

Information Literacy: a US perspective

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Overview

- Definitions
- Pedagogy of Information literacy
- Diverse learning styles
- Collaborative activities
- Experiential learning activities
- Suggestions for the UPLS
- Discussion



Computer literacy



- **Computer literacy** is defined as the knowledge and ability to **use computers** and related technology **efficiently**, with a range of skills covering levels from elementary use to programming and advanced problem solving.
- **Computer literacy** can also refer to the **comfort level** someone has with using computer programs and other applications that are associated with computers.



Information literacy

- Recognize **when** information is **needed**
- Have the ability to **locate** information
- Ability to **evaluate** the information
- Ability to **incorporate** information into a **personal knowledge base**
- Ability to **integrate** and **use** information **effectively** and **ethically**



Digital literacy



- **Digital literacy** is the ability to locate, organize, understand, evaluate, and analyze information using digital technology.
- Digital literacy encompasses computer hardware, software, the Internet, cell phones, PDAs, and other digital devices.



Pedagogy of Information literacy

- Type of instruction
- Existing knowledge and course assignments
- Contextualizes IL within ongoing coursework
- Information technology and media resources
- Diverse learning styles
- Collaborative and experiential learning activities
- Critical thinking and reflection



Diverse learning styles

- The Diverging style
- The Assimilating style
- The Converging style
- The Accommodating style



Collaborative activities

- human boolean
- voting
- Cephalaonian
- Cell phones
- Assessment: the one minute paper



Experiential learning activities





The Mobile Student

Exploring Information Literacy in a Smartphone Era

Kristen Yarmey, The University of Scranton Weinberg Memorial Library

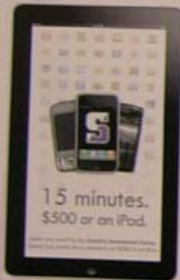
The Questions

What's the relationship between smartphones and information literacy?

Do students demonstrate information literacy skills when using their smartphones?

Does the type of phone a student has affect how they use it to find information?

The Survey



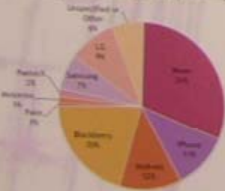
15 minutes.
\$500 or an iPad.

Fall 2010
832 undergraduate students
Ages 18-24
35 questions
Online, via email
\$500 incentive
40% response rate

Self-Reported Technology Adoption Categories



What internet capable phones do you currently own?



The Results

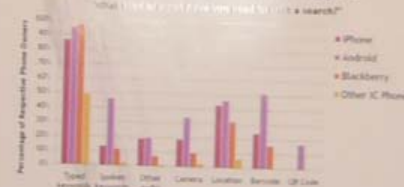
Android and iPhone users can be predictors of future behavior...



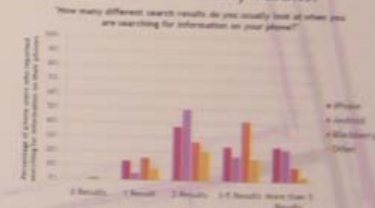
and they're interested in using their phones for academics.



Students are searching in new ways...



but they don't look at many results.



Students know they need to evaluate information...



but they don't always do a very thorough job.



QR codes



Critical thinking and reflection

Michael Fosmire

critical thinking course on Big Issues



My suggestions for the UPLS



- Short 'How do I's' on a training web site
- Researcher savvy workshops
- Teach Information literacy in 1 hour session
- Use flat screens for training videos
- Academic Information Management for UP 1st year students



How do I?

- Choose information sources
- Evaluating internet sources
- Avoid plagiarism
- Integrate sources
- Choose a topic
- Find local and regional information



Our Plasma screens

- RSS feeds (<http://www.commoncraft.com>)
- Critical reading
(<http://www.lib.purdue.edu/phys/assets/SciPaperTutorial.swf>)
- World news

