# Information Literacy

## Guide Information

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<td>A guide to resources on Information Literacy available at the Lee Kong Chian Reference Library, National Library Board, Singapore</td>
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## Featured Librarian

<table>
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<tr>
<th>Name:</th>
<th>Jaclyn Teo</th>
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<tr>
<td>Subjects:</td>
<td>Business Administration (Marketing)</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:Jaclyn_Teo@nlb.gov.sg">Jaclyn_Teo@nlb.gov.sg</a></td>
</tr>
<tr>
<td>Contact Info:</td>
<td>National Library Contents and Services, National Library Board, Singapore</td>
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## Featured Librarian

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<tr>
<th>Name:</th>
<th>Hwang Shu Rong</th>
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<tr>
<td>Name:</td>
<td>Faridah Ibrahim</td>
</tr>
<tr>
<td>Name:</td>
<td>Ivy LEE</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:Ivy_LEE@nlb.gov.sg">Ivy_LEE@nlb.gov.sg</a></td>
</tr>
<tr>
<td>Contact Info:</td>
<td>National Library Singapore 100 Victoria Street #07-01 National Library Building Singapore 188064</td>
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- What is Information Literacy?
- Info Literacy Models, Standards & Frameworks
  - Information Literacy Training
- NLB Information Literacy Programmes
  - Training Resources
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- Info Literacy Interest Groups & Conferences
- Accessing the Resources
- For Students
### Introduction

Let us know who you are

Thanks for allowing us to get to know you better.

In what capacity do you use this guide?

- [ ] Student
- [ ] Teacher
- [ ] Government officer
- [ ] Researcher
- [ ] Librarian
- [ ] Just curious about info literacy

### Feedback

Let us know how we can improve our Libguide.

Was this information helpful?

- [ ] Yes
- [ ] No
- [ ] Don't Know
How useful is this page?

- 1 Not Useful
- 2
- 3
- 4
- 5 Very Useful!

Submit

Share Your Links With Us

Do you have any links on Information Literacy to share with us?

Just click on "Submit a link" below. It's easy.

Welcome to Info Literacy Libguide!
Navigating the information environment has never been this challenging.

There is so much information nowadays, both from traditional channels (e.g. newspapers, television, radio and other print sources) and newer platforms like blogs, podcasts, wikis and youtubes. Unlike before, information is now available 24/7 and available on-the-go via mobile applications. However, access to convenient information does not necessarily give rise to information-literate individuals. In fact, it has become more challenging than ever for individuals to handle this voluminous amount of information, to connect the dots between different information sources and to be able to discern for himself/herself just which piece of info is reliable and appropriate for his/her needs. Not all information out there is accurate nor reliable. Some can be just pure "noise".

This resource guide aims to give readers who are interested in information literacy a general overview of what this field is about. It covers the following sections:

- What is Information Literacy?
- Information Literacy Models, Standards and Frameworks
- Information Literacy Assessment
- Information Literacy Interest Groups and Conferences
- Other forms of Literacy related to IL, and last but not least
- NLB National Information Literacy Programme

Editorial Notes

Books and texts are often mainstays of resource guides as these provide introductory and comprehensive information on a particular topic. In the creation of this libguide however, effort was also made to recommend resources that are highly accessible, such as, ebooks, journal and newspaper articles, authoritative websites, among others. Please find below a brief write-up of the resource formats, as well as, how to access them.

- **Print materials** from both the Lee Kong Chian Reference Library, as well as, NLB's Public Libraries. The print materials highlighted in this guide include books, articles from periodicals, ephemera and posters. Simply click on the links to view the holdings and the availability of the items. Books recommended in this guide can be reserved online and brought to the library branch of your choice for a small fee of $1.55 (just click on "Reserve this item").

- **Journal Articles** from the library's [http://eresources.nlb.gov.sg](http://eresources.nlb.gov.sg) is another good source of information for the topic. Proquest Central and JSTOR databases are accessible from home, whereas Factiva, Ebscohost Academic Premier are available from libraries. You have to be a Digital Library member before you can access the databases. If you are not a member yet, you may register at the eResources page free of charge. Go to , click "Login", go to Green Bar "Login using NLB digital account", on your left click "". [http://eresources.nlb.gov.sg/index.aspx register for an account now](http://eresources.nlb.gov.sg/index.aspx register for an account now)

- **Newspaper articles** are available from the Factiva database and the NewspaperSG database. Factiva is available via our and articles within can be accessed in the same manner as that for journal articles (described above). Newspapers from can be accessed via . Articles from 1831 - 1989 can be accessed from home (direct links to the articles are provided) while articles from 1989 - 2006 can only be accessed onsite at the libraries. [http://newspapers.nl.sg](http://newspapers.nl.sg)

- **Audiovisual materials and microfilm** from Lee Kong Chian Reference Library should be viewed at the premises. For AV materials, users may select their AV
materials from the open shelves at Level 11 and proceed to the Audiovisual room located at the same floor of the National Library building. Microfilm users may select their microfilm either from the shelves or approach the counter staff for assistance on microfilm retrieval. Users need to fill up a form at the counter before proceeding to the microfilm room to view the microfilms. Viewing of AV materials and microfilm are free of charge. For more detailed information on accessing our print resources and electronic databases, please go to the section on “Accessing the Resources” in this same guide.

What is Information Literacy?

Why Can't I Just Google?

Put together by La Trobe University, this multimedia clip explains why it is insufficient to rely only on Google for school assignments.

Enjoy!

Web Search Strategies Explained

This videoclip provides a good summary on how search engines work. It touches on the importance on choosing the right keywords, and using quotes and minus sign.

Contributed by Commoncraft.com.
Critically Evaluating Websites

Put together by Virginia Commonwealth University Libraries, this short and informative video clip aims to teach viewers how to evaluate websites based on criteria such as Authority, Accuracy, Currency, Coverage and Objectivity.

Avoiding Plagiarism: When do you need to cite sources?

A short video that explains succinctly when you need to cite - when using someone else's words and ideas.
Basics of APA Referencing

Massey University put together this video that touches on:

- What is referencing
- The importance of referencing
- Guidelines of referencing

In the News!
Information Literacy Needed For Singaporean Students

This article elaborated on the results of the National Info Literacy Survey 2010 conducted among 3000 odd Singaporean students.

Summary

This section covers:

- Definitions of Information Literacy
- Websites on IL
- Books on IL
- Journal Articles on IL
- Multimedia Clips on IL
- Newspaper Articles on IL

Definitions of Information Literacy

Information literacy (IL) improves an individual’s ability to make informed decisions by equipping them with the skills to find, evaluate, assess and use information effectively from the plethora of sources available.

The most commonly cited definition of Information Literacy is the one from the American Library Association (ALA), which defines an information literate person as one who “recognizes when information is needed and be able to have the ability to locate, evaluate, and use effectively the needed information.” Information Literacy is also endorsed by UNESCO’s Information for All Programme (IFAP) as a basic human right because IL skills are necessary for people to be effective lifelong learners and to contribute in knowledge societies.

A non-exhaustive list of the definitions of Information Literacy is summarized below:

<table>
<thead>
<tr>
<th>Organization</th>
<th>Definition</th>
<th>Source</th>
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<tr>
<td>American Library Association, 1989</td>
<td>To be information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate and use effectively the needed information</td>
<td>American Library Association (1998) A Progress Report on Information Literacy: An Update on the American Library Association Presidential Committee on Information Literacy: Final Report. American Library Association, Chicago</td>
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<tr>
<td>Source</td>
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<td>Council of Australian University Librarians (CAUL), 2004</td>
<td>Information literacy is an understanding and set of abilities enabling individuals to 'recognise when information is needed and have the capacity to locate, evaluate, and use effectively the needed information'</td>
<td>CAUL (2004) Australian and New Zealand Information Literacy Framework: principles, standards and practice. 2nd ed.</td>
</tr>
<tr>
<td>Chartered Institute of Library and Information Professionals (CILIP)</td>
<td>Information literacy is knowing when and why you need information, where to find it, and how to evaluate, use and communicate it in an ethical manner</td>
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<td>Guidelines on Information Literacy For Lifelong Learning, IFLA 2006</td>
<td>This term is commonly used in the English speaking world to denominate information competencies that imply the capacity to identify when information is needed, and the competence and skill to locate, evaluate and use information effectively. In Spanish, the meaning of information literacy implies the basic school-skills of reading and writing. Literacy is a term used by ministries of education to call the basic teaching of reading and writing, but not necessarily of learning to learn. The preferred term, therefore, is development of information competencies, at least from the Spanish language point of view. Synonyms: information skills, bibliographic instruction, user education, information competencies.</td>
<td>Lau, Jesus. Guidelines on Information Literacy for Lifelong Learning. The Hague, Neth.: IFLA, 2006. International Federation of Library Associations and Institutions.</td>
</tr>
<tr>
<td>UNESCO Information For All Programme, 2008</td>
<td>Information literacy is ‘a basic human right in the digital world’ as it empowers individuals ‘in all walks of life to seek, evaluate, use and create information effectively to achieve their personal, social, occupational and educational goals’</td>
<td>UNESCO’s 2008 Information for All Programme (IFAP) adopted the following definition of IL:</td>
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Information Literacy is the capacity of people to:
- Recognise their information needs;
- Locate and evaluate the quality of information;
- Store and retrieve information;
- Make effective and ethical use of information, and
- Apply information to create and communicate knowledge

Australian and New Zealand Information Literacy Framework, 2004


Information literacy incorporates, and is broader than, fluency in the use of information and communications technology (ICT).

