

I-LEARN

Information Literacy for Learners

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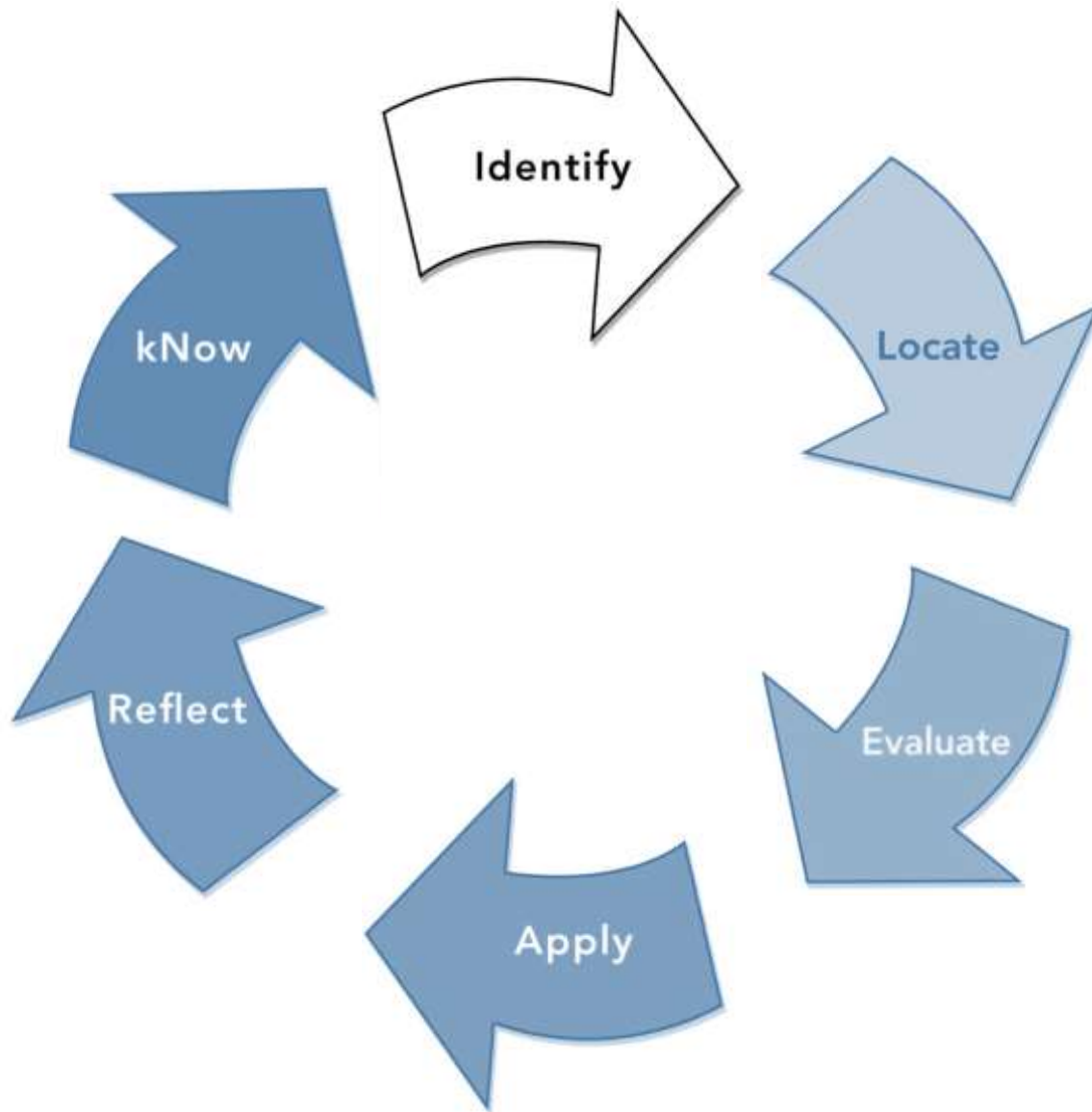
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- A *learning* model that builds on the traditional information-literacy triad of access, evaluate, and use
- It expands that triad to include steps related specifically to learning
- Its importance is that it makes explicit the link between information literacy and learning



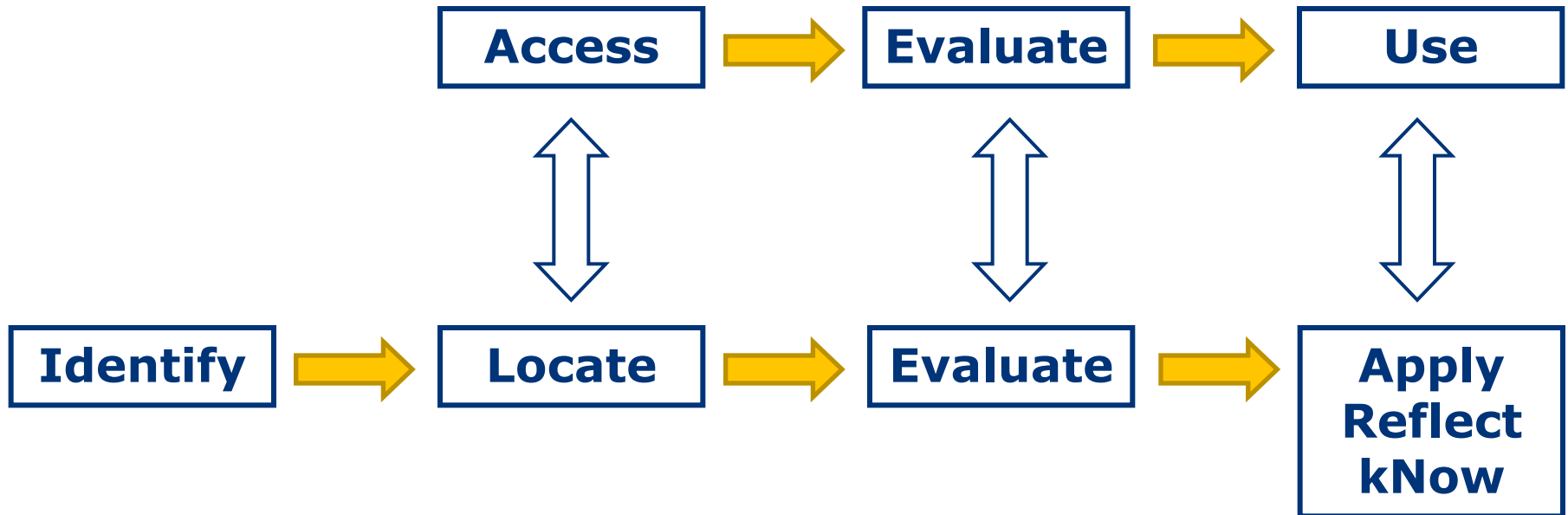


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Information Literacy and the I-LEARN Model



Theoretical Background

- Information science/studies
 - T. D. Wilson (1981)
 - Michael Buckland (1991)
 - Gary Marchionini (1995)
- Instructional systems design
 - Robert Gagne (1965)
 - David Merrill (1983)
 - Robert Kozma (1991)
 - Anderson & Krathwohl (2001)



- Basic assumption comes from combining those two sets of theories:
 - *Information itself is the basic building block for learning*
- “Developing expertise in accessing, evaluating, and using information is the authentic learning modern education seeks to provide.”

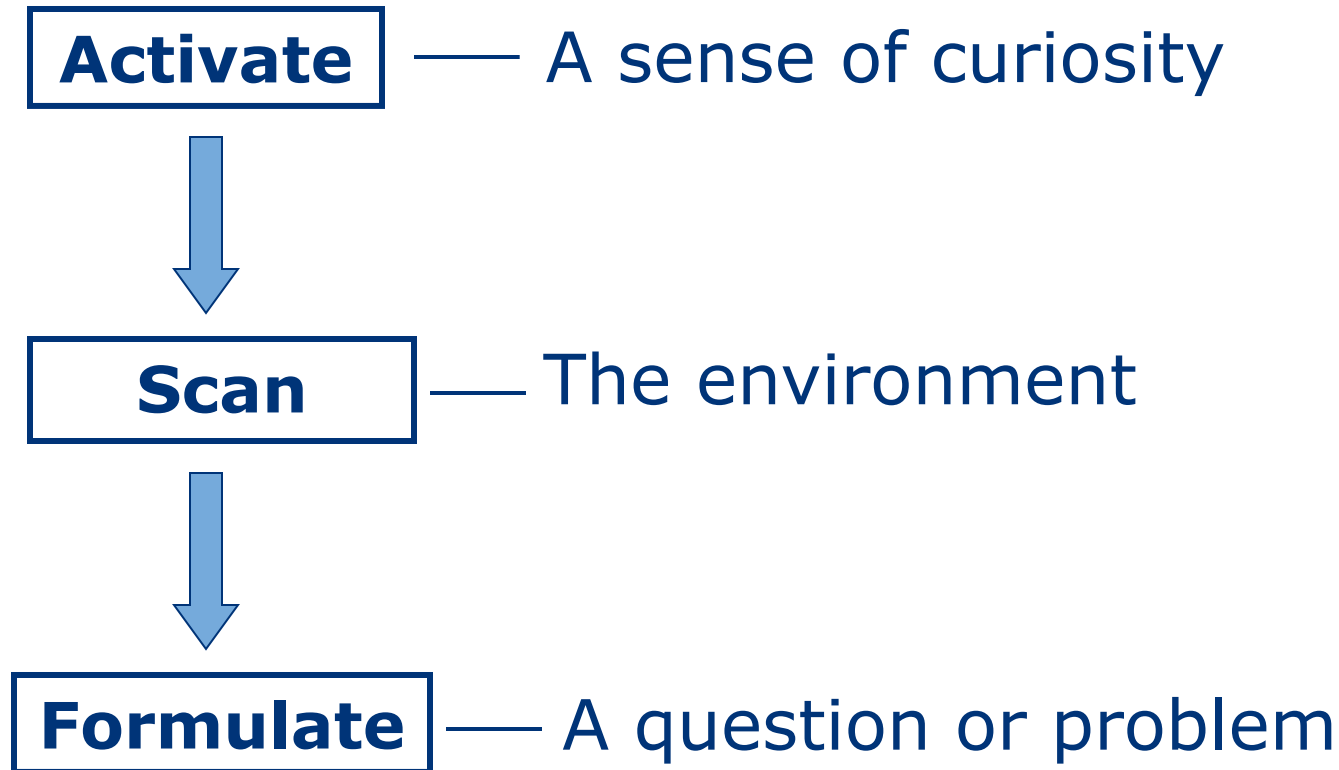


More About the Theory

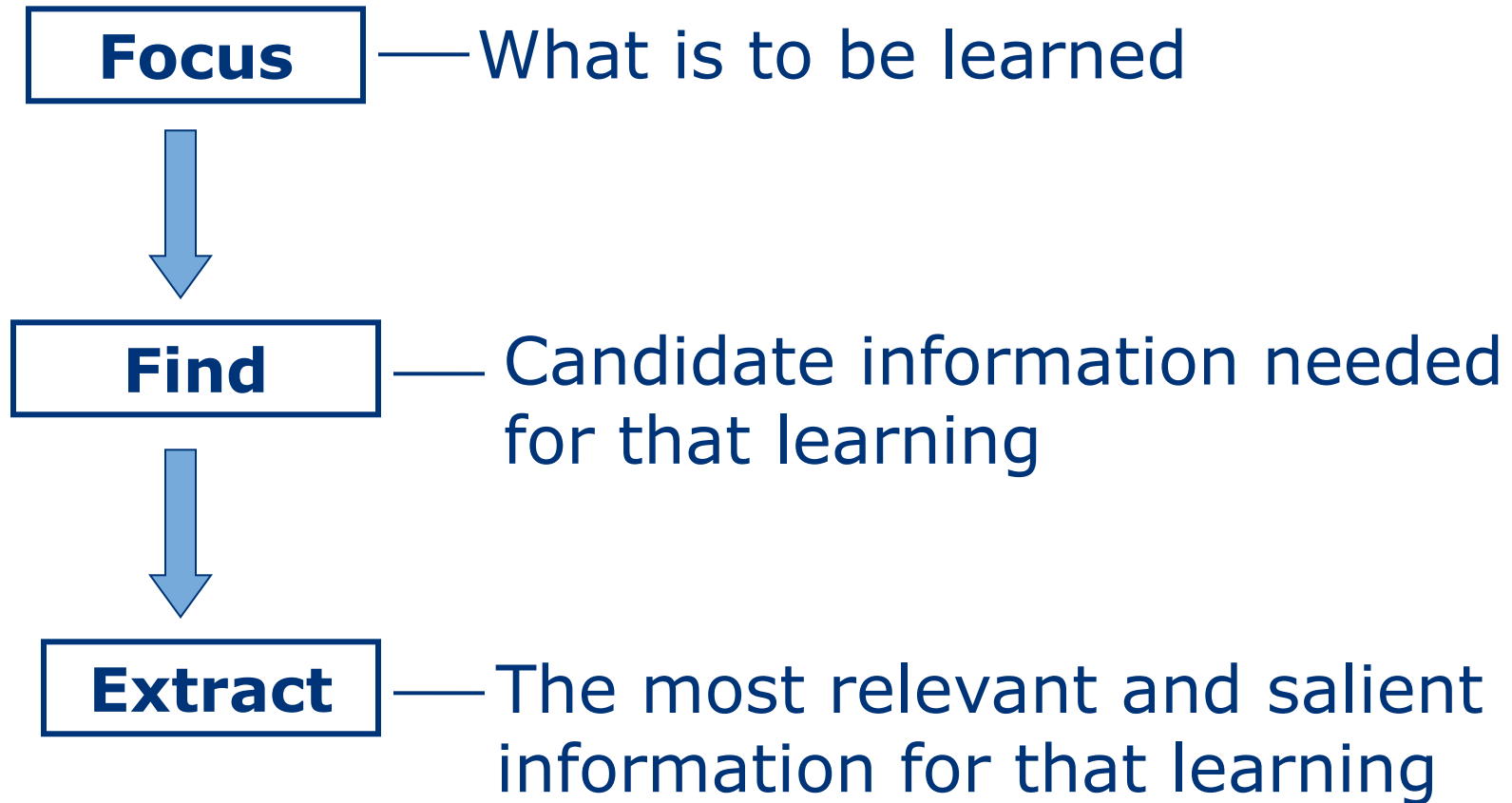
- “Constructing Knowledge in the 21st Century: I-LEARN and Using Information as a Learning Tool.” *School Library Media Research*, 14 (2011). Online at the ALA/AASL website.
- *Learning in Information-Rich Environments: I-LEARN and the Construction of Knowledge in the 21st Century* (2011). Springer.



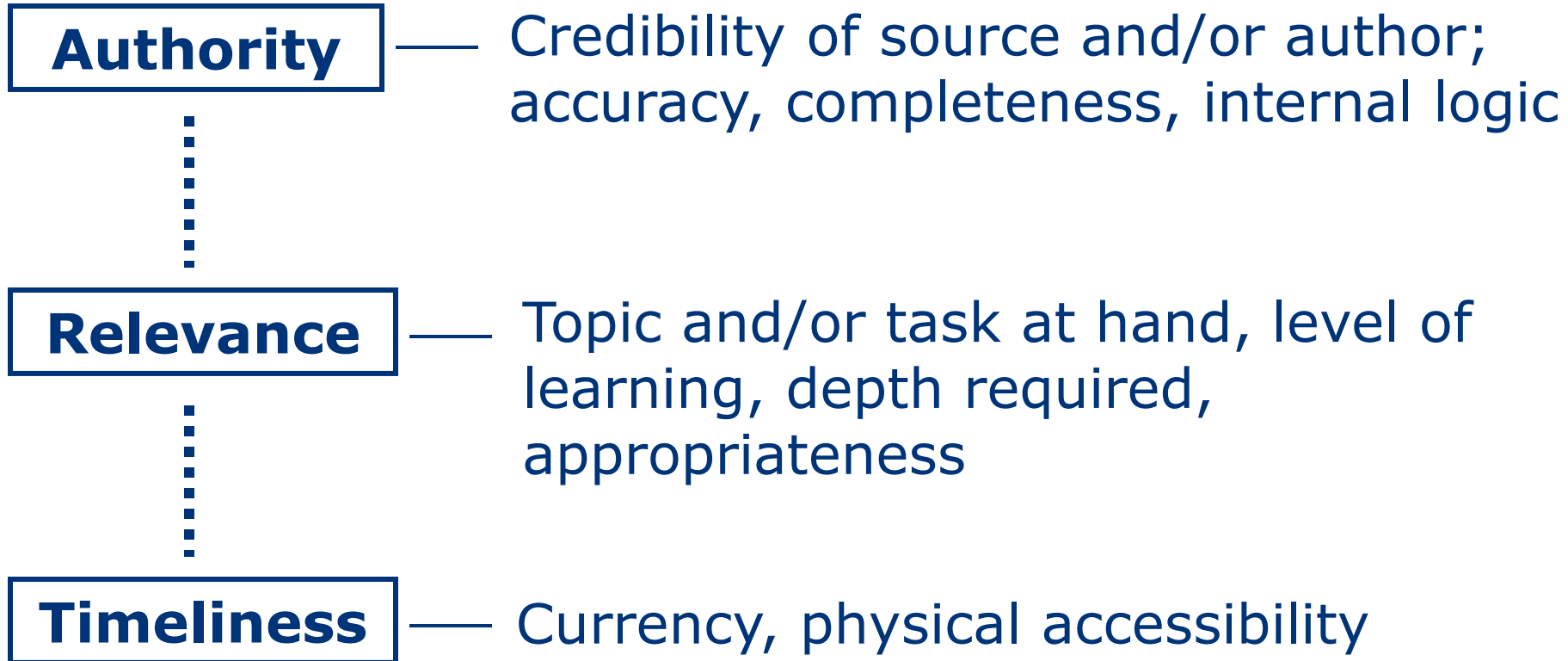
Identify



Locate



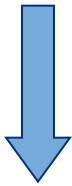
Evaluate



Apply

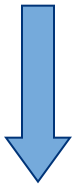
Generate

— Construct new understanding, personal meaning



Organize

— Create appropriate cognitive structure (e.g., chronological, hierarchical)



Communicate

— Create appropriate product to convey that structure

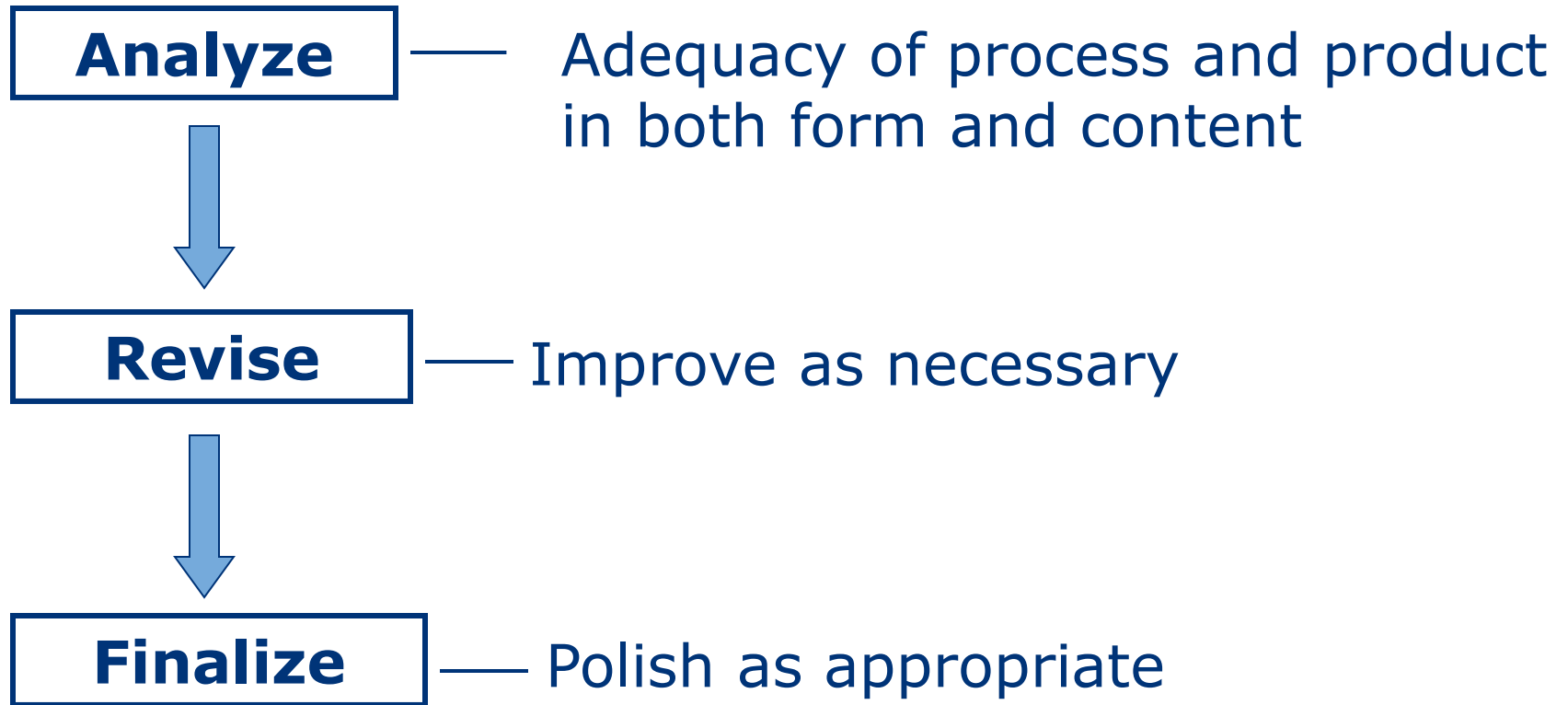


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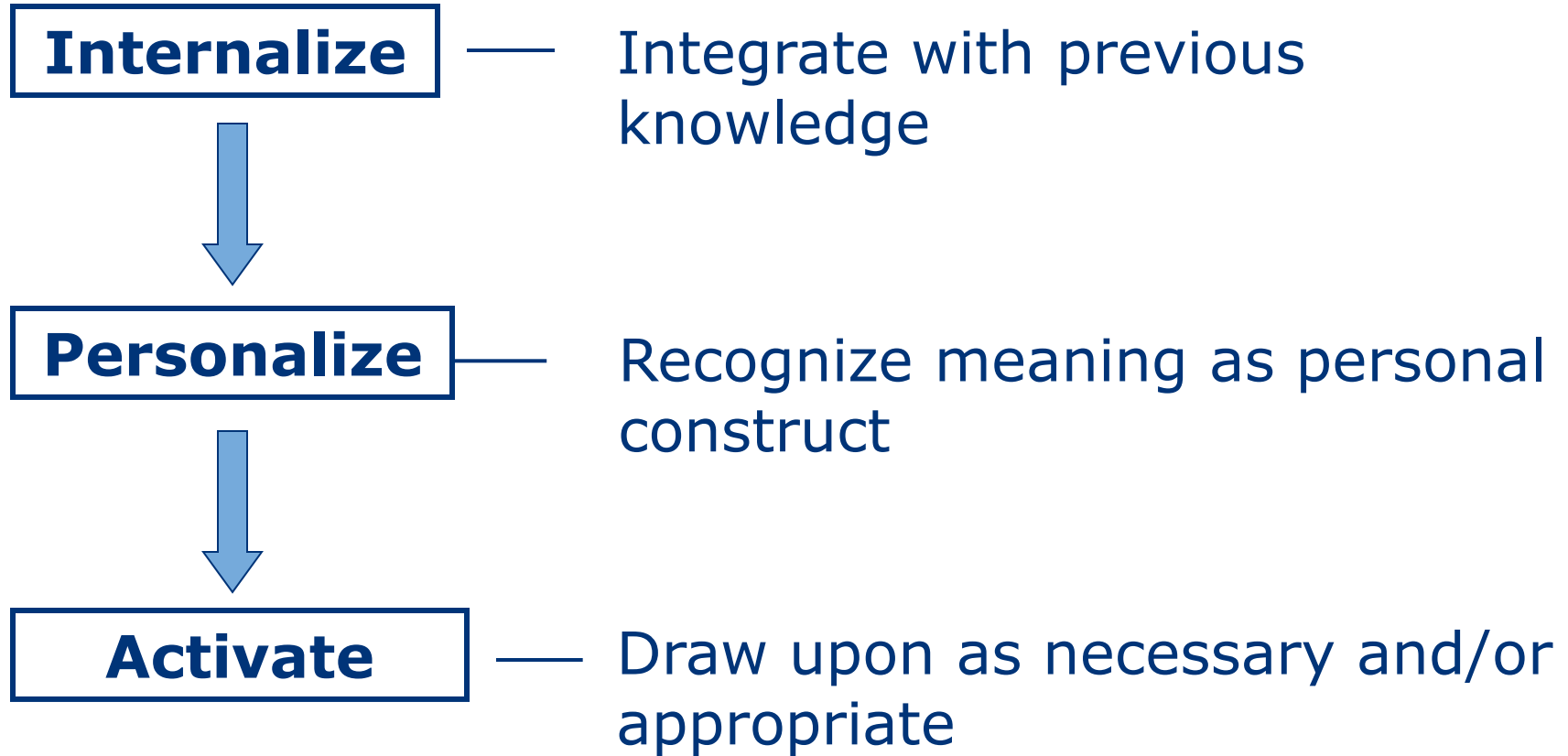
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Reflect



kNow



Validating the Model

- Several attempts currently underway at elementary, secondary, and post-secondary venues
- Waiting to hear about a proposal to expand the elementary-level validation
- More than happy to speak with any of you about a validation effort in your own environment



Tesekkur ederim!



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