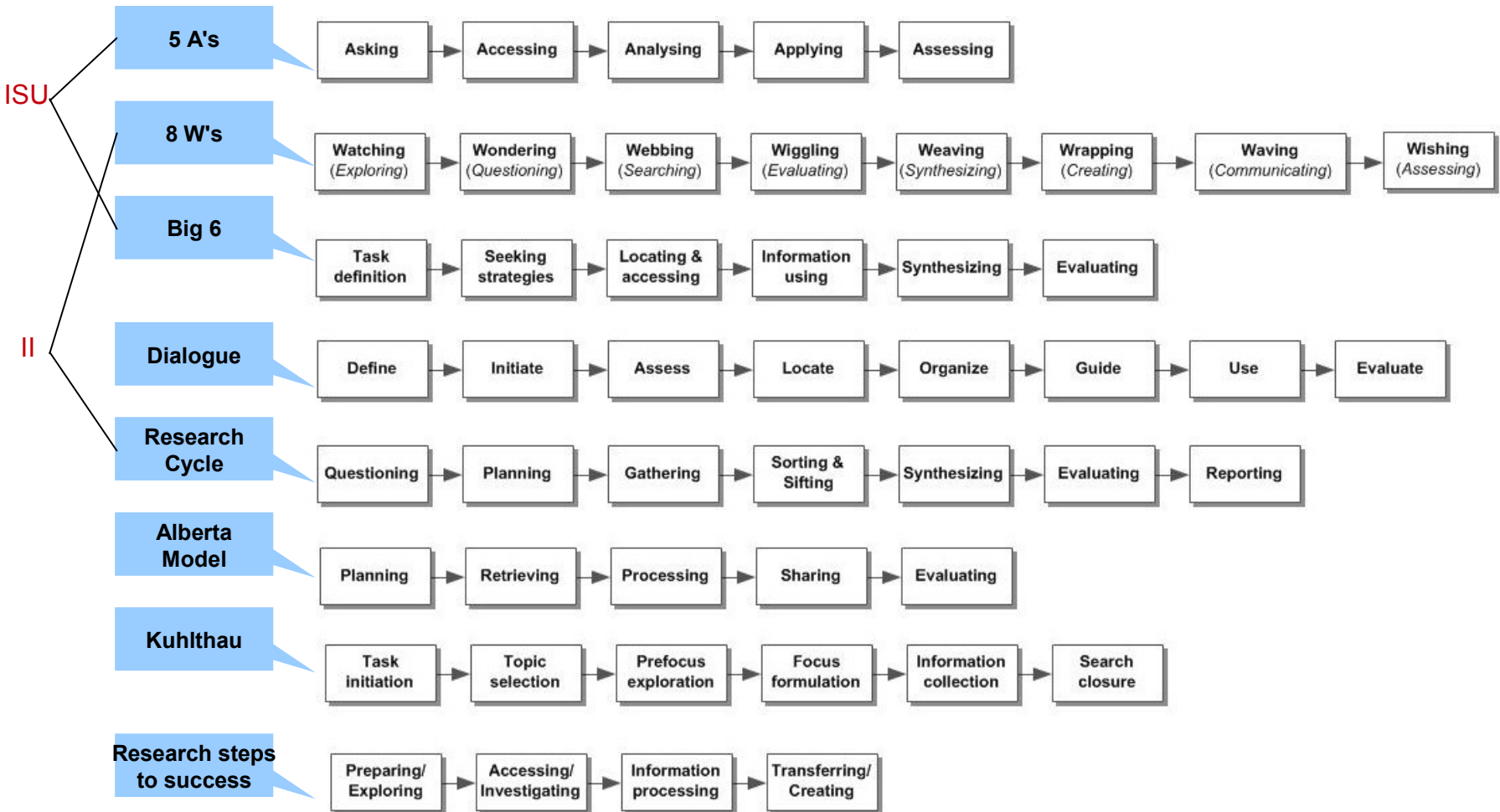


Holistic approach of Shapiro

4. IL MODELS



4.1. Theoretical Models of IL



4.1. Theoretical Models of IL



Big 6 Model

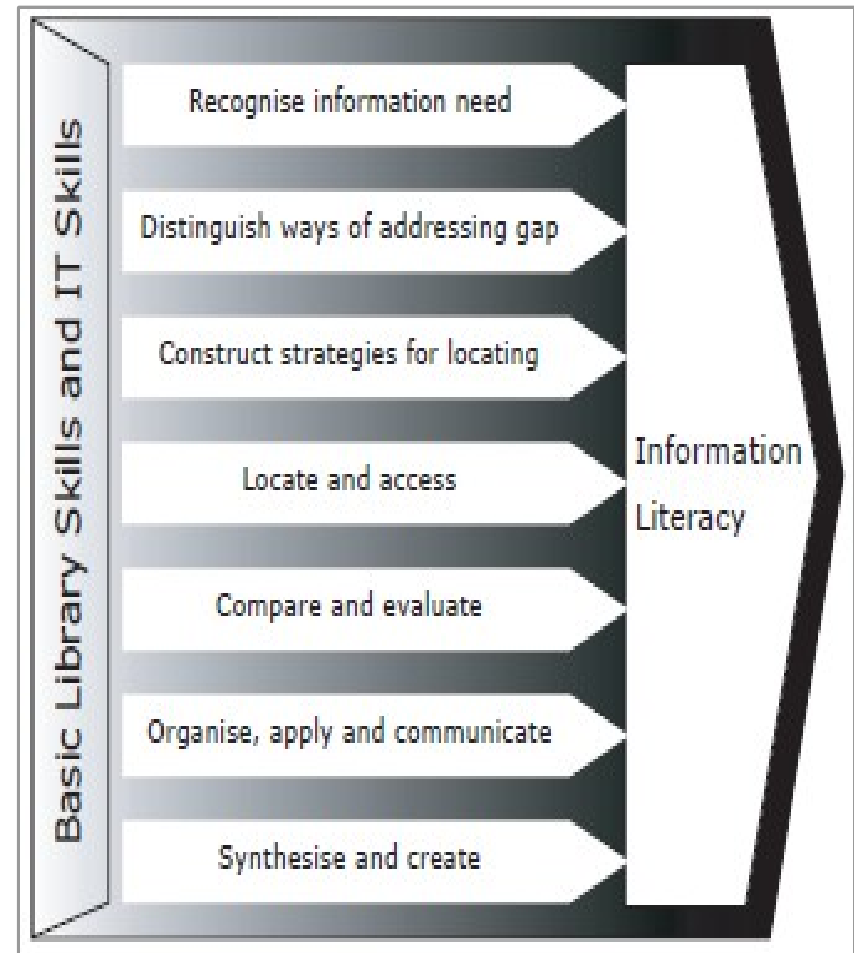


Research Cycle Model

4.1. Theoretical Models of IL

STAGES	SKILLS
Planning	<ul style="list-style-type: none"> • Establish Topic • Identify Information Sources • Identify Audience and Presentation Format • Establish Evaluation Criteria • Review Process
Information Retrieval	<ul style="list-style-type: none"> • Locate Resources • Collect Resources • Review Process
Information Processing	<ul style="list-style-type: none"> • Choose Relevant Information • Evaluate Information • Organize and Record Information • Make Connections and Inferences • Create Product • Revise and Edit • Review Process
Information Sharing	<ul style="list-style-type: none"> • Present Findings • Demonstrate Appropriate Audience Behavior • Review Process
Evaluation	<ul style="list-style-type: none"> • Evaluate Product • Evaluate Research Procedures and Skills • Review Process

