The didactic positioning of Information Literacy in Schools.

Information Literacy: When Research Meets Practice (Panel)

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AGENDA

1. Juvenile media and information behaviour
   What research in Germany tells about media and information use and behaviour of children and youth?

2. German school situation
   Which framing conditions offer educational challenges and the German school situation?

3. IL in German schools
   How to implement IL content in school instruction? Perform advantages and assess success!
1.1 Media use and information behaviour - German studies

Most studies focus university students, esp. Stefi-Study (2001) und Follow-ups, e.g. Brändli (2007) signalize low IL, but also improvement since then.

Juvenile studies very rare!

Panel studies JIM and KIM (latest study 2012)

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• KIM: Children, Information and Media

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  – *Young people use the internet also for school purposes: 48-52% at least once a week*
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  - Young people use the internet also for school purposes (graphic 1): 48-52% at least once a week

  - **but internet is not predominant information source**

Graphic 2

In case of contradictory reporting I would mostly rely on ...

- Newspaper: total 48, girls 47, boys 49
- Television: total 22, girls 25, boys 19
- Radio: total 19, girls 17, boys 19
- Internet: total 11, girls 7, boys 15

Quelle: JIM 2012, Angaben in Prozent
Basis: alle Befragten, n=1.201
www.mpfs.de
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- Young people use the internet also for school purposes: 48-52% at least once a week
- but internet is not predominant information source, combined with a certain awareness of reliability of different information sources
- Some young people do take an active - producing - role in web 2.0, but not yet very many.

Activities in the Internet – Web 2.0 - daily/several times per week -

- Writing in newsgroups: 10 (all), 10 (girls), 10 (boys)
- Load up of photos/videos: 9 (all), 9 (girls), 8 (boys)
- Load up music/Sound: 5 (all), 4 (girls), 7 (boys)
- Twitter: 4 (all), 5 (girls), 4 (boys)
- Produce weblogs: 4 (all), 4 (girls), 3 (boys)
- Wikipedia entries: 1 (all), 1 (girls), 1 (boys)
- Produce podcasts: 0 (all), 1 (girls), 1 (boys)

Web 2.0 netto 2012 (without communities)

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Statistical data show a variable juvenile usage of different media, but longitudinal studies do not reveal motivational background and leave open reliability of feedback.

1.2 Information Behaviour of Children in the Internet

DJI-Study (2012) DJI:= German Youth Institute
Focus: three German search engines for children
Mixed-Methods-Study: logfile-analyses - qualitative participating observation - several quantitative surveys (6-12 years when controlled)

Results

– 75% knowledge, 45% usage (cf. Google: 97% knowledge, 91% usage)
– School generated and motivated use is prevailing for most kids‘ search engines
– The percentage of one-word (64%) and more-word searching (search string length) does not differ from the quote of adults

Qualitative study shows:

– Children often copy the question they were asked to answer.
– Children often realize the advantage of selected content in children search engines in comparison with Google etc., when they ask for special knowledge.
– Children cannot cope with contradicting results.
1.3 Societal conclusions on research results

The experts’ interpretation of data is split: a more optimistic position is in conflict with a conservative fear of decline of competencies.

1. Theoretically framed by a discrimination of profound knowledge (first rank knowledge) and process- or meta-knowledge (second rank knowledge), produced by the internet and digital media some predict information behaviour avoiding deep knowledge!


2. Statistical data may indicate a growing diversity in information behaviour of juveniles, but individual motivations cannot be detected by quantitative usage data and respondents may answer according to expectations.
1.4  

Educational conclusion on research results

‘Information skills are needed more than ever and at a higher level if people are to really avail themselves of the benefits of an information society. Emerging research findings from the US points to the fact that these skills need to be inculcated during the formative years of childhood: by university or college it is too late to reverse engineer deeply ingrained habits, notably an uncritical trust in branded search engines to deliver quick fixes.’

© Information behaviour of the researcher of the future. A CIBER Briefing Paper, January 2008
http://www.jisc.ac.uk/media/documents/programmes/reppres/gg_final_keynote_11012008.pdf

IL education is needed at the level of schools!
Stimulating background for IL:
European and German Educational Reform Objectives

1. **The holistic view on education**: The whole life span from early childhood to vocational education and in-service training is seen as a continuum of lifelong learning

2. **The dynamic view on education**: Knowledge, skills and challenges change according to technical, social and economic framework conditions

3. From input orientation to **output orientation**: Instruction is designed towards competences’ and standards’ oriented teaching and self-regulated learning
2.1  German school situation: Hampering periferals

Which conditions hamper introduction of IL in German schools?

1. **A curricular innovation overload**
   - Adjustment to competences and standards
   - new contents to be integrated
   - more vocational orientation
   - reduction of secondary level schooling by one school year

2. **An administrative overload**
   - growing self-administration requirements
   - school programmes
   - competitive financing
   - evaluations, reporting and other measures of quality assurance

3. **Teachers’ lack of understanding the urgent need for IL**
2.3  German school situation: positive aspects

• Many IL principles are basics of good teaching already
  – forming the search questions,
  – usage of different information sources,
  – critical judgement,
  – imparting and presenting information in a correct way

• There are many examples of IL instruction which include the internet and juvenile information practice (compared to library driven courses of IL)
  – Google and wikipedia as objectives of instruction
  – Juvenile websites
  – Social implications (cyber-mobbing, illegal downloads)

• IL principles are slowly finding their way into standards and curricula
  – In course of the nation wide process of harmonization of school standards IL principles play a role, even if the term itself is seldom used.

• There is a renaissance of media education in the German school system, which is mainly induced by ‘dangers‘ of media use and supports the attention of information behaviour.
3 IL in German schools

How to implement IL content in school instruction?

Perform advantages and assess success!

• Tie up to existing information behaviour, preserve approved practice and show improvements by new competencies!

• Practise of attitudes based on IL within the existing instruction of subjects can start very early,

• Assessment of school success should include assessment of methodological competencies:
  – The IEA International Computer and Information Literacy Study (ICILS) 2013 will examine the outcomes of student computer and information literacy (CIL) across countries.
  – PISA 2015 will have a special focus on ICT literacy, development of tests in progress. Martin Senkbeil, Jan Marten Ihme & Jörg Wittwer: The Test of Technological and Information Literacy (TILT) in the National Educational Panel Study: Development, empirical testing, and evidence for validity
This is it!

Thank U!

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1 Basic concern

Background for interventions to improve IL at the level of schools and pupils

- Information and learning strategies of young adults are already fairly automatized.

© Handbuch Lernstrategien (2006)

- There is a growing variety of information sources
  - increase knowledge of sources and their problem specific adequacy!

- Current political awareness of social implications of lacks in IL and even dangers, especially in the role of an emittent, support a national IL strategy
  - we need to focus on a comprehensive concept of IL (role of recipient and emittent)!

- The concept of IL is in line with current and future educational goals
  - motivate teachers and learners by improvement and success!
5 Strategic Options (for discussion phase)

1. Integration into instruction of suitable existing subjects
   - Strive for inclusion of IL principles into secondary schools’ curricula,
   - Representation in concepts of media education
   - Promote convincing examples of better practice by IL approaches
     - involve publishers and
     - use internet portals and OER platforms
     - instruction must be more efficient in the sense of curricular goals by application of IL standards

2. Target groups for a public campaign and/or strategic partners
   - Information Professionals and information infrastructure providers
   - Information Science
   - Take-up in educational politics and visions
   - Teachers