Designing an Information Literacy Programme to key standards and frameworks

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Abstract. This paper will examine key models of information literacy, such as the digital fluency information literacy model. It will then identify key skills which are considered information literacy skills, such as evaluating websites, evaluating various sources of information and citing sources. The paper will also discuss various definitions of Information Literacy. Finally, the paper will present the key components of an Information Literacy Programme. The paper will also present key standards of information literacy for student learning, such as information literacy standards for student learning, and indicators by the American Association of School Librarians. Sample Library and Information Literacy Frameworks, such as that of the Iowa Town Community School District, will also be presented.

Keywords. Information Literacy; Information Literacy Programme; Standards and frameworks; information literacy model;

1. Introduction
Information Literacy is becoming a component of the library and information sector and Information Literacy teaching is also becoming a standard duty of a librarian or Information Professional. The idea of information literacy, broadly defined as the ability to recognise information needs and identify, evaluate and use information effectively, has been of growing concern in the education sectors for a number of years (Bruce, 1999) Framework standards of information literacy teaching and key information literacy skills are also emerging.

This paper aims to discuss first of all the definition of Information literacy. Specific models of Information literacy will also be discussed and described, in particular the digital information fluency model. Finally, sample and library and information literacy frameworks will also be presented.
2. Defining Information Literacy
An Information literate person must be able to recognize when information is needed and have the ability to locate, evaluate and use effectively the needed (Hassan (2000)). Information literacy is a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. (ALA 1989).

3. Models of Information Literacy

3.1. The Digital Information Fluency Model
Digital Information Fluency (DIF) is the ability to find, evaluate and use digital information effectively, efficiently and ethically. Key competencies which are identified in the Digital Information Fluency Model are: the ability to locate information efficiently; the ability to evaluate information effectively; the ability to use information ethically. Each of these competencies is scored on a scale using Mastery, skilled and untaught.

Another model of information literacy is the Sauce model of Information Literacy. It is "a research and problem solving process aimed to provide information literacy skills for learners to use in problem solving and research" (Bond, T. (2011). SAUCE. Retrieved from ictnz.com). The core technical skills which the model focuses on are: The ability to locate information, the ability to store information and the ability to acquire information.

When developing an information literacy programme and deciding on key components of an Information Literacy Programme, a good example is the Guidelines for the Information Literacy Component of the University-wide General Education Program of the University of Arizona. It is interesting to note that the integration of information literacy is regarded as a component of a University wide Education Programme. The key five key standards of the IL section of the University Education Wide Programme are:

Standard One: the ability to determine the nature, extent, and sources of information needed.

Standard Two: the ability to access information effectively and efficiently.

Standard Three: The ability to critically evaluate information and information sources.

Standard Four: The ability to use information effectively to accomplish a specific purpose or complete a specific project.
Standard Five: The ability to understand the economic, social, legal, and ethical issues surrounding the access to and use of information. (University Of Arizona (2010) Guidelines for the Information Literacy Component of the University-wide General Education Program. Retrieved from http://gened.arizona.edu/content/information-literacy).

I would suggest then that Information Literacy Programmes should be built around these five core standards.

The Information literacy standards or student learning prepared by the American Association of School Librarians and the Association for educational communications and technology also identifies the core information literacy standards which include: accessing information efficiently and effectively; recognizing the need for information; evaluating information critically and competently and using information creatively and accurately.

The Sample Information Literacy Curriculum Framework from Iowa Town Community School District is an excellent example of a framework of standards for teaching Information Literacy. Standards included in the document include: the ability to read widely for both information and in pursuit of personal interests; the ability to access information efficiently and effectively and the ability to seek multiple perspectives, share information with others and use information and resources ethically. What is particularly interesting about the Iowa Community School Framework is that each standard is pitched against a particular benchmark. Each bench mark is allocated to a particular age group. This allows an individual to clearly see whether a particular standard has been achieved by an individual. For example, the standard “reads widely for both information and in the pursuit of personal interest is measured against the following bench marks in the 3–5 age group: “uses both text and literature to understand literature, selects a “just right” book independently for personal reading and distinguishes between different types and elements of literature”.

4. Conclusions
Information Literacy is becoming an increasingly important aspect of our daily working and personal lives. Models if Information Literacy have been developed, such as the Digital Information Fluency Model, which identify key competencies and standards of Information literacy. Aspects of successful Information Literacy Programmes identify not only key standards of information literacy but also clear, attainable benchmarks against which to ascertain whether a particular information literacy competency has been achieved. These benchmarks are organised according to age group.
Figure 1. Digital Information Fluency Model

Figure 2. Sauce Information Literacy Model
Figure 3. Sample Information Literacy Curriculum Framework Iowa Town Community School District.

### Standards

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<td>1</td>
<td>Selects appropriate materials for specific information needs.</td>
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<tr>
<td>2</td>
<td>Uses appropriate learning strategies to evaluate materials (e.g., critical thinking, comprehension, analysis, evaluation).</td>
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<tr>
<td>3</td>
<td>Applies information skills when using, assessing, organizing, and using information.</td>
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<tr>
<td>4</td>
<td>Recognizes and applies the ethical implications of information practices.</td>
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### Objectives/Indicators

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<tr>
<td>O1</td>
<td>Applies guidelines for choosing a &quot;right book&quot; among literature selections.</td>
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<tr>
<td>O2</td>
<td>Uses appropriate source materials to evaluate information (e.g., library databases, library catalog, author's information, etc.).</td>
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<tr>
<td>O3</td>
<td>Applies critical thinking skills when using, assessing, organizing, and using information.</td>
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<tr>
<td>O4</td>
<td>Recognizes and applies the ethical implications of information practices.</td>
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### References

Hasan, H. Definition of information literacy. AVAILABLE FROM, 248.


Guidelines for the Information Literacy Component of the University-wide General Education Program. (2010, January 1). Retrieved April 20, 2015, from http://gened.arizona.edu/content/information-literacy