

Information literacy: **Standards and Framework**

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Defining Standards

- A document providing requirements, specifications, guidelines or characteristics that can be used consistently to ensure that materials, products, processes and services are fit for their purpose
(International Standard Organization)
- A document establishing specifications and procedures designed to ensure the reliability of the materials, products, methods, and/or services people use every day.
- Standards provide people and organizations with a basis for mutual understanding, and are used as tools to facilitate **communication, measurement, commerce and manufacturing.**

Why standards matter?

- Form the fundamental building blocks for product development by establishing consistent protocols that can be universally understood and adopted.
- Provide a common language to measure and evaluate performance,
- Establish interoperability of components made by different companies possible
- Protect consumers by ensuring safety, durability, and market equity.
- Facilitate business interaction
- Enable companies to comply with relevant laws and regulations
- Speed up the introduction of innovative products to market
- Provide interoperability between new and existing products, services and processes.

ACRL's IL Competency Standards: Why

- IL requires individuals to “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.”
- Higher education move towards developing lifelong self-directed learners
 - [Boyer Commission Report \(1998\): Reinventing Undergraduate Education = student centered, inquiry based](#)
- Provide a framework needed for assessing the information literate individual

ACRL's IL Competency Standards: Who

- ACRL Task Force on IL Competency Standards (1998-1999)
 - Reviewed by ACRL Standards Committee
 - Approved, ACRL Board of Directors, Jan. 18, 2000
- ACRL seeks endorsement and promulgation of standards from professional and accreditation associations in higher education
- Extension of work from AASL Task Force on IL Standards (K-12)
 - Information Literacy Standards for Student Learning

ACRL's IL Competency Standards: What

- 5 standards: The information literate student
 - Determines the nature and extent of the information needed
 - Accesses needed information effectively and efficiently
 - Evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system
 - Uses information effectively to accomplish a specific purpose
 - Understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally
- 22 performance indicators
- Includes outcomes for each performance indicator
- Booklet available at <http://www.ala.org/acrl/ilcomstan.html>

Standard 1: Performance Indicators

- Defines and articulates the need for information
- Identifies a variety of types and formats of potential Info sources
- Considers the costs and benefits of acquiring the needed information
- Re-evaluates the nature and extent of the information need

Standard 2: Performance Indicators

- Selects the most appropriate investigative methods or information retrieval systems for accessing the needed information
- Constructs and implements effectively designed search strategies.
- Retrieves information online or in person using a variety of methods.
- Refines the search strategy if necessary
- Extracts, records, and manages the information and its sources

Standard 3: Performance Indicators

- Summarizes the main ideas to be extracted from the information gathered
- Articulates and applies initial criteria for evaluating both the info and its sources.
- Synthesizes main ideas to construct new concepts
- Compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information
- Determines whether the new knowledge has an impact on the individual's value system and takes steps to reconcile differences
- Validates understanding and interpretation of the information through discourse with other individuals, subject-area experts, and/or practitioners
- Determines whether the initial query should be revised.

Standard 4: Performance Indicators

- Applies new and prior information to the planning and creation of a particular product or performance
- Revises the development process for the product or performance.
- Communicates the product or performance effectively to others.

Standard 5: Performance Indicators

- Understands many of the ethical, legal and socio-economic issues surrounding information and information technology
- Follows laws, regulations, institutional policies, and etiquette related to the access and use of information resources
- Acknowledges the use of information sources in communicating the product or performance

IL Framework for Higher Education: Why

- Grows out of a belief that IL as educational reform movement will realize its potential only through a richer more complex set of core ideas.
- Since the development of IL competency standards in 2000, librarians and their partners in higher education have developed learning outcomes, tools, resources to infuse IL concepts skills into curricula
- However, the rapidly changing higher education environment, along with the dynamic and often uncertain information ecosystem in which all of us work and live, require new attention to be focused on foundational ideas about that ecosystem.

Defining Information Literacy

"Information literacy is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning".

IL Framework for Higher Education

The Framework for Information Literacy for Higher Education was adopted by the ACRL in January 2016 as a new approach to teaching information literacy. The *Framework* is organized into:-

FRAMES	KNOWLEDGE PRACTICES	DISPOSITIONS
Each frame consist of one threshold concept that is central to Information Literacy.	These are the abilities or skills that the learner develops as a result of understanding the concept.	The attitude and behaviors that are cultivated as a result of understanding the concepts and acquiring the practices.
The 'Threshold Concepts' that the student find difficult to understand.	The skills or abilities that the student needs to master. (<i>Teaching & Learning</i>)	The change in thinking, behaviors, or attitudes that is achieved.
Contextualize the instruction and can inform the LESSON OBJECTIVE	These form the LEARNING OUTCOMES- what specially will the students learn to fulfill the objective.	These are the behaviors and attitudes that you want to impact as a result of accomplishing the objectives. These inform your pedagogy

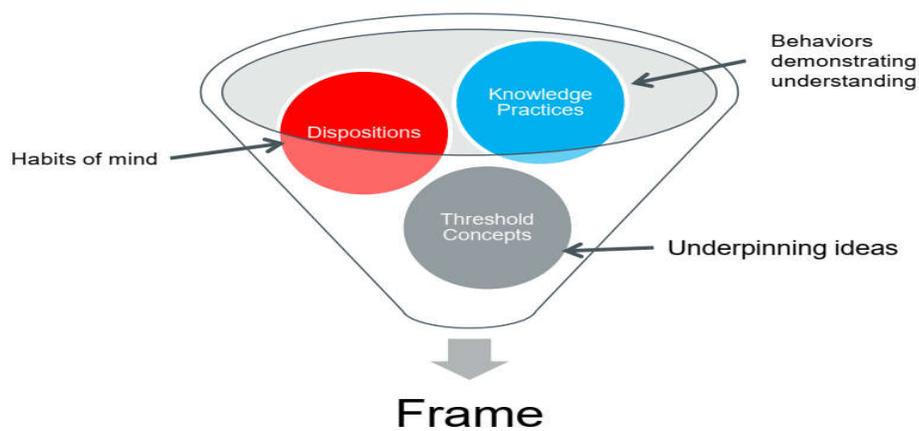
IL Framework for Higher Education

The *Framework* is organized into six frames, each consisting of a concept central to information literacy, a set of knowledge practices, and a set of dispositions.

The six concepts that anchor the frames are presented alphabetically:

- Authority Is Constructed and Contextual
- Information Creation as a Process
- Information Has Value
- Research as Inquiry
- Scholarship as Conversation
- Searching as Strategic Exploration

Major Elements of the Frame



Thank You