

# Information Literacy Standards

**Course Name : Information Literacy**  
**Course Code: MLIS 5009**

**Ms. Sapna**  
**Assistant Professor**  
**Department of Library & Information Science**  
**MGCU Motihari**

# Learning Objectives

- Be introduced to the basic concept of Information Literacy
- Be able to know about Information Literacy Competency Standards for Higher Education in terms of students learning

# Information Literacy

- The concept of information literacy was first conceived by **Paul Zurkowski** in 1974 (the then President of Information Industry Association)
- One of the earliest definitions of information literacy was given in 1989 by the ALA Presidential Committee
- It stated that “to be IL, a person must be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information”

- Another comprehensive definition of information literacy was arrived at during the UNESCO sponsored meeting of Experts on IL at Prague
- It was observed that “ Information Literacy encompasses knowledge of one’s information *concerns and needs*, and the ability to *identify, locate, evaluate, organize and effectively create, use and communicate information* and address issues or problems at hand; it is a prerequisite for participating effectively in the Information Society, and is a part of the basic human right of lifelong learning”

- American Library Association (ALA) took the initiative and recommended the formation of National Forum for Information Literacy (NFIL)
- NFIL was formed in 1989 as a first step to collectively promote information literacy across all sections of society

# Information Literacy Standards

- Association of College and Research Libraries (ACRL), 2000 formulated standards of information literacy for higher education that help in developing an information literacy curriculum
- The Association of College & Research Libraries (ACRL) is the higher education association for academic libraries and library workers
- ACRL (a division of the *American Library Association*) develops programs, products, and services to help those working in academic and research libraries learn, innovate, and lead within the academic community

# IL Standard-1

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

### Performance Indicators

The information literate student:

1. Defines and articulates the need for information
2. Identifies a variety of types and formats of potential sources of information.
3. Considers the costs and benefits of acquiring the needed information
4. Re-evaluates the nature and extent of information need

### Outcomes

- Discusses with peers and in class to identify information need or identify a research topic
- Explores information sources to gain familiarity with the topic and modifies the need to be more focused Identifies key concepts that identify the need
- Knows how information is produced, organised and disseminated

## ILStandard-2

# The information literate student accesses the needed information effectively and efficiently

### Performance Indicators

The information literate student:

1. Selects the most appropriate IR system for accessing the needed information
2. Constructs and implements effectively designed search strategies
3. Retrieves information online or in person using a variety of methods
4. Refines the search strategy if necessary

### Outcomes

- Identifies appropriate investigative methods for information search & pros and cons of the different methods
- Selects the efficient and effective methods for information search
- Identifies keywords and related terms for information search.
- Selects controlled vocabulary for information retrieval
- Constructs a search strategy using appropriate commands

## ILStandard-3

**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**

The information literate student:

1. Summarises the main ideas to be extracted from the information gathered
2. Articulates and applies initial criteria for evaluating both the information and its sources
3. Synthesises main ideas to construct new concepts
4. Compares new knowledge with prior knowledge to determine the value added, contradictions or other unique characteristics of the information

### **Outcomes**

- Reads text, selects main ideas and presents in his/her own words
- Quote verbatim matter in quotes. Evaluates information regards its reliability, accuracy, validity, timeliness and point of view or bias
- Recognises prejudice, deception or manipulation
- Recognises relationship among concepts and combines them into useful primary statements

## Performance Indicators

5. Determines whether the new knowledge has an impact on the individual's value system and takes steps to reconcile differences
6. Validates understanding and interpretation of the information through discourse with individuals
7. Determines whether the initial query should be revised

## Outcomes

- Uses ICT for analysing and presenting information
- Determines whether information satisfies research or information need
- Draws conclusions based on information gathered. ∅ Integrates new information with the previous information
- Participates in discussions to verify if the information need has been satisfied

## IL Standard-4

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

### Performance Indicators

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

### Outcomes

- Organizes the content in a manner that supports the purposes and format of the product or performance (e.g. outlines, drafts, storyboards)
- Articulates knowledge and skills transferred from prior experiences to planning and creating the product or performance

## Continued .....

### Performance Indicators

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

### Outcomes

- Maintains a journal or log of activities related to the information seeking, evaluating, and communicating process
- Reflects on past successes, failures, and alternative strategies

## Continued .....

### Performance Indicators

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

### Outcomes

- Maintains a journal or log of activities related to the information seeking, evaluating, and communicating process
- Reflects on past successes, failures, and alternative strategies

## Continued ....

### Performance Indicators

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

### Outcomes

- Chooses a communication medium and format that best supports the purposes of the product or performance and the intended audience
- Uses a range of information technology applications in creating the product or performance
- Incorporates principles of design and communication

## ILStandard-5

**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

- Identifies and discusses issues related to privacy and security in both the print and electronic environments
- Identifies and discusses issues related to free vs. fee-based access to information
- Identifies and discusses issues related to censorship and freedom of speech
- understanding of intellectual property, copyright

## Continued.....

### Performance Indicators

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

### Outcomes

- Participates in electronic discussions following accepted practices (e.g. “Netiquette”)
- Uses approved passwords and other forms of ID for access to information resources
- Complies with institutional policies on access to information resources

## Continued .....

### Performance Indicators

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

### Outcomes

- Selects an appropriate documentation style and uses it consistently to cite sources
- Posts permission granted notices, as needed, for copyrighted material

# References:

1. American Library Association. (2000). Information literacy competency standards for higher education.
2. Association of College and Research Libraries (ACRL). (2000). Information Literacy Competency Standards for Higher Education. Chicago: Association of College and Research Libraries. Chicago: ACRL, ALA.

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