

IL Bibliography

Journal articles

Models and frameworks

Bruce, C. (1997). The relational approach: a new model for information literacy. *The New Review of Information and Library research*. Vol 3, pp 1 – 22.

This paper provides an introduction to the relational approach to information literacy and discusses some possible implications for information literacy research.

Bruce, C., Edwards, S. and Lupton, D. (2006). Six frames for Information Literacy Education: a conceptual framework for interpreting the relationships between theory and practice. *ITALICS* 5(1) Special issue (January 2006)

Key paper examining: Content; Competency; Learning to learn; Personal Relevance; Social Impact; and Relational frames. Focuses on overarching, integrative potential of relational frame.

Johnston, B. and Webber, S. (2003). Information Literacy in Higher Education: a review and case study. *Studies in Higher Education*, 28(3).

Reviews (US) ACRL standards, (UK) SCONUL seven pillars and (Australia) Bruce's Seven Faces model. Includes case study treatment of information literacy within a stand alone module and proposes models for the information literate student and the information literate university. Full text available via Athens

Marton, F. (1981). Phenomenography - describing conceptions of the world around us. *Instructional Science*. Vol 10, pp 177-200.

Marton's paper provides an introduction to the concept of phenomenography, which underpins the relational approach to information literacy.

SCONUL Advisory Committee on Information Literacy. (1999). *Information Skills in Higher Education: Briefing Paper*. London, SCONUL. Available at : http://www.sconul.ac.uk/groups/information_literacy/papers/Seven_pillars2.pdf [Accessed 16th May 2007]

Outlines SCONUL skills model

Webber, S. and Johnston, B. (2000). Conceptions of information literacy: new perspectives and implications. *Journal of Information Science*, 26(6). Available at : <http://jis.sagepub.com/cgi/reprint/26/6/381> [Accessed 16th May 2007]

Earlier, more detailed discussion and critique of the three models and case study above.

Academics' conceptions of information literacy

Boon, S.; Johnston, B and Webber, S. (2007). A phenomenographic study of English faculty's conceptions of information literacy. *Journal of Documentation*, 63(2). Available at: <http://www.emeraldinsight.com/Insight/viewPDF.jsp?Filename=html/Output/Published/EmeraldFullTextArticle/Pdf/2780630203.pdf> [Accessed 17th May 2007]

Where much of the literature on information literacy has been produced by librarians, this paper sets out to redress the balance by focusing on the conceptions of lecturers to inform academics' use and understanding of information literacy.

Weetman, J. (2005). The 'Seven pillars of wisdom' model: a case study to test academic staff perceptions. *SCONUL Focus*, 34, Spring, pp 31-36.

Implementation of IL

Andretta, S. (2005). From prescribed reading to the excitement or the burden of choice. *Aslib Proceedings: New Information Perspectives*, 57(2).

Focuses on e-learning from an information literacy perspective and promotes the view that IL education needs to play a central role within any e-learning initiative. Claims that e-learning must be supported by an IL framework to enable an effective interaction between learners, information literacy educators and complex information environments.

Andretta, S. (2006). Information Literacy: challenges of implementation. *ITALICS* 5(1) Special issue (January 2006)

Editorial, introducing the issue, outlining key points in each of the papers and highlighting the fact that one of the key issues is that IL is a fundamental requirement for a learning society. Advocates the need for HEIs to implement IL education as a top-down initiative, where lifelong learning initiatives are promoted by institutional learning and teaching policies, and also as a bottom-up approach to fully integrate these strategies in curricular activities that facilitate a dynamic investigation of the disciplines.

Colvin, J. and Keene, J. (2004). Supporting undergraduate learning through the collaborative promotion of e-journals by library and academic departments. *Information Research*, 9(2) paper 173. Available at : <http://informationr.net/ir/9-2/paper173.html> [Accessed 16th May 2007]

Talks about the importance of **a collaborative approach, involving academic staff and librarians**, to bring about the integration of information literacy into the curriculum.

Galvin, J. (2005). Alternative strategies for promoting information literacy. *The Journal of Academic Librarianship*, 31(4), pp 352-357.

Considers strategies for promoting information literacy other than classroom instruction, e.g. library services such as "pathfinders", excellent reference practices and user-friendly web pages.

Mackenzie, A. (2005). Staff Information Skills: workplace support and development. *SCONUL Focus*, 34, Spring, pp 37-39.

Relates to IL for staff within HEIs

Maybee, C. (2006). Undergraduate perceptions of information use: the basis for creating user-centred student information literacy instruction. *The Journal of Academic Librarianship*, 32(1), pp 79-85.

Proposes that current IL pedagogy does not adequately address the needs of learners. Describes a phenomenographic study that reveals the three ways that undergraduate students conceptualise information use. Knowing how UGs understand information use, then, allows educators to create enhanced learning environments.

Meldrum, A. and Tootell, H. (2004). Integrating Information Literacy into Curriculum Assessment Practice: An Informatics Case Study. *Journal of University Teaching and Learning Practice*, 1(2). Available at: http://jutlp.uow.edu.au/2004_v01_i02/tootell002.html [Accessed 17th May 2007]

Journals

The **Journal of Information Literacy (JIL)**, is published by the Information Literacy Group (part of the UK's Chartered Institute of Library and Information Professionals (CILIP) Community Services Group). The aim is to encourage the development of information literacy by publishing material on all aspects of the subject, practical and theoretical. <http://ojs.lboro.ac.uk/ojs/index.php/JIL/index>

Communications in Information Literacy (CIL), is an independent, professional, refereed electronic journal dedicated to advancing knowledge, theory, and research in the area of information literacy. It is published in the United States. Available at: <http://www.comminfolit.org/index.php/cil> [Accessed 16th May 2007]

ITALICS - Volume 5 Issue 1 - Information Literacy: challenges of implementation

Special issue (January 2006) of ITALICS, the electronic journal of the HEA subject centre for Information & Computer Sciences (ICS).
<http://www.ics.heacademy.ac.uk/italics/vol5iss1.htm> [Accessed Aug 2007]

Books and reports

Bruce, C. (1997). *The seven faces of information literacy*. Adelaide Auslib Press. InformationLiteracyResources.doc 2

Bruce investigates contemporary conceptions of the information literacy concept and discusses the impact each has had on ideas about how to teach and research information literacy. She goes on to present a new approach to information literacy called the relational approach, and then discusses its implications for teaching and research. The new approach is based upon an underpinning philosophical perspective called phenomenography; this focuses on all three of a subject (e.g. information user), object (e.g. information literacy) and the relationships between them.

Irving, C. and Crawford, J. (2007). *Skills for everyone: a national information literacy framework (Scotland)*. Draft paper. Glasgow Caledonian University. Available at: <http://www.caledonian.ac.uk/ils/documents/DraftFramework1g.pdf> [Accessed Aug 2007]

The Framework lists information literacy skill levels for all SCQF (Scottish Credit Qualification Framework) levels from access (School) through to PhD. They are also looking at applying it to the workplace and the wider community. A piloting exercise of the draft framework will commence in the autumn 2007

Walton, G. (2006) *Information literacy: recognising the need*. Staffordshire University, Stoke-on-Trent, United Kingdom, 17 May 2006

These conference proceedings comprise papers which discuss current themes in information literacy and have been written by several renowned experts in the field.

Web pages

ilit.org is a web site which serves as a repository for the research on Information Literacy by Susie Andretta. Susie Andretta is completing a PhD at the Institute of Education, University of London, on mapping students conception of information literacy and independent learning.

<http://www.ilit.org/ilresearch/indexilresearch.htm> [Accessed Aug 2007]

The work of Sheila Webber and Bill Johnston has been influential in the UK. See their "**Information Literacy Place**" web site for a wide range of links and resources: <http://dis.shef.ac.uk/literacy/> [Accessed Aug 2007]

The Information Literacy Section of the **International Federation of Library Association and Institutions (IFLA)** has created the **Information Literacy Resources Directory**

<http://www.infolitglobal.info/> [Accessed Aug 2007]

This web-based repository of resources give access to a comprehensive and worldwide collection of materials covering all aspects of information literacy.

Assorted materials produced by The **Society of College, National & University Libraries (SCONUL) Working Group on Information Literacy**: Available at :

http://www.sconul.ac.uk/groups/information_literacy/ [Accessed Aug 2007]

This page contains links to an array of national and international resources.