

Information Literacy

A practitioner's guide

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Summary

The book presents information literacy as the foundation of independent and lifelong learning and stresses the role of the educational practitioner as a facilitator of this new pedagogical paradigm. In the first part of the book the examination of the national learning agendas devised by the USA, Australia and the UK, reveal that integration of information literacy is most effective when this is associated with lifelong learning policies and supported by the active promotion of information literacy as a framework for learning within the educational sector. The information literacy frameworks developed in the countries examined promote the development of information literacy programmes that encourage higher-order thinking through recursive learning and which require the establishment of strategic partnerships between faculty, library and administrative staff. Practical examples of provision are shown by two case studies illustrating the integration of information literacy programmes at undergraduate and postgraduate levels at London Metropolitan University, UK.

Key Features

- Explores the main features of three major information literacy models: the Australian and New Zealand Information Literacy Framework. Principles, standards and practice devised by the Australian and New Zealand Institute for Information Literacy (ANZIIL); the Information Literacy Competency Standards for Higher Education developed by the Association of College and Research Libraries (ACRL); and the Information skills in higher education: a SCOUNL position paper produced by the Society of College, National and University Libraries (SCOUNL).
- Explores the strategies used to integrate information literacy provision while addressing the requirements of a multi-disciplinary HE environment.
- Illustrates the development of independent and lifelong learning skills through practice taken from different levels of provision and addressing different levels of learners' competences.
- Offers a range of learning and evaluation strategies appropriate for information literacy education, as well as resources associated with it.
- Demonstrates generic and subject-specific learning resources designed to support information literacy provision at London Metropolitan University. These examples are complemented by full access to a web-based information literacy gateway: www.ilit.org.

Readership

The role of the information literacy educator presented in this book is relevant for a variety of practitioners operating within HE. These include faculty staff from different subjects responsible for, or interested in the provision of information literacy programmes, information professionals (mainly with a library background) who deliver user training or information literacy education, and academics in management positions responsible for the implementation of learning and teaching strategies that address both the development of life-long and independent learning attitudes.

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