CREATOR(S):

TITLE:

YEAR:

Original citation:

OpenAIR citation:

European Conference on
Information Literacy (ECIL)
Prague, Czech Republic
10-13 October 2016

Everyday Life Information Literacy: A Review of Literature

KONSTANTINA MARTZOUKOU

SENIOR LECTURER

ROBERT GORDON UNIVERSITY, ABERDEEN, UK
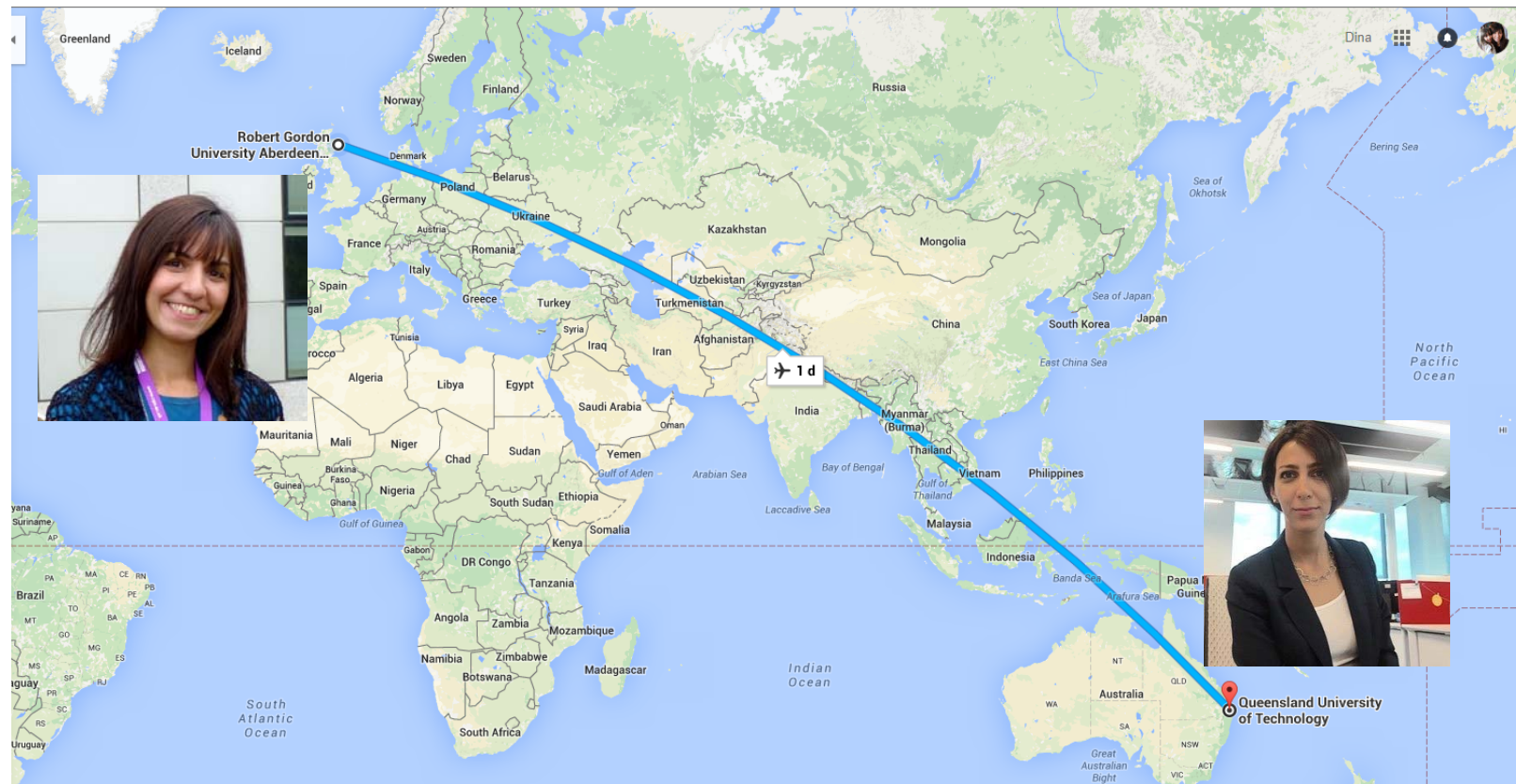
K.MARTZOUKOU@RGU.AC.UK

ELHAM SAYYAD ABDI

ASSOCIATE LECTURER

QUEENSLAND UNIVERSITY OF TECHNOLOGY, BRISBANE, AUSTRALIA

E.SAYYADABDI@QUT.EDU.AU

Making connections…

Setting the scene...
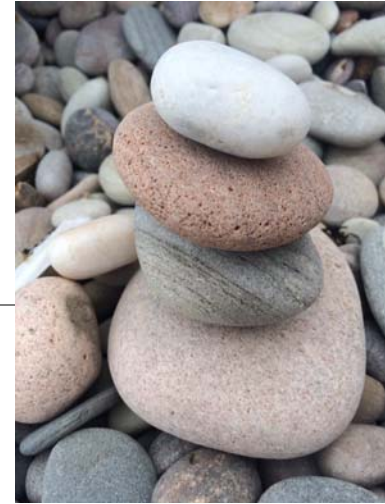
What is Everyday Life community Information literacy (ELIL)?

◦ searching for, **critically evaluating** and **using** information effectively to solve everyday problems.

◦ being able to address a range of information needs that relate to **everyday practices**

◦ making informed decisions that are of significant value to individuals and communities (e.g. financial, health or law-related).

◦ an important condition for **civic participation and engagement**, **informed citizenship, health, well-being** and generally, people's quality of life (Leung, 2009).

Value of ELIL

◦ Alexandria Proclamation on Information Literacy and **Lifelong Learning**:

"provides the key to **effective access, use and creation of content** to support economic development, education, health and human services, and all other aspects of contemporary societies…extends beyond current technologies to encompass **learning, critical thinking and interpretative skills across professional boundaries** and **empowers individuals and communities**" (Garner 2005 p.3).

◦ IL is an **"overarching literacy of life in the 21st century"** (Bruce 2002).

Rationale

→ **IL research focuses on education and workplace contexts**
   ◦ more than 60% of the IL literature has been within the context of Higher Education libraries (Whitworth, 2014).

→ a study of emerging IL trends during 1999-2009 (Aharoni, 2010) shows:
   ◦ IL is associated with **education**
   ◦ **only began** "to shift into **workplaces** and the business world".
   ◦ **health and medicine**, appeared to **a lesser extent**, stressing "people's need for information literacy in this specific context"
   ◦ research within the **context of society** was found to be **limited** and its impact is "probably minor" (p. 271).

→ **most research** investigated professional groups: scientists, engineers, scholars, and health professionals rather than "ordinary people" (Case 2002).

