



INTERNATIONAL GUIDELINES ON INFORMATION LITERACY

A draft proposal, feedback is appreciated

by

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Abstract

The International Guidelines on Information Literacy have been compiled on behalf of the Information Literacy Section of IFLA, with the aim of providing a pragmatic framework to those professionals who need or are interested in starting an information literacy program from scratch. The guidelines will help libraries to guide their work to meet current information needs of those who are engaged in educational programs, that is school and higher education. However, most of the concepts, principles and procedures can be applied with some adaptation to any library setting. Information competencies are vital for success in life-long learning education and are also vital for any citizen in their jobs and interactions of daily life. Therefore, libraries of all types require to focus the main part of their efforts to facilitate information competencies in their users.

Notes for Reviewers / Contributors

Any contribution to correct, enhance, or include new sections/chapters to the proposed InfoLit Guidelines will be welcomed and will be recognized. The general style of the guidelines is to be brief, easy to read, and to address the what, why or how by providing a paragraph followed by bullet points. There is one or two graphs for every chapter to visually summarize the content, but they are not included to make the document lighter for email transmission. Chapter editors have been appointed, they are InfoLit Standing Committee members. Please, use the following color codes for your feedback: corrections (red), enhancements (green), inclusion of new sections/chapters/paragraphs (Blue). Add more color codes if necessary. Send your contributions to Jesús Lau, jlau@uv.mx.

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Introduction

Life long learning relies on the information skills of learners, and librarians are the information experts who have the key role to facilitate information competencies, if they master the management of learning. Librarians should actively contribute to the learning process of students in their search to enhance or develop their skills, knowledge and values to be learners throughout their lives.

These guidelines are a conceptual template to guide international information literacy (IL) in academic and school libraries, although most of the principles can also be applied to public libraries. The document offers information to guide the IL efforts of educators, librarians and information facilitators at the international level, especially from countries where IL is in the early stages of development, and for those professionals who may need to start an IL program from scratch, but lack a general conceptual framework, regardless of their geographical location they be. (regardless of their geographical location?)

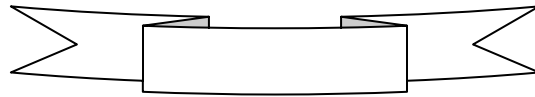
Funding. The initial funding of the International Literacy Guidelines Project was provided by The International Federation of Library and Information Institutions (IFLA), the parent organization that the Information Literacy Section (InfoLit) belongs to. A complementary funding was provided by the Universidad Veracruzana, and from the author responsible of the IL compilation project.

Compilation. The principles, procedures, recommendations, and concepts listed in the document are a compilation from different international documents related to information literacy. Most of the content is based on published experiences generated by national library associations, such as on the extensive work of the Association of College and Research Libraries (ACRL), on the seminal and early contributions of the American Association of School Libraries (AASL), both from the United States; as well as on the work of the Society of College, National, and University Libraries (SCONUL) from the United Kingdom, the Australian and New Zealand Institute for Information Literacy, and on the contributions of the Mexican Information Literacy Forum.

Use of the guidelines. The information literacy guidelines can be reviewed, and changed (adapted) by librarians according to the priorities of their institution, so that IL elements can be better suited to local or national needs. Local budget, policies, procedures, and priorities need to be taken into account in their application. The guidelines are a checklist of subjects to keep in mind during the planning and implementation of IL program or to reinforce previous information literacy work. Information professionals must keep in mind that they need to do whatever they can with the resources that they may have. It is better to do something than to wait for the crafting of the perfect information literacy program.

Arrangement of guidelines. The document is divided in eight chapters that include the organizational spectrum of information literacy work, including definition of concepts, a proposal for information literacy standards, how to get institutional commitment, the management of the learning process, and educational theories, among other basic topics on how to implement the program, plus a list of key IL terms with their definitions, and a

weblibliography for further reading. Each topic is briefly introduced, followed by paragraphs with a list of bullet points, and a graphic summarizing the processes involved in most cases. The writing style is simple, so that readers can quickly grasp what needs (is necessary?) to be done, and why and how it can be achieved.



Chapter 1

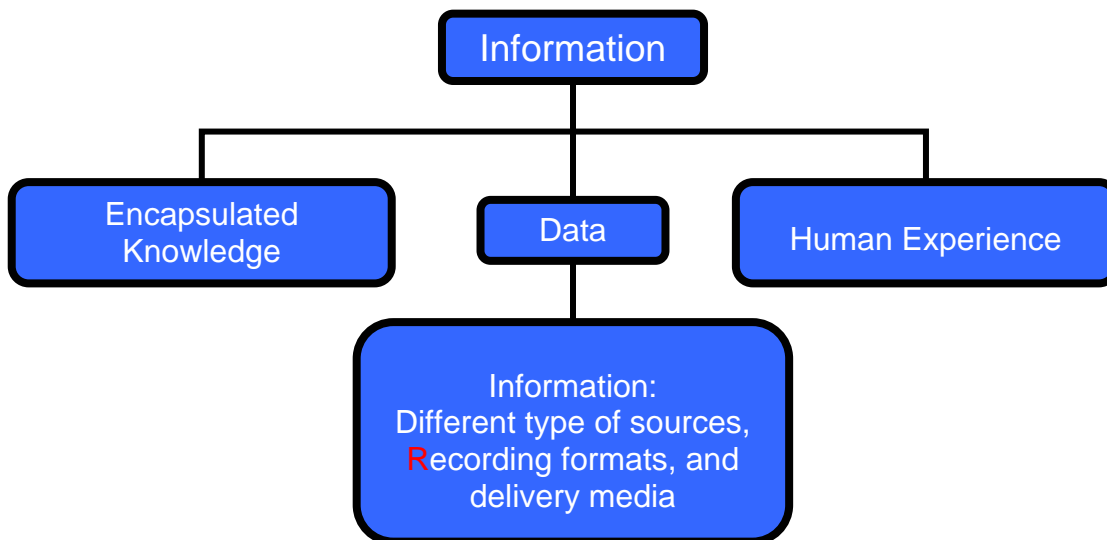
Information Literacy Concepts

It is important to know the different concepts that are related to information literacy, so that a clear direction of the information literacy program is identified. In this section, a brief discussion is included to define information, and the key concept of information literacy.

What is information? Information is a resource that has varied definitions according to the format, and media used to package or transfer it, as well as the discipline that defines it. Here the term is used a synonymous of:

- Encapsulated knowledge
- Packaged human experience
- A vital element for creativity and innovation
- A basic resource for learning and human thought
- A resource that takes different formats, packaging, transferring media, and varied ways of delivery

Figure 1. **Information Concepts**



The need for effective use of information. Information has become a vital source for world economies and is certainly the basic component of education. Information is a vital element to keep technological and scientific change. It poses several challenges to individuals of all walks of life: students, workers, and citizens of all type. The information overload requires people to validate, and **assess**, so that its reliability is checked. Information by itself does not make people information literate. Information is certainly a:

- Prime resource for life-long learning
- Vital element for independent learning
- Fertilizer to the human mind
- Cognitive nutrient
- Potentializer of human energy
- Key resource to have more knowledgeable citizens
- A factor that enables citizens to have better performance in education, health, and at work
- Important resource for national socio-economic development
- Source that provides a myriad of data (Parece salirse de contexto)

The information literacy concept. There are several definitions assumed by associations and authors. The American Association of School Librarians, a precursor in the IL field, and the Association for Educational Communications and Technologies states that “information literacy - the **h**ability to find and use information – is the keystone of lifelong learning (Byerly/Brodie).” Under the component of information literacy, ASSL states that: An information literate student **accesses** information efficiently and effectively, evaluates information critically and competently, and uses information accurately and creatively (Byerly/Brodie). Users “should have both information-gathering strategies and the critical thinking skills to select, discard, synthesize, and present information in new ways to solve real-life problems.” Information literacy definition **extends beyond library skills, beyond?** the use of discrete skills and strategies to the ability to use complex information from a variety of sources to develop meaning or solve problems (Kuhlthau).

