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Collaborative learning and Information Literacy: a proposal

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What is collaborative learning?

Is a learning method that uses social interaction as a means of knowledge building.

Features:

- ❖ Inter-human communication.
- ❖ Knowledge can be shared and co-constructed.
- ❖ Joint construction of products.
- ❖ Groups assume almost total responsibility.

Collaborative Learning

Three main attributes:

1. Interdependence: learners: work towards the common goal; share information/knowledge and test ideas.
2. Synthesis of information: each group creates a product that is distinct from the individual contributions of the group members.
3. Independence: of the instructor.

Online Collaborative Learning

Features:

- ❖ A large amount of information can be accessed easily.
- ❖ Allows verbal and nonverbal interaction.
- ❖ Learning support "any time, any where."

Efficient - situations where individuals have to solve a problem together

Communities of practice (CoPs)

A group of people:

- ❖ Engage in a process of collaborative social learning.
- ❖ Share a concern of interest for something they do (domain of interest) .
- ❖ Learn how to do it better as they interact regularly.
- ❖ Interact in an ongoing basis.
- ❖ Develop a sense of belonging.



Community



Social practice



Meaning



Identity

**Information
Literacy**



**Online Collaborative
Learning**



**Community of
practice**



**Online Community of Practice for
Information Literacy**



**Common domain of interest: efficient
use of information**

Online Community of Practice for Information Literacy (OCOPIL)

Features:

- ❖ Technology infrastructures have to be created.
- ❖ Communication is computer mediated.
- ❖ Membership is usually open.
- ❖ Go beyond traditional 'one-shot' and 'face-to-face' models.
- ❖ Expert-novice learning strategy.

Online Community of Practice for Information Literacy

OCOPiL Benefits:

- ❖ Helps to build a common language about information: definitions; types; and ways to use.
- ❖ Increases access to information.
- ❖ Connects users with a common interest.
- ❖ Supports faster problem solving.
- ❖ Helps individuals do their activities related with information use.

Online Community of Practice for Information Literacy (OCOPIL)

Learning strategies for OCOPIL:

- ❖ Virtual learning environment (VLE).
- ❖ Links to other community-related sites or content sources.
- ❖ Real-time collaborative sessions.
- ❖ Discussion forums.
- ❖ Captured experiences from expert users or librarians.
- ❖ Email-based expert access/question-and-answer system.

Online Community of Practice (OCOPIL) for Information Literacy

Examples:

Professional level:

- ❖ Talking Heads and Virtual Heads.
- ❖ Project CoPILOT, UK: Community of Practice for Information Literacy Online Teaching.

User communities:

- ❖ Community of public libraries .
- ❖ Employees of different organizations.
- ❖ Virtual users.

Online Community of Practice for Information Literacy

Planning the OCoPIL:

- ❖ Online weekly meetings.
- ❖ Group members would select a new theme to review.
- ❖ Online sessions to demonstrate and discuss its effective use.
- ❖ The experts commit to explore the information resource over the next week.
- ❖ Participants would report back at the next meeting on its ease of use and applicability.

Online Community of Practice for Information Literacy

Information and Communication Technologies:

- ❖ E-learning software.
- ❖ Social Networks.
- ❖ Instant messaging.

Conclusions

- ❖ Information professionals need to design another kind of IL programs.
- ❖ We must think about people who cannot learn face-to-face or in individual mode: elderly people; housewives; professionals.
- ❖ The best option is Online Community of Practice for Information Literacy.