Rationale

Age
Older adults, young people/men, early years/preschool, nursery, aging women

Roles
Parents, retired people, citizens

Social situations
Pregnant women, immigrants, unemployed, job seekers, carers, health situations

ELIS
◦ Everyday information seeking behaviour conceptual framework (Savolainen 1995) – **lacks emphasis on the critical position and value of IL.**

ELIL
◦ existing ELIL research addresses a variety of contexts and foci – **lacks a holistic view to this area** and **additional research is necessary**

◦ "knowing the information landscape" (Lloyd, 2006) within ELIL not sufficient attention /still **emerging area** of research / requires f**urther exploration** and understanding.

Aims and Objectives

Aims –

To present a critical review of relevant literature on ELIL, seeking to offer a snapshot of existing research within this area

To develop a research agenda for further exploration of the growing everyday life IL domain.

Objectives –

◦ To explore **existing empirical research** that addresses aspects of **ELIL**, identifying current gaps in the literature.

◦ To highlight the **key theoretical positions** and map **methodological trends** in this area.

◦ To make further **research and policy recommendations** on the basis of these findings.

Methodology

SCOPING REVIEW

to map rapidly the key concepts underpinning a research area and the main sources and types of evidence available, and can be undertaken as **stand alone projects** in their own right, especially where an area is complex or has not been reviewed comprehensively before" (Mays et al (2001 p.194).

identifying the research questions and the domain that needs to be explored

finding the relevant studies
• electronic databases, reference lists, websites of organizations, conference proceedings

selecting those that are relevant to the question(s)

charting the data
• i.e. the information on and from the relevant studies

collating, summarizing and reporting the results

consulting stakeholders to get more references and provide insights on what the literature fails to highlight (optional).

Arksey and O'Malley (2005)

Process followed

Science Direct, Emerald, ERIC

LISTA, LISA, LLIS

ABI Inform, Google Scholar
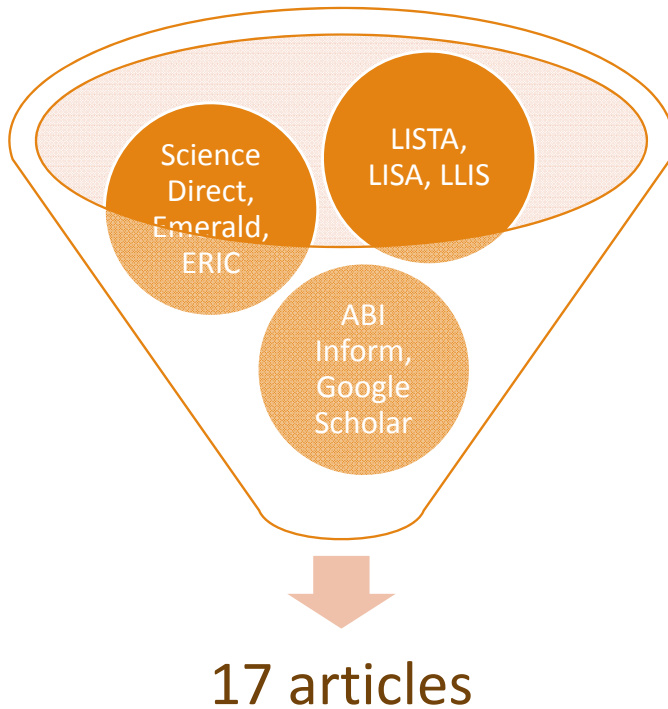
17 articles

Excluded: Theses, chapters, theoretical papers

Included: journal articles, conference publications

Published: 2000-2016

Search terms: 'information literacy' + 'everyday life', general and within the abstract, title and keyword fields

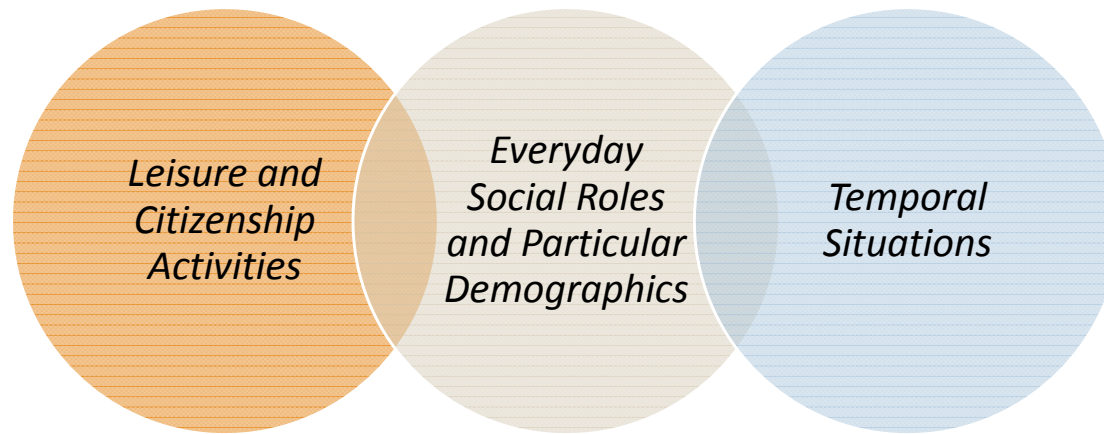| Database	Search string		Hits/accepted
SCIENCE DIRECT	Title-Abstract-Keyword ("information literacy") AND Title-Abstract-Keyword ("everyday life").		*Hits: 4* *Accepted: 2*
Citation Information	**Context**	**Method**	**Sample**
Yates, 2015	Temporal situations	Semi-structured interviews	Australian citizens (47 to 64 years)
Sin,2015	Leisure & Citizenship	Questionnaire survey	University international students
Database	**Search string**		**Hits/accepted**
LISTA *Via EBSCOhost*	"information literacy" AND "everyday life" (all search fields) **Limiters** - Publication Date: 2000-2016 **Search modes** - Boolean/Phrase		*Hits: 22* *Duplicates: 2* *Accepted: 10*
Citation Information	**Context**	**Method**	**Sample**
Eriksson-Backa, et al., 2012	Everyday social roles/demographics	Questionnaire survey	Finn citizens (65–79 years)
Walker., 2009.	Everyday social roles/demographics	Semi-structured interviews	U.K. Parents
Smith & Hepworth, 2012	Everyday social roles/demographics	Semi-structured interviews	Young people (11-18 years)
Hirvonen et al., 2015.	Everyday social roles/demographics	Questionnaire Survey	Young men (most 17-18 years)
Meyers et al. 2009	Everyday social roles/demographics	Interviews, focus groups	34 Preteens (9-13 years)
Yates et al. 2012	Everyday social roles/demographics	Interviews	20 participants between (57-81 years)
Sundin, 2011	Leisure & Citizenship	Interviews, online observations, web documents and discussions, e-mail questions	11 Wikipedia editors
Skov, 2013	Leisure & Citizenship	Web questionnaire, interviews	24 online museum visitors
Papen, 2013	Temporal situations	Interviews, analysis of pregnancy books and websites practices	26 Pregnant women
O'Connor, 2013	Leisure & Citizenship	Survey & Semi-structured interviews	44 US retired or near-retirement investors
Head et al 2009.	Leisure & Citizenship	Questionnaire survey	2318 US College students
Database	**Search string**		**Hits/accepted**
LIBRARY LITERATURE & *INFORMATION SCIENCE* *Via EBSCOhost*	"information literacy" AND "everyday life" (all search fields) **Limiters** - Publication Date: 2000-2016 **Search modes** - Boolean/Phrase		*Hits: 10* *Duplicates: 6* *Accepted: 0*
ERIC *Via EBSCOhost*	"information literacy" AND "everyday life" (all search fields) **Limiters** - Publication Date: 2000-2016 **Search modes** - Boolean/Phrase		*Hits: 7* *Duplicates: 2* *Accepted: 1*

