I-LEARN
Information Literacy for Learners

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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
Information Literacy and the I-LEARN Model

Identify → Locate → Evaluate → Use

Access → Evaluate

Evaluate → Apply Reflect kNow
Theoretical Background

• Information science/studies
  – Michael Buckland (1991)

• Instructional systems design
  – Robert Gagne (1965)
  – David Merrill (1983)
  – 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


Identify

Activate — A sense of curiosity

Scan — The environment

Formulate — A question or problem
Locate

**Focus**
- What is to be learned

**Find**
- Candidate information needed for that learning

**Extract**
- The most relevant and salient information for that learning
Evaluate

**Authority**
- Credibility of source and/or author; accuracy, completeness, internal logic

**Relevance**
- Topic and/or task at hand, level of learning, depth required, appropriateness

**Timeliness**
- Currency, physical accessibility
Apply

**Generate**
- Construct new understanding, personal meaning

**Organize**
- Create appropriate cognitive structure (e.g., chronological, hierarchical)

**Communicate**
- Create appropriate product to convey that structure
Reflect

**Analyze**  —  Adequacy of process and product in both form and content

**Revise**  —  Improve as necessary

**Finalize**  —  Polish as appropriate
kNow

**Internalize**
- Integrate with previous knowledge

**Personalize**
- Recognize meaning as personal construct

**Activate**
- Draw upon as necessary and/or appropriate
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
Tesekkür ederim!