A generally used definition. The most commonly cited and used IL definition is the one adopted by the American Library Association (ALA). “To be information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. The information literate individuals are those who have learned how to learn.” They know how to learn because they know how knowledge is organized, know how to find information, and how to use information in such a way that others can learn from them (Byerly and Brodie). (Pareciera que la última parte también es una cita textual)

Information competencies. A competent citizen, whether a student, a professional or a worker is able to recognize its information needs, knows how to locate, identify, access, retrieve, evaluate, organize, and use information. To be an information literate person, one has to know how to benefit from the worlds of knowledge, and incorporate the experience of others into one’s background. The information literate person is capable, in Mackenzie’s words, of:

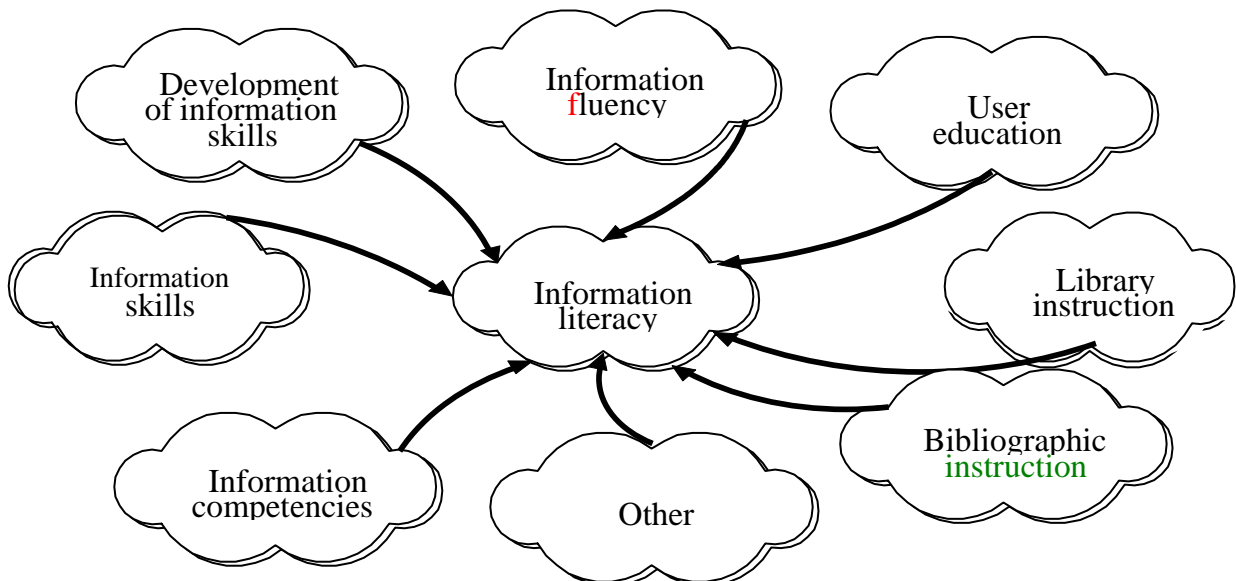
- “Prospecting:
The **h**ability to locate relevant information, sift it, sort it, and select
- Interpreting:
 - The **h**ability to translate the data and information into knowledge, insight, and understanding

- Creating new ideas:
 - Developing new insights.”

Related terms. There are several terms that are part or contribute to the information literacy concept. Each one has its own semantic content, and differences related to the type of skills, the categories of learning, or the instructional facilitating methods. The information literacy term evolved from the early library instruction and information skills focused programs to the current concept of information literacy. Library instruction emphasizes the location of library materials, while the second focuses on information strategies, and the third: information literacy, is used to describe **the** process of information-seeking and information use competencies. The additional focus on information use is where the key difference is, that is students must assimilate how to become effective learners. Some of the IL related terms are:

- Information fluency – The capability or mastering of information competencies
- User education – Global approach to teach information access to users
- Library instruction – Focuses on library skills
- Bibliographic instruction – User training on information search and retrieval
- Information competencies – The compound skills of information literacy, the goals of information literacy
- Information skills – Focuses on information **h**abilities
- Development of information skills – Process of facilitating information skills

Figure 2. Information Literacy Concepts



Constructivist approach. The library skills of locating and accessing information is not the same as knowing how to evaluate, interpret, and use information. Lifelong learning instructional methods and education theories have influenced information literacy

instruction. Constructivist approach centers pedagogy on students' constructing their own understanding by active investigation and thought, instead of memorizing facts presented in the class lecture. Such pedagogical approach places information at the center of the learning process, where information literacy is needed to enable students to be qualified learners. Information literacy is or should be based, on the other hand, on resource-based-learning, information discovering and inquire-based-instruction.

Translation of the term. The translation of the information literacy term from English into other languages is difficult, so information professionals from the different countries should analyze what words convey the right meaning to avoid semantic rejection by their learning communities. In Spanish, the IL literal translation is strongly related to the general concept "Literacy", a term than people relate to the "rather" basic skills of reading and writing. A semantic correlation that people seem to dislike. The most commonly accepted term is "Desarrollo de habilidades informativas (DHI) / Development of information skills, a definition that stresses the IL process, instead of using a noun. A similar semantic challenge is in the French language.

The role of the library. Regardless of its size and resources, the library has the important role of being part of the institutional information literacy program, if not the precursor of the IL change. Librarians and other information specialists should be promoters of information literacy programs and activities, because their library or information center is a:

- Repository of knowledge
- Information reservoir in multiple formats
- Center with librarians who are information experts
- Department with learning spaces
- Place for interaction with learning peers and teams
- Space for knowledge socialization
- Place with information advisers / reference specialists and consultants
- Center with computer access, processing and communication of knowledge
- A gateway to the Internet, a world of information

Recommended websites / documents

Bawden, David . "Revisión de los conceptos de alfabetización informacional y alfabetización digital." *Anales de documentación*. 5, 2002. pp. 361-408. [Página web en línea]. <http://www.um.es/fccd/anales/ad05/ad0521.pdf> (Julio 26, 2004).

Dibble, Mark. “*Directory of Online Resources for Information Literacy: Definitions of Information Literacy and Related Terms.*” University of South Florida. [Página web en línea]. <http://www.lib.usf.edu/ref/doril/definitions.html> (Julio 27, 2004).

Humes, Barbara. “*Understanding Information Literacy*”. [Página web en línea]. <http://www.ed.gov/pubs/UnderLit/index.html> (Julio 26, 2004).

Siitonen, Leena Ph.D. “*Information Literacy: Gaps between Concept and Applications*”. IFLA. [Página web en línea]. <http://www.ifla.org/IV/ifla62/62-siil.htm> (Julio 26, 2004).

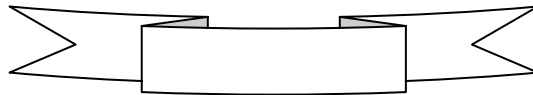
OJO. Las webreferencias tienen intercaladas palabras en español.

References

Byerly, Greg and Brodie, Carolyn S. “Information literacy skills models: defining the choices. In: Stripling, Barbara K. *Learning and Libraries in an Information Age: Principles and Practice*. Littleton, CO: Libraries Unlimited, 1999.

Kuhlthau, Carol C. “Literacy and learning for the information age.” In: Stripling, Barbara K. *Learning and Libraries in an Information Age: Principles and Practice*. Littleton, CO: Libraries Unlimited, 1999.

Ojo. Será necesario uniformar uso de mayúsculas en títulos escritos en inglés.



Chapter 2

International Standards

This section includes a proposal for information literacy standards for the international IFLA library community. They are the core component of this guidelines. The standards can be adopted as they are, but, if possible, it would be recommended to adapt them to the local needs of organizations or countries.

Structure of the standards. The information literacy standards to become effective learners include three basic components: access, evaluation and use of information. These core goals are found in most of the standards created by library associations, and individual educators (Byerly/Brodie/ Kuhlthau), such as the relevant contributions of AASL, ACRL, SCOUNL and the Australian and New Zealand Institute for Information Literacy, followed by the work of other countries, like Mexico. The IFLA information literacy standards are based on these international experiences and contributions that **are** fully described in the bibliography at the end of the document. The IFLA standards are grouped under the three basic IL components.

A. ACCESS. The user access information effectively and efficiently

1. Definition and articulation of the information need

Defines or recognizes the need for information
 Decides to do something to find the information
 Express and defines the information need
 Initiates the search process

2. Location of information

Identifies, and evaluates potential sources of information
 Develops search strategies
 Accesses the selected information sources
 Selects and retrieves the located information

B. EVALUATION. The user evaluates information critically and competently

3. Assessment of information

Analyzes, and examines, extracting information
 Generalizes and interprets information
 Selects, and synthesizes information
 Evaluates accuracy and relevance of the retrieved information

4. Organization of information

Arranges, and categorizes information

Groups and organizes the retrieved information
Determines which is the best and most useful information

C. **USE**. The user applies/uses information accurately and creatively

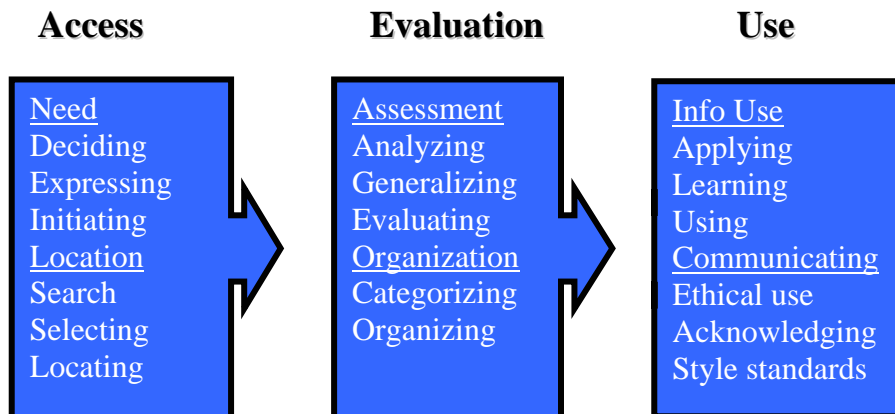
5. Use of information

Finds new ways to communicate, present and use information
Applies the retrieved information
Learns, or internalizes information as a personal knowledge
Presents the information product

6. Communication and ethical use of information

Understands ethical use of information
Respects the legal use of information
Communicates the learning product with acknowledgement of intellectual property
Uses the relevant acknowledgement style standards

Figure 3. **Information Competencies**



Recommended websites / documents

ACRL. “*Information Literacy Competency Standards for Higher Education.*” [Página web en línea]. <http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.htm> (Julio 26, 2004).

