New Challenges for Information Literacy – Opportunities for New Successes: Cognition, Affect, and Disposition for a Lifetime

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Framing Questions

Does your information literacy program take a lifelong learning perspective?

How are you incorporating considerations of cognition, affect, and disposition?

How might your program further integrate these considerations?
How Do People Become Information Literate?
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SERIOUS QUESTION!
How Do People Become Information Literate?

• Someone one must?
• Because of or in spite of schooling?
• Singular characteristic?
“any activity that has the conscious intention of, and potential for, facilitating learning in another ... can range from completely ineffective to outstanding ... good teaching is a matter of doing the right things under the appropriate circumstances ... doing the right things is something that can be learned”

Robert Leamnson, *Thinking About Teaching and Learning: Developing Habits of Learning with First Year College and University Students*
TEACHING = CREATING LEARNING ENVIRONMENTS
The Standards

1. Institutional Effectiveness
2. Professional Values
3. Educational Role
4. Discovery
5. Collections
6. Space
7. Management/Administration
8. Personnel
9. External Relations
3. **Educational Role:** Libraries partner in the educational mission of the institution to develop and support information-literate learners who can discover, access, and use information effectively for academic success, research, and lifelong learning.
A LIFETIME
A PERSON
What do we wish when we wish information literacy upon others?

Be able to ...

with information so they can ...

in order to ...
“Regular, wise use of best-suited information to build, change, and/or challenge knowledge in support of decision-making, problem-solving, and growth.”

“Not just an ability or a skill, but also a practice and a mindset.”

Dianne Cmor, Hong Kong Baptist University
"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."

“Information literacy should in fact be conceived more broadly as a new liberal art that extends from knowing how to use computers and access information to critical reflection on the nature of information itself, its technical infrastructure, and its social, cultural and even philosophical context and impact -- as essential to the mental framework of the educated information-age citizen as the trivium of basic liberal arts (grammar, logic, and rhetoric) was to the educated person in medieval society.”

Successful with Information

- the information technology conception
- the information sources conception
- the information process conception
- the information control conception
- the knowledge construction conception
- the knowledge extension conception
- the wisdom conception

Christine Bruce, *Seven Faces of Information Literacy*, Auslib Press, 1997
Knowledge of Human Cultures and the Physical and Natural World

Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

Intellectual and Practical Skills, including

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

Personal and Social Responsibility, including

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

Integrative Learning, including

- Synthesis and advanced accomplishment across general and specialized studies

Degree Qualifications Profile: Use of Information Resources

At the associate level, the student:
- Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, papers or performance in his or her program.

At the bachelor’s level, the student:
- Incorporates multiple information resources presented in different media and/or different languages, in projects, papers or performances, with citations in forms appropriate to those resources, and evaluates the reliability and comparative worth of competing information resources.
- Explicates the ideal characteristics of current information resources for the execution of projects, papers or performances; accesses those resources with appropriate delimiting terms and syntax; and describes the strategies by which he/she identified and searched for those resources.

At the master’s level (and in addition to the competencies indicated for the bachelor’s level), the student:
- Provides adequate evidence (through papers, projects, notebooks, computer files or catalogues) of contributing to, expanding, assessing and/or refining either a broadly recognized information resource or an information base within his or her field of study.
A SOCIETY
“Information Literacy encompasses knowledge of one’s information concerns and needs, and the ability to identify, locate, evaluate, organize and effectively create, use and communicate information to address issues or problems at hand; it is a prerequisite for participating effectively in the Information Society, and is part of the basic human right of life long learning.”
Beacons of the Information Society: Alexandria Proclamation on Information Literacy and Lifelong Learning (UNESCO/IFLA/NFIL, 2006)

