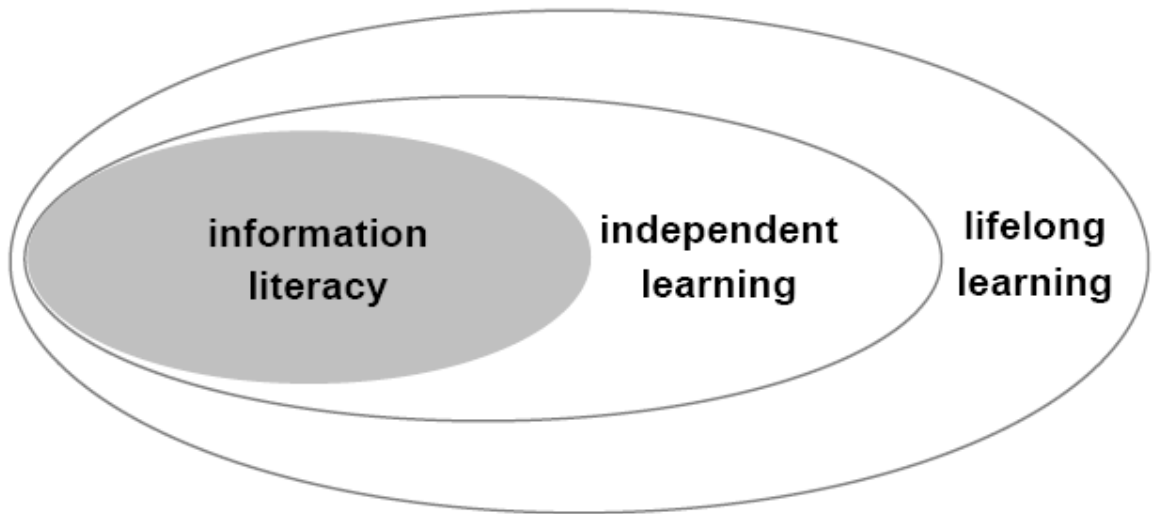


## Next Issue of Orbit will feature Articles on Information Literacy Skills

### **Principle of Information Literacy**

A thriving national and global culture, economy and democracy will be best advanced by people able to recognise their need for information, and identify, locate, access, evaluate and apply the needed information. **Information literacy can be seen as a subset of independent learning that in turn is a subset of lifelong learning**



*Figure 1 Relationship of information literacy to lifelong learning*

### **Statement**

Information literacy is a prerequisite for

- Participative citizenship
- Social inclusion
- The creation of new knowledge
- Personal, vocational, corporate and organizational empowerment
- Learning for life

### **Information literacy and lifelong learning**

Lifelong learning is 'all formal, non-formal and informal learning, whether intentional or unanticipated, which occurs at any time across the lifespan'. However, intentional lifelong learning, either formally or self managed, is regarded as necessary due to rapid technological, social, cultural and economic change. Information literacy is a 'prerequisite'<sup>6</sup> and 'essential enabler' for lifelong learning. Lifelong learning is intertwined with self directed/independent learning and participative citizenship.

## Suggested Topics for Information Literacy Skills Theme January 2009

Using e-literature and online literary resources in the primary and secondary school

Innovative learning experiences for students using digital literary resources in extended programs of classroom work

Relationships among literature for children and adolescents in books, on the Internet and on CD-ROMs

This article explores both familiar and new forms of literary narratives, and acknowledges electronic game narratives

The rise of the e-teacher and the death knell of traditional authoritarian modes of learning

Home-schooling and the creative role of parenting in an increasingly tech-driven e-age

The New Role of the Teacher in the New Digital Era

Technology's Role in the True Democratization of Education and Opportunity

The exciting world of digital multimedia

More and more children routinely use computers outside of school to access a variety of forms of digital narrative on CD-ROM and the Internet, and communicate their experience around story via email, blogs, various forms of electronic forums and chat rooms

Educational Technology - A window to the future scope of education

Electronically augmented literary texts - Project Gutenberg

Digital Libraries - Windows to Learning Opportunity

E-literacy - a Must in Today's World

Using Hypertexts to Aid Creative School Learning

The Genesis of Multi-media Learning

## Citing E-sources and Webliography Research

New Pedagogic Framework - strategic use of student-centred, discovery learning  
The Role of Teacher-directed, overt teaching and intermediate, guided investigations of various kinds

Managing classroom learning in an e-enabled world - designing learning experiences based on collaborative small group activities, individual independent work and common whole class tasks.

The teacher-librarian and teacher, at times, will be facilitators and guides or co-researchers and co-learners.

Teachers' authoritative but not authoritarian leadership role in directing instructors

Initial work on a topic, for example, may involve sharing of informal knowledge, observations, and teaching & learning

More and more children routinely use computers outside of school to access a variety of forms of digital narrative on CD-ROM and the Internet

Using e-literature and online literary resources in the primary and secondary School

Practical approaches - opportunities and suggestions for extending understanding

Highly student-centred, exploratory approaches to learning

Teacher as Negotiator of more Systematic Knowledge,

The pedagogic orientation shift to guided investigation and direct instruction

Students' greater familiarity with systematic knowledge enabling a more creative and collaborative role for the teacher

Teachers' emphasis on critical framing to provoke critical questioning by students and a shift toward transformative knowledge

The new educational resources may entail collaborative group work and independent research.

It may also require a shift back to more student-centred, student-initiated learning.

### ICT Activity Incorporating E-literature

The expanded digital context of story worlds as a resource for encouraging sustained reading of literary narratives among young people

An account of the impact of ICT's on the textual practices surrounding literary texts

### Information literacy standards

Information literacy framework: principles, standards and practice

Information literacy competency standards for higher education

### **Information literate people can:**

- recognise a need for information
- determine the extent of information needed
- access information efficiently
- critically evaluate information and its sources
- classify, store, manipulate and redraft information collected or generated
- incorporate selected information into their knowledge base
- use information effectively to learn, create new knowledge, solve problems and make decisions
- understand economic, legal, social, political and cultural issues in the use of information
- access and use information ethically and legally
- use information and knowledge for participative citizenship and social responsibility
- experience information literacy as part of independent learning and lifelong learning

### **CONCLUSION**

Information literate people 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 prepared for lifelong learning, because they can always find the information for any task or decision at hand. Information literacy education

Developing lifelong learners is central to the mission of educational institutions, and is increasingly reflected in descriptions of graduate qualities, attributes or capabilities. By leading individuals to think critically, and by helping them

construct a framework for learning how to learn, educational institutions provide the foundation for continued growth throughout the careers of graduates, as well as in their roles as informed citizens and members of communities.