Bundy, Alan. “*Australian and New Zealand Information Literacy Framework: Principles, Standards and Practice.*” Australian and New Zealand Institute for Information Literacy, 2004. [Página web en línea]. <http://www.caul.edu.au/info-literacy/InfoLiteracyFramework.pdf> (Julio 26, 2004).

Council of Australian University Librarians. “*Information Literacy Standards.*” Canberra: Council of Australian University Librarians. 2001. [Página web en línea]. <http://www.caul.edu.au/caul-doc/InfoLitStandards2001.doc> (Julio 27, 2004).

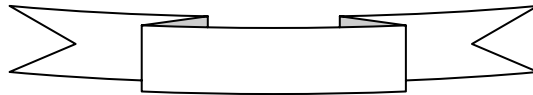
Dibble, Mark. “*Directory of Online Resources for Information Literacy: Information Literacy Standards.*” University of South Florida. [Página web en línea]. <http://www.lib.usf.edu/ref/doril/standard.html> (Julio 26, 2004).

“*Normas sobre alfabetización informativa en educación superior.*” Tercer Encuentro de Desarrollo de Habilidades Informativas. Ciudad Juárez, Chihuahua, México, 2002. [Página web en línea]. <http://bivir.uacj.mx/dhi/DocumentosBasicos/Default.htm> (Julio 28, 2004).

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Byerly, Greg and Brodie, Carolyn S. “Information literacy skills models: defining the choices. In: Stripling, Barbara K. *Learning and Libraries in an Information Age: Principles and Practice.* Littleton, CO: Libraries Unlimited, 1999.

Kuhlthau, Carol C. “Literacy and learning for the information age.” In: Stripling, Barbara K. *Learning and Libraries in an Information Age: Principles and Practice.* Littleton, CO: Libraries Unlimited, 1999.



Chapter 3

Institutional Commitment

The complete success of an information literacy program depends on the commitment at the institutional level. However, such commitment is not always present or clear at top management levels. Therefore, information professionals must devote time to create the relevant strategies to convince and sell the benefits of information literacy to institutional leaders to get their support. The basic steps to market the information literacy program among those recommended by ACRL, and by Byerly and Brodie are:

General actions

- Adapt or adopt international information literacy standards and practices
- Identify what information literacy program work best for you and your institution
- Adopt or design a program based on national and international experiences
- Identify what is required to implement the program
- (Consider that) the information literacy process is not linear, you may skip steps and order
- Work on an strategic plan to chart the course of your goals and actions, see the following section for guidelines on the subject
- Involve in the planning process to all relevant parties: your library team, faculty/teachers, administrators, and whoever has a leading decision to make in the project.

Change strategies. Resistance to change is basic to human nature; information professionals should understand the obstacles so that they can overcome them. Peterson has the following recommendations for librarians:

- Changes in methods of instruction are more difficult than changes in curriculum or administration
- If a change requires teachers to abandon an existing instructional practice, it is in danger of defeat
- If retraining is required, success is threatened unless strong incentives are provided
- Efforts to change curriculum by integrating or correlating the content are resisted and are especially at risk
- The cost of change is a significant factor in determining the permanence of the change
- If the change puts a strain on school personnel, or if it requires a substantial investment in learning new facts and procedures, it is not likely to persist.”
- Little new behavior has more possibilities of being accepted
- Librarians need to take the greater share of the work to make things happen until faculty/teachers see the benefits of collaboration
- Collaboration efforts should not be seen as difficult to achieve

- Library collaboration should be viewed as essential to their success by teachers/faculty
- The gains of change should be seen clearly by participants
- Information professionals should be strong advocates for their programs

Share leadership

- Identify, assign, and share top leadership to the rest of the library team
- Ask to include the information literacy philosophy in the core institutional documents, like the mission, strategic plan, and policies
- Convince authorities to get the proper financial support for hiring librarians, library staff, building/adopting facilities, training personnel, and developing procedures
- Acknowledge collaboration among your partners, authorities, and different parties involved
- Communicate and promote recognition of the IL support that you get

Institutional culture

- Analyze the dynamics of politics, personnel, and budget at your institution, and its learning communities
- Identify your institution's own organization style of working
- Have the role of building learning partnerships
- Start a collaborative academic scheme with teachers/faculty, other librarians, technology coordinators, administrators, curriculum planners and learning facilitators

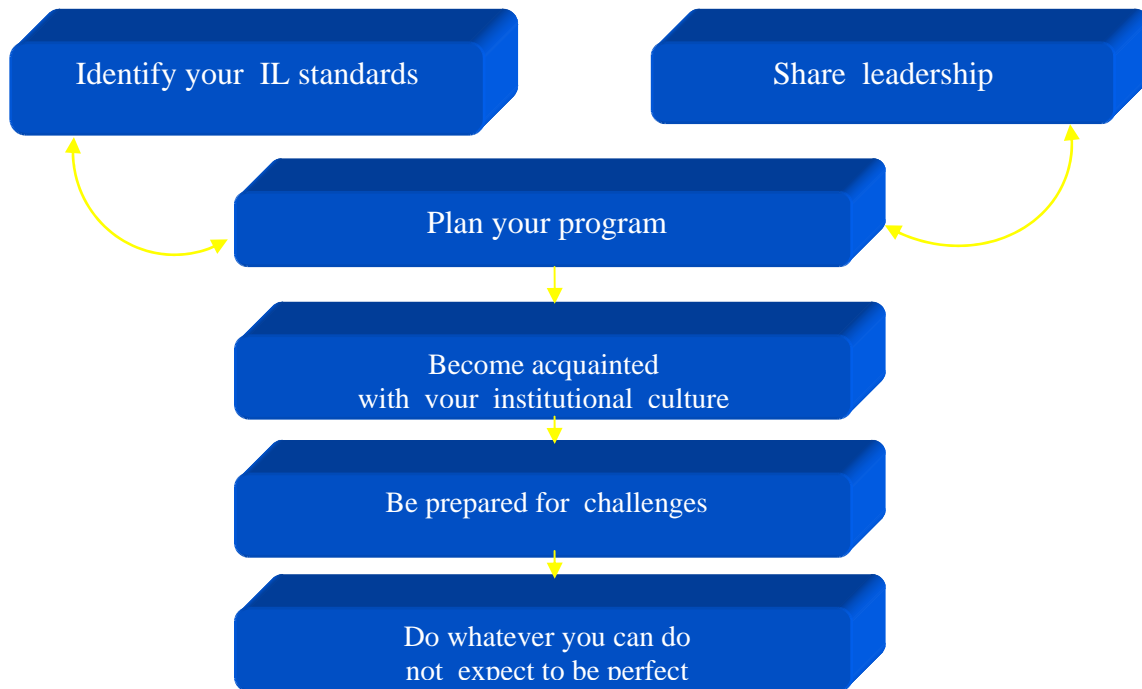
Potential challenges

- Be prepared for obstacles: human, limited facilities, and scarce or no economic resources
- Accept that some administrators may reject or ignore the information literacy benefits
- Know and act upon positive, negative, or lack of interest reactions of teachers/faculty
- Rely on technology to lead your institutional learning collaboration
- Look for support from your lifelong learning community, it may come from students, teachers/faculty, administrators, members from other institutions

Be assertive

- Recognize that something has to be done and be aware that nothing will be perfect
- Have the goal to ensure that information literacy is incorporated into the curriculum
- Be positive and persuasive on what you need to do
- Remember, the library should be the center information literacy action

Figure 4. **Getting Institutional Commitment**



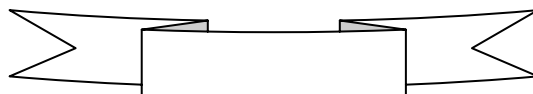
Recommended websites / documents

ACRL. “*Information Literacy in Action.*” [Página web en línea]
<http://www.ala.org/ala/acrl/acrlissues/acrlinfolit/infolitresources/infolitinaction/infolitaction.htm> (Julio 26, 2004).

References

ACRL. “*Information Literacy in Action.*” [Página web en línea]
<http://www.ala.org/ala/acrl/acrlissues/acrlinfolit/infolitresources/infolitinaction/infolitaction.htm> (Julio 26, 2004).

Byerly, Greg and Brodie, Carolyn S. “Information literacy skills models: defining the choices. In: Stripling, Barbara K. *Learning and Libraries in an Information Age: Principles and Practice.* Littleton, CO: Libraries Unlimited, 1999.



Chapter 4

Planning Action

To create an information literacy program you need to work on a plan, a step that will help you to have clear ideas about what you want to achieve, as well as how you may carry out your goals. The methodology to do an strategic planning exercise varies from person to person or from one institution to another. So find out what are the planning standards in your parent institution. Remember to work in a plan that responds to your planning needs. In other words you can create a plan just following some simple and essential steps like, objectives, goals, justification, requirements, and budget. However, you may need to work on an orthodox or more complete strategic plan, such as the one that is discussed in the following sections. Remember to do whatever planning is relevant to create the program.

Planning: An IL first step. An strategic plan is an excellent tool to sell and get support from your learning community and your institutional authorities for your library information literacy goals. The planning steps can be adjusted or adapted from a management textbook or according to the time you have to craft your action. The strategic planning recommended practice is to involve library staff, and representatives from the user communities, such as faculty, students and relevant school or university authorities. Ideally, the plan should be created with consensus and input from all the relevant parties. The common elements included in an strategic plan are:

Mission. This should be a paragraph stating the goals and essential roles of the IL plan. Avoid explaining how you plan to accomplish your mission.

