TOOLS FOR LIFELONG LEARNING
using information literacy

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1. HISTORY OF THE IL CONCEPT

1974 Zurkowski

1986 Hashim

1986 Mancall, Aaron & Walker

1988 AASL

- 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

1989 – ALA
understand, select, formulate, analyze and use

1992 – Doyle
obtain, evaluate and use information from various sources

1996 – Jeremy Saphiro & Shelley Hughes
computer working, access information and reflect critically

1998 – AASL & AECE
*Information Power: Building Partnership for Learning*

2003 – International Conference, Prague
IL-part of human rights of lifelong learning

ALA – American Library Association
AASL – American Association of School Librarians
AECT – Association for Educational Communications and Technology
2. APPROACHES ON IL STANDARDS

Information Literacy Standards
- access effectively and efficiently
- evaluate critically and competently
- use accurately and creatively

Social Responsability Standards
- recognize the importance of information
- behave ethically with information
- cooperate for effective seeking and information communication

Independent Learning Standards
- seek for information for personal interests
- strive for excellency

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

- **access**
  - get definitions
  - locate the information

- **assess**
  - extract, interpret, select and evaluate
  - organize

- **share**
  - new ways for dissemination and presentation
  - acknowledge the selected information

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

3. THEORIES REGARDING IL

Holistic approach of Shapiro

Critical evaluation of information technologies

Innovating tools and research methods

Electronic formats for ideas publication

IT tools relevant for education & training

Form, format, location & access method of IS

How information is socially situated & produced

IT tools relevant to research/students' work

Critical literacy

Emerging technology literacy

Information literacy

Resource literacy

Social-structural literacy

Research literacy

Publishing literacy

Tool literacy
4. IL MODELS

Information search and use (ISU) Models

Theoretical models

Information inquiry (II) Models
4.1. Theoretical Models of IL

- **5 A's**
  - Asking
  - Accessing
  - Analysing
  - Applying
  - Assessing

- **8 W's**
  - Watching (Exploring)
  - Wondering (Questioning)
  - Webbing (Searching)
  - Wiggling (Evaluating)
  - Weaving (Synthesizing)
  - Wrapping (Creating)
  - Waving (Communicating)
  - Wishing (Assessing)

- **Big 6**
  - Task definition
  - Seeking strategies
  - Locating & accessing
  - Information using
  - Synthesizing
  - Evaluating

- **Dialogue**
  - Define
  - Initiate
  - Assess
  - Locate
  - Organize
  - Guide
  - Use
  - Evaluate

- **Research Cycle**
  - Questioning
  - Planning
  - Gathering
  - Sorting & Sifting
  - Synthesizing
  - Evaluating
  - Reporting

- **Alberta Model**
  - Planning
  - Retrieving
  - Processing
  - Sharing
  - Evaluating

- **Kuhlthau**
  - Task initiation
  - Topic selection
  - Prefocus exploration
  - Focus formulation
  - Information collection
  - Search closure

- **Research steps to success**
  - Preparing/Exploring
  - Accessing/Investigating
  - Information processing
  - Transferring/Creating
4.1. Theoretical Models of IL

Big 6 Model

Research Cycle Model
### 4.1. Theoretical Models of IL

#### Alberta Model

<table>
<thead>
<tr>
<th>STAGES</th>
<th>SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>- Establish Topic &lt;br&gt; - Identify Information Sources &lt;br&gt; - Identify Audience and Presentation Format &lt;br&gt; - Establish Evaluation Criteria &lt;br&gt; - Review Process</td>
</tr>
<tr>
<td>Information Retrieval</td>
<td>- Locate Resources &lt;br&gt; - Collect Resources &lt;br&gt; - Review Process</td>
</tr>
<tr>
<td>Information Processing</td>
<td>- Choose Relevant Information &lt;br&gt; - Evaluate Information &lt;br&gt; - Organize and Record Information &lt;br&gt; - Make Connections and Inferences &lt;br&gt; - Create Product &lt;br&gt; - Revise and Edit &lt;br&gt; - Review Process</td>
</tr>
<tr>
<td>Information Sharing</td>
<td>- Present Findings &lt;br&gt; - Demonstrate Appropriate Audience Behavior &lt;br&gt; - Review Process</td>
</tr>
<tr>
<td>Evaluation</td>
<td>- Evaluate Product &lt;br&gt; - Evaluate Research Procedures and Skills &lt;br&gt; - Review Process</td>
</tr>
</tbody>
</table>

#### Seven Pillars Model

- Recognise information need
- Distinguish ways of addressing gap
- Construct strategies for locating
- Locate and access
- Compare and evaluate
- Organise, apply and communicate
- Synthesise and create
4.1. Theoretical Models of IL

