

Information Literacy definitions

Information literacy is composed of identifying the need for information, the skills to find and assess this information, and the ability to use information to inform practice.

Information literacy is the ability to find information and determine if it is suitable, relevant, valid and ethical for its intended purpose/ to improve patient care.

Information Literacy is the acquiring of relevant knowledge skills so you are able and comfortable to search for and evaluate evidence-based information in an effective and efficient manner

Information literacy is the ability to retrieve information and assess it to see if it is 'fit for purpose'.

Information literacy is knowing when and why you need information, where to find it, and how to evaluate, use and communicate it in an ethical manner (from CILIP's definition).

An information literate health professional is able to identify a need for evidence, locate evidence-based information, and appraise its validity and relevance to their practice.

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. [...] Ultimately, information literate people are those who have learned how to learn. They know how to learn because they know how knowledge is organized, how to find information, and how to use information in such a way that others can learn from them. They are people prepared for lifelong learning, because they can always find the information needed for any task or decision at hand. (ALA, 1989¹)

Evidence Based Library and Information Practice definition

[...] the need to address the practical problems of day-to-day decision-making by reference to the research evidence. [...] Evidence Based Library and Information Practice (EBLIP) seeks to improve library and information services and practice by bringing together the best available evidence and insights derived from working experience, moderated by user needs and preferences. EBLIP involves asking answerable questions, finding, critically appraising and then utilising research evidence from relevant disciplines in daily practice. It thus attempts to integrate user-reported, practitioner-observed and research-derived evidence as an explicit basis for decision-making. (Booth, A. 'Where is the harm in EBLIP? Current perspectives, future developments' *Journal of the European Association for Health Information Libraries*, 2 (3), August 2006: 34-35).

¹ Extract from the American Library Association's *Presidential Committee on Information Literacy: Final Report*. Available at: <http://www.ala.org/ala/mgrps/divs/acrl/publications/whitepapers/presidential.cfm> (Accessed 27 December 2008).