- Include in the program a statement that includes your institutional definition of information literacy
- The mission statement should comply with a standard or information literacy lines that the library uses
- Relate it with the library and institutional missions
- It should emphasize the what rather than the how or the why
- It should state the participation of the different members of the community: librarians, faculty, staff and administration

Vision. The vision should be encapsulated in a statement defining what the program expects to achieve in the future, it could be short, mid or long term planning: 1, 3, 5 years. The vision should include:

- The expected long term outcome of the information literacy program
- It should be written in simply and concise words

- Writing should emphasize results picture, rather than how or why to achieve it.
- Justification. The justification of the program needs to describe the reasons, needs and benefits to create an information literacy program. The length of this section can be a page or more. It is crucial to convince potential parties to create the IL program. It normally includes:
 - Information literacy challenges of users, **what IL they need to master?**
 - Needs to qualitatively use information by real and potential users
 - State benefits in the learning processes of individuals, and the institutional mission
 - Statistics should back up your arguments

Figure 5. **Strategic Plan**

Strengths and weaknesses. In this section briefly analyze the capability of the library to carry out the information literacy plan. You need to:

- List all those positive factors that the library has to lead the program to success
- Analyze the human, economic and physical resources that are available in the library
- Include on a separate list, the challenges that the library has or may face in the IL pursuits
- Evaluate your weaknesses in terms of human, economic and physical resources available in the library for the IL program
- Write the texts with positive statements, assuming that problems are opportunities for growth

Environmental scan. Analyze the internal and the external factors that contribute or limit the success of your information literacy plan.

- List the institutional factors that can help or limit the program
- Evaluate the external factors to your parent organization that, again, can contribute or reduce the possibilities of the success to the information literacy program
- State, again, your statements with positive language

Strategies. Think about the general management approach or principles that you will use to conduct your program.

- Include the budgetary strategies that you will use to fund the program.
- Describe the efficiency and effectivity strategies that you will apply to achieve the IL plan
- Include the relevant management principles that you have for the administration of the library

Objectives and goals. Here, describe your general goals. They could be categorized in different ways, an example is grouping them by type of users such as students, faculty and staff or by disciplines and course grade levels. You can also group objectives by processes such as staff development, creating of IL courses, creation of infrastructure (adapting/creating an electronic classroom).

- Each goal could be divided into general and specific goals depending on the details that you may need or want to specify.
- Under each objective you should state the goal or goals that you will achieve.
- Goals should always be specified in numbers. In other words, quantify what you want to achieve so you can easily evaluate their achievement

Actions. These are the main tasks that you have to do for each objective in order to achieve them.

- Under each goal you can write the different actions that are required to achieve it
- You can have one action or several, but try to be brief
- Write actions in the order they need to be carried out

Resources / Requirements. To achieve your objectives and goals you need to specify under each of your actions the type of resources that you will need.

- Make a separate list of titles of actions, without any details
- Quantify under each action, the number and type of human resources required
- Describe your physical requirements, such as a classroom, office space, furniture, equipment, etc.
- Describe the methodologies, training and management that you need for **carrying** out your actions.

Budget. Estimate the cost of each of the resources that you need to perform your actions.

- What you need is an estimate of costs
- Be flexible in estimating costs
- These figures will determine how much funding the IL program needs
- The budget information determines the feasibility of the IL objectives and goals

Timetable. Create a table to summarize the deadlines to achieve the goals. This will be a tool for evaluation of your IL program progress.

- Create a matrix where you can list your objectives divided by goals followed each one by their actions
- Create columns for the time units that you need or choose to have (days, weeks, months, years)
- Place a mark on the date cell that you expect to start and/or finish your action
- Different colors could be used for beginning and ending date marks

Recommended websites / documents

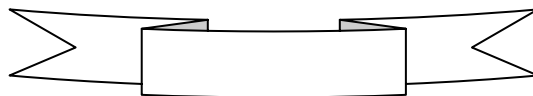
ACRL. "Characteristics of Programs of Information Literacy that Illustrate Best Practices: A Guideline." 2003. [Página web en línea].

<http://www.ala.org/ala/acrl/acrlstandards/characteristics.htm> (Julio 26, 2004).

ACRL "Guidelines for Instruction Programs in Academic Libraries Approved." 2003. [Página web en línea]. <http://www.ala.org/ala/acrl/acrlstandards/guidelinesinstruction.htm> (Julio 26, 2004).

Spaeth, Carole P. and Walter, Leah B. "Implement a Literacy Program." [Página web en línea]. <http://www.sil.org/lingualinks/literacy/ImplementALiteracyProgram/contents.htm> (Julio 26, 2004).

"WLMA and OSPI Essential Skills for Information Literacy." Washington Library Media Association. [Página web en línea]. <http://www.wlma.org/Instruction/wlmaospibenchmarks.htm> (Julio 26, 2004).



Chapter 5

Learning/Instruction Management

The participation of library professionals in the information literacy takes different forms of involvement. The ideal one is to have a program that is part of the curricula because information literacy requires sustained development throughout all levels of formal education, primary, secondary, and tertiary education. Achieving information literacy requires students to have an accumulative experience in most, if not all, subjects, as well as learning experiences. Information literacy should be woven into the content, structure and sequence of the curricula. Information literacy cannot be the product of a single course (Bundy).

Starting the program. Students need to experience, reflect and apply information literacy at all levels of their studies. However, this is not always the case, especially at the beginning of the IL program. Some institutions may take some time before IL is an integral part of courses. Some tips on how to start and run information literacy program/course (Bundy, Stripling).

General guidelines. There are certain management principles that can be applied to any IL activity, such as the following ones:

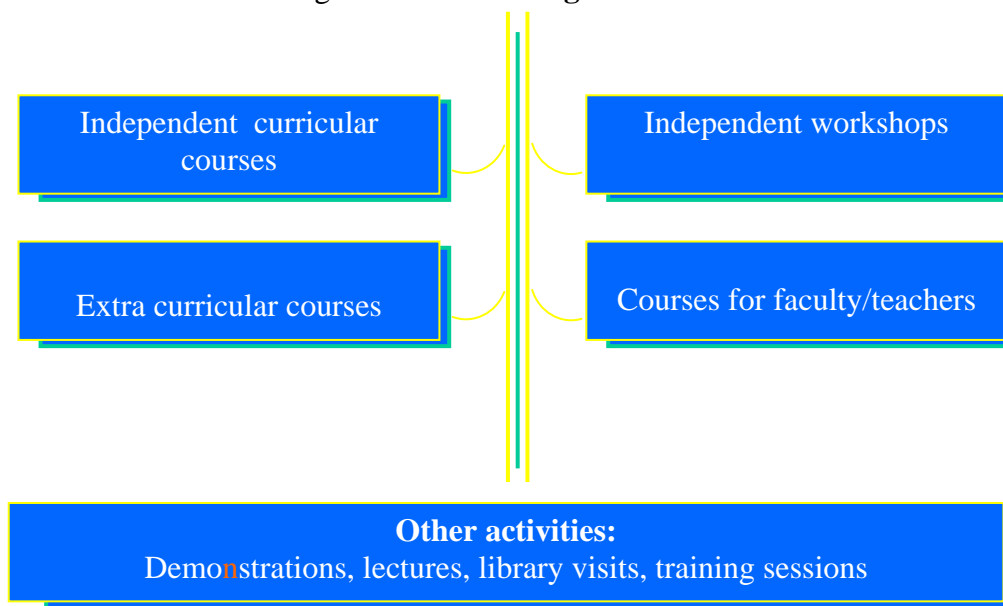
- Every IL activity should clearly focus on a IL standard or standards
- If you cannot work on all standards at one time, you can do one by one
- Get assistance from faculty if you need to know how to create a course
- Promote well your IL activity by whatever means you may have
- Do team work, any activity can be done by more than one information professional
- If you can, appoint a leader for all library IL efforts
- Remember that IL is not the solely domain of the library, you need to collaborate with the different members of your learning community
- Be clear about IL objectives in any type of activity

Part of regular faculty/school courses. This type of IL facilitation is done as part of a general course conducted by faculty or teachers. It is a good start to gain ground on IL work and convince your academic colleagues of the IL benefits.

- Meet faculty administrators and share with them the information literacy benefits
- Meet potential information literacy professors/teacher adepts
- Share your documents where you state the benefits of embracing a faculty-wide IL program
- Assist professors/teachers in their course planning
- Prepare IL learning exercises as examples of how to focus the course to information literacy learning
- Make the library the information laboratory

- Prepare a workshop for faculty/teachers where IL concepts are discussed and importantly how to implement them in class

Figure 6. **IL Learning Menu**



Independent curricular courses. These courses are offered independently and solely devoted to information literacy, but they are part of the students' curricula. It gives full responsibility and role to information professionals in the information learning process.

- Plan your course or courses along with the school/faculty layout
- Base the course on constructivist pedagogy, incentive students to practice concepts
- Make the course interesting and appealing to students according to the subject
- Exercises should focus on something that students will benefit in their regular classes
- If possible, partner with a professor's course, so that your exercises are on the same subject
- Adjust course length according to the available time
- Courses should not be too long, they should be from four to ten hours
- You can always divide topics and distribute them in more than one course

Extra Curricular courses. An extra curricular course is easier to plan, because it is independent from faculty/school curricula. However, your long-term goal is to have IL courses as part of the curricula.