Alberta Model

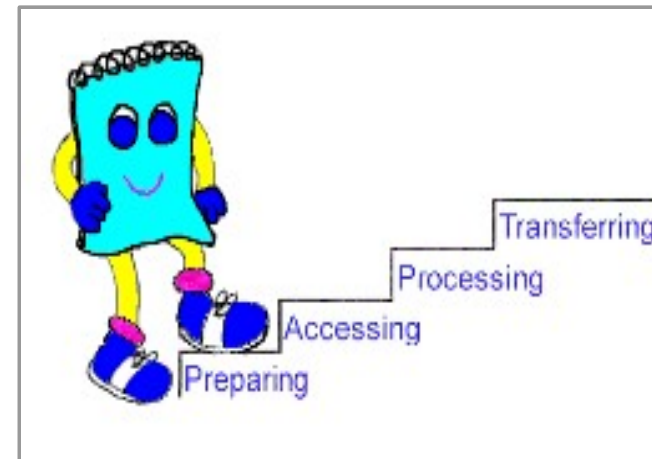


Seven Pillars Model

4.1. Theoretical Models of IL

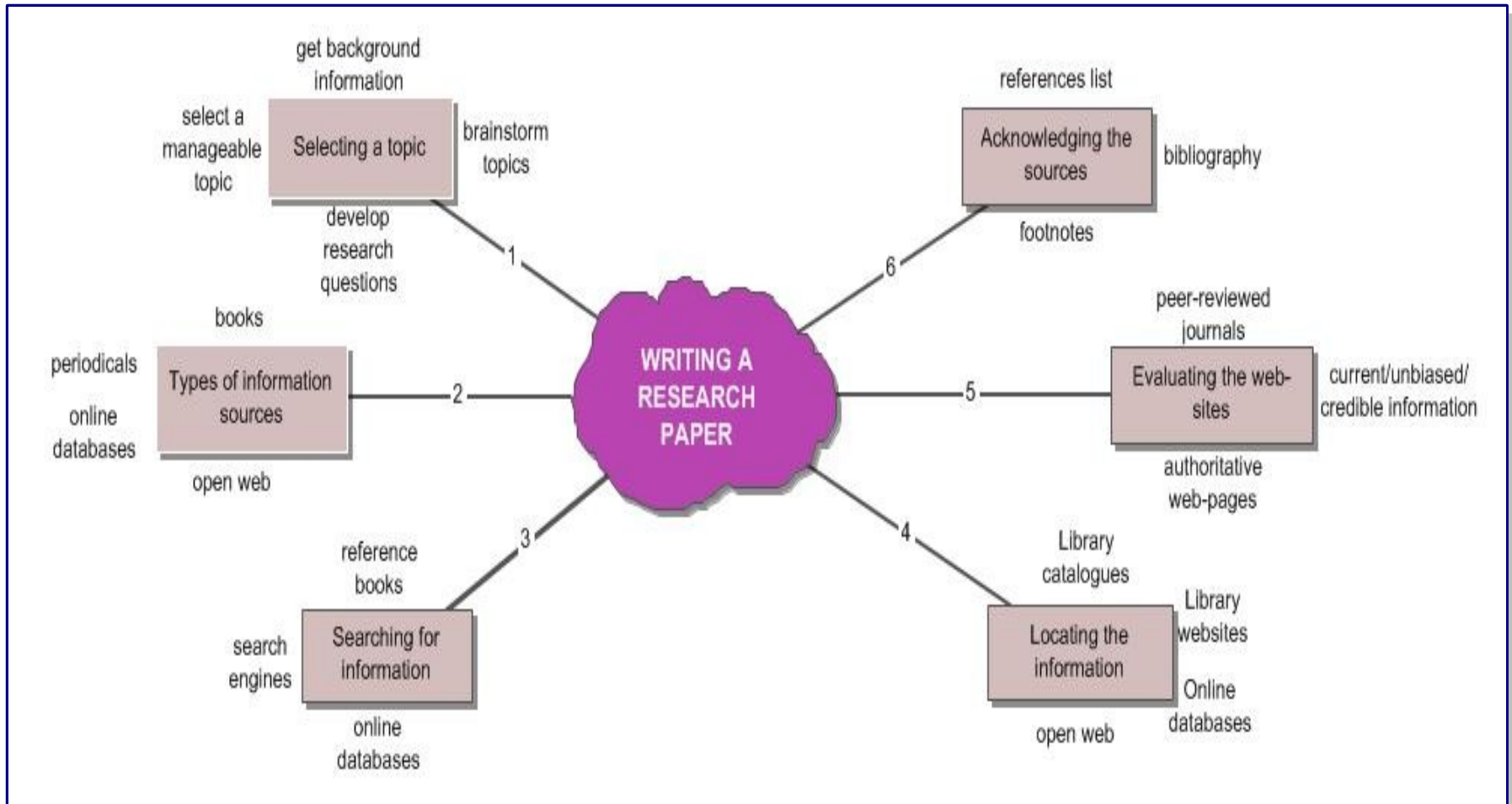
Stage 1 — Task Initiation				
Task	Thoughts	Feelings	Actions	Strategies
To prepare for the decision of selecting a topic	Contemplating assignment Comprehending Task Relating prior experience and learning Considering possible topics	Apprehension at work ahead Uncertainty	Talking with others Browsing the Library	Brainstorming Discussing Contemplating possible topics Tolerating uncertainty
Stage 2 — Topic Selection				
Task	Thoughts	Feelings	Actions	Strategies
To decide on topic for research	Weighing topics against criteria of personal interest, project requirements, information available, and time allotted Predicting outcome of possible choices Choosing topic with potential for success	Confusion Sometimes anxiety Brief elation after selection Anticipation of prospective task	Consulting with informal mediators Making preliminary search of library collection Using reference collection	Discussing possible topics Predicting outcome of choices Using general sources for overview of possible topics
Stage 3 — Prefocus Exploration				
Task	Thoughts	Feelings	Actions	Strategies
To investigate information with the intent of finding a focus	Becoming informed about general topic Seeking focus in information on general topic Identifying several possible focuses Ability to express precise information needs	Confusion Cauter Sometimes interest Uncertainty	Locating relevant information Reading to become informed Taking notes on facts and ideas Making bibliographic citations	Reading to learn about topic Tolerating inconsistency and incompleteness of information encountered Intentionally seeking possible focuses Listing descriptors
Stage 4 — Focus Formulation				
Task	Thoughts	Feelings	Actions	Strategies