RESEARCH FINDINGS

ELIL information practices and experiences situated within a **diverse set of contexts/directions**:

➡ **what is perceived as knowledge?** (with reference to sense-making within these specific contexts)

➡ **how is knowledge put to use?** (with a positive outcome for everyday situated practices)

Leisure and Citizenship Activities

Everyday Social Roles and Particular Demographics

Temporal Situations

ELIL for Leisure and Citizenship Activities

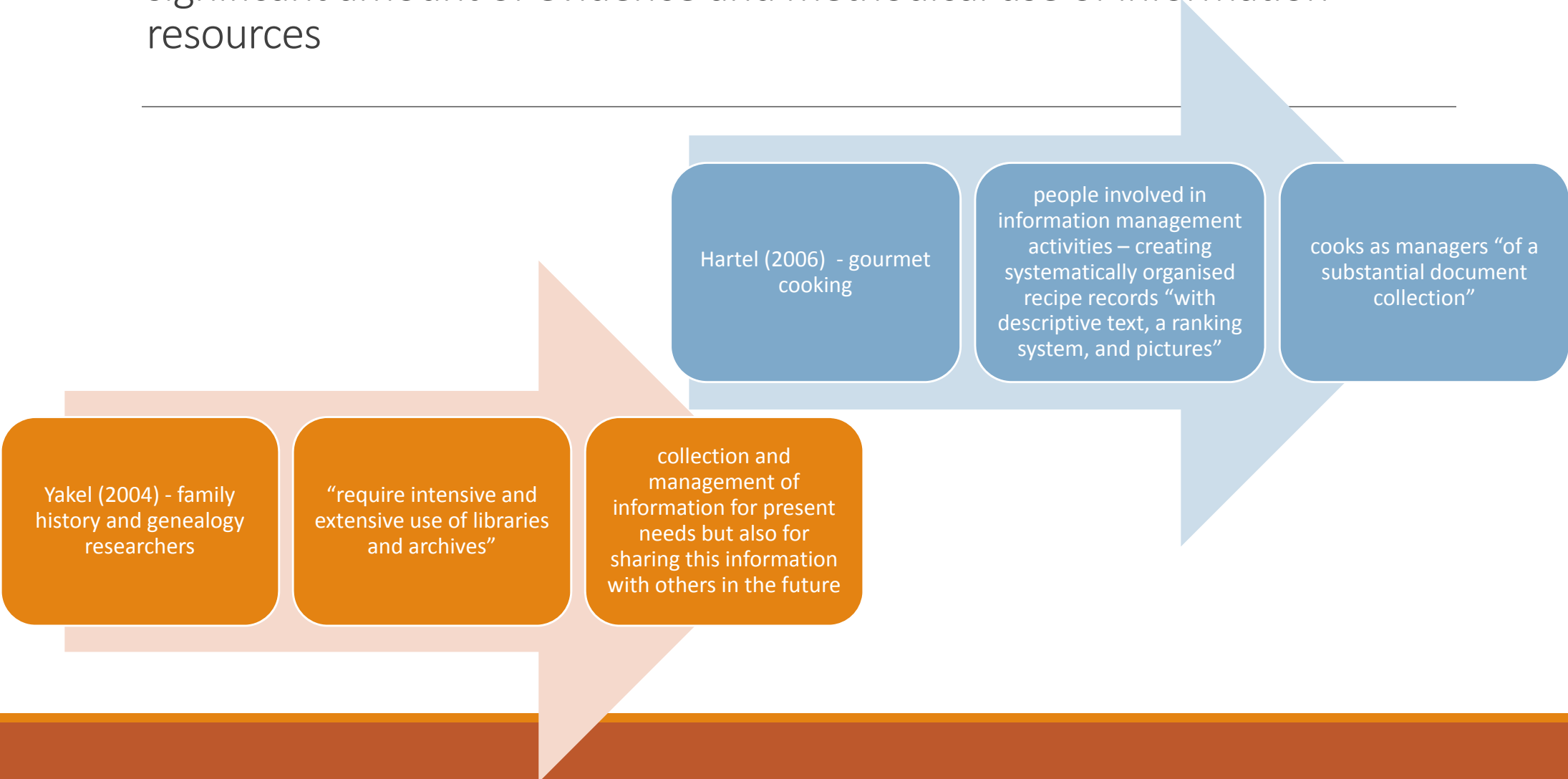Savolainen's ELIS: understanding ISB for leisure pursuits
  ◦ hobbyists, such as online museum visitors (Skov, 2013),
  ◦ genealogists and family historians (Fulton and Vondracek 2009; Yakel, 2004),
  ◦ people who read for pleasure (Ross 1999),
  ◦ gourmet cooks (Hartel 2003; 2006; 2010),
  ◦ knitters (Prigoda and McKenzie 2007),
  ◦ food bloggers (Cox and Blake 2011)
  ◦ different types of collectors (Case 2009, Case 2010, Lee and Trace 2009).
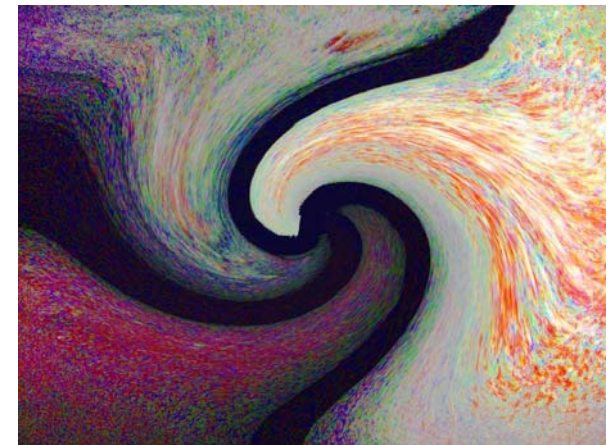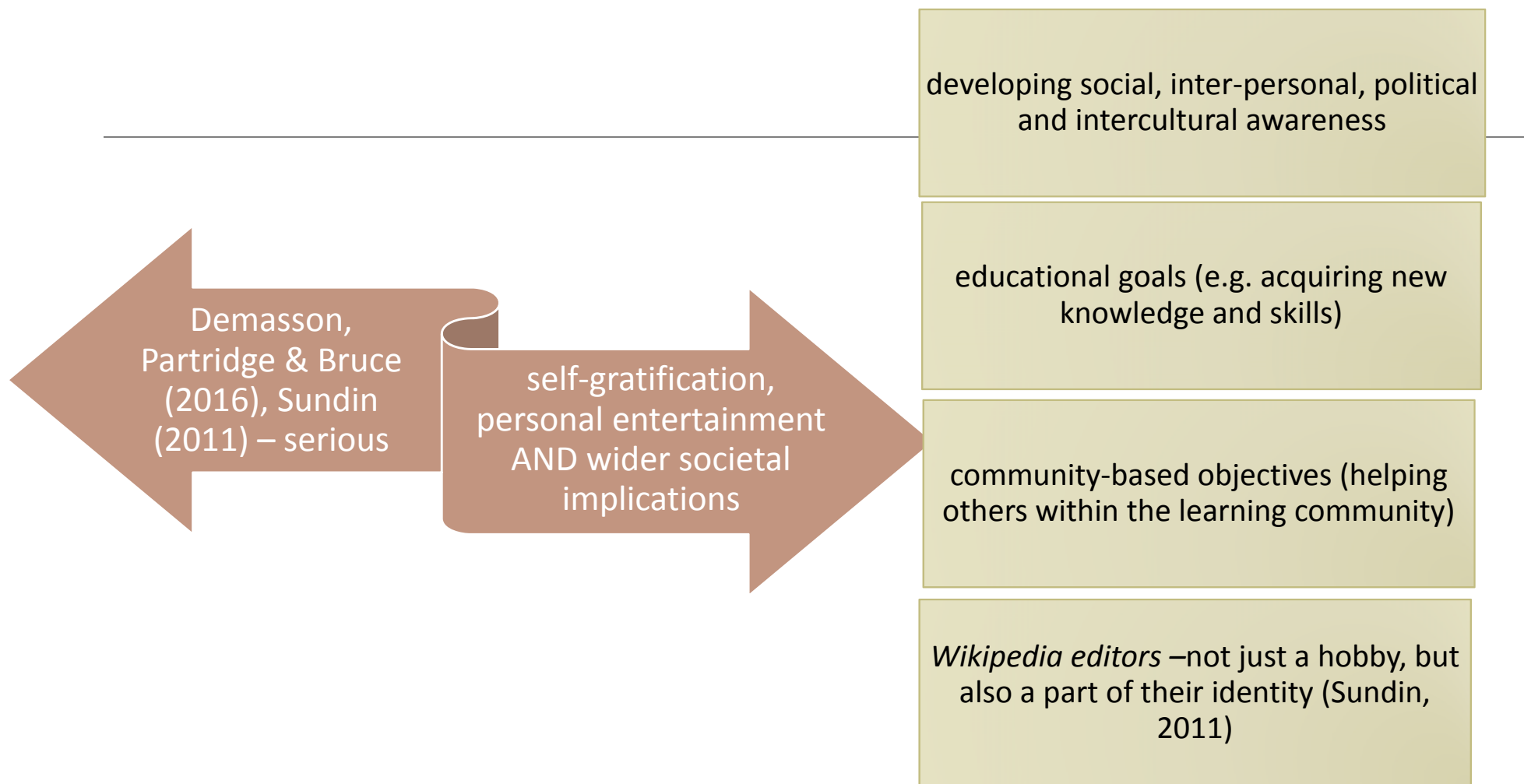