<table>
<thead>
<tr>
<th>Stage 1 — Task Initiation</th>
<th>Task</th>
<th>Thoughts</th>
<th>Feelings</th>
<th>Actions</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To develop a plan to achieve a goal</td>
<td>Choosing the topic, researching the topic, identifying resources, evaluating resources, selecting resources</td>
<td>Selecting resources, evaluating resources, starting the project</td>
<td>Choosing the topic, researching the topic, identifying resources, evaluating resources, selecting resources</td>
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<tr>
<th>Stage 2 — Topic Selection</th>
<th>Task</th>
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<th>Feelings</th>
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<tbody>
<tr>
<td></td>
<td>To identify potential topics</td>
<td>Researching topics, selecting topics, conducting a literature review</td>
<td>Selecting topics, conducting a literature review</td>
<td>Researching topics, selecting topics, conducting a literature review</td>
<td>Researching topics, selecting topics, conducting a literature review</td>
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<tr>
<th>Stage 3 — Previous Information</th>
<th>Task</th>
<th>Thoughts</th>
<th>Feelings</th>
<th>Actions</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To gather information related to the topic</td>
<td>Gathering information, researching the topic, identifying resources, evaluating resources</td>
<td>Evaluating resources, gathering information, researching the topic</td>
<td>Gathering information, researching the topic, identifying resources, evaluating resources</td>
<td>Gathering information, researching the topic, identifying resources, evaluating resources</td>
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<tr>
<th>Stage 4 — Focus Formulation</th>
<th>Task</th>
<th>Thoughts</th>
<th>Feelings</th>
<th>Actions</th>
<th>Strategies</th>
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<tr>
<th>Stage 5 — Information Collection</th>
<th>Task</th>
<th>Thoughts</th>
<th>Feelings</th>
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<th>Strategies</th>
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<td>Gathering information, researching the topic, identifying resources, evaluating resources</td>
<td>Evaluating resources, gathering information, researching the topic</td>
<td>Gathering information, researching the topic, identifying resources, evaluating resources</td>
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<tr>
<th>Stage 6 — Search/Source</th>
<th>Task</th>
<th>Thoughts</th>
<th>Feelings</th>
<th>Actions</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To locate sources of information</td>
<td>Locating sources of information, evaluating resources, selecting resources</td>
<td>Evaluating resources, locating sources of information, selecting resources</td>
<td>Locating sources of information, evaluating resources, selecting resources</td>
<td>Locating sources of information, evaluating resources, selecting resources</td>
</tr>
</tbody>
</table>

**Kuhlthau's Model**

(Humboldt State University Library)

**Research steps to success**

Transferring

Processing

Accessing

Preparing

International Conference on IL - Sibiu 2011
4.2. Practical Models of IL

Pima Community College Model

Information Literacy Tutorials on youtube
Information literacy series overview

Pima Community College Model

Information Literacy Tutorials on youtube
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
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
Xpress
Effect

How to DISCOVER information literacy

Define the Search Terms Prior to the Search In a graphic organizer

University of Mary Washington Model
4.2. Practical Models of IL

How to develop a research project - proposed model
How to develop a research project - proposed model

I. Definirea temei de cercetare

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

4. Cuvintele-cheie

<table>
<thead>
<tr>
<th>Tema:</th>
<th>Foștirea tehnologiei în stimularea colaborării între angajații</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concepte:</td>
<td>tehnologie</td>
</tr>
<tr>
<td>Cuvinte-cheie asociate:</td>
<td>computer</td>
</tr>
<tr>
<td>Sursa:</td>
<td><a href="http://www.lib.utexas.edu/services/instruction/learningmodules">http://www.lib.utexas.edu/services/instruction/learningmodules</a></td>
</tr>
</tbody>
</table>

Tema: Prima escaladare cu succes a Vârfului Everest.

<table>
<thead>
<tr>
<th>Concepte:</th>
<th>escaladare</th>
<th>succes</th>
<th>Everest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cuvinte-cheie asociate:</td>
<td>ascensiune</td>
<td>reușită</td>
<td>Himalaya</td>
</tr>
<tr>
<td>Sursa:</td>
<td><a href="http://www.youtube.com">http://www.youtube.com</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

III. Dezvoltarea temei de cercetare

3. Citarea informațiilor

Notele de subol:

- citarea sursei se face prin indicarea cu câte care trimite în subolul paginii - sursele citate (autori, titlu, date publicare și numărul paginii/plaja de pagină)
- notele de subol: în 1-3/pagină

Dunarea de Jos University Library

How to develop a research project - proposed model
5. CONCLUSIONS

1. **Useful guidelines** 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.
REFERENCES

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- Jeremy Shapiro and Shelley K. Hughes. Information Literacy as a Liberal Art. 
  http://net.educause.edu/apps/er/review/reviewArticles/31231.html
  http://www.ala.org/alamgrps/divs/aasl/aaslpubsandjournals/slmrb/editorschoiceb/infolpower/selctgrowing.cfm
  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
THANK YOU FOR YOUR ATTENTION

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