To formulate a focus from the information encountered	Predicting outcome of possible foci Using criteria of personal interest, requirements of assignment, availability of materials, and time allotted Identifying ideas in information from which to formulate focus Sometimes characterized by a sudden moment of insight	Optimism Confidence in ability to complete task	Reading notes for themes Listing possible foci Choosing a particular focus while discarding others, or Combining several themes to form one focus	Making a survey of notes Listing possible foci Choosing a particular focus while discarding others, or Combining several themes to form one focus
Stage 5 — Information Collection				
Task	Thoughts	Feelings	Actions	Strategies
To gather information that defines, extends and supports the focus	Seeking information to substantiate focus Defining and extending focus through information Gathering pertinent information Organizing information in notes	Realization of extensive work to be done Confidence in ability to complete task Increased interest	Using library collect pertinent information Requesting specific sources from librarian Taking detailed notes with bibliographic citations	Using descriptors to search out pertinent information Making comprehensive search of various types of materials, i.e., reference, periodicals, nonfiction, and biography Using indexes Requesting assistance of librarian
Stage 6 — Search Closure				
Task	Thoughts	Feelings	Actions	Strategies
To conclude search for information	Identifying need for any additional information Considering time limit Diminishing redundancy Situating resources	Sense of relief Sometimes satisfaction Sometimes disappointment	Rechecking sources for information initially overlooked Confirming information and bibliographic citations	Returning to library to make a summary search Reading books until completion of writing to research information

Kuhlthau's Model
(Humboldt State University Library)



Research steps to success

4.2. Practical Models of IL



Information literacy series overview

bbaker48 12 (de) videoclipuri Abonați-vă

Vedeți toate cele 12 (de) videoclipuri

1 2



Information literacy series overview
de la bbaker48
10.359 (de) vizionări



Info Literacy 2. Selecting a Topic
de la bbaker48
9.032 (de) vizionări



Info Literacy 3. Types of Information Sources
de la bbaker48
17.543 (de) vizionări