IL conclusions:
  ◦ **Conclusion 1**: hobby-related ISB in different contexts requires a significant amount of evidence and methodical use of information resources.
  ◦ **Conclusion 2:** blending the everyday leisure environment with the context of work and education is evident

Conclusion 1: hobby-related ISB in different contexts requires a significant amount of evidence and methodical use of information resources

Yakel (2004) - family history and genealogy researchers

"require intensive and extensive use of libraries and archives"

collection and management of information for present needs but also for sharing this information with others in the future

Hartel (2006) - gourmet cooking

people involved in information management activities – creating systematically organised recipe records "with descriptive text, a ranking system, and pictures"

cooks as managers "of a substantial document collection"

Conclusion 2: ELIL has personal and wider societal implications

developing social, inter-personal, political and intercultural awareness

educational goals (e.g. acquiring new knowledge and skills)

Demasson, Partridge & Bruce (2016), Sundin (2011) – serious

self-gratification, personal entertainment AND wider societal implications

community-based objectives (helping others within the learning community)

Wikipedia editors –not just a hobby, but also a part of their identity (Sundin, 2011)

Conclusion 3: blending the everyday leisure environment with the context of work and education

both education and pleasure based pursuits around music, e.g. sharing information with others, employing easy to use search systems, favouring interpersonal information sources (music IL Kostagiolas et al., 2015)

Wikipedia editors - emphasis on easy access and source hierarchy based on trustworthy information by scholarly criteria within the Wikipedia editors' IL landscape (Sundin 2011)

blurring boundaries between 'formal' and 'informal' IL practices suggests a convergent IL space

Kostagiolas et al. 2015; Laplante & Downie 2011; Tepper & Hargittai 2009; Sundin 2011 ; Rieh 2004; Head et al. 2009; Sin 2015

People lacking IL support in the home information environment - active seekers, keenly aware of their search skills and constantly evaluating their own skill levels (Rieh 2004)

whether for course related or everyday life research students followed stable, expected & habitual (Head et al. 2019) / Sin (2015) identified a need for ELIL training for international students in relation to legal and financial information

