

Rethinking Information Literacy in a Globalized World

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Overview

- Understanding of information literacy (IL) in the larger emerging context of global citizenship in higher education
- Adequacy of existing international and national standards and guidelines
- Engage the LILAC audience





Educating for Global Citizenship

“Global education”, “Global learning” , “Global citizenship”

- Awareness, responsibility, participation (Schattle, 2009)
- Problem-based learning, interdisciplinary study, service learning and experiential education, transformative education
- Internationalization, study abroad, second language learning





Educating for Global Citizenship

it's here, its a priority, its reflected in:

- College/University mission statements
- Upper level administrative positions
- College/University websites (marketing)
- Proliferation of literature
- Libraries





Re-design of higher education curricula that
*"has as its principal goal the ability to know,
comprehend, analyze and evaluate
information in the context of an increasingly
globalized world"*

Brustein (2007, 390)



Understanding of Information Literacy (IL) in the Larger Emerging Context of Global Citizenship in Higher Education

- How are we positioned to engage in this conversation?
 - IL experts on campus
 - History of engagement with higher education trends
- What does IL mean in the global context?
 - More emphasis on external context of information and information environment
 - More engagement with critical thinking about content and ideas
 - Consider critical IL discourse
 - Re-examine IL standards with this focus



“Deep Information Literacy” for 21st Century Global Learning

- Encompasses, skills, concepts, and a wider placement of knowledge and information in global information context
- Asks students to critically consider the information at their fingertips on a meta-level (climate change example)
- Moves away from an over-reliance on “one-shot” instruction sessions (Ward, 2006; Johnston and Webber, 2003)





Moving Forward

Heidi Jacobs (2008), suggests :

“find(ing) a ... balance in the daily and the visionary, the local and the global, the practices and the theories, the ideal and the possible.”

- Consider IL w/in context of broader education initiatives
- Consider engaging with important IL documents other than our own, she suggests UNESCO’s Alexandria Proclamation





Towards New Definitions, Interpretations or Reconstruction

- Pedagogical
- Pragmatic
- IL standards
 - ACRL
 - ANZIIL
 - IFLA
 - SCONUL
 - UNESCO





ACRL

- Standard Five *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.*
 - 5.1 The information literate student understands many of the ethical, legal and socio-economic issues surrounding information and information technology.
 - 5.2 The information literate student follows laws, regulations, institutional policies, and etiquette related to the access and use of information resources.
 - 5.3 The information literate student acknowledges the use of information sources in communicating the product or performance.





ANZIIL

- Standard Six *The information literate person uses information with understanding and acknowledges cultural, ethical, economic, legal, and social issues surrounding the use of information*
 - 6.1 acknowledges cultural, ethical, and socioeconomic issues related to access to, and use of, information
 - 6.2 recognises that information is underpinned by values and beliefs





IFLA

Information skills are vital to the success of lifelong learning, employment, and daily interpersonal communication of any citizen ... (Lau, 2006)

- C. USE. The user applies/uses information accurately and creatively
- Use of information
- Communication and ethical use of information Understands ethical use of information. Respects the legal use of information. Communicates the learning product with acknowledgement of intellectual property. Uses the relevant acknowledgement style standards



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SCONUL

- Seven Pillars
 - 1. The ability to recognise a need for information
 - 2. The ability to distinguish ways in which the information 'gap' may be addressed
 - 3. The ability to construct strategies for locating information
 - 4. The ability to locate and access information
 - 5. The ability to compare and evaluate information obtained from different sources
 - 6. The ability to organise, apply and communicate information to others in ways appropriate to the situation
 - 7. The ability to synthesise and build upon existing information, contributing to the creation of new knowledge





UNESCO

Alexandria Proclamation

Information Literacy lies at the core of lifelong learning. It empowers people in all walks of life to seek, evaluate, use and create information effectively to achieve their personal, social, occupational and educational goals. It is a basic human right in a digital world and promotes social inclusion of all nations.

Lifelong learning enables individuals, communities and nations to attain their goals and to take advantage of emerging opportunities in the evolving global environment for shared benefit. It assists them and their institutions to meet technological, economic and social challenges, to redress disadvantage and to advance the well being of all.



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IL/Global Learning Survey

- Survey purpose
- Trial at the Association of College & Research Libraries National Conference, April 2011
- Next steps





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Q&A Thank you!



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