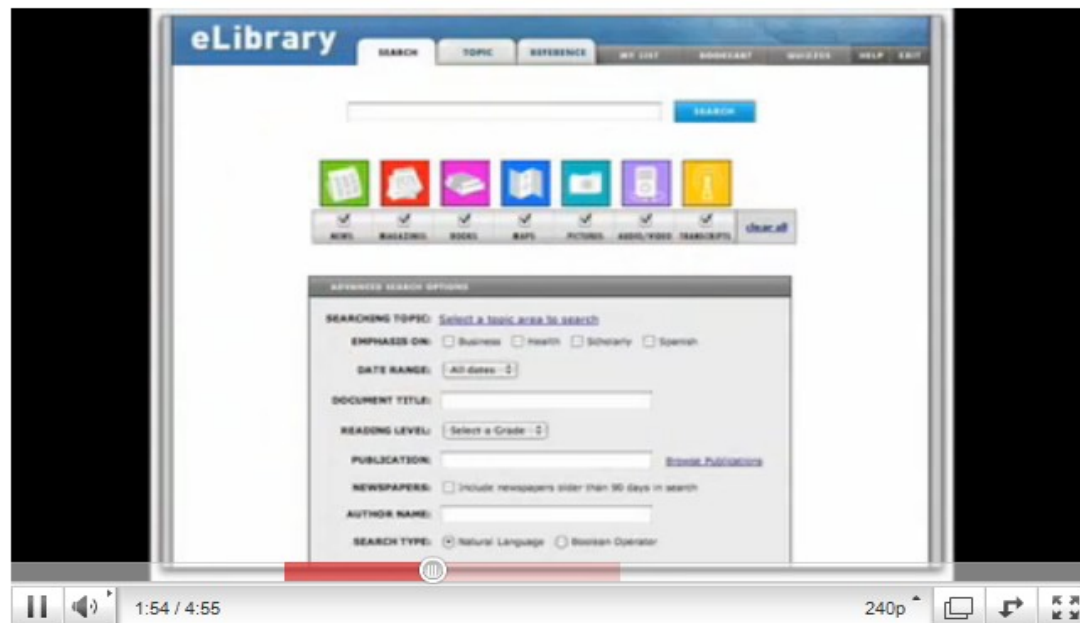
Info Literacy 4. Libraries & Library Web Sites
de la bbaker48
3.378 (de) vizionări



Info Literacy 5. Using a Library Catalog
de la bbaker48
4.883 (de) vizionări



Info Literacy 6. Locating Materials in the Library
de la bbaker48
2.381 (de) vizionări



Sugestii



Info Literacy 2. Selecting a Topic
de la bbaker48
9,005 (de) vizionări



Info Literacy 3. Types of Information Sources
de la bbaker48
17,420 (de) vizionări



Info Literacy 11. Plagiarism & Citation Styles
de la bbaker48
29,263 (de) vizionări

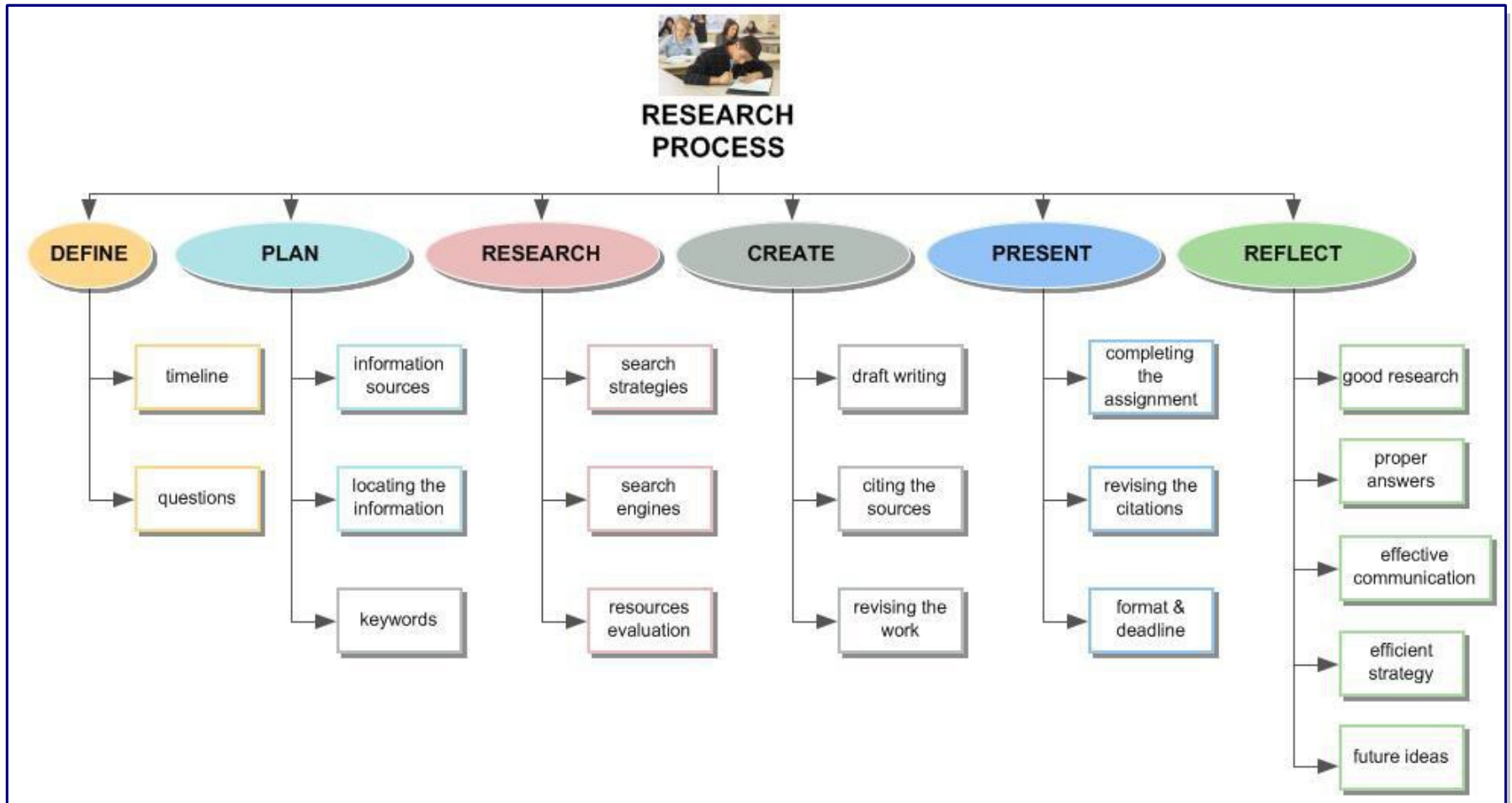


Info Literacy 10. Evaluating Information Sources
de la bbaker48
21,305 (de) vizionări