- Follow the format and procedures for any regular school course
- Choose dates to teach it, when students may have less academic work
- Students have less time to take this type of course at the beginning and end of terms
- Provide some recognition to those who take the course, such as a certificate
- The library can have its own information certificate program

- Take this independent road only if it is necessary, remember that **embedded** programs are more successful

Independent short courses. They are means for training on specific IL objectives, and for updating skills of the different members of your learning community. Course can be integrated into a series of them to build up a full course.

- Plan information literacy workshops to enhance specific skills
- Workshops should be well focused
- Time length should be short and **at** times when students have a study break, like lunch time or evenings
- Create a program for the whole term with the different workshops options
- Workshop facilitation can be shared among other information specialist, if they are available
- Make the session a lively one
- Name the workshop with catchy words but focused on the actual content

Courses for faculty/teachers. They are the key actors for any information literacy program success. Lecturers, professors and teachers need, although sometimes it is unclear to them, to learn new information competencies. Therefore, offer a diverse and flexible IL training for them.

- Faculty/teachers are the most important member of any education institution to convince of IL benefits
- Create a course or courses tailored to the needs of professors/teachers
- Each course you facilitate to this learning community, you will gain IL adepts
- Make a hands on experience course, where you can facilitate the IL learning and how to transfer it **to** the classroom by professors/teachers
- Offer the course before or after the term ends
- Make the course part of institutional faculty training program
- Promote the course among those faculty members that are library advocates
- Make the course a special time, offer a good coffee break
- Prepare learning activities that participants can reflect upon taking into consideration their own teaching needs
- Remember that participants who are faculty members can be more demanding, so prepare well your course content and materials

Other activities (demonstrations, lectures, library visits, training sessions). A good information literacy program should include a broad menu of regular and complementary IL options to support learning, such as:

- Offer faculty/teachers on-request information literacy training sessions
- Create a menu of options with ready-to-go **to** teaching sessions
- Provide information about objectives and benefits for participants
- Have handouts ready for each type of activity

- The library is the ideal place for these training options, but be ready to provide sessions at classrooms or other venues
- Give recognition to those academic members who offer the library information literacy opportunities
- If your time is limited, fix dates and times when you can do this IL work

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Chapter 6

Personnel Development

Librarians should use their best time to teach students and faculty how to locate, evaluate, and use information. They should refocus their work to train on information searching and use, rather than on just source location and retrieval. However, the instructional role imposes a challenge: librarians need to train themselves to look for opportunities to learn or enhance their learning facilitating skills.

Need for instructional librarian role (Goldfarb). New pedagogical methods used at schools and universities require librarians to play an active part in learning processes. Therefore librarians ought to:

- Take the new roles as knowledge and instructional facilitators
- (Librarians) Provide essential expertise on a) access to information, b) selection of information resources, and c) facilitating the use of information in learning process (Kuhlthau, 10)
- Learn and teach new information formats (linear and non-linear)
- Be able to facilitate non-traditional or constantly changing points of access as the information media and sources evolve

Librarians' self-growth (Goldfarb). Professional growth of librarians depends on self-learning processes and actions. They need to:

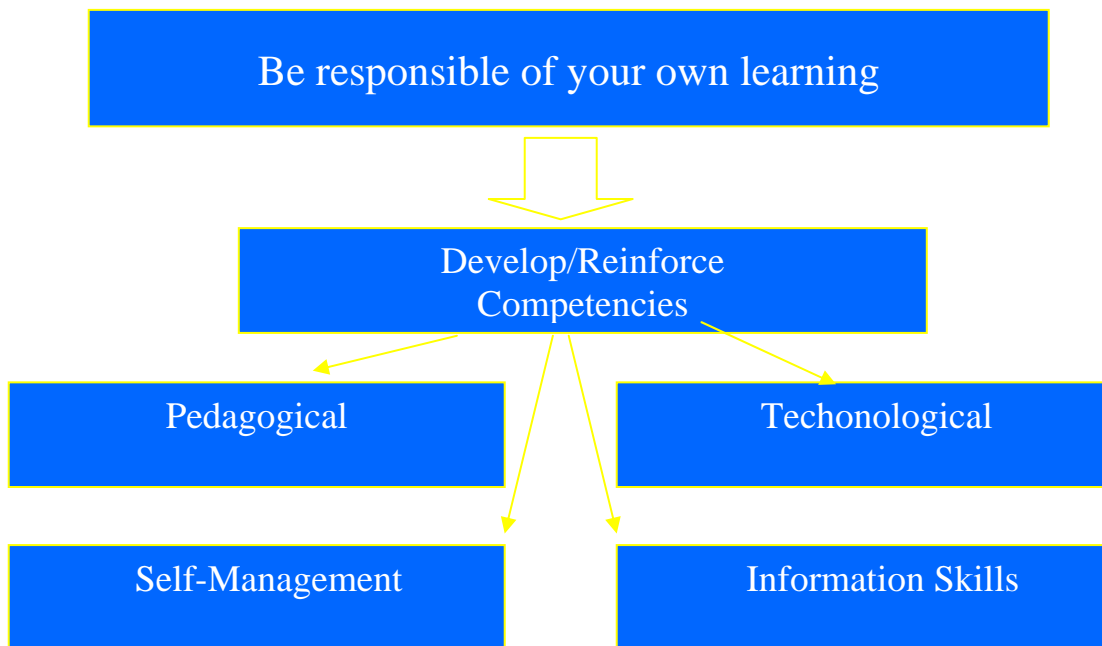
- Develop their own information literacy skills
- Need (achieve) the ability to facilitate learning and to teach critical thinking and inquiry.
- Be determined to be responsible for their own learning, and their own technological skills
- Be able to receive constant library training, a crucial form of learning new skills and concepts
- Be part of professional organizations, attend conferences, and purchase technical literature
- Allow adequate time to have opportunities to collaborate with peers, have/give ongoing support, and offer/receive task related curriculum advice

Institutional training. The library needs to provide the proper training according to its means. A program to enhance or develop teaching skills can include the following actions:

- A comprehensive training program for whole library team, including the staff
- The program can be divided into basic, medium and advanced training

- Workshops and courses can be spread in more than one year
- Include at least four types of courses: pedagogical, technological, self-management, and information related competencies
- The pedagogical component of the program should include topics on how to create a course, instructional design, assessment and evaluation, class communication, conflict and group management, among other basic teaching development.
- The technological training needs to include courses on office software, course management, web software design, and equipment management
- Under self-management, the program requires to include time management, planning, motivational workshops, and general management
- The information-related training should make librarians proficient in the tools and information resources available in the library as well as in Internet, such as search engines, databases, and electronic publications, among other information content available within or outside the library walls.

Figure 7. **Personnel Development**



Recommended websites / documents

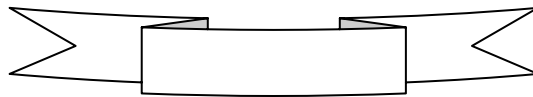
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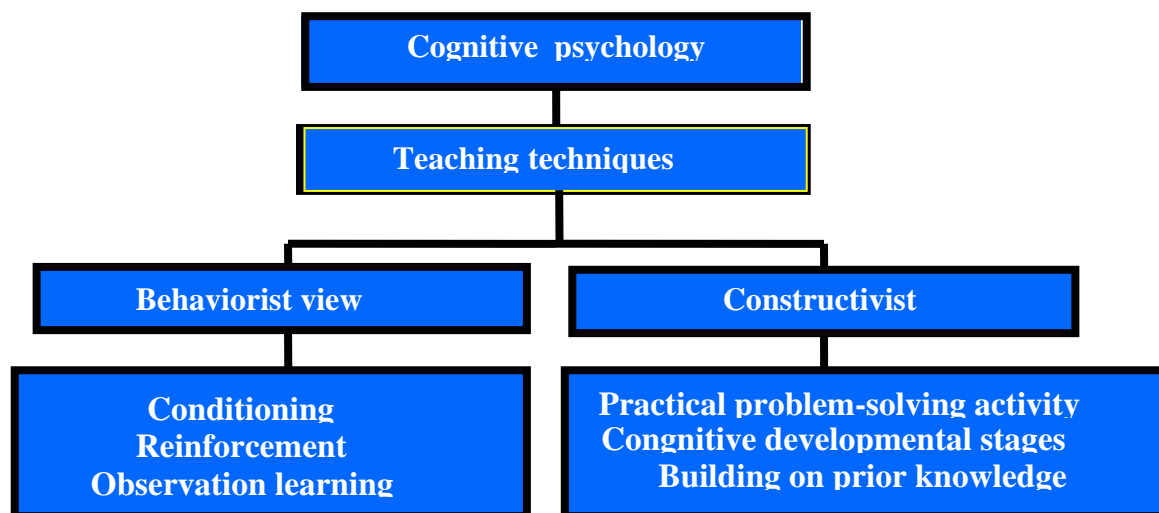
Chapter 7

Learning Theories

Current learning theories are based on cognitive psychology and constructivist education research, they are important to librarians in order to develop effective teaching techniques to guide learning (McGregor). A librarian not only needs to know what information literacy components to facilitate, but must be competent on how to facilitate knowledge (Pedagogy) and be aware of the learning individual differences of students. There are many different theories on learning and within each one there are variations. There is no right or wrong theory, as not all education practices are based on a specific school of thought (Kaplowitz). Librarians need to choose the theory and its variations according to what they feel comfortable with their teaching style as well as on the subject or topic to be taught. Here is a summary of the main learning theories, learning models and factors that influence learning in individuals, and thinking and learning concepts (McGregor).

