educability

BUILDING THE CAPACITY OF EDUCATORS & LIBRARIANS IN INFORMATION LITERACY

Information Literacy Training Package

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CUT Research Team

Subject Librarians of the Cyprus University of Technology Library:

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A subject librarian has advanced education and experience in a particular subject or academic discipline.
Responds to reference requests, provides research assistance and offers library instruction.
Is the Liaison between the Library and the Academic Department.

Contribution to the Project

The CUT Research team

- Contribution to all Intellectual Outputs 1-4
- Leaders in Intellectual Output 2 (IO2)
- Design Generic IL curriculum template, based on the established IL Models
- Design and develop:
    - Information Literacy curriculum
    - Digital Literacy curriculum
    - Mobile Literacy curriculum

IO2- Design a generic information literacy prototype

the main content source for horizontal accomplishment of EDUCABILITY Project' aim

based on a combination of the most prevalent Information Literacy models

considered various learning theories and teaching approaches

offers a variety of educational approaches for the development of related literacy skills

IL curriculum template

EDUCABILITY
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IL- MODULE 1

Competence/Skill: Need for Information

The information literate educator defines and articulates the need for information and selects strategies and tools to find that information.

Target group
Educators & Librarians

TEACHING METHODS

Teaching approaches

LEARNING OBJECTIVES

1. Define the information need.
2. Articulate the need for information.
3. Select strategies to fulfill the information need.
4. Select tools to find information

LEARNING OUTCOMES

1. Identify the purpose for which information is needed. "Know what you don't know".
2. Explore general information sources to increase familiarity with the scope of the information need (use dictionaries, encyclopedias, or trusted and evaluated online journals, blogs, wikis, newsfeeds, and news articles).
3. Identify which types of information will best meet the need. The characteristics of the different types of information sources available and how they may be affected by the format (digital,

Content & Structure

Prepared a formatted word document for each IL module. Partners received this template along with guidelines.

- General information
- Learning objectives & outcomes
- Learning content (activities)
- Complementary material for upskilling

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Information Literacy Training Package

The Information Literacy Training Package (ILTP) addresses educators and librarians in the wider and in specific fields of Information Literacy.

Purpose

- multiply IL skills (e.g. critical thinking with a focus on inequalities, digital, mobile, and data literacies, as well as media and sustainable development literacies)

- gain knowledge and skills to plan their own activities and interventions on various topics

Information Literacy Training Package

The literacies in ILTP:

- Information Literacy curriculum

- Critical Literacy curriculum

- Data Literacy curriculum

- Digital Literacy curriculum

- Media and Information Literacy curriculum

- Mobile Literacy curriculum

- Sustainable Development Literacy curriculum

Information Literacy Training Package

Teaching Methods

- Interactive learning (learning by doing), online asynchronous learning
- **Self-paced:** learners can learn at their own pace, taking their time to fully grasp new concepts and become familiar with literacies.
- **Repeat:** learners can repeat each activity or module as many times as they wish.

Assessment Methods

- **Self-evaluation:** learners receive comprehensive feedback with the correct answers for each activity
- a set of interactive activities such as quizzes, crosswords, interactive videos, interactive books, interactive presentations, flashcards, drag-and-drop exercises, etc.

Information Literacy Training Package

Learning objectives and outcomes are evaluated by experts (Delphi study)

- Learning theories and teaching approaches: tailored to the needs of the communities that they serve.

- Learning Content: scientific articles, websites, videos (CC licenses), set of reflective and guidance activities, complementary material, e.g. websites, external activities, courses, bibliography, etc.

- Each course available in the virtual learning environment (VLE) encourages learners:

    - read all the content (theory) and do all the activities (self-evaluation)

    - apply their own activities, interventions, and lesson plans concerning IL and related literacies

Information literacy umbrella

manipulate information

digitally-mediated environments

future roles

expand capabilities

critical literacy

master skills

bridge gaps

data literacy

mobile literacy

everyday life

educational environments

digital literacy

guide educators

media literacy

critical thinking

sustainable development literacy

productively, safely and ethically

Literacies and
their Objectives

Information Literacy (IL)

*"**Information literacy** is the ability to think critically and make balanced judgments about any information we find and use. It empowers us as citizens to develop informed views and to engage fully with society"*.*

What will the learner gain from the course:

- acquire and upgrade IL and academic skills, addressing the process of searching, managing, evaluating, and using the information critically and ethically
- develop skills and competencies in occupational and personal life

