NEW AVATAR OF INFORMATION LITERACY

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ABSTRACT

Internet has made the young minds to know or learn everything they need in their field of study. But, information scientists, educators and parents who are responsible for intellectual growth of these young minds forget to imagine data smog created in the minds of our children. Literature says 'information literacy' is the solution to overcome this effect. In this paper, the authors presented the concept of information literacy, its importance and need in school environment; and, demonstrate how to design library hour with the background of information literacy. The effort made in this article by the authors is to demonstrate how best information literacy can be blended with the library hour. The efforts suggest a range of appropriate topics for library hours and highlight certain courses that could be used as a starting point to revise an existing library hour or develop a new one.

Keywords: Library Activities; Information Literacy; School Libraries; User Education; Children

1. INTRODUCTION

The information age Netizens (Citizens of the Internet world) are experiencing the 'Data Smog' created due to explosion of information output and information sources. The data smog is acting like a barrier to use information effectively and efficiently. We assume that our children can learn everything they need to know in their field of study with the availability of information on Internet. But, we forget to imagine data smog created in the minds of our children due to - the amount of information, the speed of information flow, the authenticity of information source, the unease experienced in taking judgment to use information, and all these resulting in failing to use the information and decision making. The data smog has impacted on the reading habit, identification of information, locating the information source and lifelong learning of our children.

David Shenk coined the word 'Data Smog' in 1984 (Wikipedia, 2016), to refer the impact of too much information and its effects caused in our lives. In his study, he concludes that 'information literacy' is the solution to overcome this effect and defines it as 'the set of skills needed to find, retrieve, analyze and use information'. Further, he opines that Information literacy equips them with the critical skills necessary to become independent lifelong learners and better decision makers.

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We may have our own apprehensions about the concept and need of information literacy. We may think why should our students know about information literacy? Is it only to build the soft-skills needed to find, use and create information or beyond that? Yes, it is not only for student life or research process, it is for the workplace and societal life too. Let it be a buying a house, selecting a program / college, recruiting staff, investment, exercising our vote in this democratic nation, submitting activity report, and much more, information literacy play major role in decision making in all these situations. As US Representative Major R. Owens says 'Information literacy is needed to guarantee the survival of democratic institutions. All men are created equal but voters with information resources are in a position to make more intelligent decisions than citizens who are information illiterates'. Zurkowski (1974) who introduced the phrase 'information literacy' in his report says 'information literacy incorporate competencies that an informed citizen of an information society ought to possess to participate intelligently and actively in that society'.

To know more about skills required by information literate, read the background notes developed by Chartered Institute of Library and Information Professionals available at: http://www.cilip.org.uk/sites/default/files/documents/Information%20literacy%20skills.pdf

Having understood the importance of information literacy and its need for the current digital natives, (Children born in the digital world) this article is attempted. This paper is framed with the following objectives, which will be the outcome of our effort in learning information literacy in schools.

1. To understand the concept of information literacy, its importance and need in school environment
2. To figure out how to design the information literacy program in school library environment

With this brief introduction about information literacy and the objectives of this paper, let us start our journey. In the next session we will attempt to understand the concept of information literacy and focus our discussion on its application in school libraries.

2. INFORMATION LITERACY

The available print literature says that Paul G. Zurkowski introduced the concept of 'Information Literacy' in the report of the National Commission on Libraries and Information Science in 1974. Zurkowski introduced the concept of Information Literacy while differentiating between a 'literate' and 'information literate'. He defines the concept as 'techniques and skills required for utilizing the wide range of information tools as well as primary sources in molding information solutions to a problem".

To know more about history, reports and organizations promoting information literacy, Please visit: http://en.wikipedia.org/wiki/Information_literacy

The literature search on Google / Google scholar for definition of 'Information Literacy' delivers 1000+ results. We can trace many definitions and explanation for this social term. The concept is understood, explained, categorized and defined based on its applicability, adoptability and acceptability to the defined community by many. For this unit let us consider the definition, rather explanation, given by Chartered Institute of Library and Information Professionals (CILI), UK, which fits into our objective.

"Information literacy is all about knowing when and why you need information, where to find it, and how to evaluate, use and communicate it in an ethical manner. The skills that are required to be information literate call for an understanding of: a need for information; the resources available; how to find information; the need to evaluate results; how to work with or exploit results; ethics and responsibility of use; how to communicate or share your findings; how to manage your findings"

Source: http://www.cilip.org.uk/cilip/advocacy-campaigns-awards/advocacy-campaigns/information-literacy/information-literacy

3. ILLUSTRATIVE TEMPLATE TO DESIGN INFORMATION LITERACY PROGRAM IN SCHOOL LIBRARIES

This basic Information literacy curriculum is aimed at developing the skills of students to:

- recognize their information needs;
- locate and evaluate the quality of information;
- store and retrieve information;
- make effective and ethical use of information; and
- apply information to create and communicate knowledge

Let us have the following aims to each of the classes from 3 to 8 in designing our information literacy program. Let us keep in mind the effort we put for Class 1 & 2 library hours to introduce library will greatly help us in achieving aim framed for Class 3 to 8.

