

A circular model for information literacy

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- This model was born at the occasion of a review paper in Dutch
- Looking for “*the*” definition of Information Literacy:

“The ability to locate, evaluate, and use information to become independent life-long learners”

(simple, yet rich definition, cited by the American Library Association)

Existing models

SCONUL Seven Pillars (2003)

→ Two basic competencies:
- library skills
- IT skills

→ Leads over seven competencies to expert who is information literate

See
http://www.sconul.ac.uk/groups/information_literacy/seven_pillars.html

Boekhorst (2002, 2005)

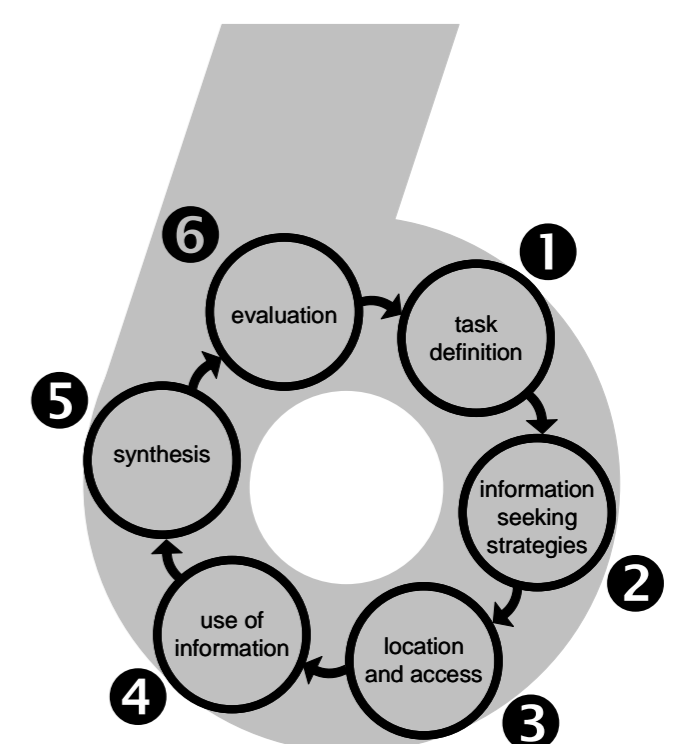
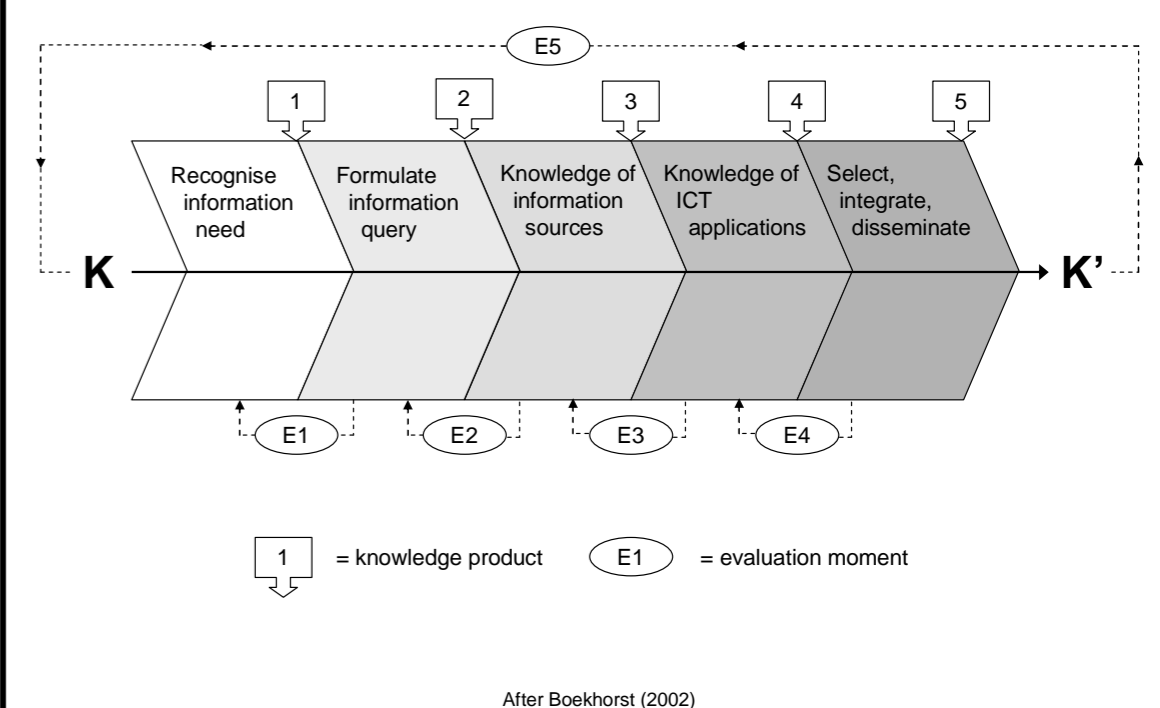
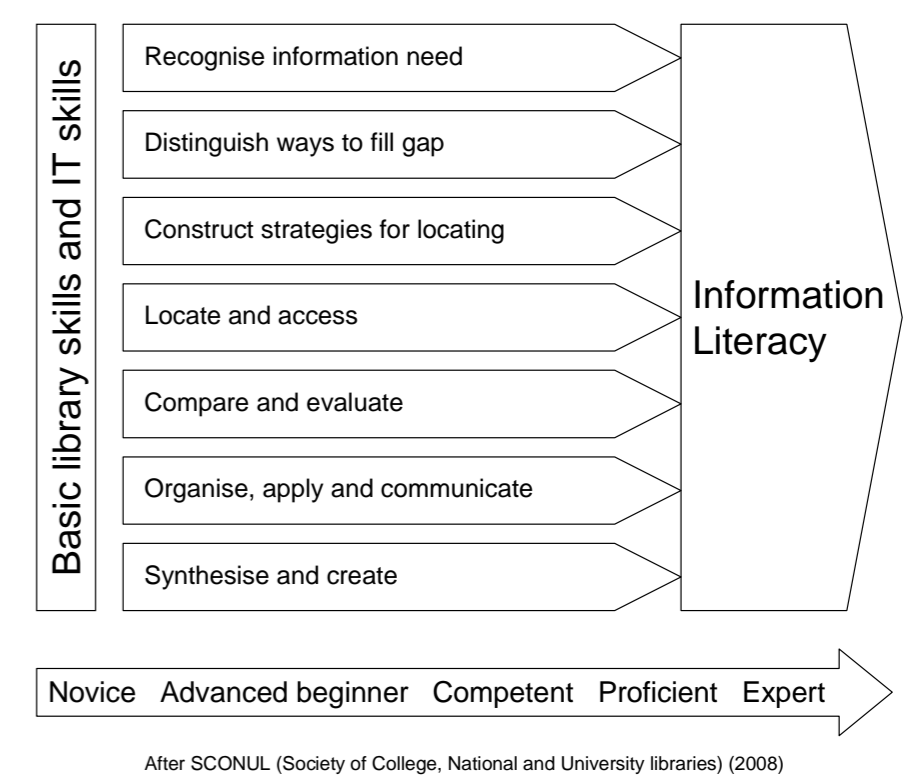
→ First four steps accord SCONUL
→ Last step combines several “actions”
→ Return to previous step included
→ Also return from last to first step

See
<http://cf.hum.uva.nl/akb/informatievaardigheden.html>

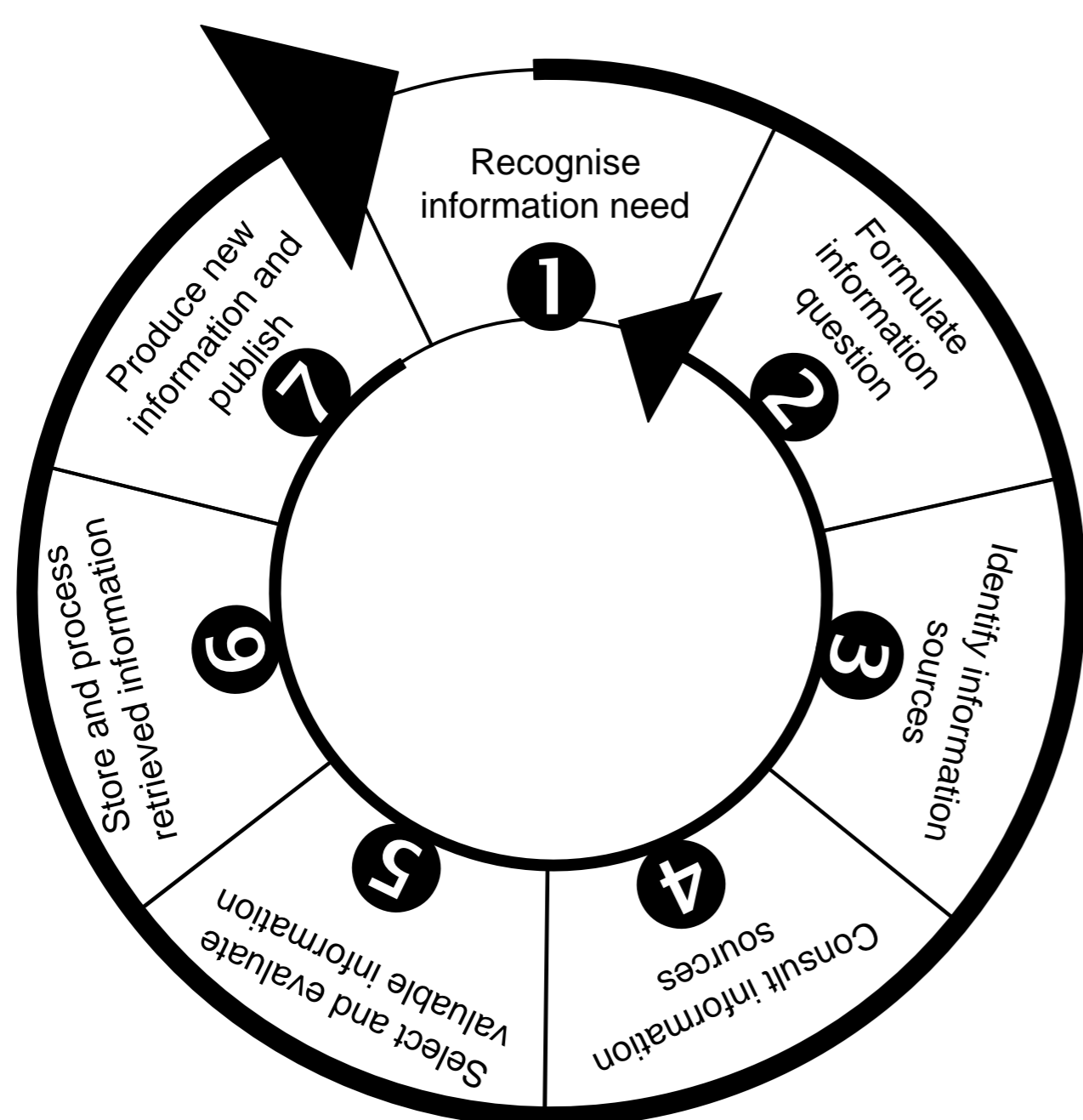
Big6 (2006)

→ Circular !
→ Popular in USA
→ From lower to higher education
→ Prepares for live-long learning

See <http://www.big6.com/>



New model



- Circular model
- One can return to ANY of the previous steps
- Information user must *continuously* evaluate, and if necessary return to any previous step
→ see inner arrow
- Campus-wide and cross-faculty approach of information literacy is required !

Discussion, recommendations & conclusions

- Each model has its advantages; important is that university (library) is aware and involved.
- In a university, information literacy should be approached:
 - in an integrated way,
 - institution-wide,
 - user-centered,
 - library-coordinated,
 - cross-faculty,
 - aiming at live-long learning.
- Library personnel should have and must spend time:
 - to keep pace with evolutions
 - to assist users
- Ultimate aim is:
 - to bring to user to the information
 - or, better, to make the user locate, evaluate and use the information, live-long