* CILIP. (2018). CILIP Definition of Information Literacy 2018. https://infolit.org.uk/ILdefinitionCILIP2018.pdf
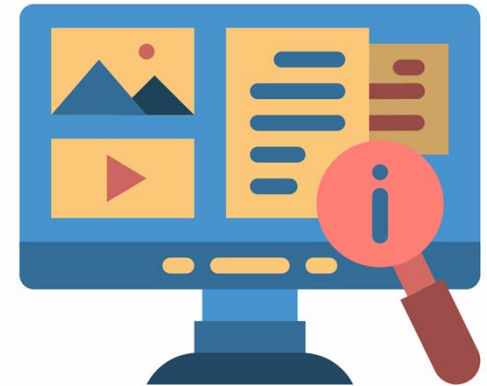
Information Literacy Modules

The course has been developed by **CUT-Cyprus**

The IL curriculum is based on **ACRL Information Literacy Standards for Higher Education** and contains five (5) modules:

- Need for information
- Locate information
- Evaluate information
- Synthesize and present information
- Ethically use and communicate information

Critical Information Literacy (CIL)

*"**Critical Information Literacy** examines the social construction and political dimensions of libraries and information, problematizing information's production and use so that library users may think critically about such forces"*.*

What will the learner gain from the course:

- work with patrons and communities to co-investigate the political, social, and economic dimensions of information, including its creation, access, and use

- involve in better understanding systems of oppression while also identifying opportunities to take action upon learners

* Tewell, E. (2016). Putting Critical Information Literacy into Context: How and Why Librarians Adopt Critical Practices in their Teaching. *In the Library with the Lead Pipe*. Retrieved from http://www.inthelibrarywiththeleadpipe.org/2016/putting-critical-information-literacy-into-context-how-and-why-librarians-adopt-critical-practices-in-their-teaching/

Critical Information Literacy Modules

The course has been developed by **UC3M-Spain**

Main objectives:

- Apply critical approaches to information

- Misinformation, fake news, and algorithmic bias

- Ethical and socially responsible behavior

- Promotion of equity

- Cultural diversity, interculturality, multiculturalism

- Information Social Justice

Data Literacy (DL)

*"**Data literacy** is understanding and using data effectively to inform decisions. It is composed of a specific skill set and knowledge base that enable educators to transform data into information and ultimately into actionable knowledge"**.

What will the learner gain from the course:

- provide users with a collection of data literacy resources and activities to help them become data literate and bridge the gap in the necessary expertise of Library and educator professionals in these contexts.

- enrich with skills on how to access, interpret, critically assess, manage, handle, and ethically use data and also engage in society through and about data

* Mandinach, E. B., & Gummer, E. S. (2016). Data literacy for educators: Making it count in teacher preparation and practice. Teachers College Press.

Data Literacy Modules

The course has been developed by **UC3M-Spain**

Main objectives:

- Introduction to Data Literacy

- Understanding Data Literacy

- Reading, interpreting, and obtaining data

- Managing data

- Connecting Data Literacy to multiliteracies

Digital Literacy (DiL)

*"**Digital Literacy** is a multidimensional literacy that involves a technical/ operational dimension which refers to mechanical and practical skills; a cognitive dimension related to Information literacy skills and content creation skills; and a social-emotional dimension that focuses on an individual's development to communicate with others and enable social action"*.*

What will the learner gain from the course:

- develop skills and abilities, using digital tools appropriately to locate, evaluate, analyze, synthesize, and construct new knowledge

- communicate and interact with others in a creative and transformative way

* Ng, W. (2012). Can we teach digital natives digital literacy? *Computers and Education*, 59(3), 1065-1078. doi:10.1016/j.compedu.2012.04.016

Digital Literacy Modules

The course has been developed by **CUT-Cyprus**

Main objectives:

- Technical- operational abilities and basic ICT skills in a digital environment
- Evaluate information
- Create and edit content in different formats
- Communicate and ethically interact with others, engage, collaborate, and share information through technologies
- Understand online risks, privacy issues, threats and cyberbullying
- Libraries as pioneering agents of DiL Skills

Media and Information Literacy (MIL)

*"**Media and Information Literacy** is defined as a combination of knowledge, attitudes, skills and practices required to access, analyze, evaluate, use, produce, and communicate information and knowledge in creative, legal and ethical ways that respect human rights"*.*

What will the learner gain from the course:

- understand the functions of media and other information providers, to critically evaluate their content, and to make informed decisions as users and producer of information and media content

- become able to use diverse media, information sources and channels in private, professional and public lives

* Gendina, N. (2016). Integrating the Personal Information Culture Concept and the Idea of Media and Information Literacy Offered in the UNESCO Curriculum for Teachers: Experiences of Russia and Uzbekistan. In *Communications in Computer and Information Science* (Vol. 676, pp. 543–554). Springer Verlag. https://doi.org/10.1007/978-3-319-52162-6_54

Media Information Literacy Modules

The course has been developed by **UNIWA-Greece**

Main objectives:

- Introduction to Media and Information Literacy
- Understanding Mainstream Media (in non-digital & digital format) as information providers
- Libraries as pioneering agents of IL and MIL Skills
- Critical Consumption of Information and Media Content
- Ethical Use Production of Information and Media Content
- Understanding the "Free" Internet as Information Provider
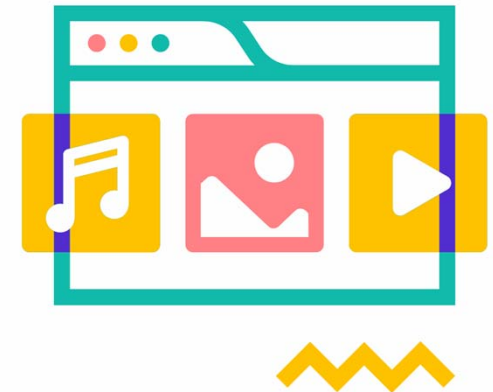
Mobile Literacy (MoL)

*"**Mobile literacy** is defined as the ability of individuals to find and evaluate the quality and credibility of information obtained online, understand how to create and share online information effectively, and participate safely and securely in the mobile environment of smartphones, mobile phones, and tablets"*.*

What will the learner gain from the course:

- develop 21st century skills to survive in a complex and demanding society
- benefit from information and mobile technologies aimed at learning independency

* Wedlake, S., & Holstein, L. (2018b). *Mobile Literacy Curriculum – Kenya Curriculum: Module 1-Introduction to the mobile internet and smartphones* (Issue March, pp. 1–13). University of Washington Information School.

Mobile Literacy Modules

The course has been developed by **CUT-Cyprus**

Main objectives:

- Understand the unique characteristics of Mobile technology

- Critical information skills and competencies through mobile devices

- Communicate, interact and socially engage through mobile devices

- Understand the safety and privacy issues

- Incorporate mobile technologies in class

- Universities, libraries and academic librarians as pioneering agents of MoL Skills
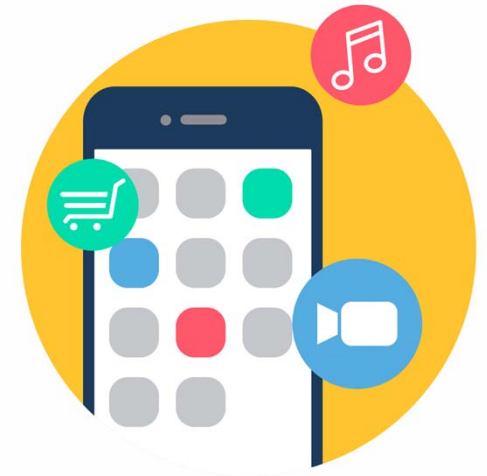
Sustainability Development Literacy (SDL)

*"**Sustainability** is a concept needed for the reconciliation of social justice, ecological integrity and the well-being of all living systems on the planet. Sustainability refers to the process or strategy of moving towards a sustainable future".*

What will the learner gain from the course:

- increase familiarity with the term SDL and understand the connection of SDL
- become aware of inequality in access to and therefore equal education
- motivate and empower others to demand and use educational opportunities
- recognize the value of education, identify needs for personal development

SD Literacy Modules

The course has been developed by **UNS-Serbia**

Main objectives:

- Introduction to the SDL

- SDL as a tool for critical thinking

- Teaching the connection between environment, society, and economy

- Ethical approach to complex problems and ambivalent situations

- Filling the gap between social groups and reducing inequalities

- Applying the interdisciplinary approach to SDL teaching and learning in specific age groups

Libraries are moving towards cooperative globalization
where each one offers its own "locality"
in terms of the global society;

*A library should act **locally**, but think and influence **globally**.*

Filippos Tsimpoglou (2017)
Director of National Library of Greece

Thank you

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