Information literacy is an intellectual framework for recognising the need for, understanding, finding, evaluating, and using information. These are activities which may be supported in part by fluency with information technology, in part by sound investigative methods, but most importantly through critical discernment and reasoning. Information literacy initiates, sustains, and extends lifelong learning through abilities that may use technologies but are ultimately independent of them.

Information literacy is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to engage critically with content and extend their investigations, become more self-directed, and assume greater control over their own learning.

Information literate people:
• recognise a need for information
• determine the extent of information needed
• access information efficiently
• critically evaluate information and its sources
• classify, store, manipulate and redraft information collected or generated
• incorporate selected information into their knowledge base
• use information effectively to learn, create new knowledge, solve problems and make decisions
• understand economic, legal, social, political and cultural issues in the use of information
• access and use information ethically and legally
• use information and knowledge for participative citizenship and social responsibility
• experience information literacy as part of independent learning and lifelong learning

Byerly and Brodie, 1999
"Information literacy is - the ability to find and use information - the keystone of lifelong learning", "information literate student accesses information efficiently and effectively, evaluates information critically and competently, and uses information accurately and creatively"

Colloquium on information literacy and lifelong learning
The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively use that information for the issue or problem at hand.


Paul Zurkowski, 1974
... people trained in the application of information resources to their work can be called information literates. They have learned techniques and skills for using the wide range of information tools as well as primary sources in molding information solutions to their problems

Websites on Info Literacy

Below is a listing of websites on Info Literacy which you may find useful.

These websites are arranged in alphabetical order.

- American Library Association - ACRL
  Includes:
  - Information Literacy Defined
  - Information Literacy and Information Technology
  - Information Literacy and Higher Education
  - Information Literacy and Pedagogy
  - Use of the Standards
  - Information Literacy and Assessment
  - Standards, Performance Indicators, and Outcomes
  - Standards for Proficiencies for Instruction Librarians and Coordinators: A Practical Guide

  PDF version can be found here:

  Includes:
  - The Importance of Information Literacy to Individuals, Business, and Citizenship
  - Opportunities to Develop Information Literacy
  - An Information Age School
  - Conclusion
  - Information Literacy Bibliography

- Colloquium On Information Literacy and Lifelong Learning
This website is hosted by Bibliotheca Alexandria

- IFLA Information Literacy Section
The primary purpose of the Information Literacy Section is to foster international cooperation in the development of information literacy education in all types of libraries and information institutions.

- IFLA Information Literacy Blog
  [http://ifla-il-section.blogspot.com/](http://ifla-il-section.blogspot.com/)
  Includes news on Info Literacy discussions, events and conferences

- Information Literacy - Individuals’ Webpage
  An interesting website (although not the most user-friendly) that provides numerous links to topics such as Blooms taxonomy, Information literacy models, how to use google more effectively and much more..

- Information Literacy. org
  This website has been designed and developed by information professionals from key UK organisations actively involved in the field of information literacy.

  The site supports practitioners by providing news, case studies, examples of best practice and freely available tool kits. Our aim is to provide a practical resource that information professionals regularly visit to discover the latest developments in information literacy.

- Plattsburg University Info Literacy Page
  Plattsburgh State is committed to graduating students who are information-literate. The definitions below clarify the meaning of this critical skill and indicate why it is important for individuals as students, scholars, and citizens.

- University of Sheffield - Center of Information Literacy Research
  [http://www.shef.ac.uk/is/cilr](http://www.shef.ac.uk/is/cilr)
  Welcome to the Centre for Information Literacy Research. Launched in July 2007, our mission is to explore, illuminate and develop the field of information literacy through the conduct and stimulation of research and related activities. We are building on existing research and teaching excellence in the fields of information literacy and information behaviour within the Information School.

- University of Idaho - Self-directed learning on Info Literacy
  [http://www.webs.uidaho.edu/info_literacy/](http://www.webs.uidaho.edu/info_literacy/)
  This website by University of Idaho imparts the concepts of information literacy by way of Self-directed E-Learning modules, consisting of (1)Information, (2) Topics, (3)Searching, (4) Locating, (5)Evaluating, (6)Sharing.

- UNESCO -Understanding Info Literacy - A Primer
  This publication is an easy-to-read, non-technical overview explaining what “information literacy” means, designed for busy public policy-makers, business executives, civil
society administrators and practicing professionals. Readers, who have limited time and want to jump directly to specific recommendations in various areas such as education, health, business or governance, should turn to Part II and go directly to their special interest area, and/or go to one of the annexes for detailed info.

- UNESCO - Towards Media and Information Literacy
  This document draws upon extensive previous work, the perspectives of many experts around the world, and numerous discussions at workshops and conferences. Its purpose is threefold. First, it provides key, related, and common elements in defining media and information literacy (MIL) and its learning outcomes. Second, it provides a rationale for a conception of MIL as a collective set of interrelated competencies (knowledge, skills, and abilities) necessary for education today...

Books

- Collaborative information literacy assessments: strategies for evaluating teaching and learning by edited by Thomas P. Mackey and Trudi E. Jacobson
  Call Number: 028.7 COL -[LIB]
  ISBN: 9781856047067 (pbk.)
  Publication Date: 2010
  Saving you countless hours on course or accreditation preparation, each chapter includes a detailed literature review, a model for practical implementation, a discussion of the partnership process, and an examination of assessment data. The teams also share guidance for overcoming a variety of collaborative obstacles and challenges, and report on how their assessment process significantly improved student learning outcomes. Framed in a practical real-world context, this invaluable new resource provides a clear set of best practices to help librarians and faculty work together to initiate new information literacy assessment efforts or to improve established programs in their own institutions.

- Choosing Web 2.0 tools for learning and teaching in a digital world by Berger, Pam.
  Call Number: 025.042 BER -[LIB]
  ISBN: 1591587069 (pbk. : acid-free paper)
  Publication Date: 2010
  In this ever-changing world of technology, teachers and librarians must find the best resources that will assist 21st-century students and effectively teach them with engagement and empowerment. Choosing Web 2.0 Tools is the supreme resource to get the job done. It provides practical strategies and examples with terrific graphics and charts as well as reproducible work sheets that can be applied to classrooms or libraries. The inquiry process is addressed with realistic application and can be directly utilized in an instructional setting. The authors discuss eight specific topics, including the learning and literacy of 2.0 technologies, web searching, social bookmarking, managing and organizing information, content collaboration, media sharing, social networking, and digital mapping. The illustrations are appropriate as well as specific; the book is well organized and practical.-Donna Marie Wagner, Harris County Public Library, Houston, TX (c) Copyright 2010. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.

