TOOLS FOR LIFELONG LEARNING
using information literacy

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1. HISTORY OF THE IL CONCEPT

techniques
tools for research

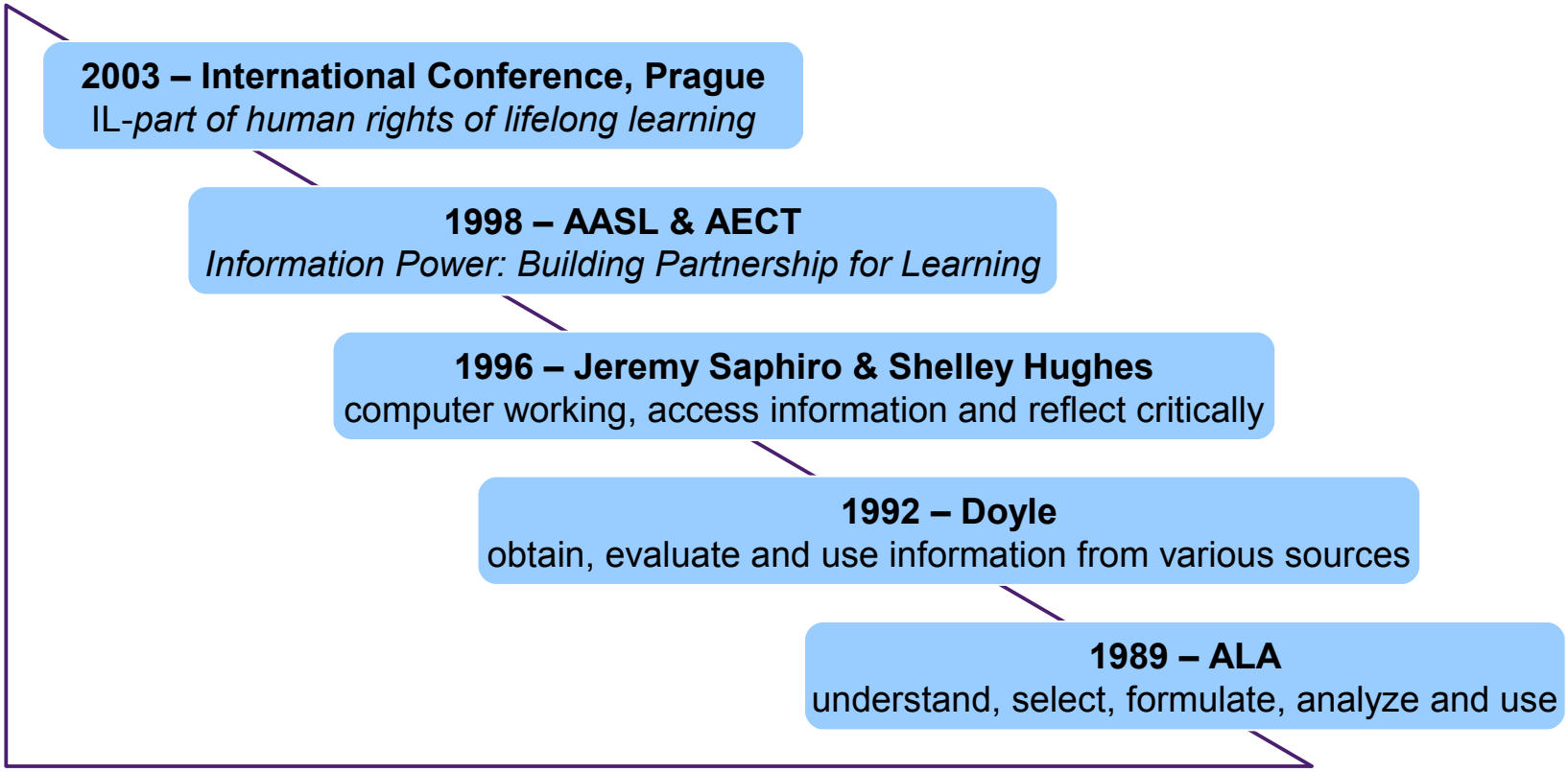
learn to identify the needed information, to locate and organize it – an imperative requirement for students

thinking skills
process information
development of information skills

Information Power: Guidelines For School Library Media Programs

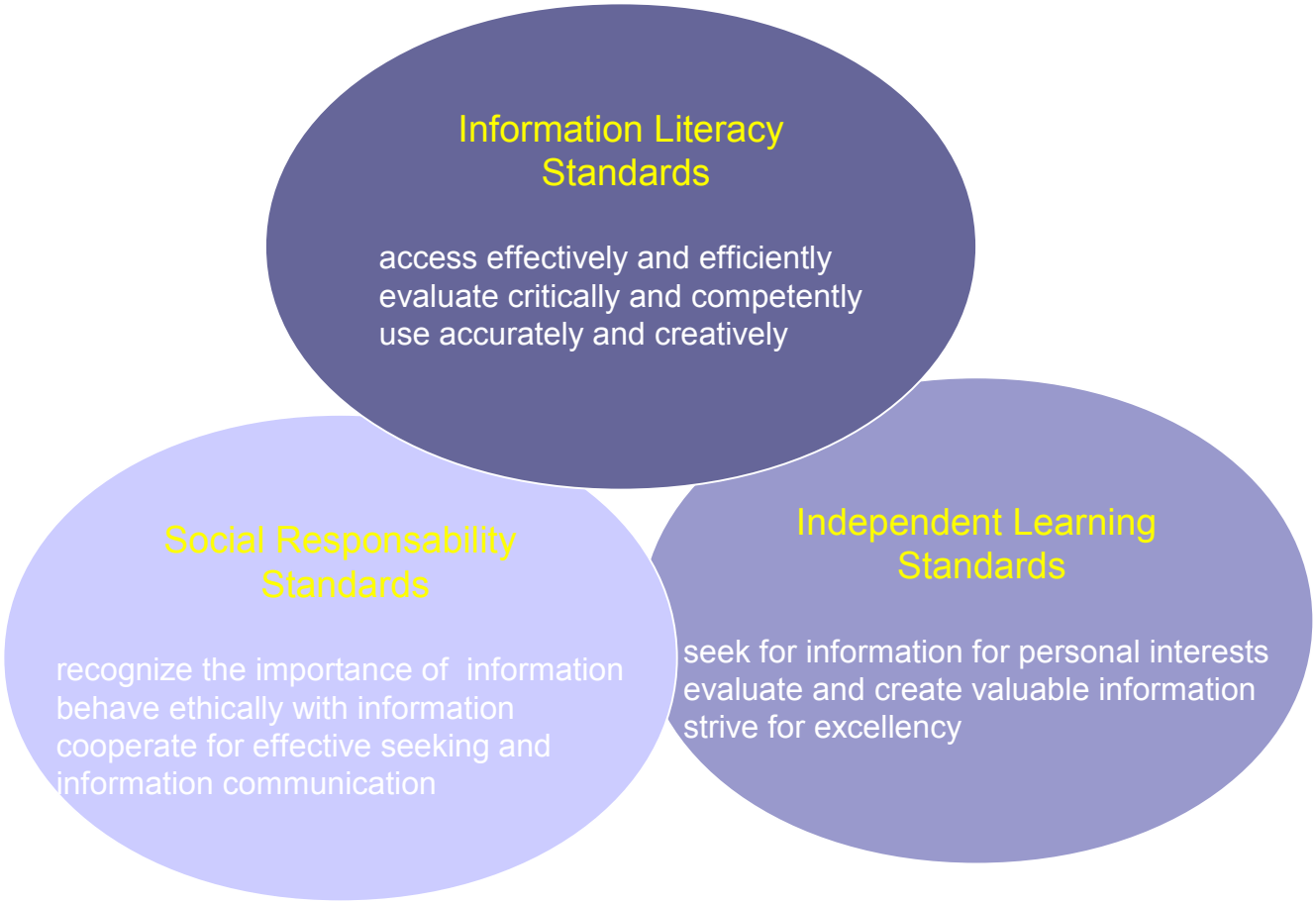
AASL – American Association of School Librarians

1. HISTORY OF THE IL CONCEPT



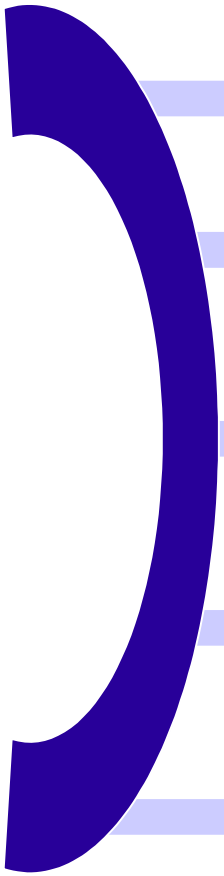
ALA – American Library Association
AASL – American Association of School Librarians
AECT – Association for Educational Communications and Technology

