Exploring the Basic Elements of Information Literacy Standards

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Background

- Since Zurkowski coined the term information literacy in 1974, quite a few information literacy standards have been developed around the world.
- Information literacy standards play an essential role in shaping information literacy education.
- The formation and construct of an information literacy standard depends on how people interpret the concepts of information literacy. That is, the concept of information literacy seems to be interpreted differently by people with different kinds of traditions, training and cultural background.
  - Some schools of thoughts focus on learning and knowledge acquisition skills in the digital age,
  - while others are concerned with information technology, information ethics, web security and safety.
  - For example, the Ministry of Education (MOE) in Taiwan promotes information technology in K-9 information literacy, and information ethics in higher education.

Research questions

- The primary concern of the current study is to identify the basic elements of information literacy standards/indicators.
- Research questions are:
  1. What are the basic elements of information literacy standards/ indicators?
  2. What are the similarities and differences among the standards/indicators?

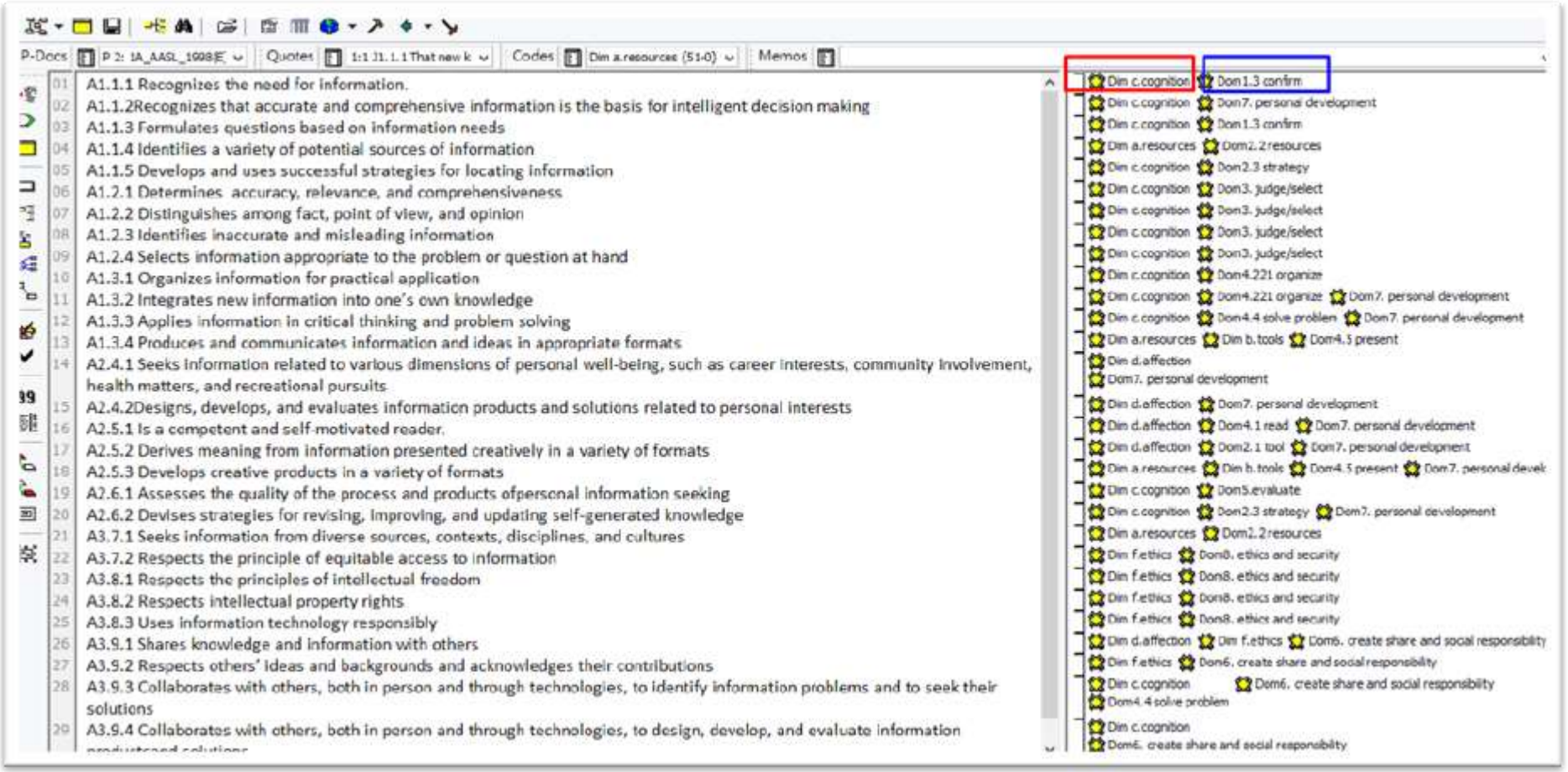
Methodology

- Content analysis, the qualitative approach was applied.
- First, a draft coding scheme was developed by analyzing randomly selected standards.
- Then, a total of ten representative standards/indicators published around the world were analyzed recursively to finalize the coding scheme.
  - Ten standards/indicators :

	Year	Information Literacy Standards/Indicators
A	1998	AASL-Information Literacy Standards for Student Learning
B	2007	AASL-Standards for the 21st Century Learner
C	2000	ACRL-Information Literacy Competency Standards for Higher
D	2004	Australian and New Zealand Institute for Information Literacy
E	2004	Hong Kong
F	2006	IFLA
G	2007	Information Education Guidelines published by MOE
H	2008	UNESCO
I	1999	UK-The seven headline skills
J	2011	UK-The seven headline skills

Methodology

- Data analysis
  - Use Atlas. Ti to code all the information literacy standards/ indicators
  - Export all codes



Findings

1. There are basic and additional elements for information literacy standards/indicators. Basic elements can be found in almost all the standards/indicators analyzed, while only some of the standards/indicators bear the additional elements.
2. Seven main domains are defined: Access, Use and Evaluate belong to the group of basic elements, while Create share & social responsibility, Personal development, Ethics & security and Stand-alone tech belong to the group of additional elements.
3. Several sub-domains were identified. (Table 1)

Table 1

	domain	sub-domain		
access	1.need	1.1 create		
		1.2 explore		
		1.3 confirm		
	2.locate/search	2.1 tool		
		2.2 resources		
		2.3 strategy		
	3. judge/select			
use	4.use	4.1 read		
		4.2 write	4.21 analysis	
			4.22 integrate	4.221 organize
				4.222 filtering
				4.223 compare
			4.23 cite	
		4.3 make decision		
		4.4 solve problem		
		4.5 present		
evaluate	5.evaluate			
	6. create share and social responsibility			
	7. personal development			
	8.ethics and security			
	9. stand-alone tech			

Basic elements

Additional elements

Findings (cons.)

4. Seven dimensions were found to be associated with certain sub-domains , namely: (Table 2)
   - Resources
   - Tools
   - Cognition
   - Affection
   - Skills
   - Ethics
   - Security and Safety

Table 2

Dimension) / Domain)/Sub-domain)		a (resources)	b (tools)	c (cognition)	d (affection)	e (skills)	f (ethics)	g (security and safe)
1 need	1.1 create			H				
	1.2 explore			CDEHI				
	1.3 confirm			ACDEFHI				
2 locate/ search	2.1 tools	CDHIJ	BCDGHIJ	CHJ	A			
	2.2 resources	ABCDEFHIJ	DHIJ	BCDHIJ	BJ			
	2.3 strategy	HJ	GHJ	ABCDEFGHIJ	B			
3 judge/ select		BH	H	ABCDEFGHIJ	B			
4 use	4.1 read			BCD	ABCE			
	4.2 write		BCDJ	ABCDEFHIJ	B		CDFGJ	
	4.3 decision			DE			B	
	4.4 solve			ABDGHIJ			H	
	4.5 present	ABCFJ	ABCDFIJ	BCHJ				
5 evaluate			J	ABCDJ				
6 create share and social responsibility		CJ	BCGJ	ABE	ABCEJ		ABCDEJ	
7 personal development		ABFJ	ABFGJ	ABCDEFGHIJ	ABEJ		BH	
8 ethics and security			G	CFGH			ABCDEFGHIJ	BCDEFGIJ
9stand-alone tech			J			GJ	G	

Findings (cons.)

5. Statistics all the codes of 9 domain, “locate/search”、”use”, and “Personal development” has the highest number
6. All the standards/indicators have the highest number of cognition dimensions ,except MOE 2007 is skills dimensions (Table 3)

Table 3

Dimensions	AASL 1998	AASL 2007	ACRLHE 2000	ANZIIL 2004	HK 2004	IFLA 2006	MOE 2007	UNESCO 2008	UK 1999	UK 2011	%
resources	4	6	6	8	2	4	0	1	3	17	9.29
tools	2	10	18	14	0	2	5	1	5	18	13.66
cognition	15	38	54	39	23	16	7	5	12	59	48.82
affection	5	24	2	0	6	0	0	0	0	3	7.29
skills	0	0	0	0	0	0	27	0	0	1	5.10
ethics	6	13	13	9	5	4	10	1	1	12	13.48
security & safety	0	1	2	2	1	1	3	0	1	2	2.37

Findings (cons.)

7. Each information standard/indicator bears its own focus, depending on the context and the target group it serves.

e.g.

1) Most IL standards focus on cognitive dimension, while MOE on technology (stand-alone tech, 28/52, 53.8%)
2) MOE also focus on ethics and security (12/52, 23%).

Potential impacts

1. A potential to develop a taxonomy of information literacy.
2. A guideline for new information literacy standards/indicators.

Thanks for Listening

Q&A

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