- Critical library instruction: theories and methods by edited by Maria T. Accardi, Emily Drabinski, and Alana Kumbier
  Call Number: 025.5677 CRI -[LIB]
  ISBN: 9781936117017 (pbk. : acid-free paper)
  Publication Date: 2010
  Contents include:
  (1) "There's nothing on my topic!": using the theories of Oscar Wilde and Henry Giroux to develop critical pedagogy for library instruction
  (2) Information literacy and social power
  (3) Breaking the ontological mold: bringing postmodernism and critical pedagogy into archival educational programming
  (4) Grand narratives and the information cycle in the library instruction classroom
  (5) Depositories of knowledge: library instruction and the development of critical consciousness
1. Problem-based learning as teaching strategy
2. Re-visioning the library seminar through a lens of critical pedagogy
3. Negotiating virtual contact zones: revolutions in the role of the research workshop
4. Paradigm shift: utilizing critical feminist pedagogy in library instruction
5. Preparing critically conscious, information literate special educators for Alaska’s schools
6. Information and service learning
7. Critical pedagogy and information literacy in community colleges
8. Making a home: critical pedagogy in a library internship program for high school students
9. Posing the Wikipedia “problem”: information literacy and the praxis of problem-posing in library instruction
10. Out of the margins—into the panels: toward a theory of comics as a medium of critical pedagogy in library instruction
11. Information literacy standards and the politics of knowledge production: using user-generated content to incorporate critical pedagogy
12. Critical approach to Asia through library collections and instructions in North America: selection of culture and counter-hegemonic library practices
13. Teaching against the grain: critical assessment in the library classroom
14. Information is personal: critical information literacy and personal epistemology
15. Encountering values: the place of critical consciousness in the competency standards
16. Disintermediation and resistance: Giroux and radical praxis in the library
17. Critical pedagogy and information literacy in community colleges
18. The library as “stuck place”: critical pedagogy in the corporate university

- Improving students’ web use and information literacy: a guide for teachers and teacher librarians by James E. Herring
  Call Number: 371.3344678 HER
  ISBN: 9781856047432 (pbk.)
  Publication Date: 2011

- Information literacy in the digital age: an evidence-based approach by Teresa S. Welsh and Melissa S. Wright
  Call Number: 028.7 WEL -[LIB]
  ISBN: 9781843345152 (pbk.)
  Publication Date: 2010

- Information pathways: a problem-solving approach to information literacy by Crystal Fulton
  Call Number: 028.7 FUL -[LIB]
  Publication Date: 2010

- Reflective teaching, effective learning: instructional literacy for library educators by Booth, Char.
  Call Number: 028.7071 BOO -[LIB]
Char Booth introduces a series of concepts that will empower readers at any level of experience to become better designers and presenters, as well as building their confidence and satisfaction as library educators. Booth outlines a four-part framework of instructional literacy, which includes reflective practice, educational theory, teaching technologies, and instructional design.

- **Teaching Information Literacy: 50 Standards-Based Exercises for College Students** by Joanna M. Burkhardt, Mary C. MacDonald; with Andrée J. Rathemacher
  - Call Number: 028.7071 BUR
  - ISBN: 9780838910535 (pbk.)
  - Publication Date: 2010
  - This second edition covers 50 exercises (up from 35) and includes two new chapters: What Is Information? (chapter 2) and Assessment (chapter 11). For the most part, chapter progression mirrors the sequence of a typical information literacy course, starting with Getting Ready for Research and moving through Books and Catalogs, Periodicals and Databases, and The Web and Scholarly Research. For each exercise, the authors provide a goal, a description, and tips for conducting the exercise. They also cite applicable ACRL Information Literacy Competency Standards for Higher Education, Standards, Performance Indicators, and Outcomes. Especially useful, chapter 10, The Paper Trail Project, details a 15-week information literacy assignment that includes a description, grading rubric (new to this edition), student timeline, and a nine-page sample project (updated to Sex Trafficking). Highly useful for both beginning and advanced college and university instruction librarians.—Fadel, Stephen Copyright 2010 Booklist

- **100% Information Literacy Success** by Amy Solomon, Gwenn Wilson, Terry Taylor.
  - Call Number: 028.7071 SOL
  - ISBN: 9780495913771 (pbk.)
  - Publication Date: 2012
  - Contents include:
    - Introduction to Information Literacy
    - Determining the Information You Need
    - How do You Find and Access Information?
    - Evaluating Information
    - Organizing Information
    - Legal, Ethical, and Communication Issues Related to Information

### Journal Articles

Below are some journal articles on Information Literacy.

Some of these articles are available on the open Net, while others are hosted in NLB's e-databases. To access the articles within NLB's e-databases, please do mouse over the icon information (Blue circle with the alphabet "i") beside the article title to view instructions on how to access the article.

- **A New Conception of Information Literacy for the Digital Learning Environment**
  - https://noril.uib.no/index.php/noril/article/viewFile/17/3
  - The aim of this paper is to explore the problem of how best to conceptualise information literacy in the higher education environment, in order to ensure that any model used is ‘fit for purpose’ and able to effectively support IL teaching and learning.
  - By Sharon Markless, Kings College
A Profile of Digital Information Literacy Competencies of
http://informingscience.org/proceedings/InSITE2005/I29f66Shan.pdf

[From Abstract] Our findings revealed that the majority of Singapore students primarily focused on the following phases of Ellis’ model: starting, browsing, chaining, differentiating and extracting. We have observed two levels of starting, differentiating and extracting which we would like to term as primary and secondary in this study. No significant trends were observed in relation to the monitoring component in his model.

Are they Ready? Exploring Student Information Literacy Skills In The Transition From Secondary to Tertiary Education.

How information literate are the Google generation, and what information literacy skills do they bring to university? For university libraries, understanding student prior knowledge provides a foundation on which to introduce appropriate learning activities during the first year. This paper examine the results of a survey and its implications for programs that broaden and build on students’ existing knowledge base. (Extracted from abstract)


To access, go to www.nl.sg > e-resources > click left column "browse by A-Z", click "E" > Search for Ebscohost Academic Search Premier, type in title of article in search box. Ebscohost Academic Search Premier is a multi-disciplinary database consisting of peer-reviewed journals of various disciplines, including library science and the topic of information literacy.

Developing Information Literacy Skills Early In An Undergraduate Curriculum

(Extracted from Abstract) Several core competencies related to information literacy have been identified by the Association of College and Research Libraries. Students must learn to gather relevant information and communicate their findings effectively. The collaborative activity described here, introduces first-semester freshmen to the standards of professional scientific writing, the different forms of publication, search strategies to effectively find information...


To access, go to www.nl.sg > e-resources > click left column "browse by A-Z", click "E" > Search for Ebscohost Academic Search Premier, type in title of article in search box. Ebscohost Academic Search Premier is a multi-disciplinary database consisting of peer-reviewed journals of various disciplines, including library science and the topic of information literacy.

Information Literacy and the role of public libraries
http://www.splq.info/issues/vol37_3/02.htm

Annette Skov, Associate Professor at the Royal School of Library Science, provides a discussion on the broad and narrow definitions of information literacy and how public libraries can play a supporting role to this field.

by Scandinavian Public Library Quarterly

Information Literacy Development In Malaysia

This paper traces the development of information literacy initiatives at the various levels within the Malaysian educational system. Information literacy has been embedded within the Malaysia an educational system for some time. Information literacy means information skills delivered by the teachers at both the primary and secondary levels. Subsequently, in - formation literacy competencies are further imparted to undergraduates and postgraduates by various academic libraries. by N.N Edzan
- Information Literacy In Kenya
  There are a growing number of information and communications technologies (ICT) initiatives in developing countries. These initiatives are usually undertaken on the basis that they are important for social and economic development. However, one barrier to the efficient utilisation of ICT in developing countries is the relatively low level of information literacy. Without the ability to manipulate and use information effectively, investments in ICT-for-development projects may be unsuccessful...

- Information literacy instruction in the library: now more than ever
  The purpose of this column is to examine the importance of libraries continuing to provide and enhance information literacy instruction to students in a challenging teaching and learning environment.
  The approach takes the format of a literature review and commentary on this topic that has been addressed by colleague institutions. (Extracted from abstract)
  Bruce E. Massis, (2011) "Information literacy instruction in the library: now more than ever", New Library World, Vol. 112 Iss: 5/6, pp.274 - 277

  To access, go to www.nl.sg > e-resources > click left column " browse by A-Z", click "E" > Search for Emerald Management Xtra, type in title of article in search box. Emerald Management Xtra, which is a database consisting of peer-reviewed journals of mainly management and library science topics.

- Is An Online Learning Module An Effective Way To Develop Information Literacy Skills?
  This paper focuses on online learning and its effectiveness in developing graduate attribute skills, particularly information literacy skills. The project outlined in this paper revealed that students who completed an online information literacy tutorial gained an understanding of information literacy concepts and that the flexible, self-paced delivery of this module was an effective way for students to develop information literacy skills. (Extracted from abstract)

  To access, go to www.nl.sg > e-resources > click left column " browse by A-Z", click "E" > Search for Ebscohost Academic Search Premier, type in title of article in search box. Ebscohost Academic Search Premier is a multi-disciplinary database consisting of peer-reviewed journals of various disciplines, including library science and the topic of information literacy.