2. APPROACHES ON IL STANDARDS



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

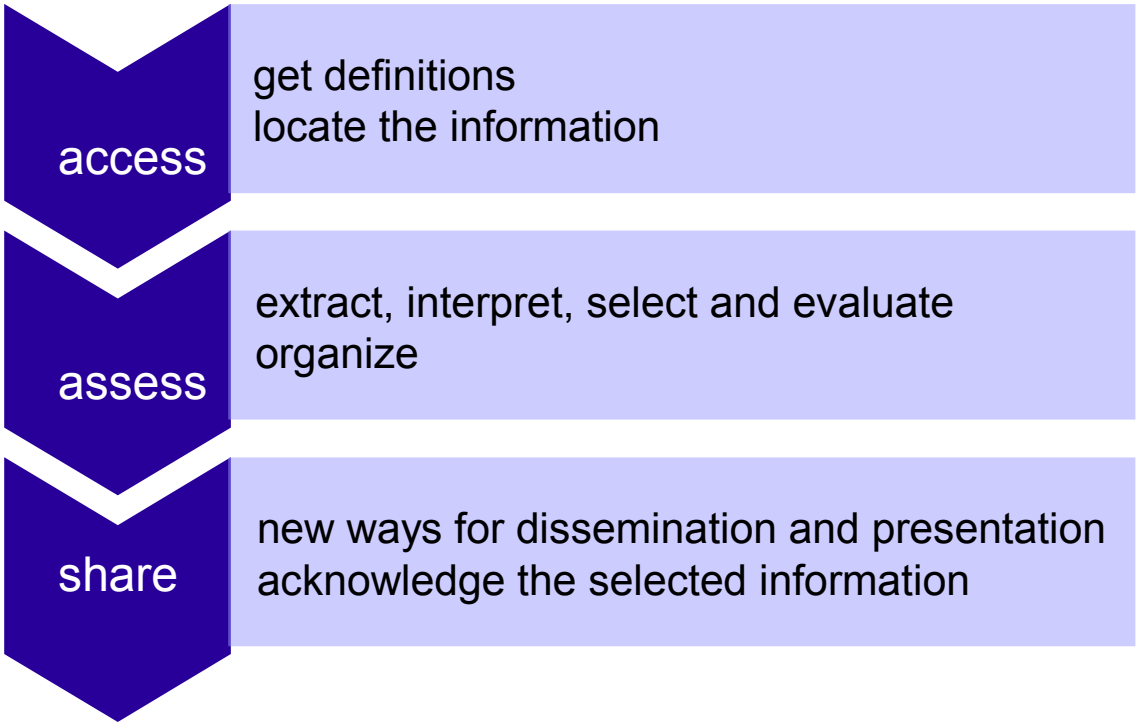
2. APPROACHES ON IL STANDARDS



- recognize the need of information
- access effectively and efficiently the information
- evaluate critically the information and include it into the knowledge
- use effectively the information for goals accomplishment
- use and access ethically and legally the information

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

2. APPROACHES ON IL STANDARDS



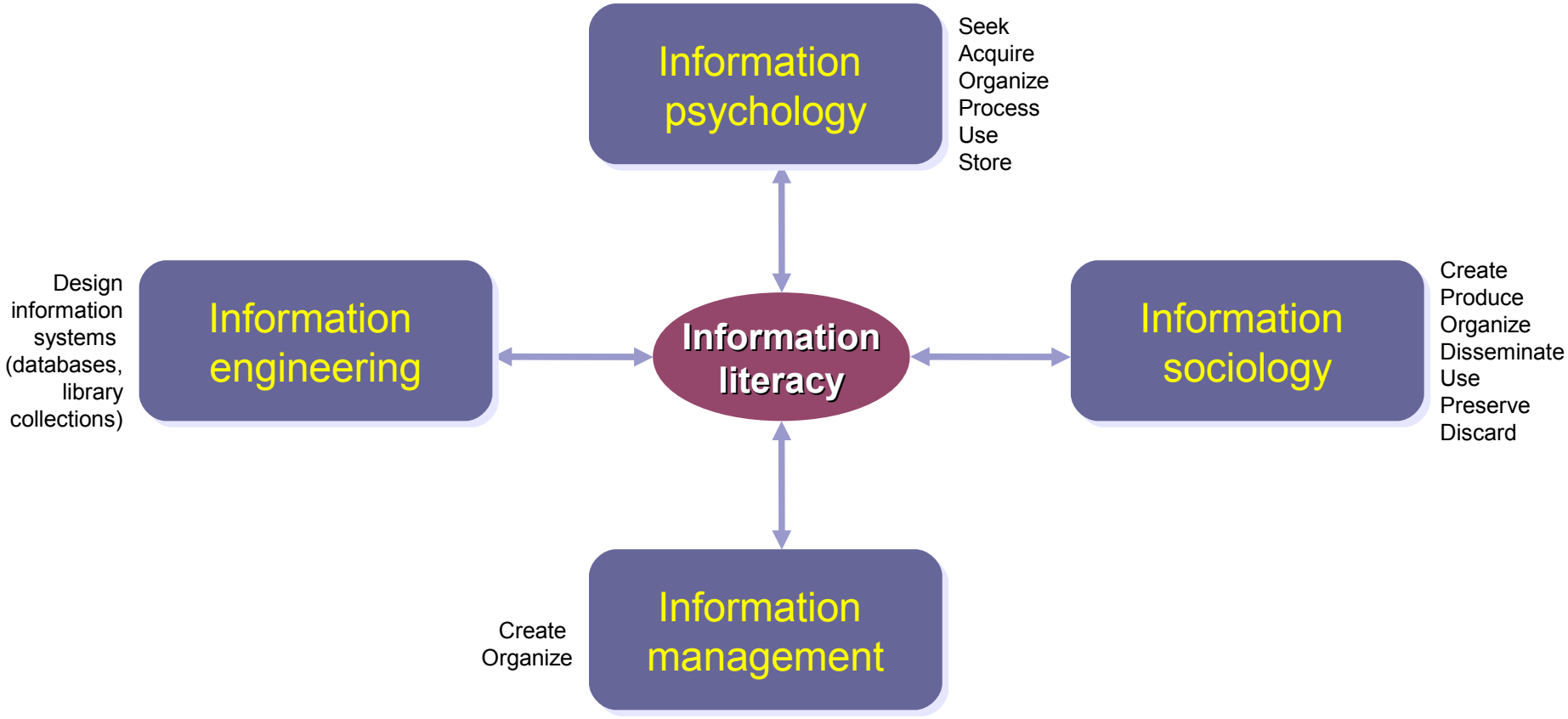
IFLA (2006). Guidelines on *Information Literacy for Lifelong Learning*

2. APPROACHES ON IL STANDARDS

AASL (2008)
21st Century Learner Standards

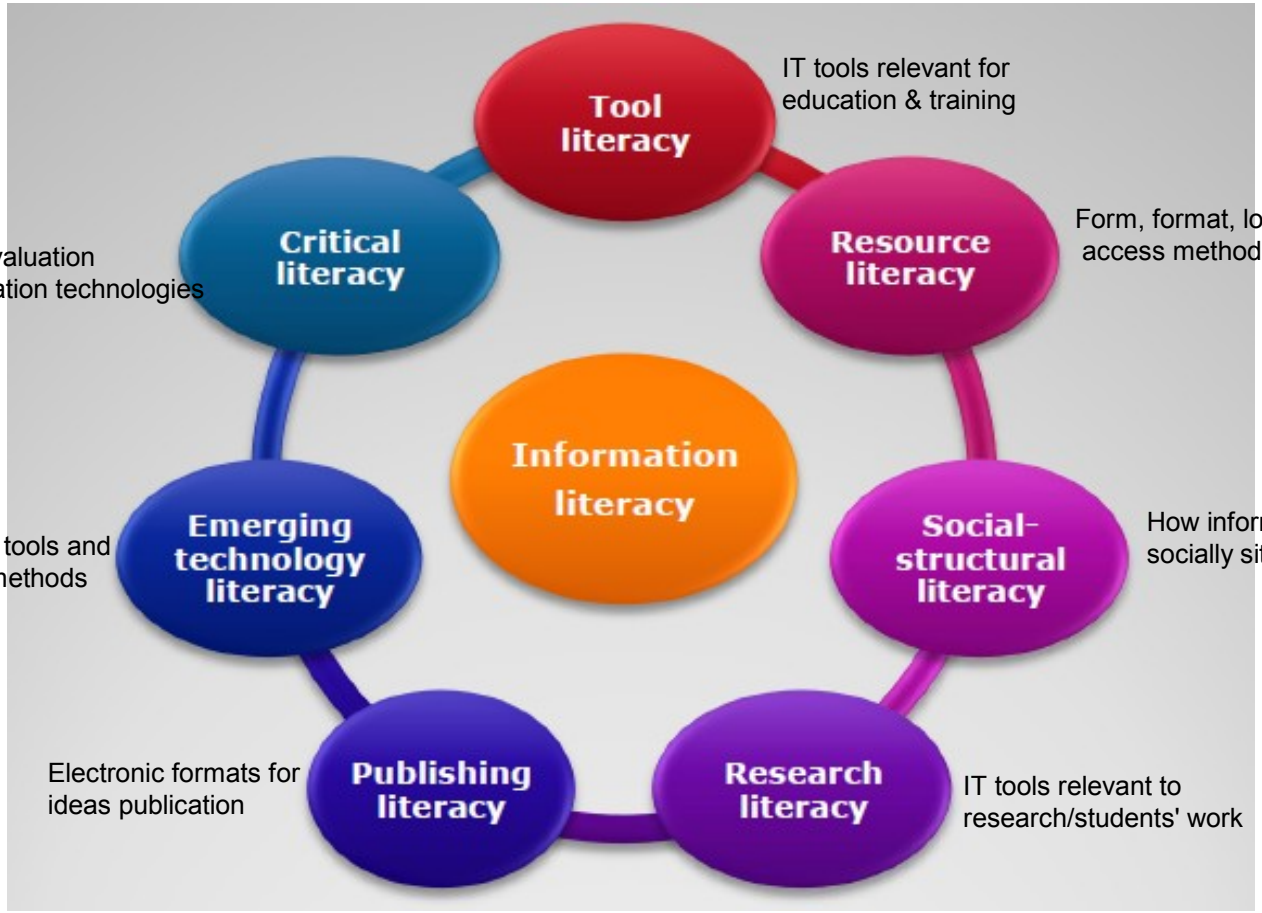
- Inquire, think critically and gain knowledge
- Conclude, decide and create new situations and knowledge
- Disemminate knowledge and be involved ethically and productively for society progress
- Strive for personal knowledge improvement