ELIL for Everyday Social Roles and Particular Demographics

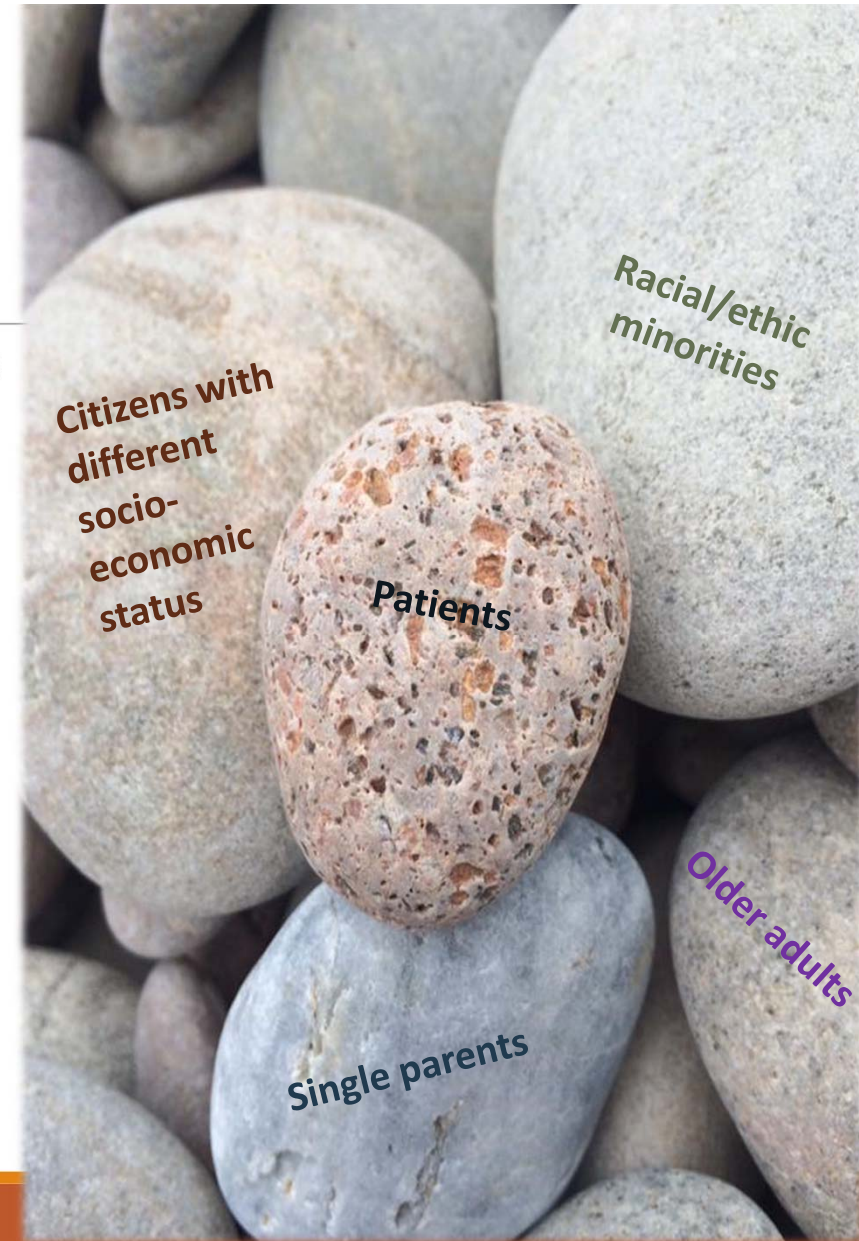◦ demographic characteristics and social roles generate common ELIL needs

social inclusion and informed decision-making

Geography, community (e.g. city, country, urban, rural) – information provision locally, voluntarily and informally rather than formally as in urban areas (Talbot 1998)
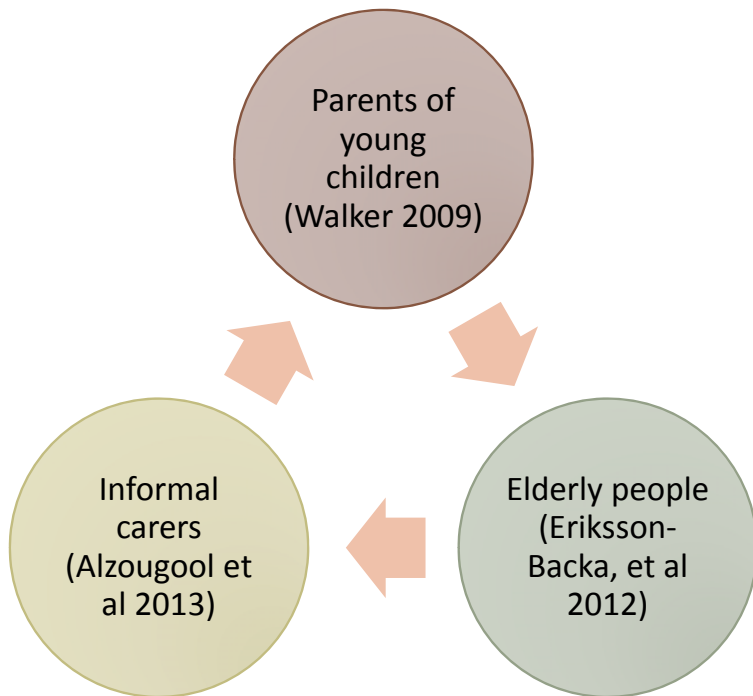
Group level, socio-cultural characteristics: different cultures, ages, languages and physical needs.
- impact on the development of ELIL (e.g. lower socio-economic groups make less use of information that would help them participate in democratic activities (i.e. digital divide)

Racial/ethic minorities

Citizens with different socio-economic status

Patients

Older adults

Single parents

ELIL for to Everyday Social Roles and Particular Demographics

Conclusion: Demographic differences and roles determine how ELIL needs are experienced

Parents of young children (Walker 2009)

Informal carers (Alzougool et al 2013)

Elderly people (Eriksson-Backa, et al 2012)

- single most important source: **trusted friends or family**, sense of community
- internet a major source of information
- "under greater socio-political scrutiny". Yet evaluation based on personal values, beliefs and trust : "gut feeling**". Evaluation a key concern**
- Experience, tacit knowledge and affective aspects (e.g. feeling pressure, anxiety about the problem they encounter) areas for further investigation

- **challenging role**: self-dependent but experiencing information, information overload, information avoidance or lack of health literacy
- internet plays a key part in the fulfilment of this role
- points for ELIL interventions: **not fully aware of their information needs**, more support from medical practitioners and other knowledgeable bodies.

- lower levels of education or poor health **more vulnerable**
- motivation important factor: not interested in health information or inactive means less confident
- information had to be presented in a way that is **understandable/ easily accessed**
- **patient related information already aimed at people with a fairly high level of education**, confident in their IL ability (particularly eHealth literacy)
- citizenship, recreational and financial information: information accuracy around investment information a significant issue for older adults within the digital era (O'Connor 2012)

ELIL for Temporal Situations

Conclusion: IL empowers individuals, aids problem-solving, bridging the gap between marginalised experiences and 'ordinary' citizenship

---

Dealing with information in new and/or vital situations

→Expected or unexpected reasons

→sudden and unexpected exposure to new and overwhelming information

→within, sometimes, a relatively limited amount of time

→and under new circumstances for which little may be known

→stronger need for a different set of resources and different engagement ways with information