- Is There an Information Literacy Skills Gap to Be Bridged? An Examination of Faculty Perceptions and Activities Relating to Information Literacy in the United States and England
  Surveys of faculty were conducted at two higher education institutions in England and the United States to ascertain their perceptions of information literacy. Faculty were also asked about the extent to which they incorporated information literacy skills into their courses. Similarities were found across the two institutions both in the importance that faculty attached to information skills and what they actually did to incorporate the skills within curricula. (Extracted from abstract)

  To access, go to www.nl.sg > e-resources > click left column " browse by A-Z", click "L" > Search for Library literature and information science fulltext, type in title of article in search box. Library literature and information science fulltext is a database consisting of peer-reviewed library science topics.

- Reflective Internet searching: an action research model
  Sources of information and other opportunities available via the Internet are increasing exponentially. This comes with the steady increase in Internet use for education, marketing and commercial trading, and in government for communication of information to citizens. Using the action research cycle of planning, acting, recording and reflecting, this article introduces a model for an approach to Internet searching and use. (Extracted from abstract)
To access, go to www.nl.sg > e-resources > click left column "browse by A-Z", click "E" > Search for Emerald Management Xtra, type in title of article in search box. Emerald Management Xtra is a database consisting of peer-reviewed journals of mainly management and library science topics.

Others

- Australian Resources on Information Literacy
  [Link](http://www.caul.edu.au/caul-programs/information-literacy/information-literacy-resources/australian)

- Information Literacy Organizations
  [Link](http://www.caul.edu.au/caul-programs/information-literacy/information-literacy-resources/organisations)

Info Literacy Models, Standards & Frameworks

Information Literacy Models

Done by Johan Koren, this slideshare presentation gives an introduction to the various information literacy models.

[Models of Information Literacy](http://www.slideshare.net/JohanKoren/models-of-information-literacy)
Information Literacy Standards

Some organizations have compiled Information Literacy Standards. These standards list a range of outcomes for assessing student progress toward information literacy and these outcomes serve as guidelines for faculty, librarians, and others in developing local methods for measuring student learning in the context of an institution’s unique mission.

Below is a non-exhaustive listing of some organizations which have developed such IL standards:

- ACRL Information Literacy Competency Standards for Higher Education

- AASL Standards For The 21st Century Learner

- Australian and New Zealand Standards
  The standards are detailed from page 12-22.

- Hong Kong Information Literacy Standards
  The standards are detailed on page 13-17.

- Nevada Information Literacy Standards

- ACRL Information Literacy Standards for Science and Learning

Summary

This section will cover:

- Information Literacy Models
- Information Literacy Standards
- Information Literacy Frameworks

Below is a non-exhaustive list of some of the major Information Literacy Models:

Big 6 Information Literacy Model by Eisenberg and Berkowitz
The Big Six information skills model (Big6) is one that is primarily aimed at kindergarten through twelfth-grade students. This model is intended to foster the acquisition of research, problem-solving, and metacognitive skills through the cooperation of both school library media specialists and classroom teachers.

![Big Six Information Skills Model](http://astms-hslibrary.wikispaces.com/file/view/big_6.jpg/214726202/big_6.jpg)

Related links here:

- [The Big Six Information Skills As a Metacognitive Scaffold: A Case Study, by Sara Wolf](http://nb.wsd.wednet.edu/big6/big6_resources.htm#downloads)

- Big6 Information Skills
  [http://nb.wsd.wednet.edu/big6/big6_resources.htm#downloads](http://nb.wsd.wednet.edu/big6/big6_resources.htm#downloads)
  This is a useful website detailing resources related to Big 6 model
In 1999, The SCONUL Working Group on Information Literacy published Information skills in higher education: a SCONUL position paper (SCONUL, 1999), introducing the Seven Pillars of Information Skills model. Since then, the model has been adopted by librarians and teachers around the world as a means of helping them to deliver information skills to their learners.

However, in 2011 we live in a very different information world and while the basic principles underpinning the original Seven Pillars model remain valid, it was felt that the model needed to be updated and expanded to reflect more clearly the range of different terminologies and concepts which we now understand as "Information Literacy". In order for the model to be relevant to different user communities and ages, the new model is presented as a generic "core" model for Higher Education, to which a series of "lenses", representing the different groups of learners, can be applied.

At publication (April 2011), only the Core Model and the Research Lens are available. We hope that teachers and librarians representing other learner groups will participate in the development of other lenses.

[Extracted from: http://www.sconul.ac.uk/groups/information_literacy/seven_pillars.html]

- SCONUL 7 Pillars of Information Literacy

[libguides.nl.sg/print_content.php?pid=280349&sid=2309170&mode=g]
Information Search Process by C. Kuhlthau

The ISP presents seeking information as a means to accomplish a goal. The model of the ISP is articulated in a holistic view of information seeking from the user’s perspective in six stages:

- **Initiation**, when a person first becomes aware of a lack of knowledge or understanding and feelings of uncertainty and apprehension are common.
- **Selection**, when a general area, topic, or problem is identified and initial uncertainty often gives way to a brief sense of optimism and a readiness to begin the search.
- **Exploration**, when inconsistent, incompatible information is encountered and uncertainty, confusion, and doubt frequently increase and people find themselves “in the dip” of confidence.
- **Formulation**, when a focused perspective is formed and uncertainty diminishes as confidence begins to increase.
- **Collection**, when information pertinent to the focused perspective is gathered and uncertainty subsides as interest and involvement deepens.
- **Presentation**, when the search is completed with a new understanding enabling the person to explain his or her learning to others or in someway put the learning to use.

[Extracted from: http://comminfo.rutgers.edu/~kuhlthau/information_search_process.htm]
## Kuhlthau's Information Search Process Model

<table>
<thead>
<tr>
<th>TASK</th>
<th>THOUGHTS</th>
<th>FEELINGS</th>
<th>ACTIONS</th>
<th>STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAGE 1: TASK INITIATION</td>
<td>Contemplating assignment</td>
<td>Apprehension</td>
<td>Talking with others</td>
<td>Brainstorming, Discussing</td>
</tr>
<tr>
<td></td>
<td>Considering possible topics</td>
<td>Uncertainty</td>
<td>Browning library collection</td>
<td></td>
</tr>
<tr>
<td>STAGE 2: TOPIC SELECTION</td>
<td>Consider personal interest, project requirements, info available, time</td>
<td>Confusion</td>
<td>Consulting with informal mediators</td>
<td>Discussing possible topics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Anxiety</td>
<td>Preliminary search of the library</td>
<td>Using general sources for overview of possible topics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Anticipation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAGE 3: PREFOCUS EXPLORATION</td>
<td>Become informed about a general topic</td>
<td>Confusion</td>
<td>Locating relevant into</td>
<td>Reading, Intentionally seeking focus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Doubt</td>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Threat</td>
<td>Taking notes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Uncertainty</td>
<td>Making bibliographic citations</td>
<td></td>
</tr>
<tr>
<td>STAGE 4: FOCUS FORMULATION</td>
<td>Freedging outcome</td>
<td>Optimism</td>
<td>Reading notes for themes</td>
<td>Making a survey of notes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Using criteria of personal interest, project requirements, info available, time</td>
<td></td>
<td>Listing focus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify ideas</td>
<td></td>
<td>Choosing focus</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Combining focus</td>
</tr>
<tr>
<td>STAGE 5: INFORMATION COLLECTION</td>
<td>Seeking info to support focus</td>
<td>Realization of amount of work to be done</td>
<td>Using the library</td>
<td>Using descriptors to find pertinent info</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Defining and extending focus</td>
<td>Confidence in ability to complete task</td>
<td>Requesting specific sources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gathering pertinent info into Organizing info</td>
<td></td>
<td>Using indexes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Requesting assistance</td>
</tr>
<tr>
<td>STAGE 6: SEARCH CLOSURE</td>
<td>Identifying need for additional info</td>
<td>Sense of relief</td>
<td>Rechecking sources</td>
<td>Returning to library to make summary search</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Consider time restrictions</td>
<td>Sometimes satisfaction</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Diminishing relevance</td>
<td>Sometimes disappointment</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Examining resources</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Extracted from: [http://people.ucalgary.ca/~ahayden/kuhlth.html](http://people.ucalgary.ca/~ahayden/kuhlth.html)

- **Kuhlthau's Model of the Stages of the Information Process**
  [http://library.humboldt.edu/ic/general_competency/kuhlthau.html](http://library.humboldt.edu/ic/general_competency/kuhlthau.html)
  A summary of the Information Search Process

- **Information Search Process: A Summary of Research and Implications for School Library Media Programs**
  [http://www.ala.org/ala/mgrps/divs/aasl/aaslpubsandjournals/slmrb/editorschoiceb/infopower/slctkuhlthau2.cfm](http://www.ala.org/ala/mgrps/divs/aasl/aaslpubsandjournals/slmrb/editorschoiceb/infopower/slctkuhlthau2.cfm)
  This paper summarizes a series of five studies on students’ perspective of information seeking in response to a research assignment. Feelings, thoughts, and actions
commonly experienced in the information search process are described in six stages. Implications for further research are discussed, as well as findings that have direct impact on school library media programs.