3. THEORIES REGARDING IL



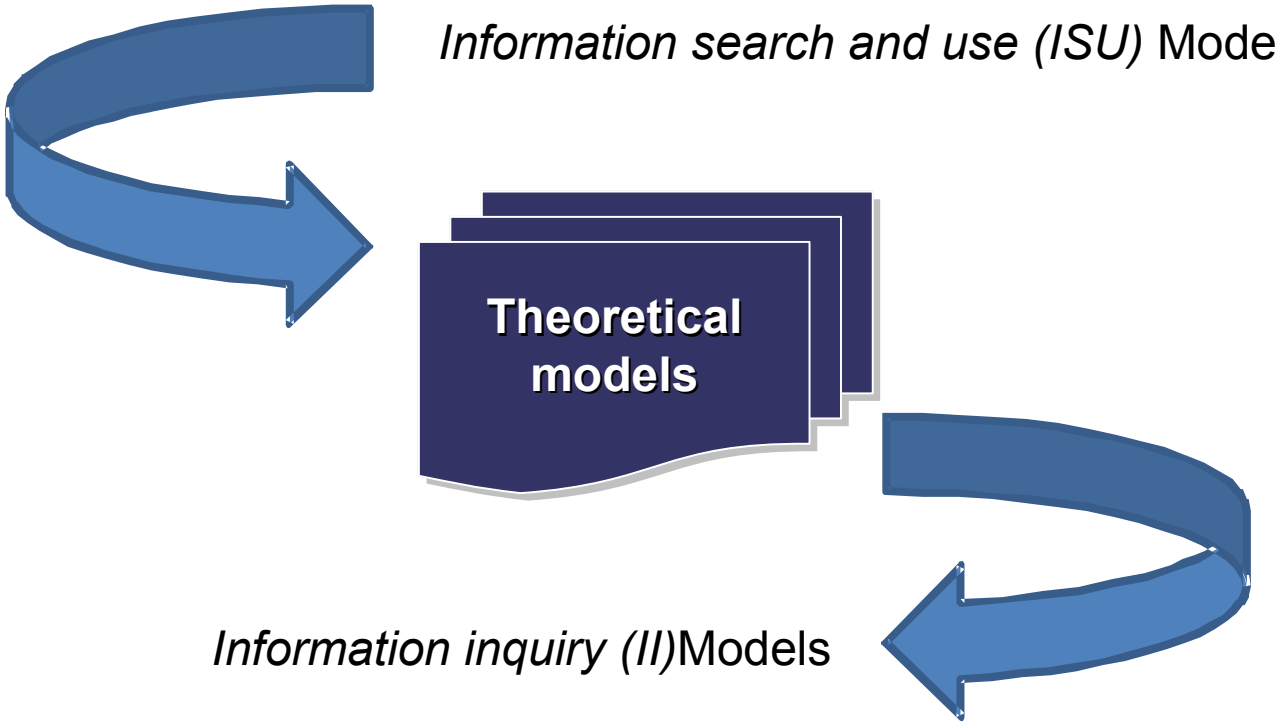
Robert Grover. *A Proposed Model for Diagnosing Information Needs.*

3. THEORIES REGARDING IL

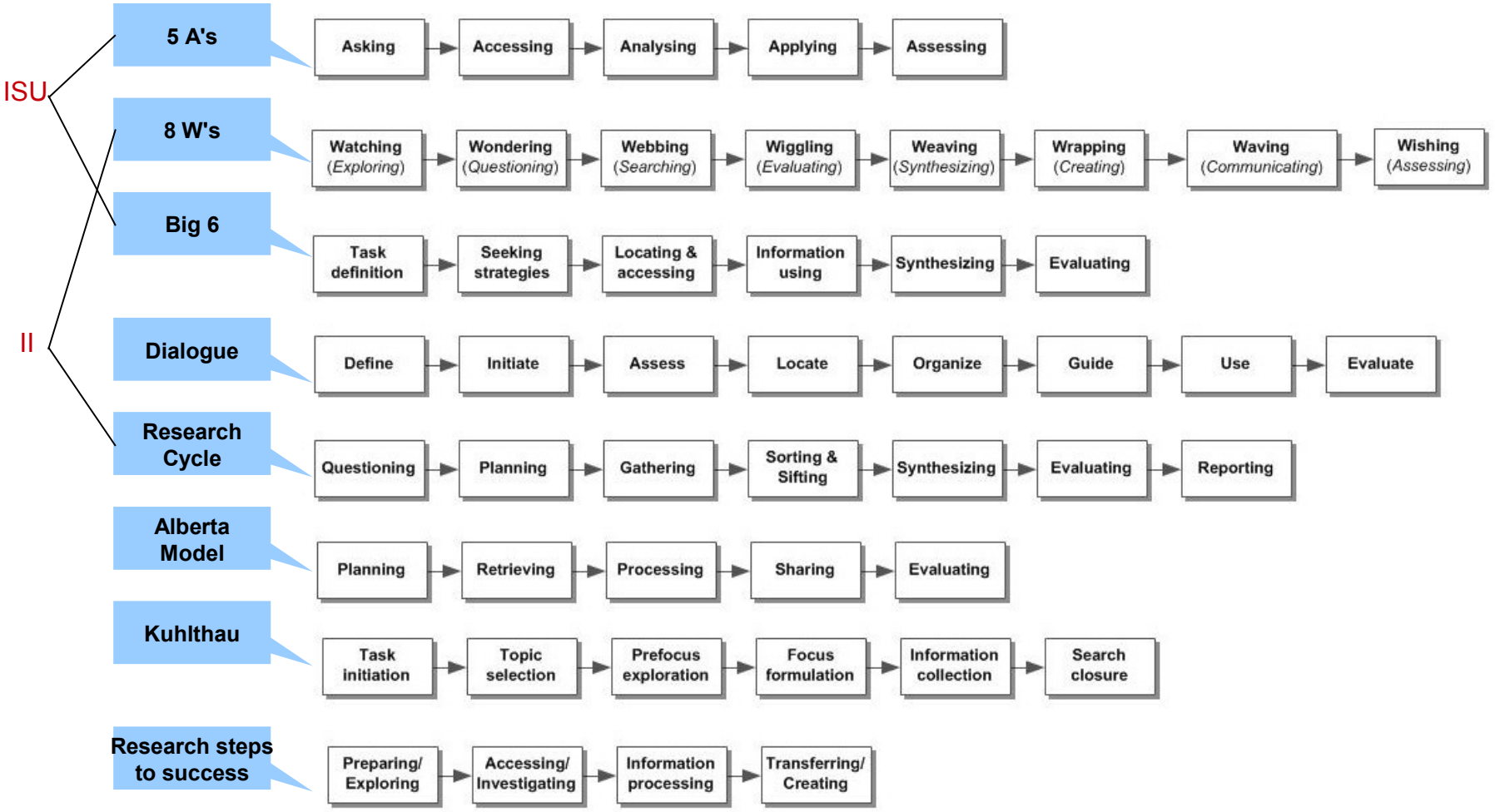


Holistic approach of Shapiro

4. IL MODELS

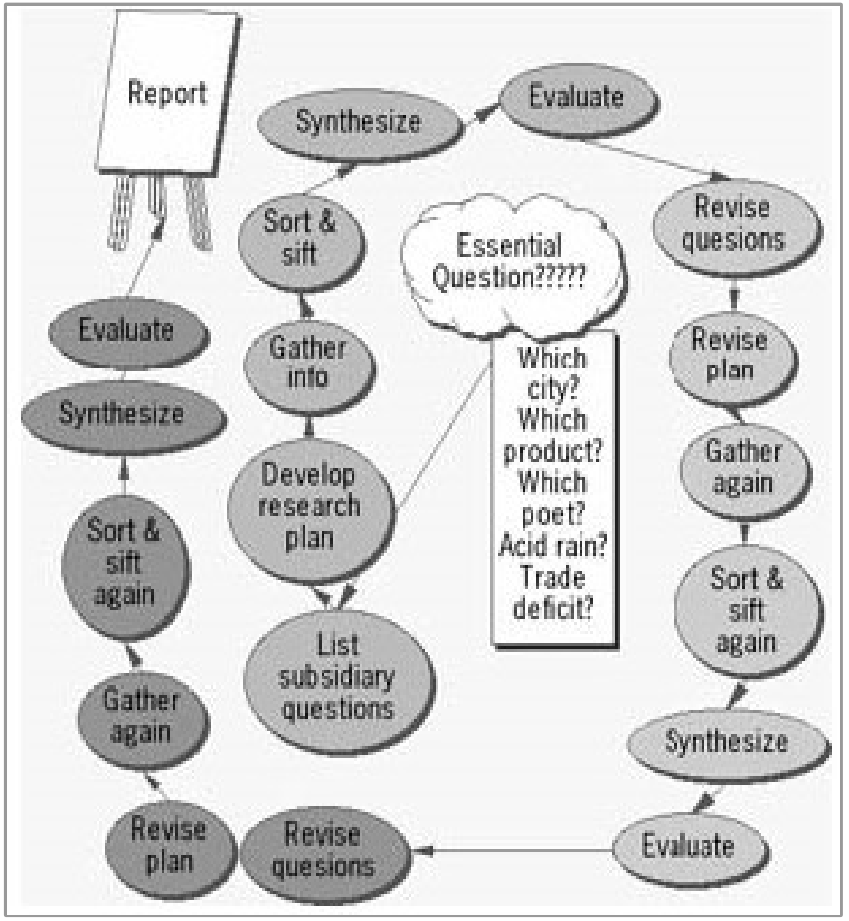

Information search and use (ISU) Models
Theoretical models
*Information inquiry (II)*Models

