

Information Literacy Models: Correlation and Conceptual Model for Higher Education

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Abstract

In today's highly networked environment getting information is easy but getting the right and authentic information is difficult. The present paper focuses on correlation between the models of information literacy and suggests a framework of conceptual information literacy model- "SERVICE Model" for higher education system.

Keywords: Information Literacy, Higher Education

1. Introduction

The nature of information is changing the nature of the World's economy. Information called to be the currency of democracy. Over a period of time the format of information has also changed owing to the advancement in ICT. Now more and more information is available online in digital format than in print. The quantum of information available online is putting users in a stressful situation as they are finding it difficult to choose the right information due to lack of search skills. Information literacy bridges this information gap by pursuing resources and skills amongst the users. Information literacy is a skill for moving awareness about text-based learning to e-resource based learning. E-information literacy is an extension of Information Literacy

2. Information Literacy: Components and Delivery Methods

The term 'information' is used interchangeably with the area like information science, information technology, information management, information literacy, etc. Literacy is to literate, or to train. The term information literacy was first coined by Paul Zurkowski in the year 1974. In simple words Information literacy means to know, to find, to evaluate and use of information. It is common to all disciplines, to all learning environments, and to all levels of education. As stated by ALA "Information literacy is a survival skill in the Information Age". Further Information Literacy is the ability to find, evaluate, use, and communicate information in all its various formats (Eisenbery, Love, Spitzer, 2004).

2.1 Components of IL

Information Literacy has a bunch of various literacy's in terms of components which includes- Basic Literacy, Library Literacy, Media Literacy, Computer Literacy, ICT (Information and Communication Technology) Literacy, Visual Literacy, Tool Literacy, Resource Literacy, Social- Structural Literacy, Research Literacy, Publishing Literacy, Emerging technology Resource Literacy, Digital Literacy, Network

Literacy Scientific Literacy, etc. They are called to be skill based literacy's which are collectively represented in the Figure-1 below:

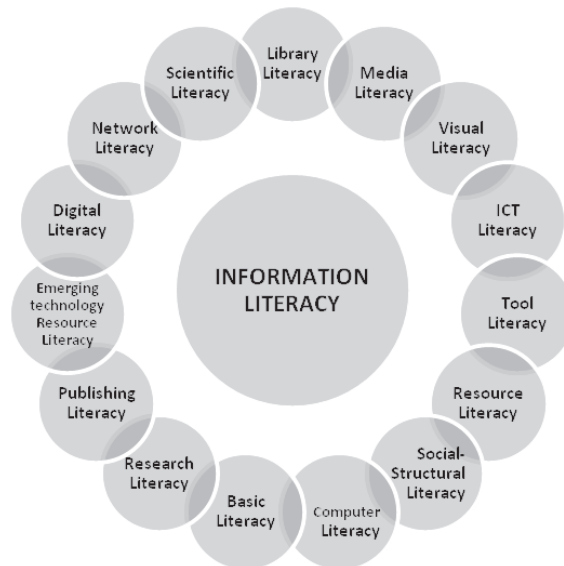


Figure-1 Components of Information Literacy

2.2 Delivery methods of IL

The methods used for IL are classified as-

2.1 Traditional Methods

1. User Education includes induction (orientation), user awareness, user instruction and user profiling. Training and development program etc.
2. Arrangement of awareness program for users on information resources, bibliographical description, access method etc
3. Distribution of handbook/workbook/printed text/manual for practice as well as library newsletters, annual report, leaflets, library guides etc.

2.2 Interactive Methods

Following interactive methods aim to understand the concept thoroughly. Few of them are:

1. Cephalonian Method

2. Communicubes Method
3. Bingo Cards
4. Establishing CoPs (Communities of practice), TV show etc.

2.3 Online Methods

These methods brief the concept by using online technology so that mapping of resources is possible digitally.

