Today’s lecture

- Information literacy
- Information literacy standards
- Tute/lab exercises

Information literacy

Here is one common definition:

“the ability to access, evaluate, and apply information effectively to situations requiring decision making, problem solving, or the acquisition of knowledge”

(Young & Harmony 1999: 1)
Tenopir et al. (2003: v) argue that

‘College and high school students use the Internet more than the library for research and many believe they are more expert at searching than their teachers.’

Conclusions from a Columbia University study

‘Students report that the main advantages of electronic resources are that they allow students to work from a location outside the library, save students time, give students greater access to current information, and allow students to get more information with less effort.’

‘A third of respondents admit they tend to go no further than electronic resources when looking for information, and 1/5 of respondents agree that their widespread use of electronic resources is so pervasive that they have not learned how to use the physical library.’

http://www.apic.columbia.edu/eval/find09/find09.html

Conclusions from a Columbia University study

• ‘Electronic resources have become the main tool for students’ information gathering.

• ‘Undergraduate students in particular are heavily dependent on the World Wide Web. Graduate students are more likely to report a dependence on library sponsored electronic resources.

• ‘Electronic resources are seen as providing convenience by letting students work from their home or residence hall, and by saving them time.

• ‘Electronic resources increase the need for students to separate out the reliable from unreliable information, which students have difficulty doing.’

http://www.apic.columbia.edu/eval/find09/find09.html
Conclusions (from a Columbia University study)

- Formal instruction on how to evaluate electronic resources would be beneficial to most students.
- “The physical library is still an important destination for students. Both undergraduates and graduate students use the physical library to retrieve articles and books. Undergraduates are more likely to use the library as a study space, for the computing facilities, or for Internet access. Graduate students are more likely than undergraduates to use it for interlibrary loan.
- “Future efforts could focus on increasing access to full text materials, and improving navigation and search capabilities in order to better meet students’ needs.”

http://www.epic.columbia.edu/eval/find09/find09.html

Information literacy standards

Recent years have seen strong pressures to develop standards for tertiary students, leading to the work of Bundy (2004), described in its preface as

’a description of what some people conceive to be information literacy’ (Catts 2004: 2)

What follows is taken from

Standard One

The information literate person recognises the need for information and determines the nature and extent of the information needed.

Standard Two

The information literate person finds needed information effectively and efficiently.

Standard Three

The information literate person critically evaluates information and the information seeking process.
Standard Four

The information literate person manages information collected or generated

Standard Five

The information literate person applies prior and new information to construct new concepts or create new understandings

Standard Six

The information literate person uses information with understanding and acknowledges cultural, ethical, economic, legal, and social issues surrounding the use of information
Exercises for Lab 11

• Keep working on Assignment 2:
  – Explore the Monash Voyager catalogue
  – Look for articles in the Expanded Academic ASAP database
  – Prepare your group presentation

Exercises for Tute 11

Your group presentation for Assignment 2

References