Information Literacy: Identify Your Sources (Ot...
de la Otis College

4.2. Practical Models of IL



OSLS Oregon School Library Information System

Site Map Accessibility Contact Feedback Support About

Search Site Search
 only in current section

You are here: Home
 Switch Site

Go to My Stuff

Welcome! Who are you?

Elementary Student

Elementary Educator

Secondary Student

OSLS Oregon School Library Information System

Site Map Accessibility Contact Feedback Support About

Search Site Search
 only in current section

Learn to Research Find Information Cite My Sources
 Plan Research Create Present/Publish

Go to My Stuff

You are here: Home → Learn to Research
 Switch Site

I Need to... Learn How to do Research

Plan

Research

Create

OSLS Oregon School Library Information System

Site Map Accessibility Contact Feedback Support About

Search Site Search
 only in current section

Learn to Research Find Information Cite My Sources
 Plan Research Create Present/Publish

Go to My Stuff

You are here: Home → Learn to Research → Plan
 Switch Site

Plan

Plan

- What types of sources or materials should you use?
- How many research sources do you need?
- What are your choices for research sources?
- What keywords will you use?
- When is your project due?
- Check the Explore box at the top right to help get started!

Send this Print this

Resources: Plan

Online Research Planner

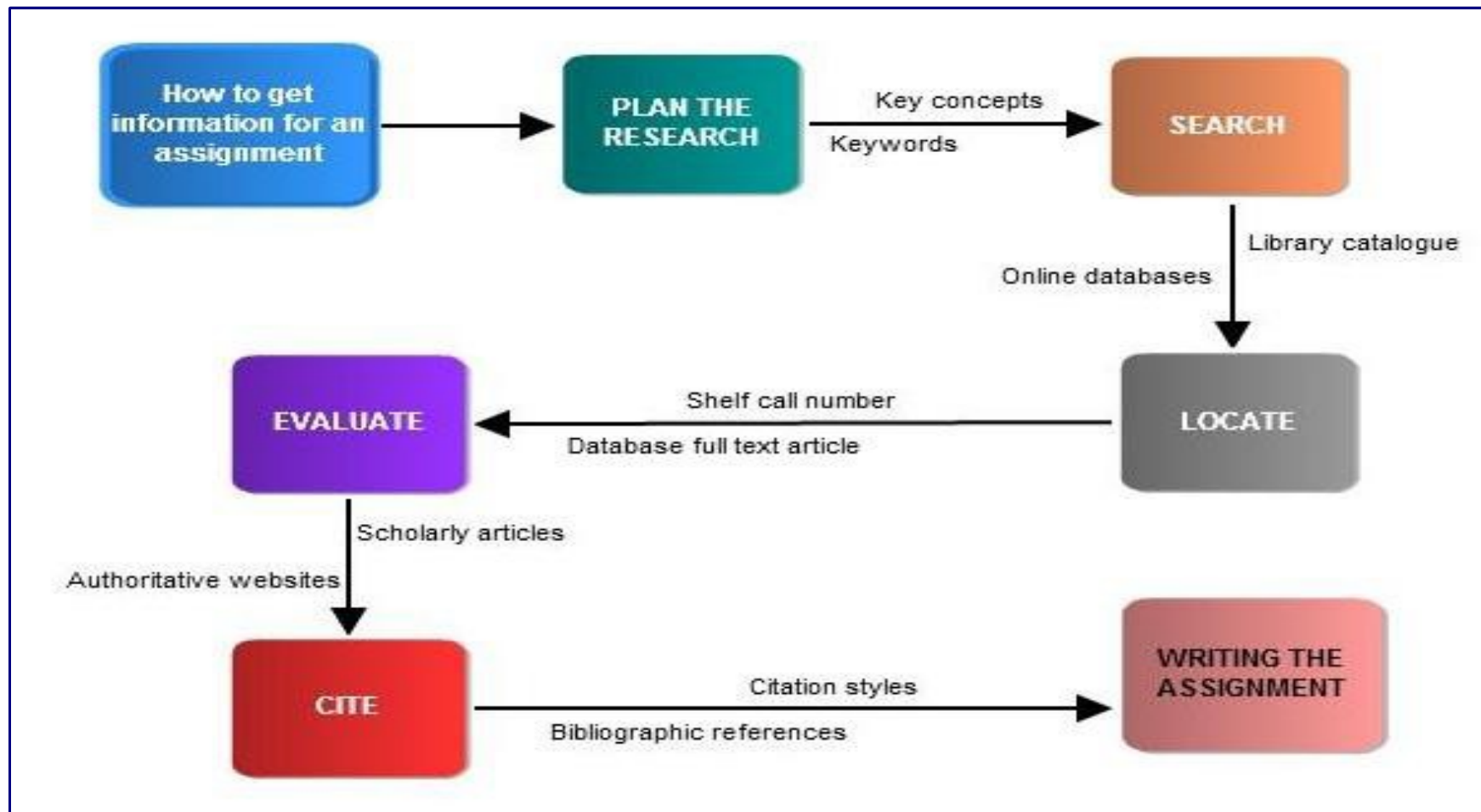
Spanish Resources

Explore

- Define Task
- Form Guiding Questions
- Choose Keywords
- Assess Prior Knowledge
- Create Plan
- Return to "Plan" Homepage

Oregon School Library Information System Model
Learn to research—step-by-step

4.2. Practical Models of IL



University Library of Sydney Model

How to get the best information for writing an assignment

RESEARCH AND INFORMATION SKILLS

The Library provides a range of programs and services to help you in your studies and research.