1. Web based instruction (WBI)
2. Online Library Quiz and Worksheets
3. Online Tutorials
4. E- Literacy

3. Models of Information Literacy

Defining, Locating, applying search strategy, interpreting, analyzing, synthesizing, evaluating and communication are the basic objects of the information literacy models. Information literacy consists of a range of skills that can be identified as both critical and technical. Models are categorized in to following two types:

- ◆ Linear: A linear model means that the steps must be performed in a set manner
- ◆ Nonlinear: A nonlinear model means that an individual passes through different stages at different times depending on information need.

Some of the information literacy models developed by experts and organizations are as follow:

- ◆ Kuhlthaus model
- ◆ Ellies
- ◆ Big 6 Einsenberg and Erkowitz
- ◆ Dervin
- ◆ Belkin
- ◆ SCONUL
- ◆ Christine Bruce
- ◆ RAC
- ◆ Research Cycle
- ◆ Alberta Model

- ◆ 3 Doors
- ◆ DIF
- ◆ SAUCE
- ◆ LOUISIANA Model
- ◆ Action Learning Model
- ◆ Follett's Information Skills Model
- ◆ Organized Investigator
- ◆ Research Process (Schulz)
- ◆ Super 3 Model
- ◆ Student Research Guide
- ◆ Maland and NCET
- Information Forager [Lihitkar, Agashe, Lihitkar, 2009]

The description of some of the popular models is described in Table-.1. However each of these contain a set of procedures/actions by which the task of compilation of information becomes meaningful.

3.1 Comparison amongst Models of Information Literacy

Table-1 shows comparison between information literacy models, skills and standards formulated by different authorities. Few of the popular models in comparison with others are compared below:

Table-1: Correlation Between Models of Information Literacy

Kuhlthaus Model	Big 6 Einsenber and Berkowitz	SOONUL Seven Pillars Model(1999)	ACRL	ANZIIL	Pappas/ Tepe Pathways to Knowledge	LOUISIANA	The Alberta Model	Christine Bruce	Empowering-8 Model
1. Initiation	1.Task Definition	1. Recognize information need	1 Determine the extent of information needed	1 Recognize a need for information and determine the extent of information needed	1. Appreciation	1 Defining/ Focusing	1.Planning Information	1. Understanding the value of information society 2. Identifying information Needs	1. Identify 2. Explore
2. Selection 5. Collection	2. Information Seeking Strategies	2. Distinguish ways of addressing gap	3 Evaluate information and its sources critically and incorporate selected information into his or her knowledge base and value system	2 Find information effectively and efficiently	2. Pre-search	2 Selecting Tools and Resources	2.Retrieval Information	5. Developing a sound knowledge of information Sources	3. Select
3.Exploration 4. Formulation	3. Location & Access	3. Construct strategies for locating 4. Locate and access	2.Access the needed information effectively and efficiently	3.Critically evaluate Information and the information seeking process	3. Search	3 Extracting and Recording 4 Processing Information	3.Processing Information	3.Locating, retrieving, evaluating, synthesizing the information Required	4.Organize 5. Create
6. Presentation	4. Use	6.Organize, apply and communicate	4 Use information effectively to accomplish a specific purpose	4.Manage information collected or generated 6.Use information with understanding and acknowledge cultural, ethical, economic, legal and social issues surrounding the use of information	4. Interpretation	5 Organizing Information	4.Sharing	4. Developing a high level of communication skills 6. ability to knowledge the information retrieved by appropriate use	6. Present
7. Assessment	5. Synthesis 6. Evaluation	5. Compare and evaluate 7. Synthesis and create	5 Understand many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally	5 Apply prior and new information to construct new concepts or create new understandings	5. Communication 6. Evaluation	6 Presenting Findings 7 Evaluating Efforts	5.Evaluation	7.Developing a familiarity with the hardware of IT, books, newspaper, Cd-rom & all other accompanying apparatus	7. Assess 8.Apply
7	6	7	5	6	6	7	5	7	8

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4. Conceptual Design of Information Literacy Model for Higher Education