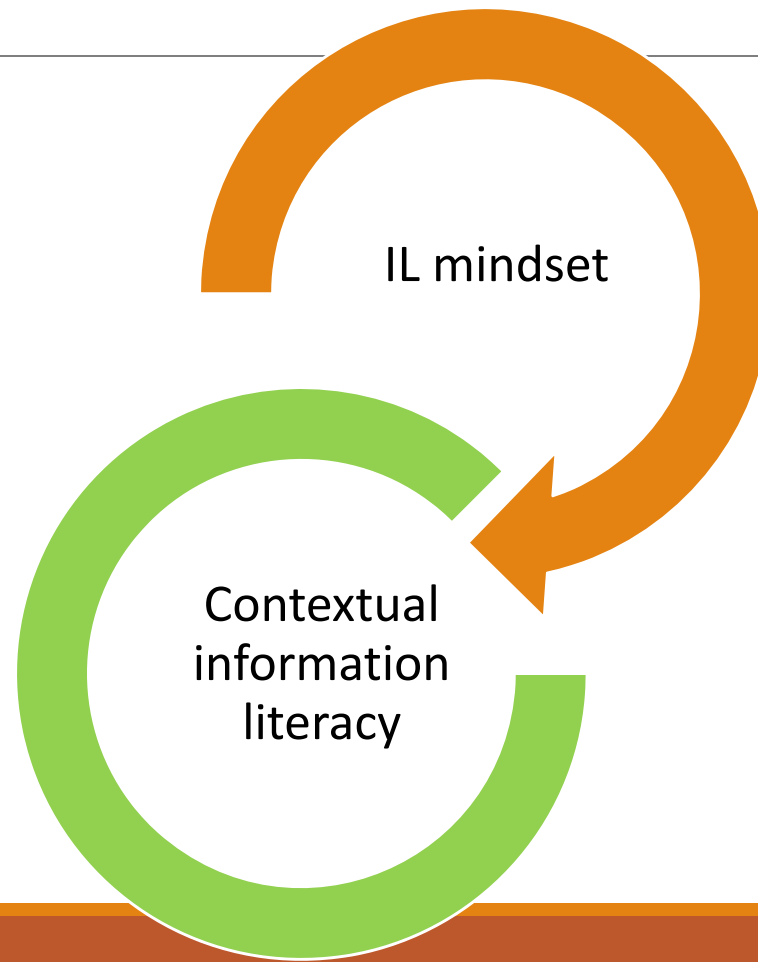→ additional support networks and interpersonal communication with alike individuals.

Natural disaster

migration
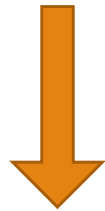
pregnancy

→ Significant decisions to be made

Two levels of information literacy

IL mindset

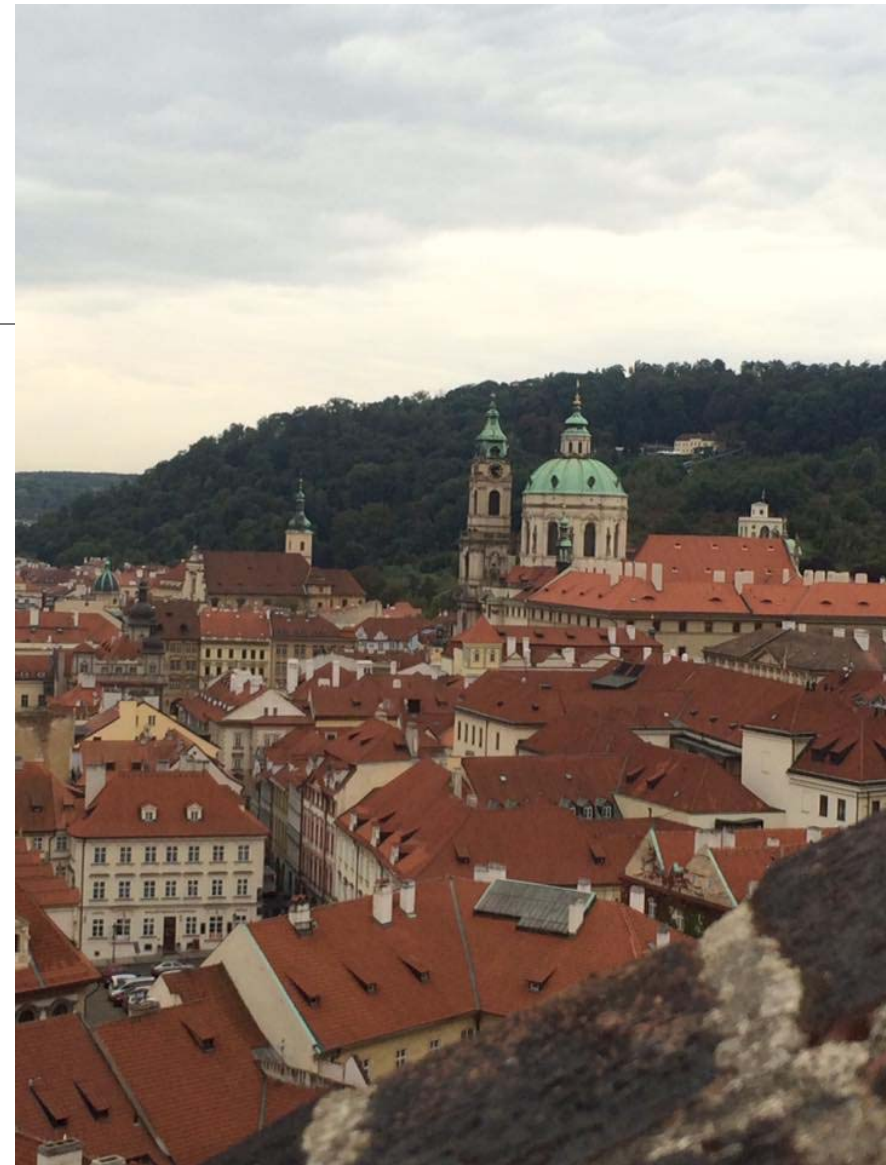Contextual information literacy

Conclusion & recommendations

◦ ELIL different from IL in education and workplace → in less structured contexts
◦ sense of community and interpersonal information sources → play a key role
◦ work, education and everyday life information literacy experiences converge
◦ IL at 2 levels: 1) contextual information literacy ; 2) IL mindset

◦ Is Information literacy only supported by academic and librarians? Whose responsibility is it?
◦ ELIL understanding: Who will benefit? Who to talk to?

Thank you

Děkuji
mnohokrát

References

Aharony, N. (2010), "Information literacy in the professional literature: an exploratory analysis", *Aslib Proceedings*, Vol. 62 No. 3, pp. 261-282.

Alzougool, B. Chang, S. and Gray, K. (2007), "Modeling the information needs of informal carers", *ACIS 2007 Proceedings*, Paper 68, available at http://aisel.aisnet.org/cgi/viewcontent.cgi?article=1067&context=acis2007 (accessed 14 July 2016).

Alzougool, B. Chang, S. and Gray, K. (2013), "The nature and constitution of informal carers' information needs: what you don't know you need is as important as what you want to know", *Information Research,* (online) Vol. 18 No. 1, available at: http://www.informationr.net/ir/18-1/paper563.html (accessed 14 July 2016).

Arksey, H. and O'Malley, L. (2005), "Scoping studies: Towards a methodological framework", *International Journal of Social Research Methodology: Theory & Practice*, Vol. 8 No. 1, pp.19-32.

Brewer, E. (2009), "The consumer side of search", Communications of the ACM, Vol. 45 No. 9, p. 41.

Bruce, C. (1999), "Workplace experiences of information literacy", *International Journal of Information Management*, Vol. 19 No. 1, pp.33-47.

Bruce, C. (2002), "Information literacy as a catalyst for educational change: a background paper", White Paper prepared for UNESCO, the U.S. National Commission on Libraries and Information Science, and the National Forum on Information Literacy, for use at the Information Literacy Meeting of Experts, Prague, The Czech Republic. Available at http://www.nclis.gov/libinter/infolitconf&meet/papers/bruce-fullpaper.pdf

References

Buri, H. and Dawson, P. (2000), "Caring for a relative with dementia: a theoretical model of coping with fall risk", *Health, Risk & Society*, Vol. 2 No. 3, pp. 283-293.

Case, D. (2002), *Looking for information: A survey of research on information seeking, needs, and behaviour, Academic Press*, San Diego, CA.

Case, D. (2009), "Serial collecting as leisure, and coin collecting in particular", *Library Trends,* Vol. 57 No. 4, pp.729–752.

Case, D. (2010), "A model of the information seeking and decision making of online coin buyers", *Information Research, (online) Vol.* 15 No. 4, available at http://www.informationr.net/ir/15-4/paper448.html (accessed 14 July 2016).

Comstock, S. (2012), "A case study of legitimate literacies: teens' "small world" and the school library", PhD thesis, University of Illinois, Urbana-Champaign.

Cox, A. and Blake, M. (2011), "Information and food blogging as serious leisure", *Aslib Proceedings, Vol. 63 No. 2-3*, pp. 204–220.

Cummings, J. and Kraut, R. (2002), "Domesticating computers and the Internet", *Information Society*, Vol. 18 No. 3, pp. 221–232.

Demasson, A., Partridge, H. & Bruce, C. (2016), "Information literacy and the serious leisure participant: variation in the experience of using information to learn", *Information Research*, (online) 21(2), paper 711, available at http://InformationR.net/ir/21-2/paper711.html

Dervin, B. (1997), "Given a context by any other name: methodological tools for taming the unruly beast", in Vakkari, P. Savolainen, R. and Dervin, B. (Eds.), *Information Seeking in Context: Proceedings of an International Conference on Research in Information Needs, Seeking and Use in Different Contexts*, Taylor Graham, London, pp. 13-38.

References

Eriksson-Backa, K. Akademi, Å. (2014), "Health information literacy and demographic background in relation to health risks, diabetes and heart disease among older Finnish adults", *Informaatiotutkimus*, (online) Vol. 33 No. 3, available at: http://ojs.tsv.fi/index.php/inf/article/view/48046/13879 (accessed 14 July 2016).

Eriksson-Backa, K. Ek, S. Niemela, R. Huotari, M. (2012), "Health information literacy in everyday life: A study of Finns aged 65–79 years", *Health Informatics Journal*, Vol. 18 No. 2, pp. 83-94.

European Commission Information Society Unit, (2014), "Digital competence: identification and European-wide validation of its key components for all levels of learners (DIGCOMP)", available at http://is.jrc.ec.europa.eu/pages/EAP/DIGCOMP.html (accessed 13 July 2016).

Friemel, T. N. (2014), "The digital divide has grown old: Determinants of a digital divide among seniors", *New Media & Society*, p. 1-19.

Fulton, C. and Vondracek, R. (2009), "Introduction: pleasurable pursuits: leisure and LIS research", *Library Trends,* Vol. **57 No.** 4, pp. 611–617.

Garner, S. (2005), "High-Level colloquium on information literacy and lifelong learning", available at: http://www.ifla.org/files/assets/information-literacy/publications/high-level-colloquium-2005.pdf (accessed 23 June 2016).

Gunton, L. (2011), "Religious information literacy : using information to learn in church community", *Australian Library Journal*, Vol. 60 No 2, pp. 155-164.

Hartel, J. (2003), "The serious leisure frontier in library and information science: hobby domains", *Knowledge Organization*, Vol. 30 No. 3-4, pp. 228-238

References

Hartel, J. (2006), "Information activities and resources in an episode of gourmet cooking", *Information Research*, (online) Vol. 12 No. 1, Available at http://www.informationr.net/ir/12-1/paper282.html (accessed 14 July 2016)

Hartel, J. (2010), "Managing documents at home for serious leisure: a case study of the hobby of gourmet cooking", *Journal of Documentation*, Vol. 66 No. 6, pp. 847–874.

Head, A. Eisenberg, M. (2009), "Lessons learned: How college students seek information in the digital age", Project Information Literacy Progress Report, available at: https://www.marin.edu/WORD-PPT/HowCollegeStudentsSeekInformation.pdf (accessed 12 July 2016).

Hirvonen, N. Ek. S. Niemela, R. Korpelainen, R. and Huotari, M. (2015), "Socio-demographic characteristics associated with the everyday health information literacy of young men", *Information Research*, (online) Vol. 20 No. 1, pp. 81-92.

Juznic, P. Blazic, M. Mercun, T. Plestenjak, B. and Majcenovic, D. (2006), "Who says that old dogs cannot learn new tricks?", *New Library World*, Vol. 107 No. 7-8, pp. 332-345.

Känsäkoski, H. Huotari, M. (2016), "Applying the theory of information worlds within a health care practise in Finland", *Journal of Documentation*, Vol. 72 No. 2, pp.321-341.

Kendall, S. Thompson, D. and Couldridge, L. (2004), "The information needs of carers of adults diagnosed with epilepsy", *Seizure*, Vol. 13 No. 7, pp. 499-508.

References

Kennan, M.A. Lloyd, A. Qayyuma, A. and Thompson, K. (2011), "Settling in: The Relationship between Information and Social Inclusion", *Australian Academic & Research Libraries*, Vol. 42 No. 3, pp. 191-210.

Kim, K. Sin, S. and Yoo-Lee, E. (2014), "Undergraduates' use of social media as information sources", *College and Research Libraries*, Vol. 75 No. 4, pp. 442–457.

Kostagiolas, P. Martzoukou, K. Georgantzi, G. and Niakas, D. (2013), "Information seeking behaviour of parents of paediatric patients for clinical decision making: the central role of information literacy in a participatory setting", *Information Research*, (online) Vol. 18 No. 3.

Kostagiolas, P.A. Lavranos, C. Korfiatis, N. Papadatos, J. and Papavlasopoulos, S. (2015), "Music, musicians and information seeking behavior", *Journal of Documentation*, Vol. 71 No. 1, pp. 3-24.

