Models of Information Literacy

Information Literacy is an ongoing journey; it should not be considered as destination.

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Models

1. **Identify:** Subjects, audience, keywords and plan strategy

2. **Explore:** Resources required, information available

3. **Select:** Relevant information stages of work, appropriate citations

4. **Organize:** Information earlier selected, between fact, fiction and opinion

5. **Create:** Information in your own words, revise and edit and create bibliography

6. **Present:** Share information with appropriate audience, display in appropriate format

7. **Assess:** Feedback, self assessment and assessment with teacher

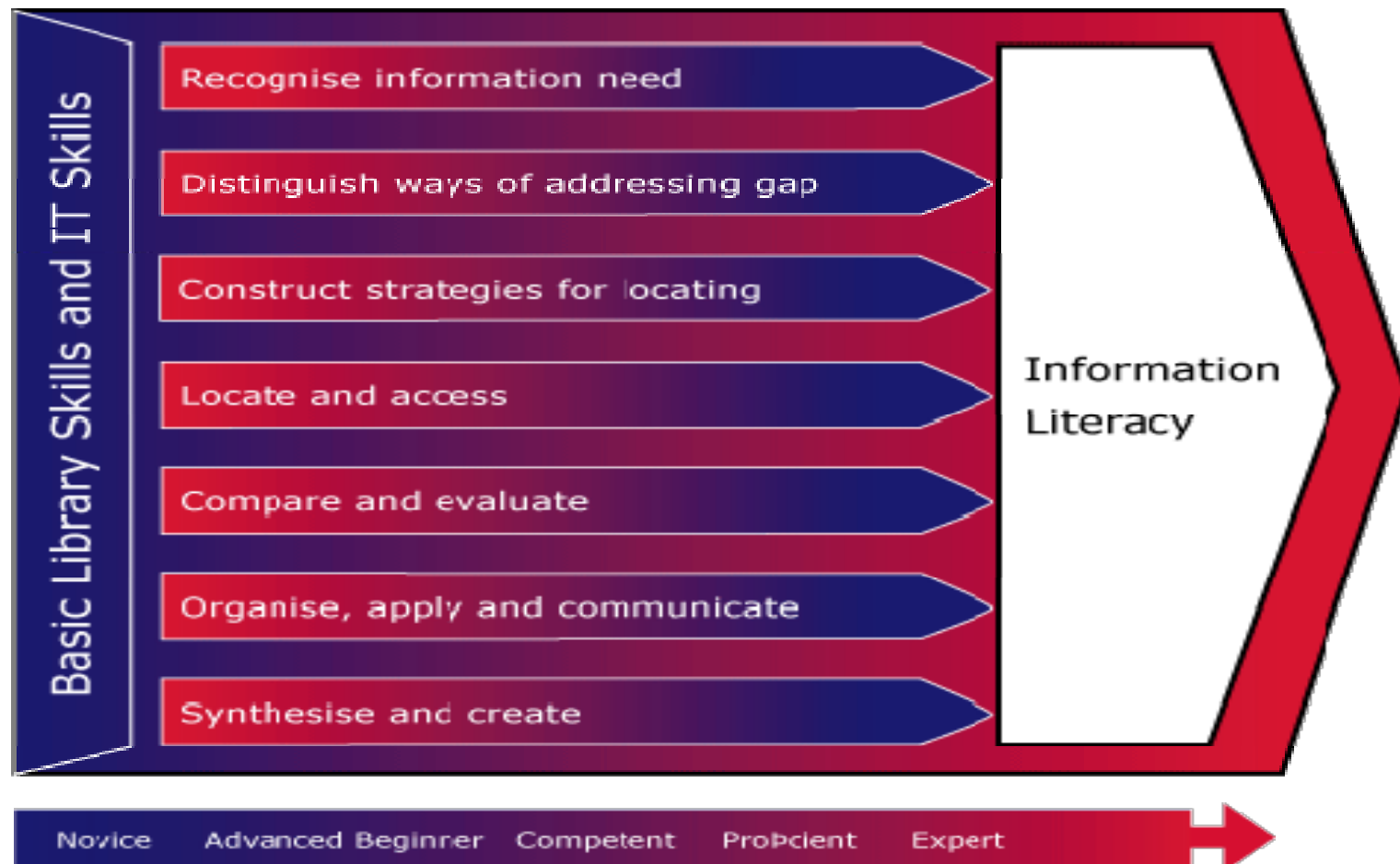8. **Apply:** Review feedback and apply to next learning activity.

Eisenberg/Berkowitz information problem-solving (The Big6 Skills)

1. Task definition: Define the problem, identify inf. Requirement
2. Information seeking strategy: Determine range sources and prioritize sources
3. Location and access: Locate sources and find info.
4. Information use: Engage, read, vies and extract.
5. Synthesis: Organize and present
6. Evaluation: Judge the product and process

Seven Pillars of Wisdom (SCONUL) Model

SCONUL Seven Pillars Model for Information Literacy
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The ability to identify the need for information

The ability to locate and access information

- to develop appropriate searching techniques (e.g. use of Boolean)

- to use communication and information technologies, including terms international academic networks

- to use appropriate indexing and abstracting services, citation indexes and databases

- to use current awareness methods to keep up to date

The ability to distinguish ways in which the information gap may be addressed

- knowledge of appropriate kinds of resources, both print and non-print

- selection of resources with 'best fit' for task at hand

The ability to construct strategies for locating information

- to articulate information need to match against resources
- to develop a systematic method appropriate for the need
- to understand the principles of construction and generation of databases

The ability to compare and evaluate information obtained from different sources

- awareness of bias and authority issues
- awareness of the peer review process of scholarly publishing
- appropriate extraction of information matching the information need

The ability to organize, apply and communicate information to others in ways appropriate to the situation

- to cite bibliographic references in project reports and theses
- to construct a personal bibliographic system
- to apply information to the problem at hand
- to communicate effectively using appropriate medium
- to understand issues of copyright and plagiarism

The ability to synthesize and build upon existing information, contributing to the creation of new knowledge

Thanks