After going through the review of literature it is found that the information literacy model consist of range of stages starting from Defining to the synthesizing and evaluating applicable to all disciplines. The proposed SERVICE Model discussed below is designed considering university library set up, its readers and the terminology from library and information science discipline except the first component STARTER, so that LIS professionals can provide better services to the library users by using simple terminologies from library and information science. The details of the model are as mentioned below:

- Name: '**SERVICE**' model consisting of seven stages

S	STARTER
E	ENTRY
R	REPOSITORY
V	VALIDATION
I	INDEX
C	CIRCULATION
E	EXPLICIT

- Stages: Seven
- Process Description: It is a network model based on following processes and level of information search process

Stage 1: Starter

- At the affective level user will approach library with quest in mind and success or failure of quest information

Stage 2: Entry

- In the second stage library/staff will expose the resources for selection of information based on quest of user

Stage 3: Repository

- At the cognitive level user urges to know the location and access for the desired quest of information

Stage 4: Validation

- At the fourth stage user find a suitable source for his quest after guiding and value (reliable) of acquired information/Search by the library

Stage 5: Index

- At the action level user will confirm the information for which quest is made. If it is unsuccessful then repeat the stage 1 to 4

Stage 6: Circulation

- Then the source will be circulated to the inquirer / user

Stage 7: Explicit

- It is the final stage of this process for evaluation, feedback for library from the information seekers.

Flow Chart of Conceptual II Model for Higher Education: Service

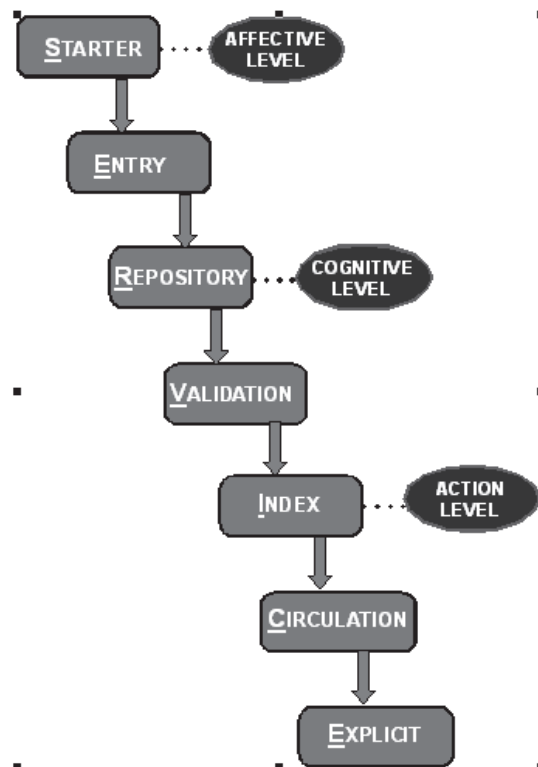


Figure-2 Service Model

4.1 How does this model work?

1. Act as a practical working model to share the resources to ensure lifelong learning in the networked world
2. It combines ideas between information and ICT skills for Information search, assessment, processing and communication/dissemination of information and present it in an easier form suitable for users.
3. Acts as a problem solving, research and teaching tools by directing information skill to handle textual, visual and electronic resources
4. Provide a framework within which users can acquire relevant/ desired information/object
5. It displays the potential resources and services of a library
6. Serve as a desktop workplace to direct flexible search strategy for selection of alternative
7. It assess users information seeking behaviors, needs , problems & skill

5. Conclusion

Information literacy has assumed a centre stage among libraries in making better use of information resources, especially electronic sources by library users. LIS professionals need to know more about the technique of information handling in order to train the library users in the use of information. There is a need of Interactive Learner Network (ILN) at higher education to promote IL model by using latest ICT. The conceptual SERVICE model aims to work as a gateway for use of different types of information resources. Further the component -Information literacy need to be incorporated into the curricula of courses for its effective implementation with the support of library staff, who can work along with teaching and learning units.

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