Standard 3. Define the Information Need

Students will be able to define problems competently and identify information needs.

Standard 4. Develop Information Seeking Strategies

Students will be able to develop strategies to find information relevant to their question or personal need.

Standard 5. Locate and Access Information

Students will be able to access and gather information efficiently and effectively.

Standard 6. Use Information

Students will be able to evaluate resources for their appropriateness, select the best and extract

the most relevant information.

Standard 7. Synthesize Information

Students will organize new information from multiple sources to construct a product that communicates the results of their research

Standard 8. Participate in Collaborative Activities

Students will participate effectively in groups to pursue and generate information.

Standard 9. Evaluate the Process and the Product

Students will evaluate both the research process and the final product. This may include both self and peer evaluation.

Standard 10. Appreciate Literature

Students will gain an increased enjoyment of literature and grow in their abilities to locate and select appropriate reading materials independently.

With above aim following an effort is made to suggest the topics which can be considered for the information literacy program in a school environment.

Information Literacy Curriculum Chart
(Key: I=Introduce; T=Teach; A=Apply)

Curriculum component	Classes											
	1	2	3	4	5	6	7	8	9	10	11	12
I. **Library Orientation**												
Students will understand how to use the library and its resources.												
A. Rules	T	T	T	T	T	T	T	T	T	T	T	T
B. Policy	T	T	T	T	T	T	T	T	T	T	T	T
C. Staff	T	T	T	T	T	T	T	T	T	T	T	T
D. Hours	T	T	T	T	T	T	T	T	T	T	T	T
E. Physical Layout and Resource Location	T	T	T	T	T	T	T	T	T	T	T	T
F. Book/Periodicals/equipment Care	T	T	T	T	T							
G. Internet Safety a) Policy b) Cybercrimes and security measures			T	T	T	T	T	T	T	T	T	T
II. Resource Selection & Access												
Students will recognize the availability of information from a wide range of sources, understand their various components, be able to make distinctions among them, and retrieve them for												
A. Print Resources												
1. Parts of a Book												

a. Author	T	T	T	T	T	A	A	A	A	A	A	A
b. Illustrator	T	T	T	T	T	A	A	A	A	A	A	A
c. Publisher	T	T	T	T	T	A	A	A	A	A	A	A
d. Pages	T	T	T	T	T	A	A	A				
e. Spine	T	T	T	T	T	A	A	A				
f. Covers	T	T	T	T	T	A	A	A				
g. Table of Contents		I	T	T	T	A	A	A	A	A	A	A
h. Copyright			I	T	T	A	A	A	A	A	A	A
i. Index / Glossary		I	T	T	T	A	A	A	A	A	A	A
2. Types of Print Resources												
a. Dictionary		I	T	T	T	A	A	A	A	A	A	A
b. Thesaurus			T	T	T	A	A	A	A	A	A	A
c. Atlas		I	T	T	T	A	A	A	A	A	A	A
d. Encyclopedia			I	T	T	A	A	A	A	A	A	A
e. Newspapers			I	T	T	A	A	A	A	A	A	A
f. Magazines		I	T	T	T	A	A	A	A	A	A	A
g. Almanac			I	T	T	A	A	A	A	A	A	A
h. Primary Source Documents			I	T	T	A	A	A	A	A	A	A
i. Biographical Dictionary												
3. Genre												
a. Fiction												
1. Mystery			T	A	A	A	A	A	A	A	A	A
2. Historical Fiction			T	A	A	A	A	A	A	A	A	A
3. Science Fiction			T	A	A	A	A	A	A	A	A	A
4. Fantasy	I	I	T	A	A	A	A	A	A	A	A	A
5. Short Stories			T	A	A	A	A	A	A	A	A	A
6. Realistic Fiction			T	A	A	A	A	A	A	A	A	A
b. Folktales, Fairy Tales, Fables	T	T	T	T	T	T	A					
c. Poetry	I	T	T	A	A	A	A	A	A	A	A	A
d. Plays (Drama)				I	I	I	I	I	T	T	T	T
e. Non-fiction	T	T	T	T	T	A	A	A	A	A	A	A
f. Biography/Autobiography	T	T	T	T	T	A	A	A	A	A	A	A
g. Compare/contrast genres	I	T	T	T	T	A	A					
4. Dewey Decimal System												
a. Classification			I	T	T	T						
b. Alphabetization	I	T	T	T	T							
c. Numerical Order	I	T	T	T	T							
d. Shelf-reading		I	T	T	T	A	A	A	A	A	A	A
B. Non-print Resources												
1. Websites / Search Engines	I	I	T	A	A	A	A	A	A	A	A	A

2. Internet search			I	T	T	A	A	A	A	A	A	A
a. Search Terms (keyword, author, title, subject) b. Advanced search		I	T	T	T	T	T	T	T	A	A	A
4. Audio	I	I	T	A	A	A	A	A	A	A	A	A
5. CD/DVD-ROM	I	I	T	A	A	A	A	A	A	A	A	A
C. Mass Media												
1. Structural features of mass media forms (Television channels, radio, Newspapers)		I	T	T	T	A	A	A	A	A	A	A
2.Analysing media messages		I	T	T	T	A	A	A	A	A	A	A
3.Social Media: awareness and use		I	T	T	T	A	A	A	A	A	A	A
III. Research / Resource Utilization												
Students will use a research process strategy to gather and use information responsibly from the most effective resources.												
A. Identify research need		I	T	T	T	A	A	A	A	A	A	A
B. Formulate questions		I	T	T	T	A	A	A	A	A	A	A
C. Select appropriate resources												
D. Gather information												
1. Skimming			I	T	T	T	A	A	A	A	A	A
2. Note-taking			I	T	T	T	A	A	A	A	A	A
3. Summarizing			I	T	T	T	A	A	A	A	A	A
4. Paraphrasing			I	T	T	T	A	A	A	A	A	A
E. Evaluate information for relevancy, authority, content, currency, point of view		I	I	T	T	T	A	A	A	A	A	A
F. Gather bibliographical information			I	T	T	T	A	A	A	A	A	A
G. Ethical use												
1. Copyright						T	T	T	T	T	T	T
2. Plagiarism				I	T	T	T	T	T	T	T	T
3. Permissions						T	T	T	T	T	T	T
IV. Communication of Information												
Students will create presentations in a variety of formats to communicate information.												
A. Create presentations to inform or persuade (oral, written, artistic, computer, multimedia)	T	T	T	T	T	T	T	T	T	T	T	T
B. Credit sources in proper format (courtesy)												
V. Literature Appreciation & Comprehension												
Students will be exposed to and participate in a variety of literary experiences to increase appreciation and understanding of literature.												

A. Reading, writing, listening, and speaking for comprehension	T	T	T	T	T	T	T	T	T	T	T	T
B. Recognizes literary elements												
1. Main Idea / Theme	T	T	T	T	T	A	A	A	A	A	A	A
2. Plot / Sequence	T	T	T	T	T	A	A	A	A			
3. Character	T	T	T	T	T	A	A	A	A	A	A	A
4. Mood			I	T	T	A	A	A	A	A	A	A
5. Setting	T	T	T	T	T	A	A	A	A	A	A	A
C. Award Winners	T	T	T	T	T	A	A	A	A	A	A	A

With the above illustrative template we can frame the course plan for each class for each month, activity to be performed, time plan and the resources needed. As an example, the course plan was planned for Class V and presented below:

Information Literacy Activity Plan for Class V

MONTH	ACTIVITY	TIME PLAN	RESOURCES
April-June	**Orientation Programme on class Library Listing out a Reading Plan - Library Rules** • BOOK WEEK- Make Mini Books of stories / fun facts/ picture book etc of given size and display in the class • Book Exhibition / Fair Visiting the Main Library by the Primary Classes according to a schedule	One week each for classes in a chain so as to spread over the months	✓ Samples of books and Book Talk. ✓ Chart, colors, pictures CDs LCD ✓ Tie up with publishers and arrange a book exhibition with Book talk by an author
July	Video Show – Book Handling Techniques • How to read a Book • Caring for Books • Designing a Book Cover/ Book Jacket • Talking about a Book Cover	Schedules to match the Library Block period in primary classes	✓ Computer with LCD ✓ CD/ Internet videos ✓ Stationery and colours

August	• Story telling Month 'Stories behind Festivals' • Read Aloud Competitions Release of Class Magazine	Schedules to match the Library Block period in primary classes	✓ Books on Festivals ✓ Navneet Publications ✓ Illustrated Books on Fairy tales Stationery and colours
October	• Gandhiji Biography • Listing Books on and by Gandhiji • Book Quiz • Quiz on identifying famous characters from Children's Fairytales	Schedules to match the Library Block period in primary classes	✓ Resource Room ✓ Computer LCD ✓ Books on/by Gandhi Illustrated Fairy ✓ Tales Stationery and colours
December	• Book Talk- ' My Favourite Book' • Book Reviews • Know your Book Programme- Title, Author, Parts of Book along with Book Act	Schedules to match the Library Block period in primary classes	✓ Stationery and colours ✓ Resource Room ✓ Computer LCD
January	• Book Mark Making • News clipping scrap Book • Dress A Story Character Competition • Meet An Author Programme	Schedules to match the Library Block period in primary classes	✓ Resource Room ✓ Computer LCD ✓ Stationery and colours ✓ Tie up with publishers

4. CONCLUSION

One of the objective in having school library hour in our educational curriculum is to change the image of our libraries from monolithic service of issue & returning of books to making user information literate OR effective information user, which inturn addresses competencies among the student. The effort made in this paper is to demonstrate how best information literacy can be blended with the library hour. The efforts suggest a range of appropriate topics for library hours and highlight certain courses that could be used as a starting point to revise an existing library hour or develop a new one. Schools that are truly committed to preparing their students for information world libraries should take notice of the need of information literacy initiative and move further.

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