OJO. EN OTRAS SECCIONES ESTÁ PRIMERO LA EXPLICACIÓN Y LUEGO LAS GRÁFICAS; EN ÉSTA PARECE SER AL REVÉS.

Figure 8. Learning Theories



Behaviorist view. Reality is external and absolute, it is measurable, and cause and effect can be determined and standardized, an application example is standardized testing. Some of the main theories are:

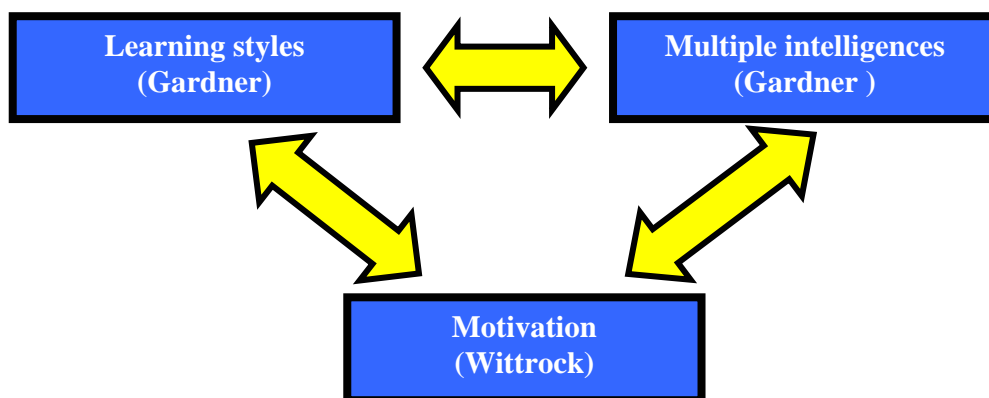
- *Conditioning* (Pavlov) – Learning is interpreted according to observable behavior. What people do is what matters rather than what they think.

- *Reinforcement* (Skinner) – Stimulus is provided after an act is performed as a way to encourage or discourage repetition of a particular behavior
- *Observation learning* (Bandura) – Learning occurs through watching and then imitating behavior

Constructivist approach. Reality is something that is socially constructed by individuals who determine their reality based on their unique prior knowledge and experiences. The theory differs from the behaviorist view on the assumption that it is possible to examine what is not observable, attempting to understand what happens in the mind when we learn. Current thinking about learning is strongly influenced by constructivist theory and research.

- *Practical problem-solving activity* (Dewey) – Learning can be achieved by reflective thinking to solve problems through analysis of lifelike problems and potential alternative solutions (teachers act as guides rather than dispensers of information).
- *Cognitive developmental stages* (Piaget) – Children’s learning development increases on previous understanding , even though the previous ideas might be inaccurate. He suggested four development stages where children must move through each of them and cannot progress one stage to the next until certain criteria have been met; recognizing what children can do, rather that what they cannot do.
- *Building on prior knowledge* (Bruner) – Learners build on their prior knowledge to reach more advanced levels of understanding. Learning is an active process of discovery and categorization.

Figure 9. **Factors: Learning Process**



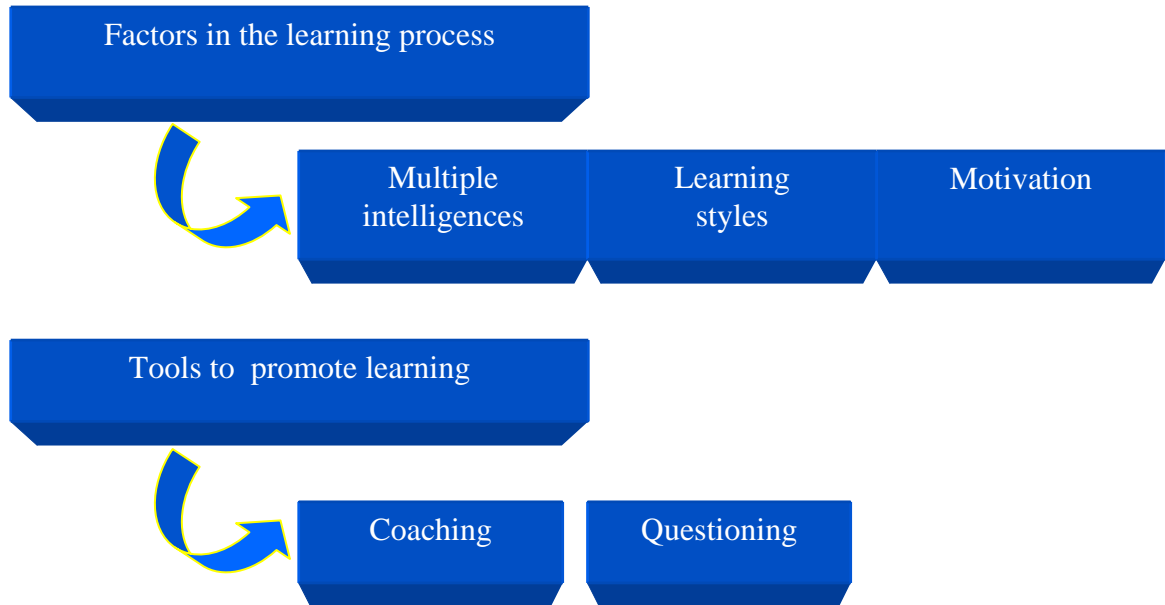
Learning models (McGregor). The pedagogy of both learning in constructivist education models and cognitive psychology rely on different learning models that are not necessarily exclusive to one each other.

- *Inquiry learning* (Bruner). Teachers/faculty provide problems (with open, closed or active answers) or for students to solve and the resources with which to solve them.
- *Student-centered learning*. Students are seen as individuals who should have a say in what they learn. Learning is active and learners are encouraged to be self-directed, taking responsibility for their own learning.
- *Cooperative learning* (Slavin) – Interaction among students promotes achievement of learning goals more successfully than learning alone.
- *Brain-based learning*. This learning style is based on five assumptions: 1) the brain operates by organizing input and making meaning of it. 2) The brain functions by searching patterns. 3) The brain can do more than one thing a time, and it process wholes and parts simultaneously. 4) Emotions play an important role in learning. 5) Each brain is individual and different from every other brain.
- *Meaningful learning*. Learners are engaged in meaningful, challenging tasks or in solving real – world problems. They are to construct their own understanding when they are interested in what they are learning, regulating, controlling and setting their own learning goals, and are aware of and able to choose their own learning strategies, and able to work with other students. This model involves many of the previous described ones.

Factors in the learning process (McGregor). Learning is affected by different factors among them are type of intelligence of learners, their learning styles and their motivation.

- *Multiple intelligences* (Gardner) – Intelligence is a multifaceted concept and learners simultaneously have multiple ones or ways they analyze their worlds. They are: linguistic, logical-mathematical, spatial, bodily kinesthetic, musical, interpersonal, intrapersonal, and naturalist.
- *Learning styles* (Gardner) – A learning style is a general preference whereas an intelligence is a capacity for dealing with specific content. Some authors emphasize physical and environmental preferences, cognitive styles, and on ways of working. There are various categorizations assessing personality types, sensory preferences (visual, auditory, kinesthetic), environmental or thinking styles.
- *Motivation* (Wittrock) – The process of initiating, sustaining, and directing activity strongly influences how people learn. Motivational programs are based on behaviorist theory providing extrinsic rewards to encourage students to learn. The drawback is that students tend to focus on the reward rather than on the learning activity itself.

Figure 10. Learning Elements



Thinking and learning (McGregor). The way people think and the kinds of thinking they do is an important element to the process of learning.

- *Bloom's Taxonomy* (Bloom) – The taxonomy for classifying learning objectives in the cognitive domain lists thinking skills in a hierarchical order which suggests where the skills teachers/faculty should promote. The skills, from simplest to most complex, are: knowledge, comprehension, application, analysis, synthesis, and evaluation. Knowledge is referred as the simplest meaning unlike the definition in library science.
- *Critical thinking* (Ennis) – It is a “reasonable, reflective thinking that is focused on deciding what to believe or do.” Definitions include components of decision making and improvement of thinking.
- *Creating thinking* (Cave) – It is the ability to look at things in a different way from the obvious or the traditional. Creative thinking has two components: divergent and convergent thinking; the first is the intellectual **ability to think of may original?**, diverse, and elaborate ideas while the second is the ability to evaluate logically, critique and choose the best idea from a selection of ideas.
- *Metacognition* (Blakey and Spence) – Thinking about thinking is regarded as metacognition, an important element of both critical and creative thinking. Learners

who are aware of what they and how they are thinking can improve thinking. An example of this approach is keeping a journal where thoughts are recorded allowing students to reread and analyze them.

- *Mental models* (Glynn) – Mental models are the framework in constructing new understandings (supports Piaget’s and Vygotsky theories). Learners perceive concepts through mental representations that help them to understand. Mental models stress the importance of prior knowledge, as prior knowledge is held within mental models and new learning is built on those models.

Tools to promote learning (McGregor). There are several techniques to encourage learning, among them are:

- *Coaching*. The guidance (supportive, facilitative) of a student or students through a task or train of thought is a useful technique for teachers/ faculty. This is the opposite of directing .
- *Questioning*. A useful tool to access prior knowledge or extend thinking. It ought to encourage divergent, higher order and critical thinking.