= podcasts = short and interactive learning tools from the iResearch series = videos/screencasts of how-to instructions

Classes on-campus

- [List of face-to-face classes](#)

Getting started

- Fisher Library Self-Guided Walking Tour [English](#)
- Which Library do I use? [English](#) | [Mandarin](#)
- What is Course Reserve? [English](#) | [Mandarin](#)
- How do I get stuff sent from other campus libraries? [English](#) | [Mandarin](#)

- **Course reserve**
- [Find that book!](#) | [test your skills](#) | [printable version](#)
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Humanities, Arts and Social Sciences

- [Finding music using the library catalogue](#) | [printable version](#)
- [Finding Australian Government Reports](#) | [printable version](#)
- [Advanced Searching in Informit Online](#)

Medicine and Health

- [Medline OvidSP Essential: Library at Yale University](#)
- [Searching Medline \(OvidSP\)](#)
- [Evidence Based Medicine](#)
- [Finding Qualitative Literature](#)
- [Searching Public Health Info](#)
- [Advanced Searching in Info](#)

Need more help?

Quick, fast and easy modules to help you find and use relevant information for your assignments/research.



How to reference
[printable version \(PDF\)](#)



Search smarter, search faster
[printable version \(PDF\)](#)



Find that book!
[printable version \(PDF\)](#)



Plagiarism and academic integrity
[printable version \(htm\)](#)



Finding items on your reading list
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Finding journal articles using databases
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Scholarly versus non-scholarly resources
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What is Endnote?
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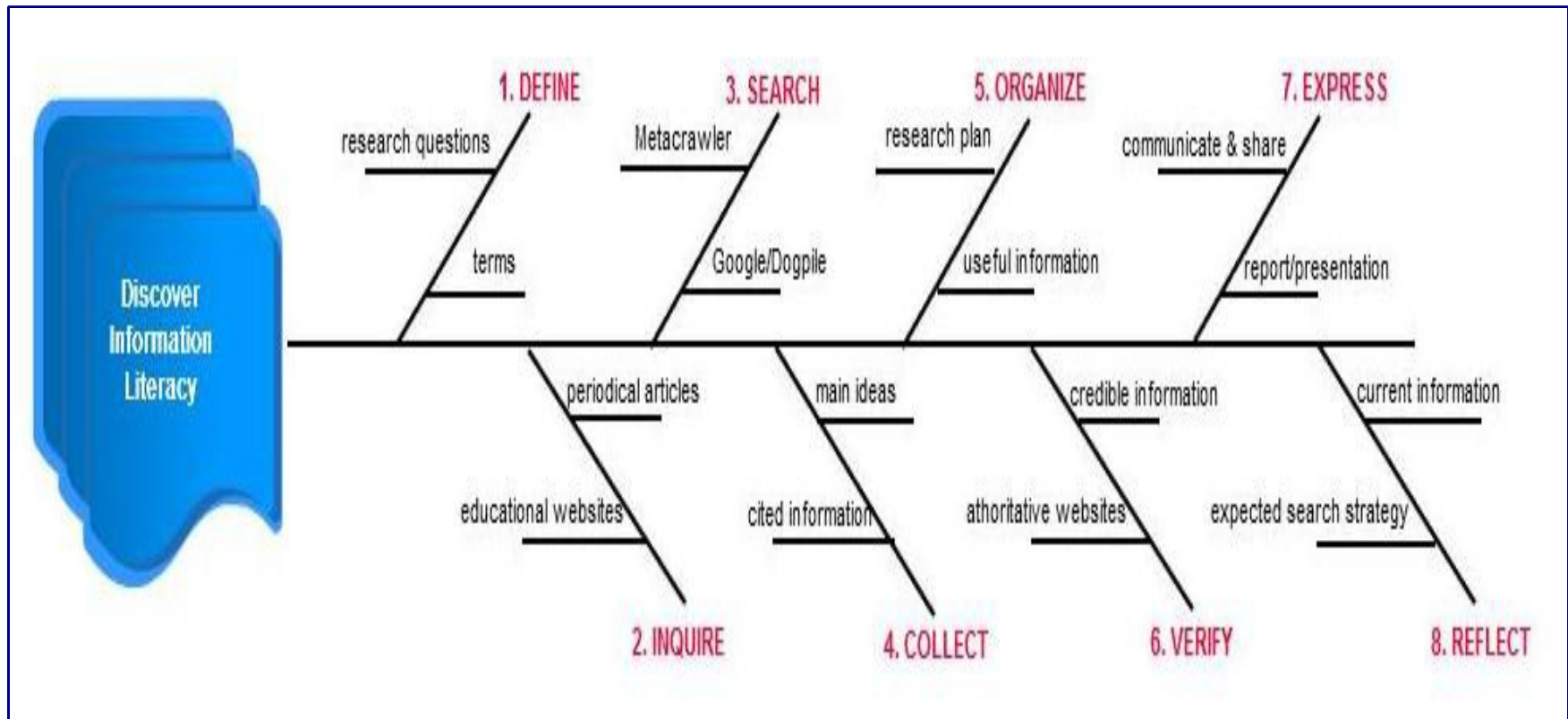


Finding music using the library catalogue
[printable version \(PDF\)](#)



What is a literature review?
[printable version \(PDF\)](#)

4.2. Practical Models of IL



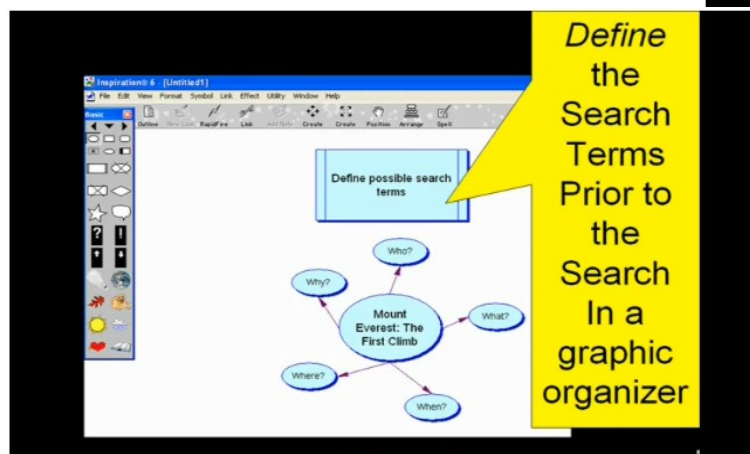
DISCOVER Information Literacy

Our Definition

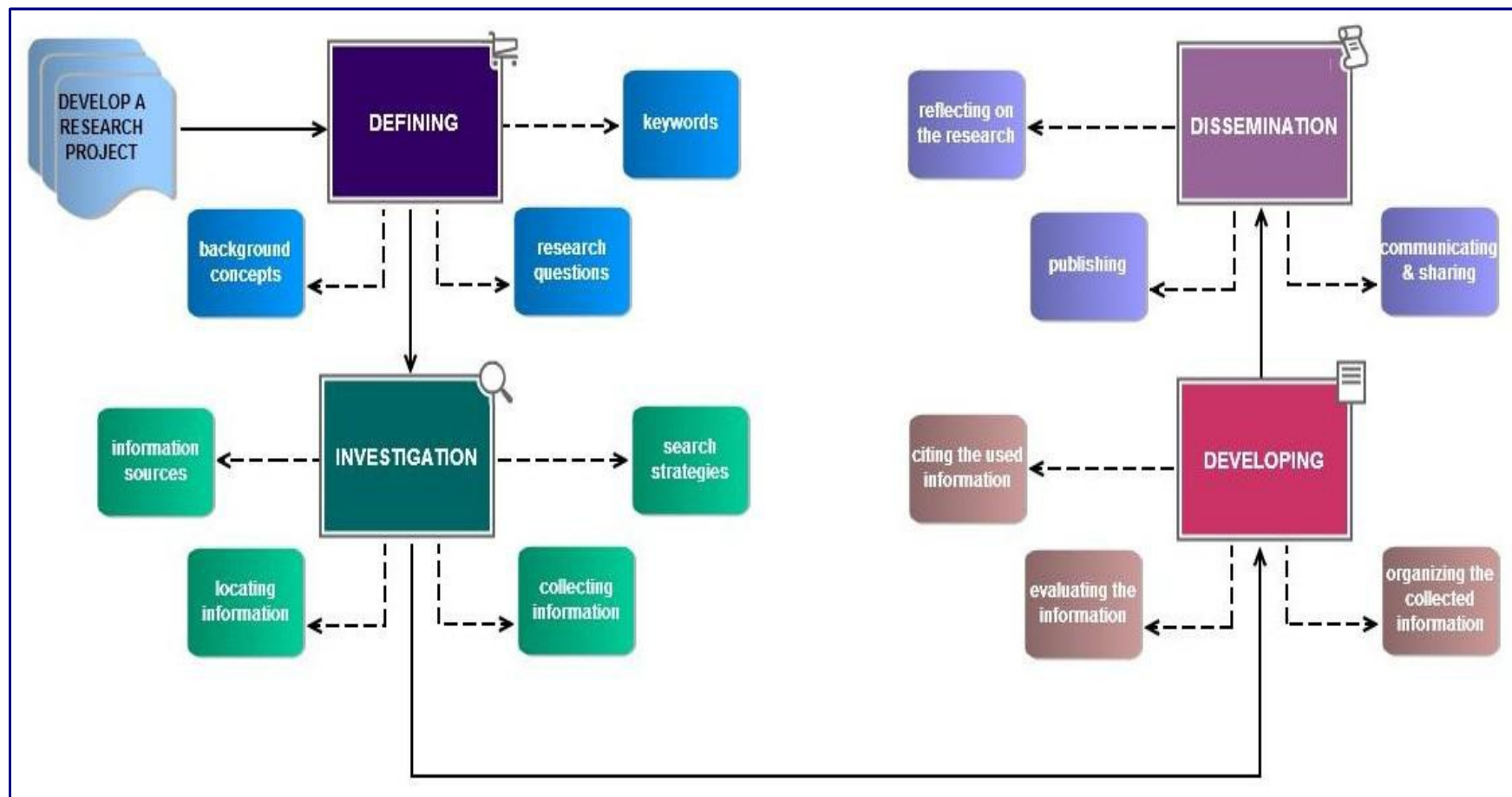
Information *literacy* can be defined as the ability to articulate a problem to be investigated, locate and assemble information, scrutinize gathered resources, process and apply information towards a solution, and contemplate the effectiveness of the entire process.

DISCOVER method of Information Literacy

Define
Inquire
Search
Collect
Organize
Verify
Express
Reflect



4.2. Practical Models of IL



Cum să dezvolti o temă de cercetare

I. Definirea temei de cercetare

Cuprins

- Definițiile
- Planul de lucru
- Întrebările de cercetare
- Cuvintele-cheie

4. Cuvintele-cheie

Tema: Folosirea tehnologiei în stimularea colaborării între angajați.

Concepte:	tehnologie	colaborare	angajați	E
Cuvinte-cheie asociate:	computere	munca în echipă	colaboratori	X
Sursa:	http://www.lib.utexas.edu/services/instruction/learningmodules			E
				M

Tema: Prima escaladare cu succes a Vârfului Everest.

Concepte:	escaladare	succes	Everest	P
Cuvinte-cheie asociate:	ascensiune	reușită	Himalaya	L
Sursa:	http://www.youtube.com			E

Cum să dezvolti o temă de cercetare

III. Dezvoltarea temei de cercetare

Cuprins

1. Răspunsurile
2. Ideile originale vs. ideile citate
3. Citarea informațiilor
4. Concluziile
5. Titlul
6. Bibliografia
7. Anexele

3. Citarea informațiilor

Notele de subsol

citarea surselor se face prin indicarea cu cifre care trimit în subsolul paginii - sursele citate (autor, titlu, date publicare și numărul paginii/pleja de pagini)

- notele de subsol: între 1-3/pagină

Dezvoltarea sistemului bibliotecii este dezbătută de tensiunea de echilibrare a lui: întreaga filosofie a bibliotecii din trecut este reconsiderată prin prisma dezvoltării sistemului informațional. Apoi se detechiează care elemente armonia funcțională a bibliotecii, motor pentru care se caută soluții pentru a optimiza fiecare parte a sistemului.

Aceste idei au stat la baza lucrării mele intitulată sugestiv "Tentive și realitate la Biblioteca Universității "Dunărea de Jos" Galați. Pentru a crea o imagine despre ceea ce a fost și este, cum a fost și este biblioteca noastră am structurat lucrarea în 4 capitole.

În primul capitol, "Cronologia generale", am încercat să subliniez evoluția covârșitoare a bibliotecii în ansamblul informatic, analizând pe funcția formativă a acesteia. În continuare, am parcurt anumite terminologii din literatura bibliotecară, definind noțiunile

STUDIA, în: Albu Ioana-Bianca, Ștefan, Ștefan Dănilă și Polțaruș, 1979, p. 43

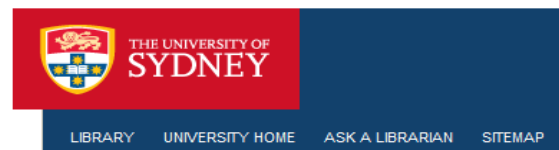
5. CONCLUSIONS

1. **Useful guidelines** for people interested to identify the appropriate design of the research process



2. Authoritative solutions

developed by information literacy specialists or retrieved from educational websites



5. CONCLUSIONS

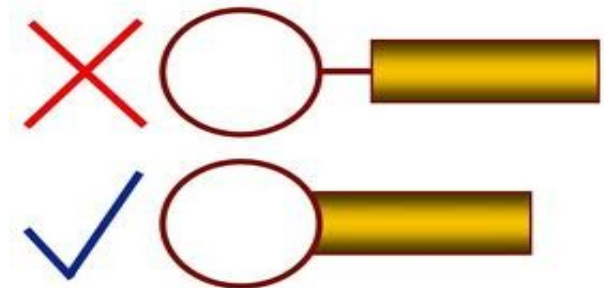
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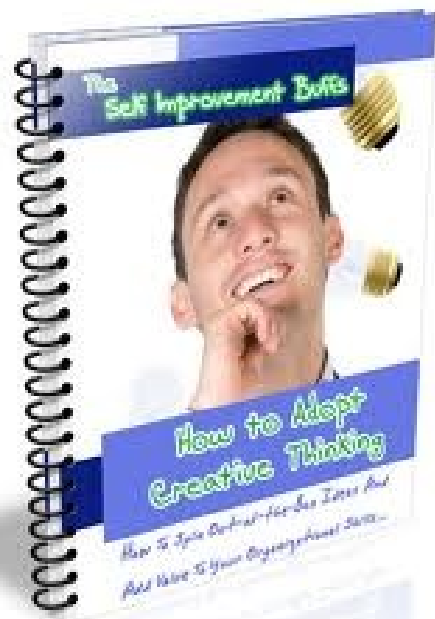


3. Practical examples, online tests
increasing significantly IL concept
understanding

**4. Comparative analysis of different
IL models – same activities in any
investigation**



5. CONCLUSIONS



5. The models should be **adopted, adapted and improved** – to the specificity of the institutional environment

REFERENCES

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- Dianne Oberg. Teaching the research process – for discovery and personal growth. <http://www.ifla.org/IV/ifla65/papers/078-119e.htm>
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- Sandra Hughes. Research steps to success. <http://www3.sympatico.ca/sandra.hughes/sandra.hughes/research/researchs.html>
- Society of College National and University Libraries. Information Skills in Higher Education: A SCONUL Position Paper. http://www.sconul.ac.uk/groups/information_literacy/sp/papers/Seven_pillars.html
- Teaching for Information Literacy. <http://h226.lskysd.ca/pd/aasl>
- University of Mary Washington. Discover information literacy. <http://www.youtube.com>
- The University Library of Sydney. Research and information skills. <http://www.library.usyd.edu.au/skills/>



THANK YOU FOR YOUR ATTENTION

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