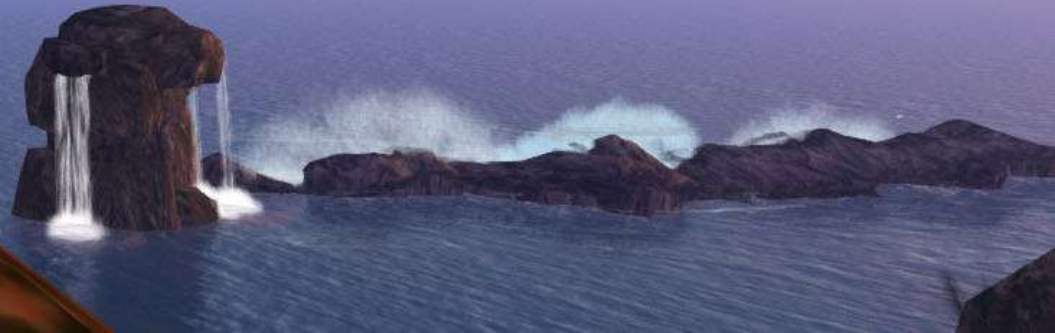


Information Literate Lives in the 21st Century

Sheila Webber and
Bill Johnston
ECIL, October 2013



Curriculum for an information literate lifecourse

- Individual reflecting on his/her information literacy contexts
- Identifying IL strengths, gaps & priorities for his/her stage in life - forming his/her own personal “curriculum” for development
- Being able to audit his/her **context**: at different stages of life; at transition points; in response to critical events

See: Webber and Johnston (2013)

Earlier reflections on curriculum: Johnston & Webber (2006), Webber & Johnston (2000)

Goal for education: Situational awareness rather than “transfer of skills”

- Moving awareness and understanding of own IL to the foreground – developing awareness becomes the learning outcome
- Requires different learning outcomes and pedagogic strategy in formal education
- Changing role of LIS professionals and educators

Curriculum perspectives

Holistic institutional view

- Course design
- Pedagogy
- Content
- Processes
- Interactions
- Connections to wider social, economic and cultural influences



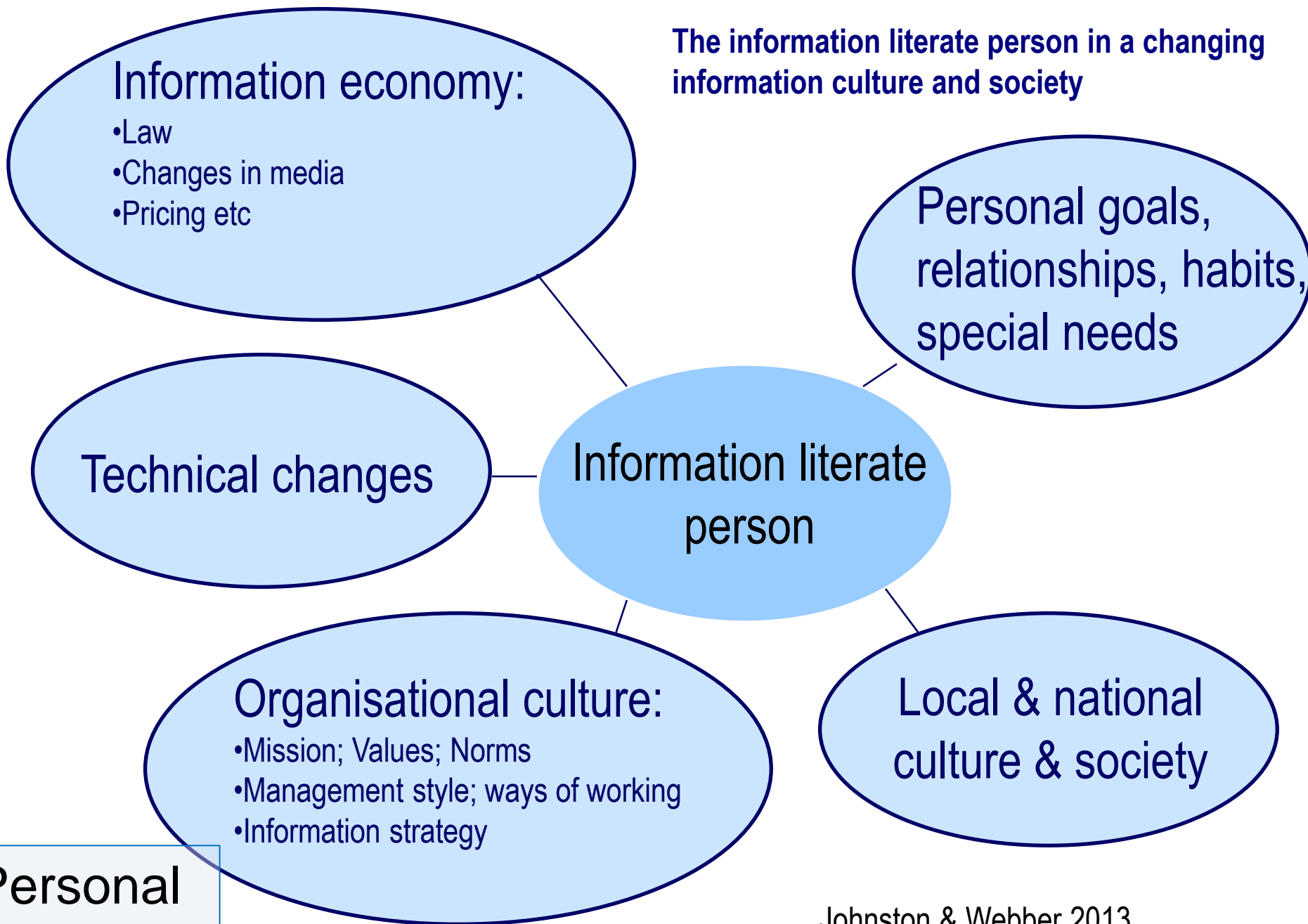
Personal view

- Lifecourse design
- Self-awareness
- Personal choice to engage with organisation/ community/ person to enable your personal curriculum for IL
- Powerful tradition of people teaching themselves

Schuller and Watson (2009) life stages

- Up to 25
- 25-50
- 50-75
- Over 75
 - Ageing society
 - Changing patterns of paid/unpaid activity
 - Current imbalance in spending on education (& in researchers' & librarians' attention?)
 - They advocate constructing “a curriculum framework for citizens' capabilities”

The information literate person in a changing information culture and society

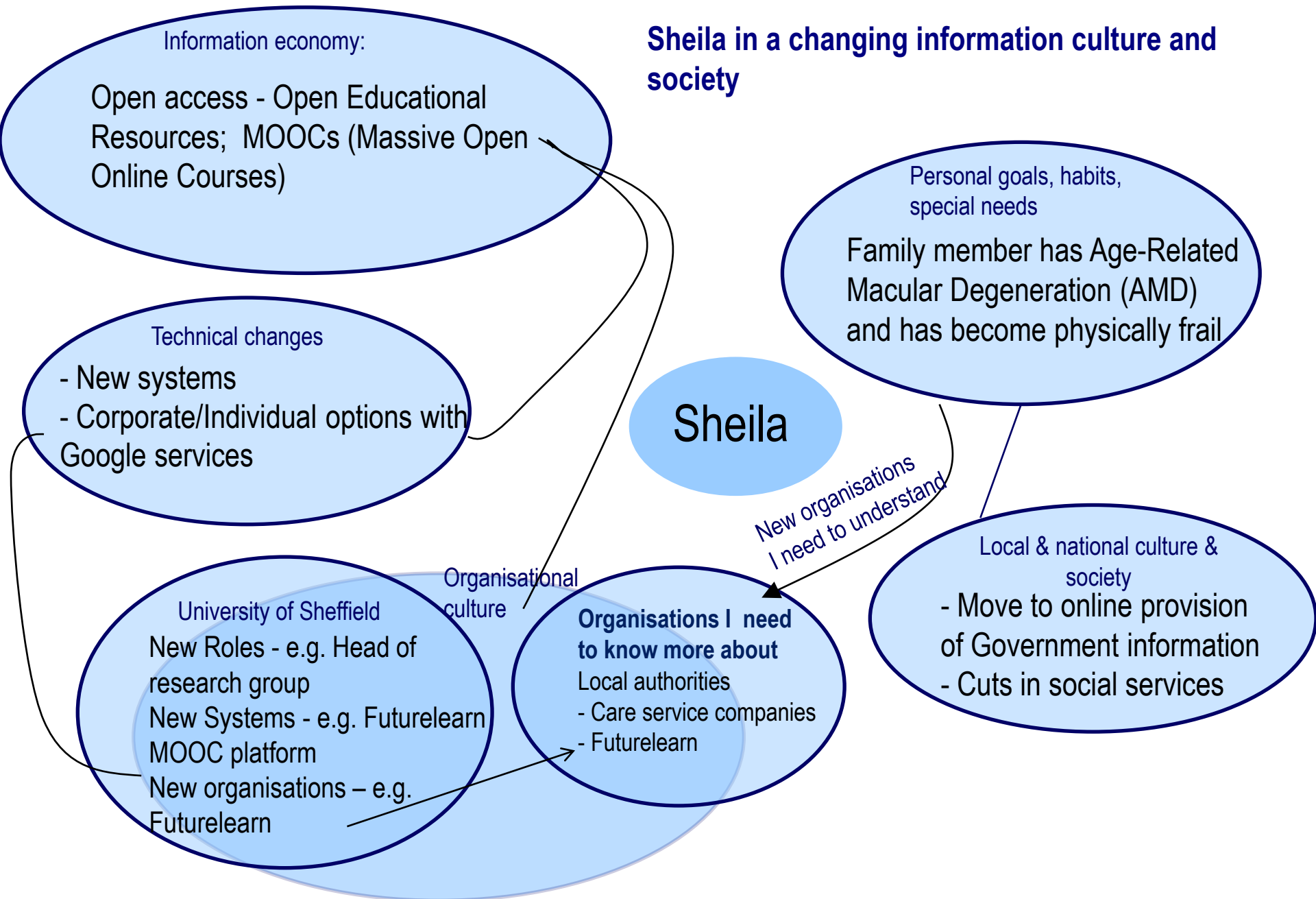


Personal context

Examples




Sheila in a changing information culture and society



Some questions

- What information / information literacy needs arise?
- Do I need to develop my own information literacy to deal with these new / changed needs?
- What do **I** need to do to meet these needs?
- Are there things that I need to get/help **others** to do?
 - *Intrapersonal* and *interpersonal* information literacy
- How information literate are the people/ organisations I'm dealing with?
- Who is impacted if I do or don't address these information literacy needs? Me? Other people?

Example from my map

- Age related Macular Degeneration
 - Information to do with the medical condition
 - Information to do with care and support for family member (local and national agencies)
 - Information on companies/charities that sell/provide products & services for the partially sighted
-  Development needs include
 - Finding out about new organisations - How do they disseminate information? What's the best way to communicate with them? How “information literate” are they? Do I know people who have connections with them? *Development implications not just for me*

Further examples

- *Exiting workplace*: Brian Kelly's (2013) reflections on problems associated with redundancy
- *New workplace*: former student, now working at Lenovo in China as a SAP information system support engineer. *"I must keep reading and acquiring basic knowledge from every type of sources (e.g. internet ... and conversation with colleagues). Well, I have to say, the module "Information Literacy" really taught me how to find useful information very fast. This module also taught me how to draw the key points among mass information."*

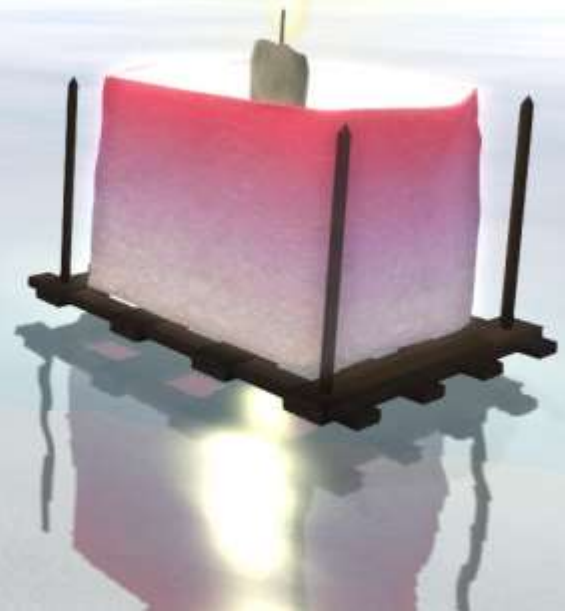
One of the 4 aims of my IL module is for "develop their own information literacy and understanding of its application to their future lives": this influences how IL is taught

Acting in a crisis, in Syria:

“she told what Dr Shahd teach us was great, I was able to search for the best way to escape after I checked with my husband all the ways. She told me that she used the internet on Google earth to find information about the pathways and I did the same and I teach other people to do so as well. I am sorry if I said too much but I wanted to tell you that you are in our heart and what you teach us is like a matter of live or death”

Personal email received by Dr Shahd Salha (10 Oct 2012)

- Situational awareness of IL: becoming aware that being information literate is valuable, and making choices using IL
- Lifelong learning can't be restricted to subject content prescribed by universities
- A curriculum vita (a course *for* life) should be generated by people during the course of their lives
- IL as a discipline to *enable life*



Sheila Webber

Information School
University of Sheffield
s.webber@shef.ac.uk

Twitter: @sheilayoshikawa

<http://information-literacy.blogspot.com/>

<http://www.slideshare.net/sheilawebber/>

Bill Johnston

Honorary Research Fellow
University of Strathclyde
b.johnston@strath.ac.uk



Photos:

Sheila
Webber

taken in Second
Life (TM Linden
lab)



References

- Kelly, B. (2013) When Staff and Researchers Leave Their Host Institution. *UK Web focus*, 22 March. <http://ukwebfocus.wordpress.com/2013/03/22/when-staff-and-researchers-leave-their-host-institution/>
- Johnston, B. (2010) *The first year at university: teaching students in transition*. Open University Press.
- Johnston, B. and Webber, S. (2006) "As we may think: Information Literacy as a discipline for the information age" *Research strategies*, 20 (3), 108-121.
- Schuller, T. & Watson, D. (2009) *Learning Through Life: Inquiry into the Future for Lifelong Learning (IFLL)*. Leicester: National Institute of Adult Continuing Education (NIACE).
- Webber, S. and Johnston, B. (2000) Conceptions of information literacy: new perspectives and implications. *Journal of information science*, 26 (6), 381-397
- Webber, S. and Johnston, B. (2013) Transforming IL for HE in the 21st century: a Lifelong Learning approach. *in* Hepworth, M. and Walton, G. (Eds.) *Developing people's information capabilities fostering information literacy in educational, workplace and community contexts*. Emerald. pp.15-30.