4.1. Theoretical Models of IL



4.1. Theoretical Models of IL

Big 6 Model

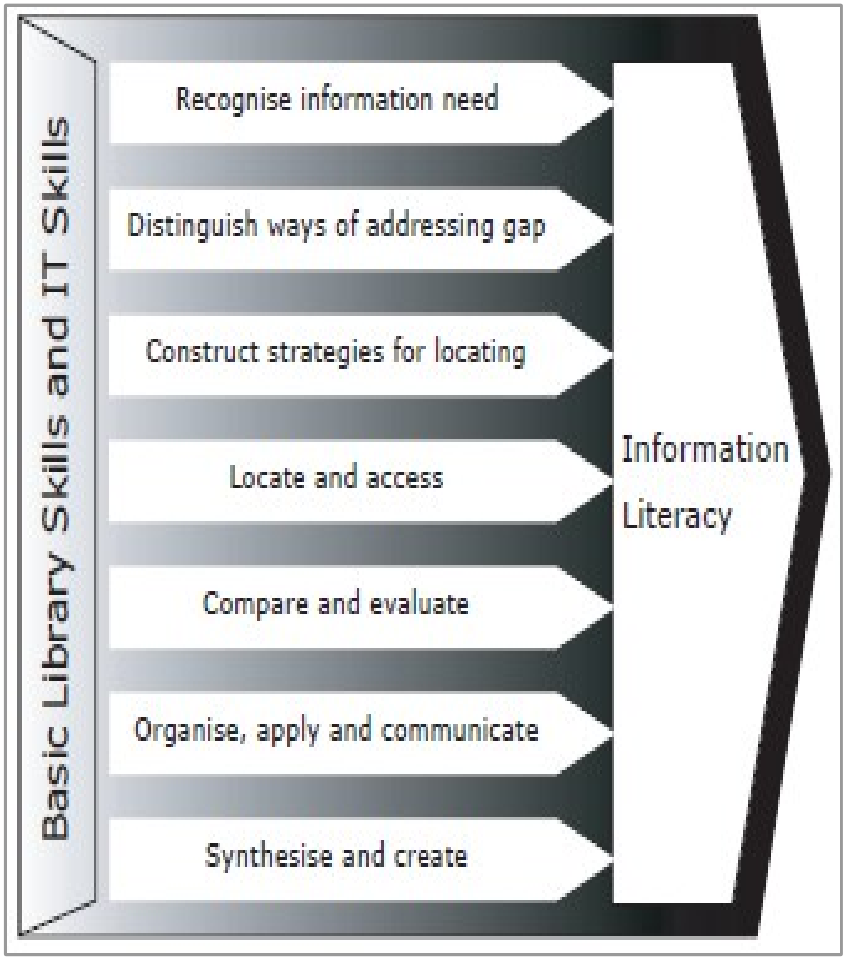


Research Cycle Model

4.1. Theoretical Models of IL

STAGES	SKILLS
Planning	• Establish Topic • Identify Information Sources • Identify Audience and Presentation Format • Establish Evaluation Criteria • Review Process
Information Retrieval	• Locate Resources • Collect Resources • Review Process
Information Processing	• Choose Relevant Information • Evaluate Information • Organize and Record Information • Make Connections and Inferences • Create Product • Revise and Edit • Review Process
Information Sharing	• Present Findings • Demonstrate Appropriate Audience Behavior • Review Process
Evaluation	• 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 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 Inability to express precise information needed	Confusion Doubt Sometimes threat 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 incompatibility 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	Making a survey of notes Listing possible foci Choosing a particular focus while discarding others, or Combining several themes to form one focus

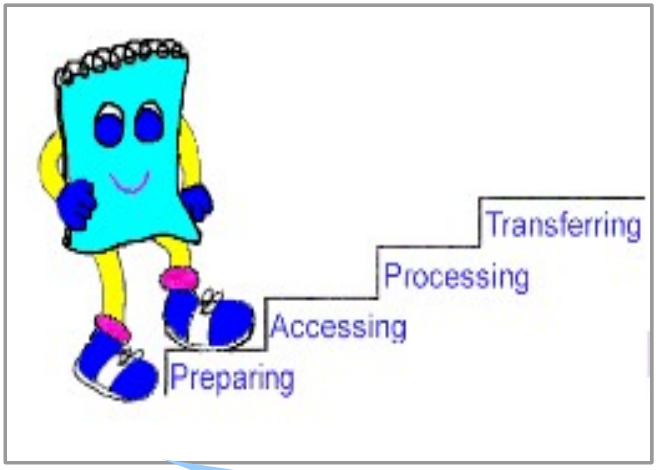
Stage 5 — Information Collection

Task	Thoughts	Feelings	Actions	Strategies
To gather information that defines, extends and supports the focus	Seeking information to support 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

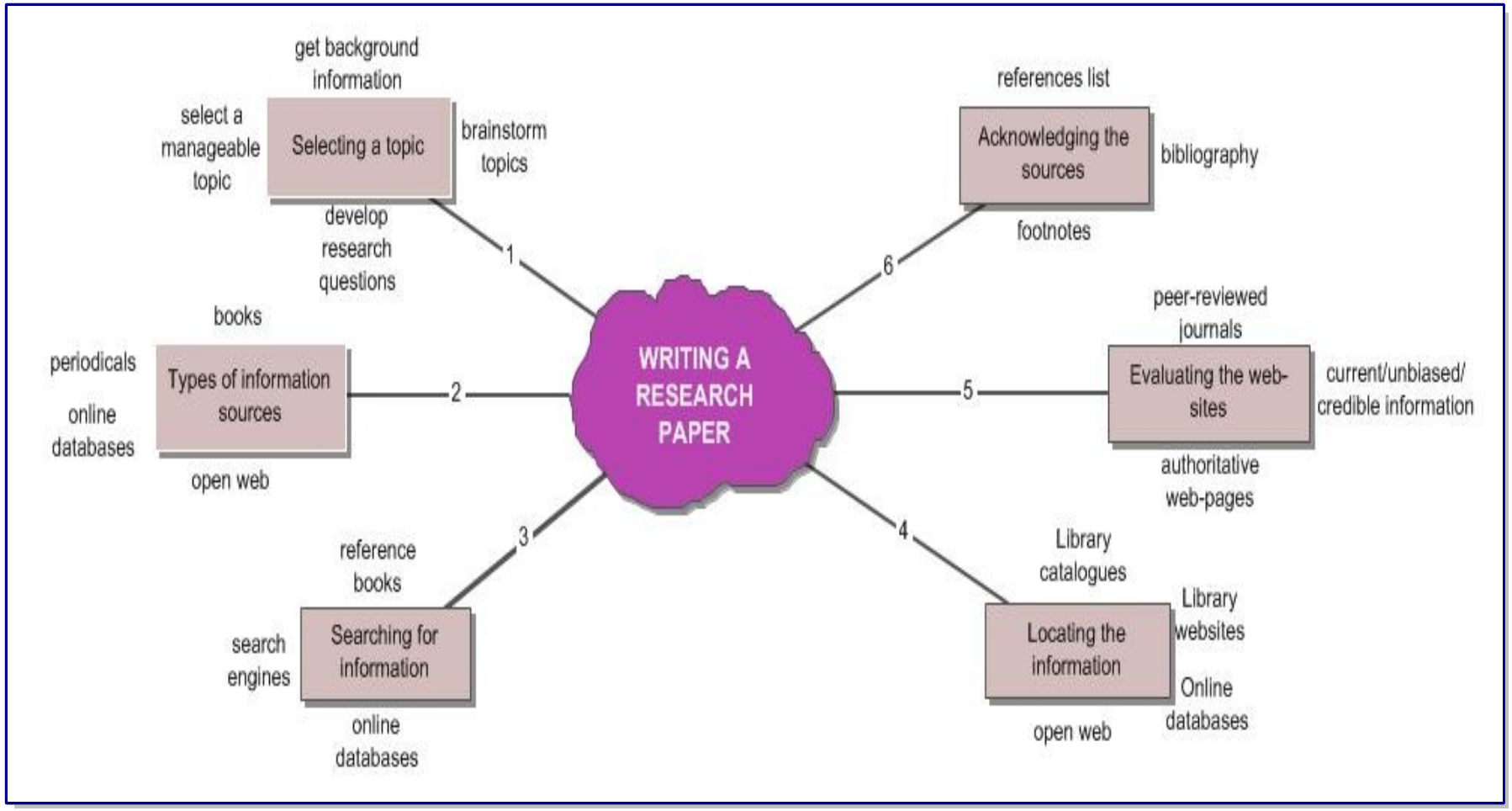
Task	Thoughts	Feelings	Actions	Strategies
To conclude search for information	Identifying need for any additional information Considering time limit Diminishing relevance Increasing redundancy Exhausting resources	Sense of relief Sometimes satisfaction Sometimes disappointment	Rechecking sources for information initially overlooked Confirming information and bibliographic citations	Returning to library to make summary search Keeping books until completion of writing to recheck information

Kuhlthau's Model
(Humboldt State University Library)



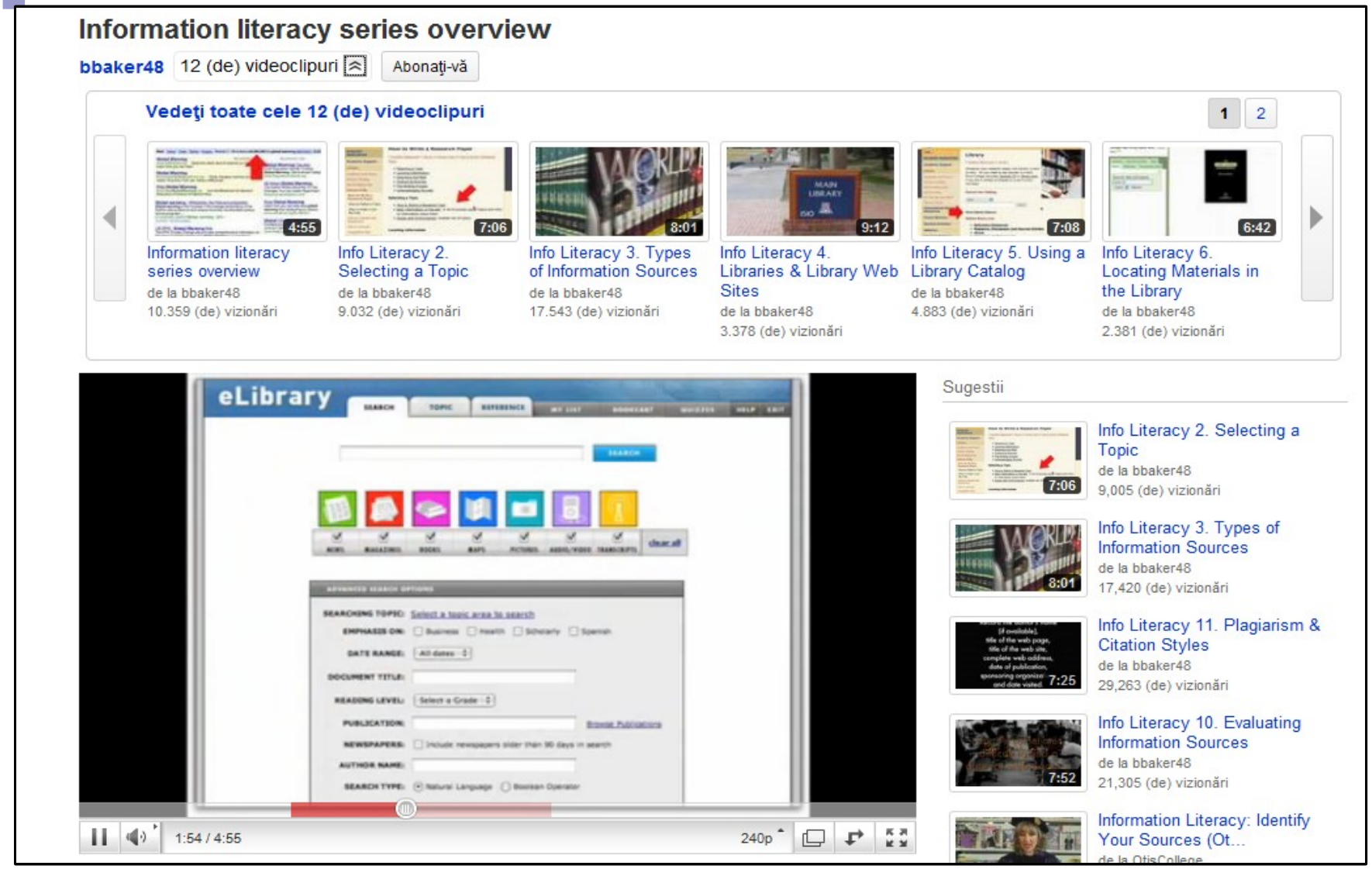
Research steps to success

4.2. Practical Models of IL



Pima Community College Model

Information LiteracyTutorials on youtube


Information literacy series overview
bbaker48
12 (de) videoclipuri
Abonaţi-vă
Vedeţi toate cele 12 (de) videoclipuri
1
2
4:55
Information literacy series overview
de la bbaker48
10.359 (de) vizionări
7:06
Info Literacy 2. Selecting a Topic
de la bbaker48
9.032 (de) vizionări
8:01
Info Literacy 3. Types of Information Sources
de la bbaker48
17.543 (de) vizionări
9:12
Info Literacy 4. Libraries & Library Web Sites
de la bbaker48
3.378 (de) vizionări
7:08
Info Literacy 5. Using a Library Catalog
de la bbaker48
4.883 (de) vizionări
6:42
Info Literacy 6. Locating Materials in the Library
de la bbaker48
2.381 (de) vizionări
eLibrary
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Info Literacy 2. Selecting a Topic
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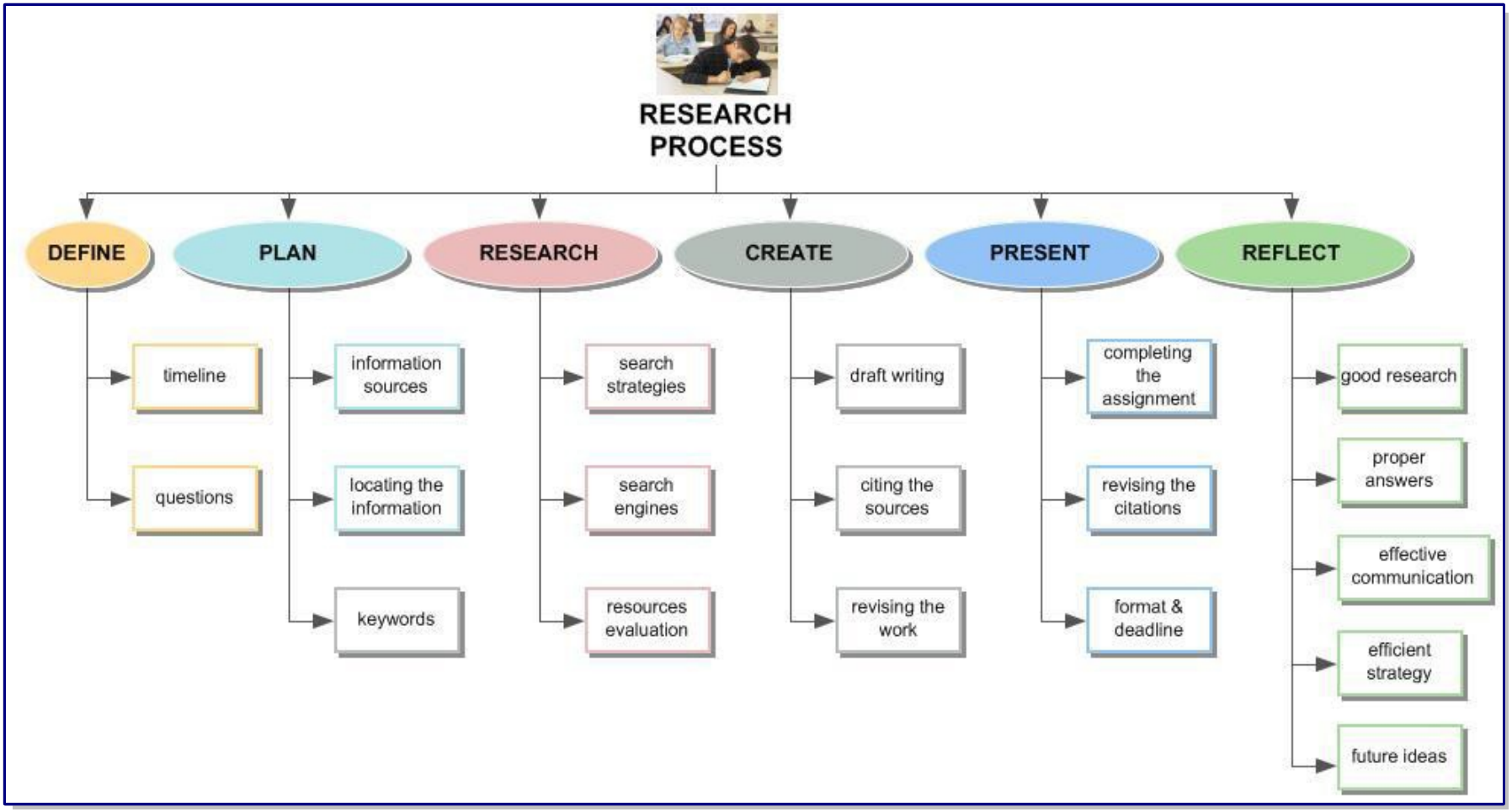
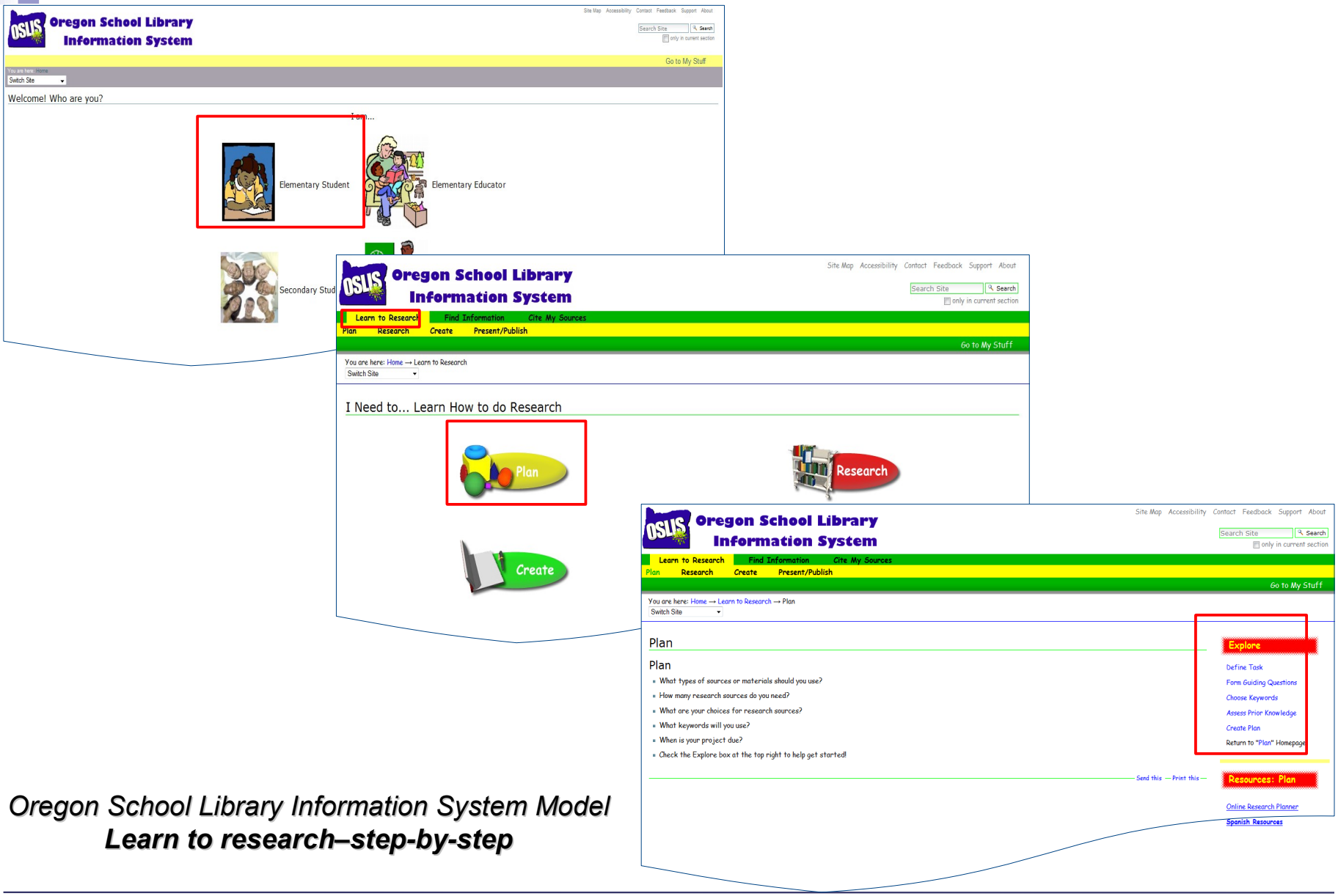
Info Literacy 3. Types of Information Sources
de la bbaker48
17,420 (de) vizionări
7:25
Info Literacy 11. Plagiarism & Citation Styles
de la bbaker48
29,263 (de) vizionări
7:52
Info Literacy 10. Evaluating Information Sources
de la bbaker48
21,305 (de) vizionări
Information Literacy: Identify Your Sources (Ot...

4.2. Practical Models of IL



Oregon School Library Information System Model

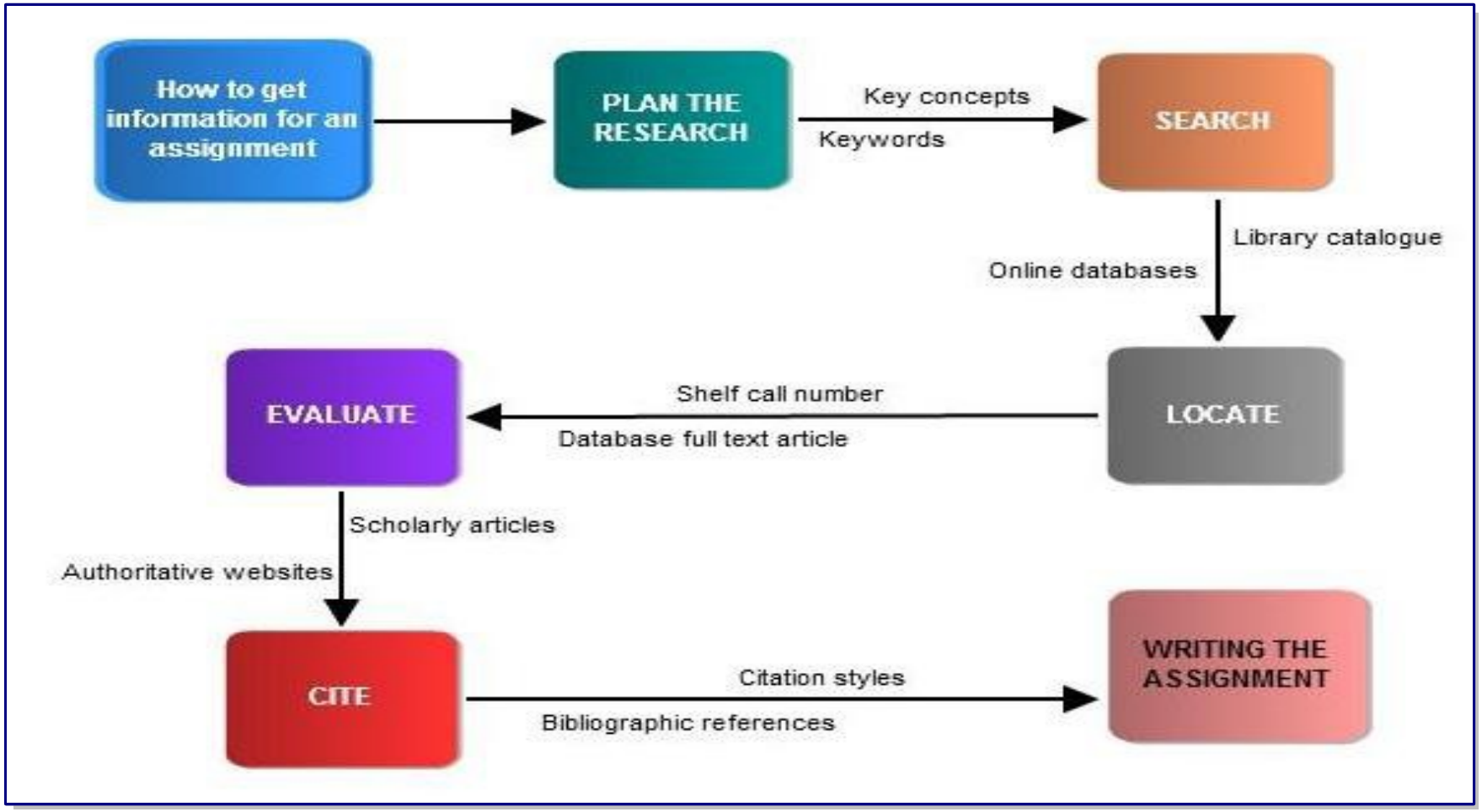
Learn to research–step-by-step



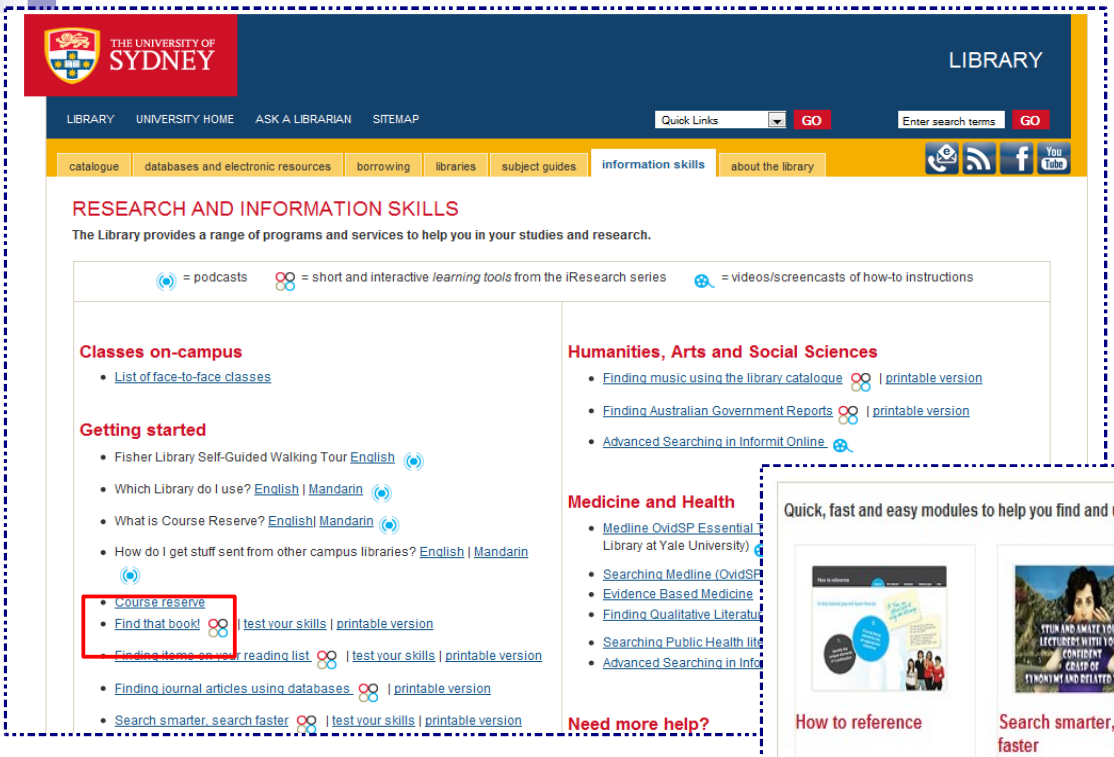
Oregon School Library Information System Model

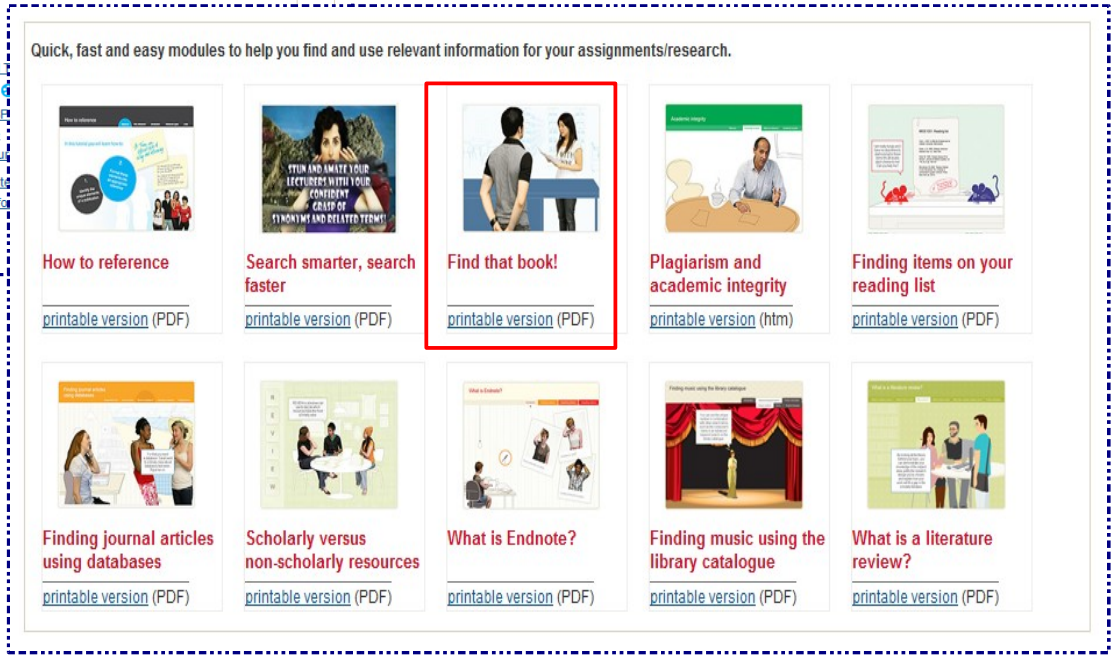
Learn to research–step-by-step

4.2. Practical Models of IL



University Library of Sydney Model ***How to get the best information for writing an assignment***

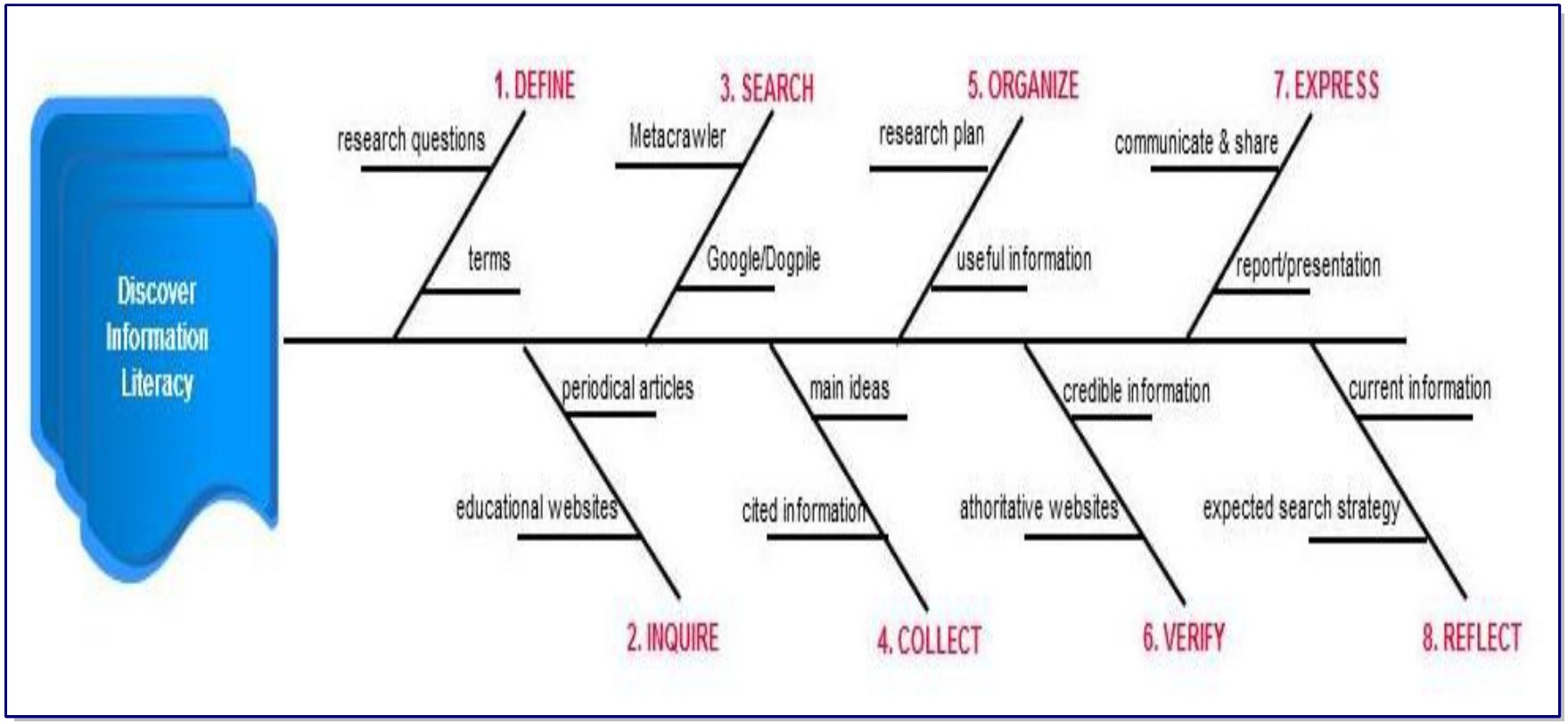




University Library of Sydney Model

How to get the best information for writing an assignment

4.2. Practical Models of IL



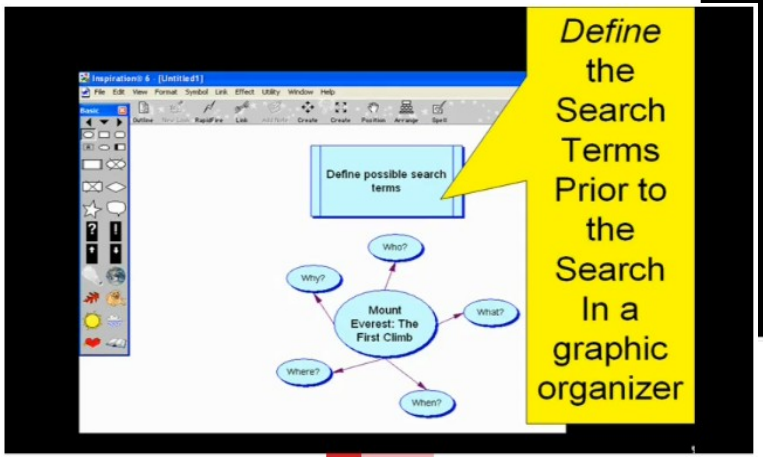
University of Mary Washington Model

How to DISCOVER information literacy

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.



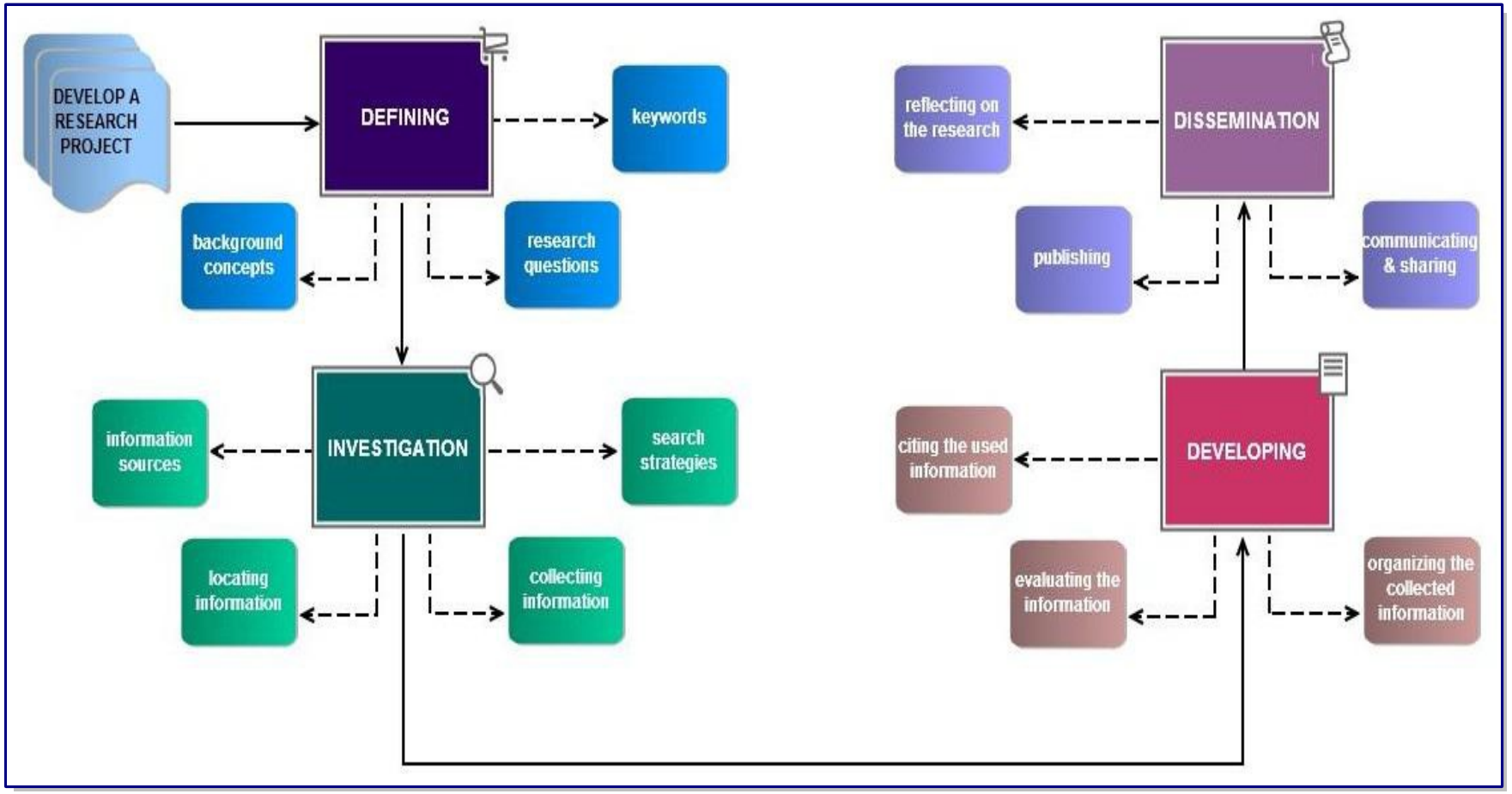
DISCOVER method of Information Literacy

Define
Inquire
Search
Collect
Organize
Verify
Express
Reflect

University of Mary Washington Model

How to DISCOVER information literacy

4.2. Practical Models of IL



Dunarea de Jos University Library ***How to develop a research project*** *- proposed model*

Cum să dezvolţi o temă de cercetare

I. Definirea temei de cercetare

Cuprins

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

4. Cuvintele-cheie

Tema: Folosirea tehnologiei în stimularea colaborării între angajaţi.

Concepte: **tehnologie** **colaborare** **angajaţi**

Cuvinte-cheie asociate: **computere** **munca în echipă** **colaboratori**

Sursa: http://www.lib.utexas.edu/services/instruction/learningmodules

Tema: Prima escaladare cu succes a Vârfului Everest.

Concepte: **escaladare** **succes** **Everest**

Cuvinte-cheie asociate: **ascensiune** **reuşită** **Himalaya**

Sursa: http://www.youtube.com

EXEMPLE

Cum să dezvolţi o temă de cercetare

III. Dezvoltarea temei de cercetare

Cuprins

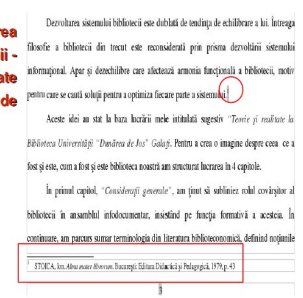
1. Răspunsurile
2. Ideile originale vs. ideile citate
3. Citarea informaţiilor
4. Concluziile
5. Titlul
6. Bibliografia
7. Anexele

3. Citarea informaţiilor

Notele de subsol

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

- notele de subsol: între 1-3/pagină



Dunarea de Jos University Library ***How to develop a research project*** *- proposed model*

5. CONCLUSIONS

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

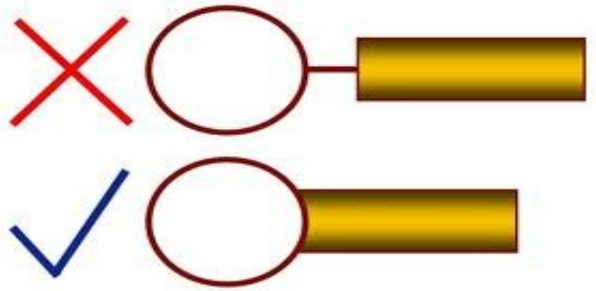
2. Authoritative solutions

developed by information literacy specialists or retrieved from educational websites

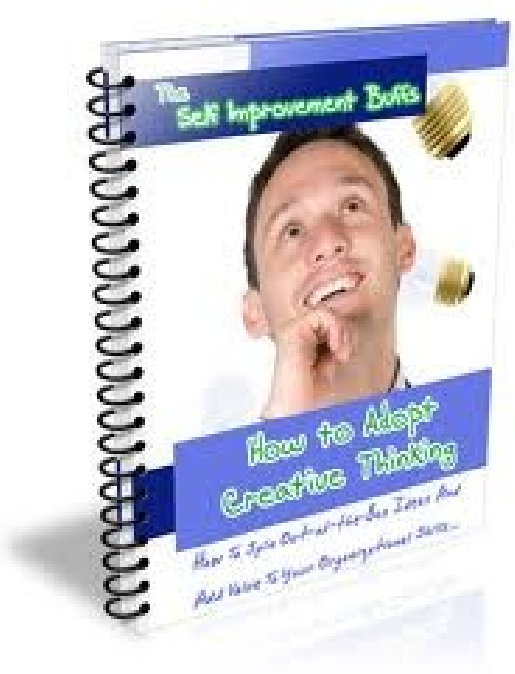
5. CONCLUSIONS

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

R E F E R E N C E S

- American Association of School Librarians. Information Power: Building Partnership for Learning. http://www.ala.org/ala/mgrps/divs/aasl/aaslarchive/pubsarchive/informationpower/InformationLiteracyStandards_final.pdf
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- Barbara Humes. Understanding Information Literacy. http://www.libraryinstruction.com/infolit.html
- The Big6. http://big6.com/
- Bob Baker. How to write a research paper. http://cc.pima.edu/~rbaker/ILprogramnotes.html
- Dianne Oberg. Teaching the research process – for discovery and personal growth. http://www.ifla.org/IV/ifla65/papers/078-119e.htm
- Humboldt State University Library. Kuhlthau's Model of the Stages of the Information Process. http://library.humboldt.edu/ic/general_competency/kuhlthau.html
- Info Literacy Models. http://www.shambles.net/pages/learning/infolit/infolitmod/
- Information age inquiry. http://www.virtualinquiry.com/inquiry/models.htm
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- Jamie McKenzie. The Research Cycle. http://www.fno.org/dec99/rcycle.html
- Jeremy Shapiro and Shelley K. Hughes. Information Literacy as a Liberal Art. http://net.educause.edu/apps/er/review/reviewArticles/31231.html
- Jesús Lau. Guidelines on Information Literacy for Lifelong Learning. http://archive.ifla.org/VII/s42/pub/IL-Guidelines2006.pdf
- Oregon School Library Information System. Learn to research. http://www.oslis.org/front-page
- Robert Grover. A Proposed Model for Diagnosing Information Needs. http://www.ala.org/ala/mgrps/divs/aasl/aaslpubsandjournals/slmrb/editorschoiceb/infopower/selctgrower.cfm
- 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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