Recommended websites / documents

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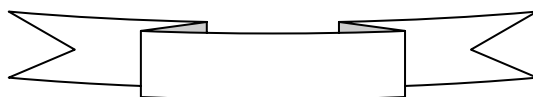
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Chapter 8

Learning Assessment

Assessment is the careful judgment from the close observation of learners through their learning process. It requires the phases of collecting, analyzing, and reporting data (AASL) through the whole process of the information literacy learning. Evaluation differs from assessment in the sense that it places value usually when the student finishes a task. Assessment is a more comprehensive process, because it gathers information on students' performance during their whole information literacy learning process, as well as when they finish their task. Another important difference between these two terms is that assessment "...is done with student, while evaluation is done to the student's work." "Assessment should engage students in the inquiry and production to communicate and demonstrate what they know (AASL)." The following aspects include the main factors to take into account to assess information literacy learning:

Why assess?

- Improve student growth (Formative)
- Improve instruction (Formative)
- Recognize accomplishment (Summative)
- Modify or improve the program (Summative)

Importance of assessment

- Students' achievement is linked to the assessment techniques (Wiggins, Grant)
- Assessment is critical in determining if student learning is occurring (Jones and Gardner)
- Find superior ways to evaluate students' abilities to use academic skills (Baron)
- Unlock students' success through assessment (Baron)
- Performance-based learning and assessment can be implemented at all grade levels and among all disciplines
- Current testing just audit what students do
- Assessment and instruction should merge into a single strategy
- It should be ongoing, continuously measuring student performance throughout the learning cycle (Jones and Gardner)
- Information literacy assessment should be integrated to the rest of the curriculum across levels and all disciplines.

Focus on independent learning

- Assessment should be performance-based, so that students are prepared for life not just for school
- Promote self-assessing techniques in students on how to evaluate their use information to solve problems and make decisions, so that they become independent learners.

- Enable students to create a set of assessment strategies and criteria to monitor their work (Donham and Stein).
- Help students in self-reflection
- Assessment should be deliberately designed to improve and educate student performance
- Authentic assessment means measuring student performance based on tasks that are relevant and used in real life. (Baron)
- Design and use assessment focused on the learner needs

Focus on higher level thinking

- The new information literacy focus is on information searching (**evaluating**) and use, rather than on source location and retrieval
- Information literacy should emphasize higher level thinking processes (applying, synthesizing, and evaluating information), not only lower thinking activities (recalling and comprehending information (Donham and Stein).
- Teach information processes, such as decision making and problem solving, rather than just knowledge of information, so that students master the know how of learning.
- Make information processes explicit in all the assessment techniques.
- Assignments and assessments must link process skills with information presentation (Jones and Gardner)

Questions of the IL learning facilitator

- What am I trying to assess?"
- What have students learned?
- How participants feel about their own learning?
- Are students really learning?

Questions for the assessment process (Wiggins)

- Does the assessment measure what it says it measures?
- Is the scoring criteria clear, objective, and explicitly related to the standards
- Does the scoring system enable a reliable yet adequately fine discrimination of degrees of work quality?
- Is the task being assessed a challenging one?
- Does the assessment technique offer an appropriate learning stretch for students?
- Does the task being assessed reflect real-world challenges, contexts, and constraints?

Example (Stec, E.). "Select the major assessment criteria and break it into smaller components. These units not only clarify your assessment criteria, they should be the basis of curriculum design. Here is an abbreviated example: What have students learned?

- Can the students incorporate appropriate journal articles into their research papers?
- Can the students locate appropriate journal indexes?
 - In print?
 - Can they use computers for electronic searching?
 - Can students create a useful search strategy?

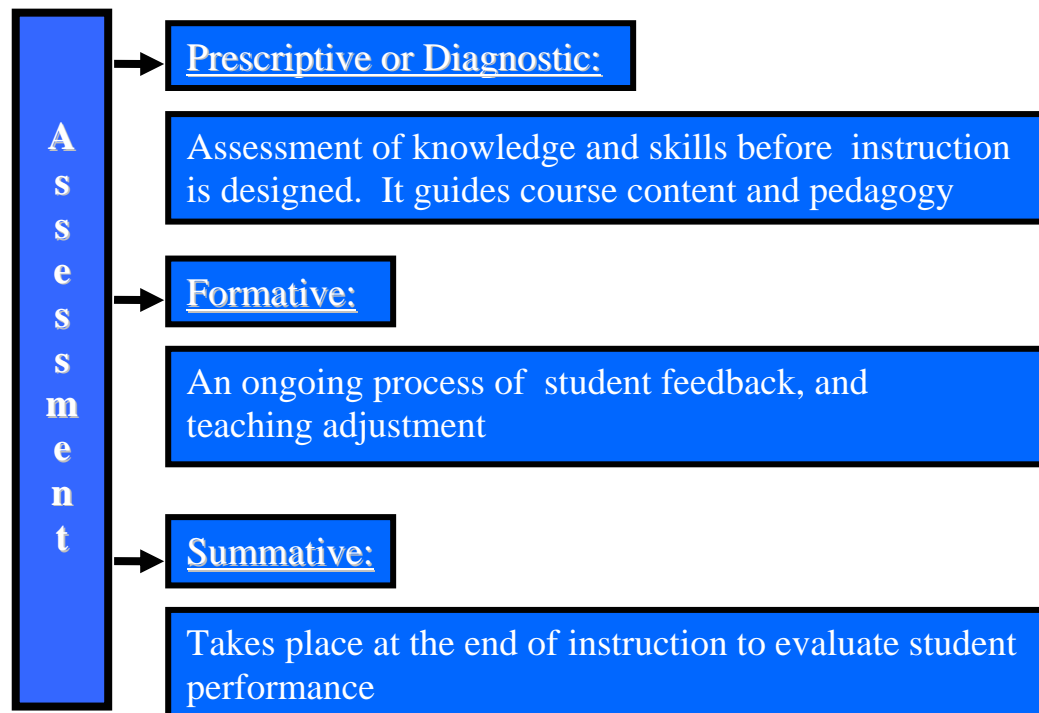
- Do they know sufficient words for keyword searches?
- Do they understand controlled vocabulary & use it?
- Do the students employ Boolean search strategies effectively?
- Do students select peer reviewed articles for their research?"

Types of Learning Assessment (E. Stec). The three types of assessment are:

- *“Prescriptive or Diagnostic.* It assesses the knowledge and skill of participants before the instruction is designed. These can take the form of standardized or instructor developed tests, auditions or review of a student’s prior work.
- *Formative.* It provides feedback about student learning while the instruction is ongoing and allows the instructor to adjust teaching methods during a course. For example, require students to write a one page “reaction paper” to a reading assignment, or prepare an annotated bibliography of research materials several weeks before the research paper is completed.
- *Summative.* A final evaluation of the criteria for assessment, occurs at the end of instruction, i.e. multiple choice question, essays given under controlled conditions, or an evaluation of citations used in the student’s research paper or a portfolio review. The latter two examples require development of an assessment “rubric.”

Assessment of students’ feeling about instruction can take the form of questionnaires or focus groups. These techniques do not evaluate learning and are often mistakenly used for that purpose”.

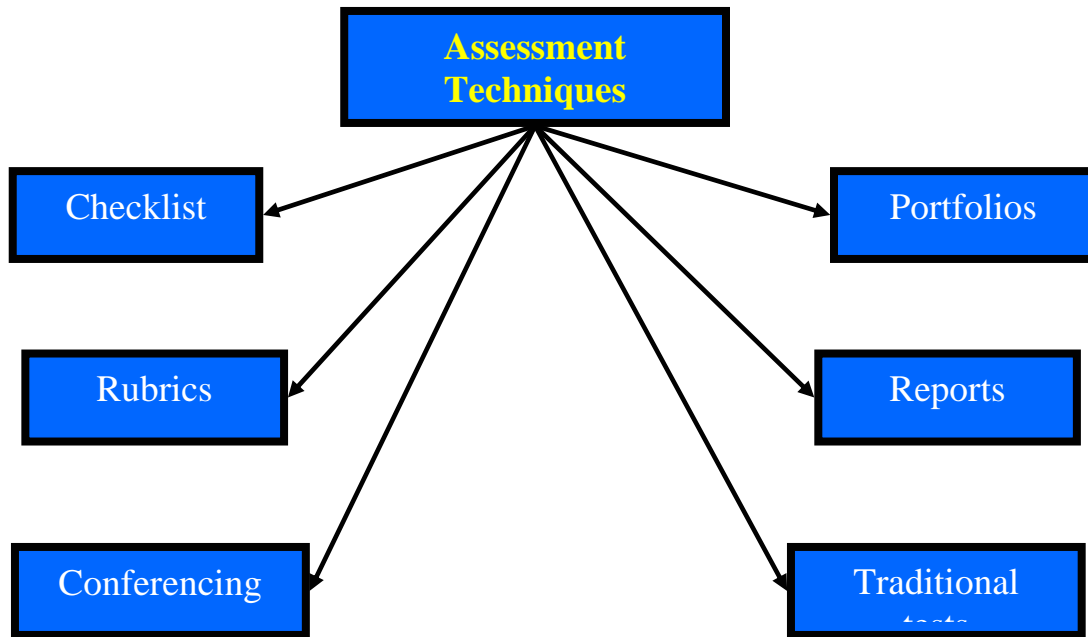
Figure 11. **Assessment**



Assessment techniques. There are different assessment methods to support student throughout the information literacy learning process. Here are the main recommended tools:

- *Checklist.* It is a list to guide students in the accomplishment of their assignments. It includes the different stages, levels or items **to pay attending?** during the realization of the assignment. It should be a visual task reminder to improve student growth. They should be given at the beginning of the assignment so that **that** they are used during the whole learning project or task as a self-feedback.
- *Rubrics.* A rubric is a precised structured assesment that guides students to gain successful performance. It normally includes a graded list of the attributes students ought to perform in their **learn**ing tasks. The successful and unacceptable range of performance levels should avoid evaluative language, that is judgement labels. Terms should be descriptive of the success to obtain (Donham and Stein). The rubric can be divided according to the process steps with clear indication of each element to be considered to reach the desired goal.
- *Conferencing.* A technique that is based on a discussion with the learner, among learners, or among the whole class to orally reflect about information literacy processes. It can be done at the different stages of the information tasks as well as the end of the process. It uses questions posed by the facilitator inquiring about the process of learning.
- *Portfolio.* It consists in the accumulation of student work over time and integrated into a final package of IL process products. Portfolios are useful assessment techniques because it gives students the possibility of seeing their learning products into an integrated final product. They show that students learned (content standards) and/or are able to do (performance standards (Jones and Gardner). They are an excellent ways to measure the efficiency of attaining the learning goals, and evaluating the effectiveness of learning strategies, and the clarity of knowledge presentation.
- *Reports.* They are useful essay exercises as long as it is not a cut and paste exercise or a repetition of the information in printed or electronic sources with little synthesis or no evaluation of the retrieved information. Production of just printed reports defeats the purpose of teaching (Jones and Gardner)
- *Traditional tests.* The list of questions with open or structured answer options is also useful, as long as it does not focus on content of knowledge. Tests can be used for those times when time is limited or when the assessment is quited focused on a certain aspect of learning.

Figure 12. Assessment Techniques



Recommended websites / documents

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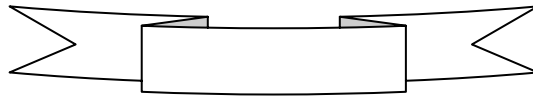
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12. Definitions of Basic Concepts (In Spanish)

Las definiciones incluidas en esta lista están definidas **hechas** desde un punto de vista operacional del tema, es decir los conceptos aludidos tienen más connotaciones semánticas dependiendo del proceso y lugar donde se usen. Varios conceptos están basados en definiciones de otros autores, los cuales se citan para contrastar la acepción operativa usada en este artículo y las variantes que puede dar el autor que inspiró el concepto. El objetivo es ofrecer un marco conceptual para el estudio de los procesos de desarrollo de habilidades informativas.

Alfabetización informativa. Término más usado en inglés para denominar el desarrollo de habilidades, que implican la capacidad de identificar cuando se requiere información y tener la habilidad de localizar, evaluar y usar efectivamente la información. En español cambia la connotación porque implica aprendizaje muy básico, como las tareas de alfabetización del ministerio de educación, que tienen como objetivo enseñar a leer y escribir elemental, pero no necesariamente a aprender a aprender. *Sinónimos: desarrollo de habilidades informativas, instrucción bibliográfica, formación de usuarios de la información.*

Alumno. Individuo sujeto del proceso educativo. Su connotación es la del sujeto que participa en procesos orientados a la enseñanza, es decir con un rol pasivo en dicho proceso. *Sinónimos: estudiante, aprendedor actor del aprendizaje, estudiante, aprendedor.*

Aprender. Es el proceso de adquisición y modificación de conocimientos, habilidades, estrategias, creencias, actitudes y conductas [Schunk [x]].” *Sinónimos: estudiar, conocer, razonar.*

Aprendedor. Este es un término que aún carece de la aceptación en el lenguaje educativo. Se le puede definir como el Individuo que participa en un proceso educativo orientado al aprendizaje, donde tiene la responsabilidad de construir su conocimiento en una ambiente de libertad, con o sin el apoyo de un facilitador. *Sinónimos: actor del aprendizaje, alumno, estudiante, aprendedor.*

Aprendizaje. Efecto del proceso de aprender, se define como un cambio perdurable, que se produce en la conducta o en la capacidad de un individuo, gracias a la práctica u otras formas de experiencia [Shuell]. *Sinónimos: educación, enseñanza.*

Competencias informativas. Conjunto de destrezas para identificar una necesidad informativa, identificar, recuperar, evaluar, usar y reconstruir conocimiento del contenido de fuentes informativas. *Sinónimos: habilidades informativas; capacidad informativa, alfabetización informativa.*

OJO. Se ve raro que se presenta la misma definición para **Competencias Informativas** y para **Habilidades Informativas**.

Constructivismo. Proceso de aprendizaje centrado en el alumno, que utiliza estrategias para que el propio sujeto construya su propio conocimiento, usando estrategias de investigación, estudio de casos, trabajo en equipo / colaborativo, aprendizaje significativo, etc. *Sinónimos: conductivismo, cognoscitivismo.*

Desarrollo de habilidades informativas (DHI). Proceso facilitado en las instituciones educativas, para que los estudiantes o profesores desarrollen su capacidad para identificar, localizar, acceder, recuperar y usar información. *Sinónimos: educación de usuarios; formación de usuarios; instrucción bibliográfica; alfabetización informativa.*

Docente. Académico que tiene a su cargo el proceso educativo. Tiene una connotación de orientación a la enseñanza, con sinónimos de maestro o profesor. El docente en su acepción tradicional tiene a su cargo la función de proveer el conocimiento en el espacio educativo, centrándose el proceso educativo en su propia capacidad y poco en la que tiene sus alumnos. *Sinónimos: profesor, catedrático, académico, maestro, facilitador.*

Estudiante. Término común usado en la educación para denotar al sujeto que estudia. Las teorías actuales hacen énfasis en un concepto superior que va más allá que estudiar: aprender, prefiriendo llamar al estudiante aprendedor. *Sinónimos: alumno, aprendedor, escolar.*

Facilitador. Término usado en administración para nombrar al individuo que democráticamente apoya a un grupo para que por si mismo llegue al resultado deseado. En educación denotaría al docente que trabaja como gestor del proceso de aprendizaje en un determinado grupo de personas o aprendedores, para que construyan su propio conocimiento. *Sinónimos: gestor del aprendizaje, director del aprendizaje (similar a dirigir un equipo deportivo), administrador del aprendizaje. Sinónimos: profesor, catedrático, académico, maestro.*

Habilidad. Destreza o aptitud desarrollada para realizar una función informativa. *Sinónimo: capacidad, destreza, competencia.*

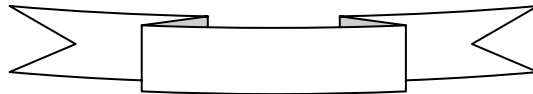
Habilidades informativas. Conjunto de destrezas que permiten al aprendedor conocer su necesidad informativa y como satisfacerla a través de la localización, recuperación, análisis y uso del contenido de una fuente informativa. *Sinónimos: competencias informativas, alfabetización informativa, instrucción bibliográfica, educación de usuarios de la información.*

Información. Es la percepción de un dato o datos a través de la estimulación de alguno de nuestros sentidos. En otras palabras, un individuo adquiere información cuando está consciente de los datos pertenecientes a algún evento [Debons xx]. Este conjunto de datos relevantes para un sujeto los adquiere, procesa, organiza, transmite, difunde y los usa para transformarse a si mismo y a su entorno. *Sinónimos: datos, conocimiento.*

Proceso de aprendizaje. Fases en que se construye un conocimiento por parte del aprendiz, puede realizarse en distintos espacios educativos como el aula, laboratorio, biblioteca o Internet. *Sinónimos: educación, instrucción, enseñanza.*

Profesor. Sinónimo de docente o maestro. La palabra conlleva como sus sinónimos, la orientación a la enseñanza. En las instituciones educativas inglesas equivale al rango docente más alto que pueda tener una docente, es decir que tiene un desarrollo profesional académico completo, especialmente en materia de investigación. En México es la denominación usada para nombrar a los maestros universitarios, independientemente de sólo enseñe. *Sinónimos: catedrático, académico, maestro, facilitador.*

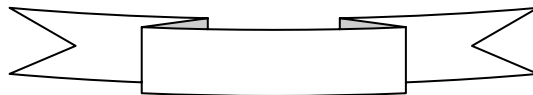
Teoría cognoscitiva. Concepto de aprendizaje basado en la teoría de Jean Piaget que se sustenta en "...el procesamiento mental de información: su adquisición, organización, codificación, repaso, almacenamiento y recuperación de la memoria y el olvido [Schunk]."
Sinónimos: teoría conductista, educación orientada al aprendizaje.



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13. Strategic planning template

**INFORMATION LITERACY
STRATEGIC PLANNING TEMPLATE**
J. Lau - 2004

Team leader: _____ Library: _____

1. Mission:
2. Vision:
3. Justification:
4. Strength and weaknesses:
5. Environmental Scan (Internal and external):
6. Strategies:
7. Objectives and goals:
8. Actions:
9. Resources / Requirements (Human, economic and physical):
10. Budget:
11. Timetable / Actions: