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Proceeding

U.G.C. SPONSORED
National Conference on



IMPACT OF INFORMATION TECHNOLOGY ON COLLEGE LIBRARIES

(IITCL-2015)

9th and 10th Oct. 2015

Dr. R. K. Aher
Principal

Dr. B. B. Shelke
Librarian



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Department of
Library and Information Science

A.J.M.V.P.S.

New Arts, Commerce and Science College

Parner, Dist.- Ahmednagar 414 302
(Maharashtra)

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Information Literacy

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Abstract: -Information literacy is a key component and contributor to lifelong learning. Information literacy competency ensures maximum utilization of the information resources as well as optimization of information handling capabilities. The concept of information literacy, which advocates the preparation of people to be successful users of information, addresses the concern librarians have with the evolving nature of information sources and the overwhelming amount of information available. Article discusses the concept of information literacy, definition, need and types of information literacy, Need Information Literacy in Higher Education. The paper discusses some Information Literacy Models and Comparison with Chart.

Introduction:

Information literacy has been the subject of many studies over many years. The originating concept of information literacy is generally attributed to Paul Zurkowski in 1974. Indeed, since 1974 Information literacy has been an area of increasing interest to librarians and information professionals and there is a huge amount of literature on this topic. Information literacy refers to abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate and use effectively the needed information. It forms the basis for lifelong learning. It is common to all disciplines. It enables learners to master content and investigations and however, the majority of publications have come from the industrialized, English-speaking countries, especially from the United States and Australia. Information literacy is related to information technology skills, but has broader implications for the individual, the educational system, and for society information literacy is a natural extension of the concept of literacy. Information literacy education is the catalyst required to transform the information society of today into the learning society of tomorrow. Information literacy is generally seen as pivotal to the pursuit of lifelong learning, and central to achieving both personal empowerment and economic development. Information literacy competency extends learning beyond formal classroom settings and provides practice with self-directed investigations as individuals move into internships, first professional positions, and increasing responsibilities in all areas of life. Because information literacy augments students' competency with evaluating, managing, and using information, it is now considered by several regional and discipline based accreditation associations as a key outcome for college students and for "on campus" students.

Need for information literacy:

Information literacy is a necessary competency that is utilitarian in every aspect of a person's life. For students, information literacy competencies would facilitate independent and authentic learning, rather than dependence on the teacher to provide answers to questions or problems that they are faced with. This creates greater responsibility towards their own learning, which in turn would help them become self-motivated learners and thinkers who are creative, analytical and effective. For employees information literacy would equip them with abilities to source for the most up-to-date and authoritative information that would assist them in doing their work more effectively. They would then be able to constantly adapt to changes to keep up with the demands of ever-increasing information requirements that they encounter. Ultimately information literate employees are dynamic and are able to value-add to the organization that they work in.

3.3 Some Definitions of Information Literacy:

1. According to Paul Zurkowski) and quoted by Eisenberg

People trained in the application of information resources to their work can be called information literates. They have learned techniques and skills for utilizing the wide range of information tools as well as primary sources in molding information solutions to their problems.

This definition focus on people's ability to recognize information, to locate, evaluates and uses effectively the needed information.

2. According to by Burchinaland quoted by Eisenber:

To be information literate requires a how set of skills. These include law to locate and use information need for problem – solving and decision making efficiently and effectively.

This definition emphasizes on the requirement of various skills, which will be helpful for getting the information effectively and efficiently.

3. Beyond information literacy for greater work effectiveness and efficiency, information literacy is needed to guarantee the survival of democratic institution resources are in a position to make more intelligent decisions than citizens who are information illiterates. – Owens

The definition points out that if one has to take intelligent decision; information literacy plays a major role in it.

4. 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 (ALA Presidential Committee on Information Literacy, 1989)

This definition points out the ability of person to find the appropriate information and to evaluate it as per the need.

Types of Information Literacy:-

Information Literacy extends into the realms of critical thinking and ethical usage of information. Information may be presented in a number of formats including printed words, illustration, photographs, charts, graphs, tables, multimedia, sound recordings, etc.

To negotiate complex information formats, we must also be skills in other Literacy's viz. Visual Literacy, Computer Literacy, Media Literacy and Digital Literacy

1 Visual Literacy:-

Visual learning refers to the acquisition and construction of knowledge as a result of information with visual phenomenon. (Moore and Duryer, 1994)

Visual elements such as TV, Films etc can be used to understand the meaning and components of the image.

2 Media Literacy:-

Media literacy is the ability of a citizen to access, analyze and produce information for specific outcome. (Aufderheide, 1993)

The definition defines the ability to decode; analyses evaluate and produce communication in variety of forms.

Media literacy is used to imply critical thinking in assessing information gained from the mass media like television, radio, newspapers and magazines, and (increasingly) the internet. 'Media literacy, the movement to expand notions of literacy to include the powerful post-print media that dominate our information landscape, helps people understand, produce and negotiate meanings in a culture made up of powerful images, words and sounds. A media literate person- and everyone should have the opportunity to become one –can decode, evaluate, analyse and produce both print and electronic media media literacy has an obvious overlap with more general concepts of information literacy, since the information gained from these sources often overlaps with, and complements, that from more formal library sources.

3 Computer Literacy:-

Computer literacy can be defined as fluency with information technology in the higher education arena. (Computer science and telecommunication board of the national research council, 1999)

The definition points that it is the ability to use a computer and its software to accomplish practical task in the higher education

Computer literacy according to chambers English Dictionary is competence in the use of computers. This definition conceals the fact that there is a spectrum of views as to what this 'competence' involves, somewhat analogous to the variation in definition of 'literacy'. Most common has been a pragmatic skills-based approach. In practice, this translates to an introduction to the skills required to operate a variety of computer applications packages- word processing, databases, spreadsheets, etc.

together with some general IT skills, such as copying disks and generating hard-copy printout. The text introduces these skills in a structured format of overview, build-up exercises, checklist of commands, self-assessment tests, and assignments. (Ramesha, 2008)

4 Digital Literacy: -

Digital literacy considers the broad range of resources that are accessible online and underscores the importance of looking at each of these resources with a critical eye. (Paul Gilster,)
This definition speaks about online resources which should be accessed keenly.

5. Network Literacy: -

Network literacy can be defined as a term that is used to locate access and use information in a networked environment such as World Wide Web. (McClure, 1993)

Various search engines like Google, Yahoo from the World Wide Web can be used to locate access and use information.

6. Library Literacy:

Bawden emphasized self-sufficiency as an essential part of library literacy, arguing that this allows to make an intelligent decision about the way to answer an articulated question, to issue a more or less efficient organized search for answer, and to know when the intervention of specialist is necessary. Gilton regards library literacy 'not as the presence or absence of skills, but as progressive stages... the library literate can allow a systematic path or search strategy to locate and evaluate the relevance of the information.

Pre-library literacy- the individual can find books in a catalogue and on the shelf, and find articles in simple readers' guides.

Library literate- the individual can follow a systematic search strategy to locate and evaluate the most relevant information on a given topic.

Library fluent- understands patterns of communication and publication and is able to generalize and modify a search strategy to meet a variety of information needs.

Library literacy is often taken as synonymous with 'bibliographic instruction', library skills, and the like. It was one of a number of terms considered Snavely as alternatives to information literacy to best describe the newer type of formal instruction in library, and other, information resources. The term has somewhat fallen into disrepute as being too much, even exclusively, centred on library resources, though in practice it has often encompassed a broader scope: 'good library instruction has always transcended what its name implies'.

Need Information Literacy in Higher Education: -

Helping students to learn about the library is a never ending process. This goal is to empower students to be able to use the resources of the library by themselves. Sadly librarian cannot assume that the final year degree student will have gone all the way up the learning curve of using the library. Some may hardly have been through doors. This is reality about libraries.

Undergraduate students choose the number of multiple copies popular books provided. It means their requirement for information source are highly directed and for much of their studies go little further than the reading lists issued to them. So at the post graduate level they may turn suddenly from a highly directed mode of library use to an exploratory mode.

It is much more likely that postgraduate students will be required to read around their subject, for this, students must know various information sources available in the library. Among those sources only relevant and authoritative sources should be refer by students and authority concerns with the quality of information should be pointed out by them.

As these students are at the stage, where onwards there is no formal schooling remain for most of them. They are entering into the world where they should come up with day to day information literacy instruction is valuable for students getting higher education.

Developing lifelong learners is a central to the mission of higher education institutions. By ensuring that individuals have the intellectual abilities of reasoning and critical thinking and by helping they construct a framework for how to learn, glow throughout their careers, as well as in their roles as informed citizens and member of communities. Information literacy is a key component of and contributor to lifelong learning. Information literacy competency extends learning beyond formal classroom settings and provides practice with self directed investigation as individuals move into internships, first professional positions, and increasing responsibilities in all arenas of life. (A Amudhavalli, 2008)

Using variety of information sources help students in getting required information in timely manner. Scope of these sources varies from pinpoint information to brief information on the topic. Hence knowing various information sources help student to choose appropriate source as per need. All those sources are arranged in some systematic way so retrieval of information from those sources required document search techniques e.g. index, abstracting journals. To retrieve information from electronic database, some techniques like Boolean operator, proximity search are essential. So higher education institutions must have to concentrate on these aspects of information retrieval. Accordingly

they should plan appropriate model for implementing information literacy skill program throughout the campus.