“Information literacy and lifelong learning are the beacons of the Information Society, illuminating the courses to development, prosperity and freedom. **Information Literacy lies at the core of lifelong learning.** It empowers people in all walks of life to seek, evaluate, use and create information effectively to achieve their personal, social, occupational and educational goals. It is a **basic human right in a digital world and promotes social inclusion of all nations.** Lifelong learning enables individuals, communities and nations to attain their goals and to take advantage of emerging opportunities in the evolving global environment for shared benefit. It assists them and their institutions to **meet technological, economic and social challenges, to redress disadvantage and to advance the well being of all.”
“Media and information literate individuals can use diverse media, information sources and channels in their private, professional and public lives. They know when and what information they need and what for, and where and how to obtain it. They understand who has created that information and why, as well as the roles, responsibilities and functions of media, information providers and memory institutions. They can analyze information, messages, beliefs and values conveyed through the media and any kind of content producers, and can validate information they have found and produced against a range of generic, personal and context-based criteria. **MIL competencies thus extend beyond information and communication technologies to encompass learning, critical thinking and interpretive skills across and beyond professional, educational and societal boundaries.**”

In this issue, our columnist has compiled four essays written by graduate students who speak to emerging perspectives on information literacy in different environments. The essays are remarkable in their fresh and enthusiastic view of the field, and in the fundamentally clear manner in which they define the questions at issue. For many of us, as practitioners, our view of information literacy is necessarily informed by daily activity. The essays provide an opportunity to reflect on the elemental questions of our work as seen from the eyes of those just entering the profession.

Lisa Janice Hinchcliffe is the coordinator for information literacy services and instruction and sometimes adjunct instructor in the Graduate School of Library and Information Science at the University of Illinois at Urbana-Champaign. Lori Arp, Weidenfeller, Amy Jensen, Christine Shinglaw, and Heather Tomkins were students in Lisa’s “Instruction and Assistance Systems” course. Lisa is the reference librarian at Bourbonnais Public Library District in Bourbonnais, Illinois. Amy is traveling in Germany for the year. Christine and Heather are completing their coursework—Lori Arp & Beth S. Woodard—Editors. 

Examiner the Context
New Voices Reflect on Information Literacy

Lisa Janice Hinchcliffe, Guest Columnist

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ECOLOGY
The Library is Not the Center
The Library is Not the Center

Must Re-Center on the Person and the Community
TENSIONS

Literacy ↔ Illiteracy

Literacy ↔ Aliteracy

General ↔ Situated
Normative

- Is there a “right way” to be information literate?

- Libraries aren’t of one type so how can user experience be reduced to a single type?

- Functions as a vision/mission but unattainable ideal?

- Who’s normative?
Privileged

• Information is ubiquitous. But, is access?
• Information is a positive and empowering aspect of life. But, is it really and for everyone?
• Should individuals have a right to be an “information conscientious objector”? If they are, is that information literate?
“Schooling”

- The ultimate privilege is defining what should be
- Awesome responsibility of the educators
- System has inherent inequalities
- Adopt a critical pedagogy?
  - Resist “banking” concept of education
  - Pursue co-creation of knowledge
- Applicability to non-schooling environments?
Lisa Hinchliffe’s Definition: Critical Information Literacy

“To not only evaluate the information content and context .... but also to evaluate the systems and structures from which information emerges, including awareness of what does not emerge due to decisions and factors that may or may not be obvious.”
“Information literacy is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.”

ACRL Framework for Information Literacy for Higher Education
“As they begin each new course, what do students hope to get out of it? Details vary, but the most common hope students express is that each class, by its end, will help them to become a slightly different person in some way. This hope transcends the subject matter of the class, or a student’s background, or even whether the student is a wise old senior or an incoming freshman.”

Making the Most of College by Richard Light
As A Way of Life

“That is what I want for my students – for them to become habitual askers of questions, seekers of new knowledge, critical thinkers, and informed decision makers.”

Lisa Janicke Hinchliffe,
“Information Literacy as a Way of Life,”
Research Strategies, 18(2)
Questions
Comments?
Challenges?
Stories?
Be In Touch!

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