By Carol Kuhlthau

- The ‘information search process’ revisited: is the model still useful?
  http://informationr.net/ir/13-4/paper355.html
  This paper examines the continued usefulness of Kuhlthau's Information Search Process as a model of information behaviour in new, technologically rich information environments.
  Written by Carol C. Kuhlthau, Jannica Heinström and Ross J. Todd

- Carol Kulthau Homepage
  http://comminfo.rutgers.edu/~kuhlthau/information_search_process.htm
  This is the official website of the author of Information Search Process, Carol Kuhlthau. This site details what the ISP is all about and also gives a short biography.

UNESCO model & framework of Information Literacy

Declaration on Media and Information Literacy adopted by Fez International Forum
“This Forum was the first of its kind at the international level to examine media and information literacy as a combined set of competencies (knowledge, skills and attitudes).”

Fez Declaration on MIL

Media and information literacy curriculum for teachers

Download publication: http://unesdoc.unesco.org/images/0019/001929/192971e.pdf

This blurs the traditional dichotomy between IL and ML due to the linkages between IL & ML, and facilitates “knowledge about location and consumption of information as well as about the production of information” (p.19 of PDF). Pedagogical approaches for MIL instruction include Issue-enquiry Approach & case studies, Problem-based Learning, Cooperative Learning & Simulations (p.34-37 of PDF). IL & Library Skills appear under Module 8 (p.134 of PDF) with emphasis on Big6 (p.141 of PDF) and Digital IL (p.142).

Other information literacy models
Info Literacy Frameworks - By Countries

Many countries and organizations have developed their own Information Literacy frameworks.

Below is a non-exhaustive listing of what is available:

- Scotland - Information Literacy Framework
  [http://www.ltscotland.org.uk/Images/information_literacy_framework_draft_tcm4-433724.pdf](http://www.ltscotland.org.uk/Images/information_literacy_framework_draft_tcm4-433724.pdf)
  The framework is currently in draft format for consultation and evaluation. The plan is to enrich the draft framework with exemplars of good practice which will demonstrate how specific competencies can be applied in practice and can demonstrate links to higher level complex thinking skills and innovation.

- Australian and New Zealand Information Literacy Framework - principles, standards and practice
  This second edition of the 2001 Information literacy standards is entitled the Australian and New Zealand information literacy framework: principles, standards and practice to reflect the ways academics and librarians have used the first edition. It incorporates changes developed at a workshop in Sydney in January 2003.

- Hong Kong - Information Literacy Framework for Hong Kong Students
  Building the capacity of learning to learn in the information age.
  Includes objectives, standards and learning outcomes

- Wales - Information Literacy Framework
  “Being able to use different ways of finding information and being able to judge whether the information is trustworthy or accurate is vital: it opens up choices, empowers us and can give us more confidence.”
  (Welsh Information Literacy Project 2010)

Info Literacy Frameworks - By Organizations

- Queenslands University of Technology
  The QUT Information Literacy Framework & Syllabus (ILF&S) provides models and strategies for developing and evaluating information literacy initiatives in terms of quality student learning outcomes, curriculum development and assessment.
  The ILF&S seeks to foster a strategic, systematic and sustainable model of information literacy teaching.
University of Tasmania, Australia
Learning outcomes and information literacy framework are detailed.

University of Bolton (Uk) Information Literacy Framework
http://www.bolton.ac.uk/LEPDU/Documents/InformationLiteracyFramework.pdf
This framework will address the issue of information literacy throughout the university, and is designed to:
• raise awareness of the importance of information literacy
• establish a set of attributes/competencies which can be developed progressively through taught programmes
• include information literacy within the student PDP process
• ensure that information skills teaching is of a high standard throughout the university

State library of Iowa - Sample Information Literacy Framework
http://www.statelibraryofiowa.org/lp/d/q-s/school-librarians/reqandsupp/sample/view
The sample curriculum that follows is intended as a starting point for districts that do not currently have an information literacy curriculum in place. Teacher librarians and teachers will want to examine this model, adapt it to local standards and initiatives and find areas where it can be integrated into various subject areas to achieve the goal of helping students become independent learners. This is in no way intended as a stand-alone curriculum. Rather, it spells out specific skills ...

Adult Information Literacy
Towards a Learning Society – Exploring the Challenge of Applied Information Literacy through Reality-Based Scenarios

Information Literacy & Older Adults
http://susanrb.wordpress.com/2011/01/06/information-literacy-and-older-adults/

Carmel O’Sullivan, (2002) "Is information literacy relevant in the real world?"
Reference Services Review, Vol. 30 Iss: 1, pp.7 - 14
http://www.emeraldinsight.com/journals.htm?articleid=861676&show=html

Workplace experiences of information literacy
http://www.personal.kent.edu/~wjrobert/images/WorkplaceInfoLit.pdf

Understanding information literacy: a primer
http://unesdoc.unesco.org/images/0015/001570/157020e.pdf
"An easy-to-read, non-technical overview explaining What “information literacy” means, designed for busy public policy-makers, business executives, civil society administrators and practicing professionals"
# Information Literacy Training

## NGOs & Countries which conduct Information Literacy Programmes

(A) Library Associations

ACRL: Characteristics of Programs of Information Literacy that Illustrate Best Practices: A Guideline  
[http://www.alanet.org/ala/mgrps/ddivs/acrl/standards/characteristics.cfm](http://www.alanet.org/ala/mgrps/ddivs/acrl/standards/characteristics.cfm)

Medical Library Association (USA)  
[http://www.mlanet.org/resources/healthlit/](http://www.mlanet.org/resources/healthlit/)


MLA, a nonprofit, educational organization, is a leading advocate for health sciences information professionals with more than 4,700 members worldwide. Through its programs and services, MLA provides lifelong educational opportunities, supports a knowledgebase of health information research, and works with a global network of partners to promote the importance of quality information for improved health to the health care community and the public.

(B) National Libraries

National Library of Indonesia  

On Page 4: “The National Library of Indonesia in collaboration with the Ministry of National Education, Ministry of Regional Affairs and Library Forums has developed several programs concerning information literacy namely national and international workshops, seminars and publish national guidelines on information literacy.”

National Library of Cambodia  

“In 2007 ANZ, Australia via ANZ Royal Bank sponsored 8 computers and ANZ Royal Bank provides 1 printer to the National Library of Cambodia to enhance the library services to the public. ANZ Royal Bank finances Information Literacy Program of the library. This program enables library users and researchers to learn basic information literacy and library's catalogue search skills.”
Information Literacy Training in Singapore

[A] Journal Articles

Proposing a 6+3 model for developing information literacy standards for schools: A case for Singapore.
By: Mokhtar, Intan Aza; Schubert Foo; Majid, Shaheen; Yin Leng Theng; Luyt, Brendan; Yun-Ke Chang.

URL: http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip.url.uid&db=aph&AN=48955156&site=ehost-live

Abstract: Several comprehensive information literacy (IL) standards have been developed worldwide for use in the education sector, specifically for students and teachers. Apart from the more generic International Federation of Library Associations (IFLA) IL standards, such standards are more appropriate for their countries of
origins. If these standards are to be applied to schools in Southeast Asia, then some form of contextualization and customization is necessary to cater for gaps that surface due to their different and unique education environments and cultures. In addition, as a result of the growth of Web 2.0, information seeking moves rapidly in the social dimension. It is therefore timely to review ongoing research in the areas of collaborative information seeking and behavior, as well as education values in order to derive a set of up-to-date, relevant and holistic IL standards for schools. This paper proposes a model to help to develop IL standards for schools in Singapore that was constructed using the aforementioned standards as a guide, based on the paradigm of a popular information and technology literacy process model known as the Big6, and steered by related educational initiatives and education values that have been recently implemented in Singapore. The proposed model expounds each of the Big6 categories in terms of Techniques and Tools, and supplements those categories with three important mindsets of Ethics and Social Responsibility, Collaborative Information Behavior, and Attitudes and Perceptions. [ABSTRACT FROM AUTHOR]

Database: EBSCOHost Academic Search Premier

Information literacy education: Applications of mediated learning and multiple intelligences
By: Mokhtar, Intan Azura, Majid, Shaheen & Foo, Schubert

Fulltext unavailable

Abstract: Research has shown that mastering information literacy (IL) competencies helps students perform better academically or otherwise. However, there is limited evidence that indicates a relationship between IL teaching methods and IL competencies. This study investigates the impact of IL teaching that incorporates appropriate pedagogical approaches on students’ applicability of IL competencies. The study was carried out in four secondary schools in Singapore. Students were organized into groups of five and were assigned a group project. Those in the experimental sub-clusters were exposed to various intervention approaches, while the control sub-clusters were left on their own to carry out the project. Three independent, neutral teacher-examiners evaluated the results of the group reports and projects. The results showed significant differences in the achievements of students in the experimental groups that underwent both interventions as compared to the control groups. [CopyrightElsevier]

Database: EBSCOHost Academic Search Premier

Activity-based Approach to Authentic Learning in a Vocational Institute.

URL: http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,uid&db=aph&AN=25970245&site=ehost-live

Abstract: With emphasis on developing competence in students, an activity-based learning environment, inspired by constructivist and situated learning theories, was piloted in the Institute of Technical Education (ITE) to improve student learning experience. The new learning environment, developed for a Lifeskills module (Career Development and Planning), requires students to participate collaboratively on authentic tasks using information and communications technology (ICT) tools. This learning environment follows an innovative model (APLUS) to support authentic learning and helps students develop relevant competence. This learning model also builds in learning stages and scaffoldings to help students acquire important learning strategies, basic information literacy skills, metacognitive skills and thinking skills. The participants of the study are second-year Nitec (National ITE Certificate) students. The study combined quantitative and qualitative methodologies to examine students’ learning experiences in the new learning environment. The findings yielded positive results on both students’ and lecturers’ experiences. Results from lecturers’ experience would provide valuable lessons for other lecturers who wish to implement the activity-based learning approach. [ABSTRACT FROM AUTHOR]
Information source preference for project work by primary school students

URL: 10.1108/00242530710721998

Abstract:

Purpose – To investigate the type of information sources used by primary school students for project work, their preferred information formats and the importance and reasons for using certain information sources.

Design/methodology/approach – Questionnaire survey.

Findings – It was found that the Internet was the most preferred information source for project work, followed by public and school libraries. Similarly, digital information sources were preferred over print and audio-visual materials. Among published information sources, the respondents considered the Internet and reference sources more important for their project work. Among human information sources, teachers, parents and siblings were considered more important than library staff and friends. The main reasons identified for using different information sources were “accessibility”, “ease of use” and “appropriateness” to project work. Certain attributes such as accuracy and currency of information were considered less important in the selection and use of information which was probably due to inadequate information literacy skills possessed by these students.

Practical implications – The study should be helpful for anyone involved in school librarianship or learning support for school children.

Originality/value – It is expected that this study would provide an insight into the use and non-use of certain information resources at the school and public libraries and allow library managements to review their collections, services and information access policies. It will also help them determine the type of information literacy training required by these students.

Database: Emerald Insight

Teaching information literacy for in-depth knowledge and sustained learning.

URL: http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip.url.uid&db=aph&AN=22308823&site=ehost-live

Abstract: Information literacy has been a popular slogan in the education sector since it was first used in the 1970s. Despite extensive recognition of the importance of information literacy in education and learning, its importance in the school curriculum has not yet been fully recognized. This paper discusses the importance of information literacy and the major standards and guidelines that have shaped its implementation in the school curriculum. Traditional methods of teaching information literacy through directed instruction, and sporadic or discrete school library workshops, have not been very successful in entrenching the necessary skills. This paper proposes a dynamic information literacy pedagogy that identifies and harnesses learners' interests (in this case, with the use of the Theory of Multiple Intelligences). By identifying students’ dominant intelligences and thus their abilities, it can help ignite their interest in learning something new and unfamiliar. This in turn, can bring about a more effective erudition and prolonged retention of information literacy skills amongst learners. An introduction to an on-going experimental-action study that
utilises this approach within the context of secondary school students (aged 14–15 years old) is also presented. [ABSTRACT FROM AUTHOR]

Database: EBSCOHost Academic Search Premier

[B] Websites

[C] NLB Books

Title    Managing project work in schools : issues and innovative practices
Edited by Ho Boon Tiong, Jo-Ann Netto-Shek, Chang Shook Cheong, Agnes.
"22. Project work resources from the National Library Board / Ong Hui Pheng with input from Rajen Munoo … [et al.] -- The way forward."
RSING  371.36 MAN >> Available at Lee Kong Chian Reference Library Lvl 11
SING 371.36 MAN >> Available at most Public Libraries

Title    Information literacy of secondary school students in Singapore / Ang Joo Kim.
Author    Ang, Joo Kim.
Publisher    Nanyang Technological University. School of Applied Science. , 1999.
RSING 028.7071 ANG -(LIB)
Available at Lee Kong Chian Reference Library Lvl 11

Information Literacy in Asia

Title: Information literacy for the information literate: A model and case study from the Wuhan UNESCO training the trainers in information literacy program. [ Available online ]
Author: Pagell, Ruth A & Munoo, Rajen
Citation: International Information & Library Review Jun2010, Vol. 42 Issue 2, p84-90
Year: 2010
Abstract: This article draws on the authors' experiences in providing training for information seekers worldwide, from elementary school children to business professionals. Designed for the UNESCO Training the Trainers (TTT) in Information Literacy (IL) workshop in Wuhan, China in October 2008, the material offers a practical, structured framework for creating an information literacy program for trainers that is adaptable to changing learner needs and changing Information and Communication Technology (ICT) tools. It includes examples and a case study using a basic course for paraprofessionals and beginning librarians. Based on input from participants at the Wuhan workshop, the article enhances the assessment portion of the presentation. The UNESCO program document listed a target audience of the less information literate (UNESCO, 2008) Training the trainers in information literacy portal. This paper, and in general the approach of the Wuhan session, focused on information literacy at an institutional rather than community level (Zhang, X. (Julia) (2009). Report of the UNESCO training-the-trainers in information literacy workshop, October 20-22, 2008, Wuhan, China. International Information & Library Review, 41(4) 273-276). [Copyright &y& Elsevier]
NLB Information Literacy Programmes

About NLB

The National Library Board of Singapore (NLB) oversees both the National Library as well as the Public Libraries. By international convention, the functions of these two kinds of libraries are distinct and well-differentiated. The NLB's mission is to provide a trusted, accessible and globally-connected library and information service through the National Library and a comprehensive network of Public Libraries. Also under its management are 31 libraries belonging to government agencies, schools and institutions. Through its innovative use of technology and collaboration with strategic partners, NLB ensures that library users have access to a rich array of information services and resources that are convenient, accessible and relevant.

For more information on NLB, please see our corporate website.

National Library as the Driver of Information Literacy Programmes

NLB's vision: Readers for Life, Learning Communities, Knowledgeable Nation

NLB's Mission: Through our libraries, we make knowledge come alive, spark imagination and create possibilities

Strengthening Information Literacy is one of NLB's strategic objectives.

National Information Literacy Programme (NILP)
NLB’s National Information Literacy Programme aims to nurture a nation of discerning users of information.

NLB proposes a broad-based information literacy programme reaching entire cohorts of Primary 3, Primary 5 and Secondary 1 children to give them a strong foundation in finding, evaluating, interpreting and using information intelligently and responsibly. The Programme will bring students through a graded continuum of information literacy skills (Basic, Intermediate to Advanced) that is current and meets the real-life challenges of a rapidly changing information environment. The programmes will seek to build on each other so that those who progressively attend the different levels acquire higher-order skills.

Teachers Workshop

Search Better Online!

Information Literacy Workshop For Teachers

The Internet provides students an easy access to a vast array of information to conduct research. However, the ability to separate good information from bad information on the Internet is a complex task. Furthermore, huge amount of information on the Internet can be very overwhelming.

At this teacher workshop, we will show you the tools and strategies to navigate the ever-changing information landscape. You will learn more about research process and discover what are some strategies that effective searchers use to find what they want. You will be equipped with the five-step evaluation criteria, commonly used by librarians to evaluate information sources and adapted for Internet evaluation.

We will also introduce to you a treasure trove of digital resources offered by the National Library Board that is useful for your classroom teaching on Singapore, science topics and more.

Workshop outline:

- Be InfoSmart: Concepts of Information Literacy
- Key steps in research process
- Effective searching tips and evaluation criteria
- Relevant online content for teaching and learning
- Using NLB eDatabases, eBooks, eMagazines
- Tour of Lee Kong Chian Reference Library (optional)

This event is organised by the National Library Board, Heritage Division, Information Literacy & Outreach. For more information on this workshop, please email:
Parents Workshop

Ace Your Project Work!

Workshop for parents to help your child excel at project work, become an independent researcher, critical thinker and lifelong learner

As librarians, we often encounter anxious parents who visit our libraries with children in tow, seeking last-minute assistance for their children's project work.

Project work is actually one way for the child to develop critical thinking skills and will help the child gain important life skills when done correctly.

To help ease parents' anxiety, we have workshops that focus on showing parents how they can guide their children through the research process and pick up the necessary skills for project work.

Being knowledgeable in the information problem-solving process and having the skills to evaluate and use information wisely is an important life skill that you and I agree will benefit children for life. Our approach to developing this skill set is holistic because we include the parents and show them how they can reinforce this skill for their children at home as they do their projects rather than ending up doing the project work for the kids directly.

Topics covered:

Learn how to work through every project by applying the principles of information problem-solving process,
Learn search tips from librarians and how to gather most relevant information sources for projects,
Learn how to teach your child to distinguish between “facts” and “fiction” on the internet, Show your child how to become ethical information users

The workshops can be conducted at the National Library or within external organization premises at a convenient time for parents and it can be customised for just the parents alone or as bonding workshops where both parent and child can participate together. For more information on parent workshops, email: infolit@nlb.gov.sg.

Training Resources

iGeo Training (22 Feb 2012)

iGeo training (22 Feb 2012)
Dear Teachers,

Please email the following Librarians if you have any enquiry about the respective training programmes or if you would like to register your classes:

- P3 Basic ILP – Mr Neo Tiong Seng (Tiongseng@nlb.gov.sg)
- P5 Intermediate ILP – Not available at the moment. Please check back in April 2012.
- Sec1 Advanced ILP – Ms Faridah Ibrahim (Faridah_Ibrahim@nlb.gov.sg)
Info Literacy Interest Groups & Conferences

Info Literacy Interest Groups

- Canadian Library Association - Info Literacy Interest Group
  http://www.cla.ca/AM/Template.cfm?Section=Information_Literacy&Template=/CM/HTMLDisplay.cfm&ContentID=5550
  - To promote information literacy instruction as an integral library service.
  - To provide a forum for discussion of activities, programs and challenges in information literacy.
  - To contribute to the education and training of librarians in the delivery, promotion and evaluation of information literacy programs.
  - To serve as a channel of communication on information literacy.

- National Forum On Information Literacy
  http://infolit.org/international-alliance-2/
  Upon a recommendation from the Prague Conference of Information Literacy Experts held September 20-23, 2003, the following organizations are committing to creating an International Alliance for Information Literacy. The evolving purpose for the Alliance is to facilitate the sharing of information and expertise on information literacy across regions and nations of the world. The ultimate goal of the Alliance is to facilitate people’s participating effectively in the Information Society...

- European Network on Information Literacy
  http://enil.ceris.cnr.it/Basili/EnIL/index.html
  The European network on Information Literacy (EnIL) is a network of researchers actively involved in Information Literacy, drawn from most of the EU25 countries. The network has been established by initiative of the Italian National Research Council and its aims include:
  - the definition of a common research agenda;
  - the production of collaborative studies and the collection of comparable data, the promotion of information literacy in the European Union...

- SCONUL Working Group on Information Literacy
  http://www.sconul.ac.uk/groups/information_literacy/
  The Group is informed by recent debates about graduate skills, research training, communities of practice, e-learning and digital library developments, learning and teaching using digital information environments. The Working Group is concerned with the wide spectrum of ways in which libraries, librarians and the use of information contribute to, and enhance the effectiveness of, the process of learning and the support for learners and researchers...

- CAUL Working Group on Information Literacy
  http://www.caul.edu.au/caul-programs/information-literacy

- ACRL Institute of Information Literacy
  http://www.ala.org/ala/mgrps/divs/acrl/issues/infolit/professactivity/iil/welcome.cfm
  IIL has three basic goals:
  - Prepare librarians to become effective teachers in information literacy programs;
  - Support librarians, other educators and administrators in playing a leadership role in the development and implementation of information literacy programs;
  - Forge new relationships throughout the educational community to work towards information Literacy curriculum development.

Other Libguides On Information Literacy
Information literacy is the ability to locate, evaluate and use information wisely. Information literacy is at the core of what it means to be educated in this century.

Developed to aid faculty in promoting college-level research and critical thinking through library resources and information literacy skills.

Resources and tips about information literacy, critical thinking, and how faculty can incorporate these concepts into their courses.

Learn more about requesting library instruction and find tools to foster continued growth in information literacy.

Discusses what information literacy is and how we can ensure we graduate information literate students.

Our Online Library Instruction modules are designed to provide our students with virtual library instruction. To as great extent as possible, these modules provide the instruction content of our traditional, face-to-face instruction sessions conducted in the library.

Welcome to the Information Literacy Modules for Health Sciences. These modules are an integral part of your health sciences course to enable you to find the best scholarly and credible resources for your university assignments, and to ultimately enable you to know how and where to find the best evidence to support your practice as health and human service professionals.

Information Literacy: An Introduction
By Dr. Ed Wiltse, English Department. An on-line tutorial to accompany classroom instruction. Includes links to the Frederick Douglass and Title IX information literacy tutorials.

Information about Information Literacy initiatives at PCCC, as well as a "how to" guide for faculty creating Info Lit assignments
• Polk State College Libraries
  http://libguides.polk.edu/informationliteracy
  This guide describes the PSC Library's information literacy instruction program and provides information for faculty information literacy as a learning outcome.

• Qatar University
  http://libguides.qu.edu.qa/informationliteracy
  A guide to finding information for your class or research project.

• Springfield College -Babson Library
  http://spfldcol.libguides.com/infolit
  ThiGet overview information about Springfield College's information literacy program.
  Browse a list of information literacy topics that faculty and librarians can share with students.
  Find and use informational literacy exercises developed by faculty and librarians here at Springfield College.
  Get in touch with your library liaison.
  View and share tutorials created to help you and your students use Babson Library's resources.
  Get information about assessment of informational literacy.

• West Chester University
  http://subjectguides.wcupa.edu/content.php?pid=56310&search_terms=information+literacy
  A guide to Information Literacy Instruction and Assessment at WCU.

• Western New England College D'Amour Library
  http://wnec.libguides.com/information_literacy
  Standards, competencies, and assignments for information literacy.

Information Literacy Blogs

• The Information Literacy Land of Confusion - By Michael Lorenzen
  http://www.information-literacy.net/

• Information Literacy In Canada
  http://blog.uwinipeg.ca/ilig/

• Information Literacy Weblog
  http://information-literacy.blogspot.com/

Information Literacy Conferences 2012

Webinar: Integrating Information Literacy into the First Year
Online :: 1:00 - 2:45 p.m. EST :: February 7
http://www.academicimpressions.com/events/event_listing.php?i=1256&t=Agenda
IADIS International Conference: e-Society 2012
10 - 13 March 2012 @ Berlin, Germany
http://www.esociety-conf.org/

3Ts 2012: Engaging Students with Transliteracy, Technology and Teaching
16 Mar 2012 @ Albany, NY, USA.
http://threetees.weebly.com/call-for-proposals.html

DGI-Conference 2012: Social Media and Web Science: The Web as a living space
22 to 23 March 2012 @ Düsseldorf/Germany
http://www.dgd.de/CIP2012DGI-Konferenz_GB.aspx

Librarians' Information Literacy Annual Conference (LILAC) 2012
Glasgow Caledonian University 11-13 April 2012
http://lilacconference.com/WP/

40th Annual LOEX Conference
May 3 - May 5, 2012
Renaissance Hotel. Columbus, Ohio. USA
http://www.loexconference.org/breakoutproposals.html

Qualitative and Quantitative Methods in Libraries International Conference
May. 22, - May. 25, 2012 @ Limerick, Ireland
http://lisevents.com/node/261

LOEX of the West 2012 Conference: Creative Landscapes: Designing Information Literacy for All Terrains
June 6-8, 2012 @ Woodbury University in Burbank, CA, USA
http://woodbury.libguides.com/lotw2012

International Conference on Information Society (i-Society 2012)
http://www.i-society.eu/

IADIS International Conference e-Learning 2012
Lisbon, Portugal 17- 20 July 2012
http://www.elearning-conf.org/

IFLA Satellite Conference – The Road to Information Literacy: Librarians as Facilitators of Learning.
2012 August 8-10 Tampere, Finland

IFLA Satellite Conference – Information for Civic Literacy
8-10 August 2012
Riga, Latvia
http://www.lnb.lv/iflariga2012

ISIC2012: The Information Behaviour Conference
4-7 September 2012 at Keio University in Japan
http://www.slis.keio.ac.jp/isic2012/

3rd International Symposium on Information Management in a Changing World
September 19-21, 2012, Ankara, Turkey
http://www.wikicfp.com/cfp/servlet/event.showcfp?eventid=17622&copyownerid=27805

Georgia International Conference on Information Literacy
21-22 Sep 2012
http://ceps.georgiasouthern.edu/conted/infolitabout.html

Information Literacy Experts
- ACRL Information Literacy Peer Consultant and Speakers Directory

Information Literacy Day / Week / Month
UNESCO Fez declaration, 2011: 15-21 June every year

United States
October is National Information Literacy Month (w.e.f. 2009) via the Presidential Proclamation National Information Literacy Awareness:

Sheffield University, UK

University of Salford, UK
http://www.informationliteracy.salford.ac.uk/prog/
“Second Life” (virtual environment)

Accessing the Resources

Quick Access

Print Materials
Electronic Resources

How to access the Print Materials

Introduction

You can search the library catalogue (for physical materials) in the library and from home (http://catalogue.nlb.gov.sg). The easy search function allows you to search/browse by author, title, keyword, subject and ISBN/ISSN whereas the advanced search allows you to narrow your searches to specific media types or language holdings. In both instances, you will also be able to limit your search to search only specific libraries by clicking on the "limit by branch" option.

To search Lee Kong Chian Reference Library's Holdings

If you wish to search for only materials available in the Lee Kong Chian Reference Library, please always click on the "Limit by Branch" button at the bottom of the page, after you have keyed in your search term. This brings you to a new page whereby you will be able to select the library of your choice. Choose "Lee Kong Chian Reference Library" and select "yes" under the "Display only items available in the selected branch below" and then click on search.

Things to note:

Once you have identified the title that you need, please double check through the following information and write down the necessary info:

i. The "Status" of the item: the item is not available in the library, if the status displayed is "in transit", "in process" or "not ready for loan".

ii. Double check that the item is in Lee Kong Chian Reference Library under "Branch".

iii. Write down the Location Code and the Call Number of the item. This helps you to locate the item within Lee Kong Chian Reference Library. Please refer to the table below for more information (Note: Please feel free to approach the counter staff for help in locating the books.)

All featured books and periodicals are located at the Lee Kong Chian Reference Library.
<table>
<thead>
<tr>
<th>Level</th>
<th>Location Code</th>
<th>Type of Collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 - Singapore and Southeast Asia (English) Collections</td>
<td>RSING, RSEA, JRSING, YRSING, RAV, RCLOS*, RRARE</td>
<td>All SING/SEA English materials except: Arts and Literature (which are on L8) Microfilms Posters Maps AV collection</td>
</tr>
<tr>
<td>* Closed access materials. Point of access is via L11.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 - National Library Gallery</td>
<td>RDTYS, RDTSH, RDKSC, RAC*</td>
<td>Donors’ Collections Donors’ Gallery Asian Children’s Collection Exhibition Gallery</td>
</tr>
<tr>
<td>* Point of access for collection is via L11.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 - Chinese, Malay and Tamil Resources</td>
<td>RSING, RSEA, RCO, RART, RBUS</td>
<td>All Chinese, Malay and Tamil materials, except for China Business resources (RCR)</td>
</tr>
<tr>
<td>8 - Arts &amp; Social Sciences</td>
<td>RART, RSING, RSEA, R, RDET</td>
<td>All Arts collections including Singapore &amp; SEA Singapore&amp;SEA English literature Non-SING/SEA Social Sciences collection, including literature Education prospectuses Edwin Thumboo Collection French Corner</td>
</tr>
<tr>
<td>7 - Government and Business Information Services</td>
<td>RSING-[AR], RBUS, RCR, R</td>
<td>Business, Science &amp; Technology collections Annual Reports Standards China Business resources Bloomberg and SGX IRIS stations</td>
</tr>
</tbody>
</table>
How to access the Databases

To begin using databases and other electronic resources, you will first need to register as a Digital Library member (registration is free-of-charge) at our eResources webpage (http://eresources.nlb.gov.sg/). Please note the following conditions:

i. Not all e-resources are accessible from home. Please refer to the access rights stated per resource on the eResources webpage.

ii. If you are NOT a Singaporean/PR, you will not be able to access any of the e-resources from home (even those that are labelled as accessible from home on the webpage).

iii. Please log in to the eResources portal to use the resources. Materials available in the library's eResources (e.g., articles in specific databases) may come up in your searches in Google, Yahoo, MSN, etc. However, you will NOT be able to access those information if you are not logged in and searching from the eResources portal.

When you face problems registering or logging in, please contact 63323255 or send an email to helpdesk@nlb.gov.sg.

If you wish to find information in the databases but am not sure where to begin, or need recommendations on which databases to use, please use the "Ask A Librarian" function or send an email to ref@library.nlb.gov.sg for help. The librarian will get back to you within three working days.

For Students

Videos

Below is a select list of videos focussing on four areas of Info Literacy. They are searching effectively, evaluating, source types and plagiarism.

Internet Skills 1: How to Evaluate a Website

Evaluating credible webpages is made easy using the CAPOW criteria which is an acronym for Currency, Authority, Purpose, Objective and Writing. Ask related questions for each criteria such as what is the purpose of this website?
Me? Plagiarize?

Plagiarism may be unintentional. When in doubt, it is best to quote the source where you obtain the information from. Also give tips on avoiding it totally.

Primary and Secondary sources

Focuses on definition and types of sources. How to use secondary sources to support your research work.
Search Smart

Produced by the Singapore Polytechnic Library, this video illustrates the use of Boolean operators "AND" and "OR" which helps you either focus or broaden your search respectively. By using these commands, you have better control over your search results.

Introduction

This section is dedicated for students and the intend is to facilitate your understanding of Information Literacy concepts as applied in your research work. Have fun learning them through interactive multimedia presentations.

Info Literacy in 10 minutes - Online tutorial

Accessible via Acadia University
Information Literacy Online modules developed by librarians in Vaughan Memorial Library at Acadia University, Canada.

Research it Right
Highlights basics research process of gathering, analysing and communicating information.
http://library.acadiau.ca/tutorials/research/

Credible Sources Count
Learn to select and evaluate web resources using the questioning technique of What, Why, When, Who and How. You can sieve through the vast ocean of information for credible sources faster using these five questions.
http://library.acadiau.ca/tutorials/webevaluation/

You Quote it, You Note it
To copy the work of others is plagiarism. This is equivalent to stealing. This lesson walks through the three basic requirements in order to avoid plagiarism i.e when to cite, what to cite and how to cite. It also includes tips on paraphrasing and quoting.

http://library.acadiau.ca/tutorials/plagiarism/

Searching with Success
Did you know that

- the Internet is made of three components – electronic communications, file transfer exchange and World Wide Web
- the World Wide Web is the multimedia part of the Internet
- there are search strategies and tools to locate better results

This module focuses on helping you refine your search strategies. It also encourages you to go beyond the basic internet search function by introducing the deep web and Google scholar sites.

http://library.acadiau.ca/tutorials/websearching/

Accessible via University of Illinois at Chicago
Doing research: An Introduction to Online Searching
Interactive way to learn basic concepts of effective searching and research skills.

http://www.uic.edu/depts/lib/reference/services/tutorials/Tutorial--Final%20Version.swf

E-Learning Courses by NLB Academy

To help prepare students to excel in a world that’s increasingly information-based, the NLB Academy offers a suit of e-learning courses designed to facilitate learning via self-paced environment.

To preview these e-learning courses and more information on access, visit this website:
http://www.nlba.sg/search/courses/results?keywords=&audience=&format=11

List of e-learning courses
Generic Information Literacy
Avoiding Plagiarism Made Easy for Kids
Awareness of New Media – Students
Cite it Right to Avoid Plagiarism
Information Literacy for Educators
Internet Searching Made Easy for Kids
Media Literacy Made Easy for Kids
Media Literacy Essentials
Staying Safe on the Internet

Project Work Series:
Smart Internet Searching Skills
Smart Planning
Smart Presentations
Smart Reports
Smart Research
Smart Resources: Using Newspapers Effectively
Smart Resources: Using Library Effectively
Singapore Resources

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