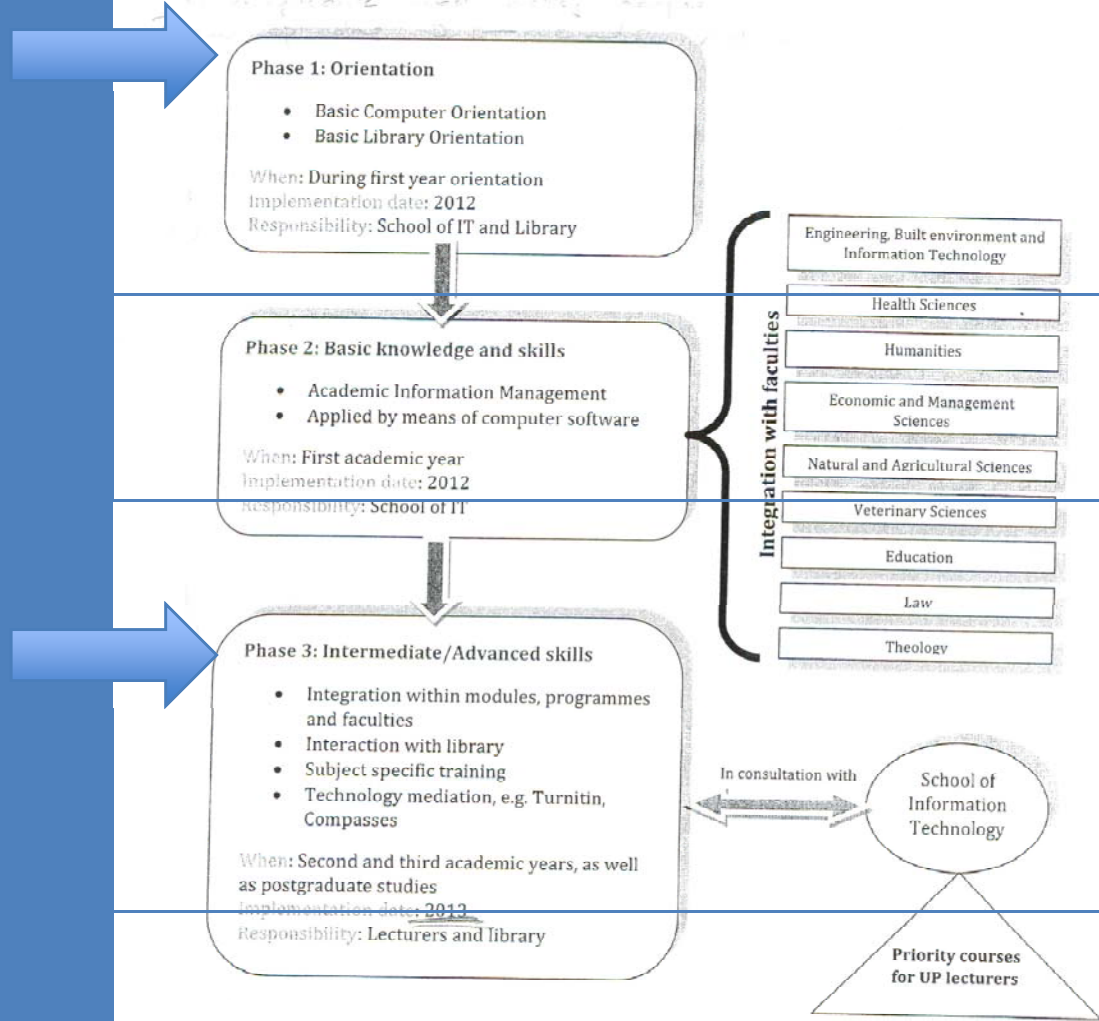


AIM ipr. c/c

Integration with faculties - during orientation weeks

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ACADEMIC INFORMATION MANAGEMENT FOR UNIVERSITY OF PRETORIA FIRST YEAR STUDENTS





“This is what I want for my students – for them to become habitual askers of questions, seekers of new knowledge, critical thinkers, and informed decision makers.”

Hinchliffe, Lisa J 2001, ‘Information literacy as a way of life’, *Research strategies*, 18(2), pp. 95-96.



Discussion

Q: Do we train computer literacy, information literacy or digital literacy?

A: We do all three



What can we do to equip ourselves as teachers of IL?

- Train the trainers (such as the course as some of our colleagues did recently)
- Ask education lecturers from Groenkloof campus, such as Ronell Evans to train librarians.
- Librarians should not work in silo's, but collaborate and help each other.
- There should be a library policy on information literacy.
- Librarians should cater for different learning styles.



What can we include in the How do I's?

- Where to find Passwords
- Create a library PIN
- Find a book on the shelf
- Where do I check out my books?
- How do I evaluate the web pages?
- How do I use the photocopying and scanning facilities?



How do we implement all of these?

- Make use of the plasma screens
- Make use of existing material on YouTube
- These should all be maintained
- Create a web page for training material
- Make use of QR codes
- Include Bettie de Kock in the making of short How do I's



What do we focus on?

- Library Exco and leaders should determine people to train that would be able to train the rest of the information specialists.
- Allocate people internally to develop the process through an operational plan.
- Elna Randall will take this up with the Library Exco.