Information Literacy Models and Comparison Chart

The following are models for Information Literacy that are generally the most widely used across the United States. Many places develop their own stages based on one of these models.

1. The Big 6 (Eisenberg and Berkowitz, 1990.) -

Developed by Mike Eisenberg, Professor of Information Science at Syracuse University and Bob Berkowitz, a practicing library media professional in Syracuse, New York. One of the most well known models in the field and is being taught widely to students as a guide for their research, especially at the K-12 level. The Big 6 steps include: task definition, information seeking strategies, location and access, use of information, synthesis, and evaluation.

2. Information Search Process (Kuhlthau, 1989.)

Developed by Carol Kuhlthau, Professor of Library and Information Science at Rutgers University in New Jersey. This model shows how users approach the research process and how a user's confidence increases at each stage. These stages include initiation, selection, exploration, formulation, collection, presentation and assessment.

3. Stripling and Pitts Research Process Model (1988)

This model guides students through the stages of creating a research paper. The 10 steps begin with choosing a topic and end with creating and presenting the final topic.

4. Pathways to Knowledge Information Skills Model (Pappas and Tepe, 1995.)

Teaming with the Follett Software Company, Professor Marjorie Pappas and Follett's Director of Curriculum Ann Tepe developed an elaborate model of information literacy complete with recommended strategies, forms of expression, and methods of teaching and learning embedded in the model. The stages in this model include appreciation, pre-search, search, interpretation, communication and evaluation.

Comparison of Information Literacy Models

Eisenberg/Berkowitz Big 6 Information Problem Solving	Kuhlthau Information Seeking	Pitts/Stripling Research Model	Pappas/Tepe Pathways to Knowledge
1. Task definition 1.1 Define the problem 1.2 Identify information requirements	1. Initiation 2. Selection 4. Formulation of focus	1. Choose a broad topic 2. Get an overview of the topic 3. Narrow the topic Choose a broad topic 4. Develop thesis/ purpose statement	1. Appreciation
2. Information seeking strategies 2.1 Determine range of sources 2.2 Prioritize sources	3. Exploration (investigate information on the general topic)	5. Formulate questions to guide research 6. Plan for research and production	2. Presearch •Develop overview •Explore relationships
3. Location & access 3.1 Locate sources 3.2 Find information	5. Collection (gather information on the focused topic)	7. Find, analyze and evaluate sources	3. Search •Identify information providers •Select information resources & tools •Seek relevant information
4. Use of information 4.1 Engage (read, view, etc.) 4.1 Extract info		8. Evaluate evidence, take notes, compile Bibliography.	4. Interpretation •Interpret information
5. Synthesis 5.1 Organize 5.2 Present	6. Presentation	9. Establish conclusions/organize information in outline 10. Create and present final product	5. Communication •Apply information •Share new knowledge
6. Evaluation 6.1 Judge the product 6.2 Judge the process	7. Assessment (of outcome/process)	[Reflection point – is the paper/project satisfactory]	6. Evaluation •Evaluate process and product

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Our Institution:

Ahmednagar Jilha Maratha Vidya Prasarak Samaj is one of the pioneer and largest educational institutions in Ahmednagar district. The institution was founded in 1918 with generous donation from Chhatrapati Shahu Maharaj of Kolhapur. Founders of society were highly inspired by sacrifices of Karveer Chhatrapati Shivaji Maharaj (4th).

Vision:

We aim to provide the finest environment for teaching, learning, research, innovation and character building. We would like to emerge as a leader in Research and Post Graduate Studies. The institute derives strength from its philosophy, vision and values leading to the achievement of academic excellence and promotion of high level research.

Mission :

To undertake all the necessary efforts to enlighten the life of others. In the true sense, this will be carried out by establishing and managing different types of educational units of excellence so as to educate the people and thus improve social and economical status.

Our College:

New Arts, Commerce and Science College, Parner was established in July 1977 by Ahmednagar Jilha Maratha Vidya Prasarak Samaj. The college is imparting quality education in 14 UG and 8 PG programmes. The college has good research culture. Our alumni has excelled in various sectors viz. educational, research, social, co-operative, private etc.



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