Laplante, A. and Downie, J. S. (2011), "The utilitarian and hedonic outcomes of music information-seeking in everyday life", *Library and Information Science Research*, Vol. 33 No. 3, pp. 202-210.

Lee, C.P. and Trace, C. (2009), "The role of information in a community of hobbyist collectors", *Journal of the American Society for Information Science and Technology, Vol. 60 No 3, pp.* 621–637*.*

Leung, L. (2009), "Effects on Internet Connectedness and Information Literacy on Quality of Life", *Social Indicator Research*, Vol. 98 No. 2, pp. 273–290.

Lloyd, A. (2011), "Trapped between a rock and hard place: What counts as information literacy in the workplace and how is it conceptualized", *Library Trends*, Vol. 60 No. 2, 277-296.

Lloyd, A. (2006), "Information literacy landscapes: an emerging picture", *Journal of Documentation*, Vol. 62 No. 5, pp. 570-583.

Lloyd, A. Kennan, M.A. Thompson, K.M. and Qayyum, A. (2013), "Connecting with new information landscapes: information literacy practices of refugees", *Journal of Documentation*, Vol. 69 No. 1, pp. 121-144.

References

Mays, N. Roberts, E. and Popay, J. (2001), "Synthesising research evidence", in Fulop, N. Allen, P. Clarke, A. and Black, N. (Eds.), Studying the Organisation and Delivery of Health Services: *Research methods, Routledge, London*, pp. 188-219.

Meyers, E. M. Fisher, K. E. and Marcoux, E. (2009), "Making sense of an information world: the everyday-life information behavior of preteens", *Library Quarterly*, Vol. 79 No. 3, pp. 301-341.

Morris, A. Goodman, J. Brading, H. (2007), "Internet use and non-use: views of older users", *Universal Access in the Information Society*. Volume 6. No 1, pp. 43-57.

Norman, C.D. and Skinner, H.A. (2006), "eHealth literacy: essential skills for consumer health in a networked world", *Journal of Medical Internet Research*, (online) Vol. 8 No. 2, available at: http://www.jmir.org/2006/2/e9/ (accessed 14 July).

O'Connor, L.G. (2013). "The information seeking and use behaviors of retired investors", *Journal of Librarianship & Information Science*, Vol. 45 No. 1, pp. 3-22.

Papen, U. (2013), "Conceptualising information literacy as social practice: a study of pregnant women's information practices", *Information Research*, (online) Vol. 18 No. 2.

Prigoda, E. and McKenzie, P.J. (2007), "Purls of wisdom: a collectivist study of human information behaviour in a public library knitting group", *Journal of Documentation, Vol. 63 No.* 1, pp. 90-114.

Rieh, S.Y. (2004), "On the web at home: Information seeking and web searching in the home environment", *Journal of the American Society for Information Science and technology*, Vol. 55 No. 8, pp. 743-753.

Ross, C.S. (1999), "Finding without seeking: the information encounter in the context of reading for pleasure", *Information Processing and Management*, Vol. 35 No. 6, pp. 783–799.

References

Savolainen, R. (1995), "Everyday life information seeking: approaching information seeking in the context of way of life", *Library and Information Science Research*, Vol. 17 No. 3, pp. 259-294.

Sin, S. (2015), "Demographic differences in international students' information sources uses and everyday information seeking challenges", *The Journal of Academic Librarianship*, Vol. 41 No. 4, pp. 466-474.

Sin, S. Kim, K. Yang, J. Park, J. and Laugheed, Z. (2011), "International students' acculturation information seeking: Personality, information needs and uses", in *Proceedings of the American Society for Information Science and Technology Conference in New Orleans, LA, USA, 2011*, available at http://www.asis.org/asist2011/posters/222_final_submission.pdf (accessed 14 July 2016).

Skov, M. (2013), "Hobby-related information-seeking behaviour of highly dedicated online museum visitors", *Information Research*, (online) Vol. 18 No. 4, pp. 1-14.

Smith, M. and Hepworth, M. (2012), "Young people: A phenomenographic investigation into the ways they experience information. *Libri*, Vol. 62 No. 2, pp. 157-173.

Stebbins, R.A. (2009), "Leisure and its relationship to library and information science: Bridging the gap", *Library Trends*, Vol. 57 No. 4, 618-631.

Sundin, O. (2011), "Janitors of knowledge: constructing knowledge in the everyday life of Wikipedia editors", *Journal of Documentation*, Vol. 67 No. 5, pp. 840-862.

References

Talbot**, H. (1998), "*Information needs of rural communities*" Centre for Rural Economy, University of Newcastle, (online) available at** http://www.ncl.ac.uk/cre/publish/pdfs/rr98.2.pdf **(accessed 14 July 2016).**

Tepper, S. J. and Hargittai, E. (2009), "Pathways to music exploration in a digital age", *Poetics*, Vol. 37 No. 3, pp. 227-249.

Todd, R. (1999), "Grounding information literacy in a stronger theoretical framework", paper presented at the Fourth (Australian) National Information Literacy Conference, December, Adelaide.

Walker, C.G. (2009), "Seeking information: A study of the use and understanding of information by parents of young children", *Journal of Information Literacy*, Vol. 3 No. 2, pp. 53-63.

Westbrook, L. and Gonzalez, M.E. (2011), "Information support for survivors of intimate partner violence: Public librarianship's role", *Public Library Quarterly*, Vol. 30 No. 2, pp. 132-157.

Whitworth, A. (2014), *Radical Information Literacy: Reclaiming the Political Heart of the IL Movement*, Chandos, Oxford.

Wicks, D. (2004). "Older adults and their information seeking", *Behavioral & Social Sciences Librarian*, Vol. 22 No. 2, pp.1-26.

Yakel, E. (2004), "Seeking information, seeking connections, seeking meaning: genealogists and family historians", *Information Research, (online)* Vol. **10 No.** 1, http://www.informationr.net/ir/10-1/paper205.html (accessed 14 July).

Yates, C. & Partridge, H. (2014), Exploring Information Literacy during a Natural Disaster: The 2011 Brisbane Flood. In C. Bruce, K. Davis , H. Hughes, H. Partridge, I. Stoodley (eds.) *Information Experience: Approaches to Theory and Practice* (Library and Information Science, Volume 9), Emerald Group Publishing Limited, pp.119 – 134

References

Yates, C. (2015), "Exploring variation in the ways of experiencing health information literacy: A phenomenographic study", *Library and Information Science Research*, Vol. 37 No. 3, pp. 220-227.

Yates, C. Stoodley, I. Partridge, H. Bruce, C. Cooper, H. Day, G., and Edwards, S.L. (2012), "Exploring health information use by older Australians within everyday Life", *Library Trends*, Vol. 60 No. 3, pp. 460-478.