

# **Information Literacy**

## **Introduction**

According to the American Library Association, Information Literacy is defined as “a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.” The Association of College and Research Libraries (ACRL) states: “Information literacy also is increasingly important in the contemporary environment of rapid technological change and proliferating information resources. Because of the escalating complexity of this environment, individuals are faced with diverse, abundant information choices--in their academic studies, in the workplace, and in their personal lives. Information is available through libraries, community resources, special interest organizations, media, and the Internet--and increasingly, information comes to individuals in unfiltered formats, raising questions about its authenticity, validity, and reliability. In addition, information is available through multiple media, including graphical, aural, and textual, and these pose new challenges for individuals in evaluating and understanding it. The uncertain quality and expanding quantity of information pose large challenges for society. The sheer abundance of information will not in itself create a more informed citizenry without a complementary cluster of abilities necessary to use information effectively”.

Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning. An information literate individual is able to:

- Determine the extent of information needed
- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Incorporate selected information into one’s knowledge base
- Use information effectively to accomplish a specific purpose
- Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally

## **Mission**

Our Information Literacy program seeks to provide students with the techniques and strategies to develop the necessary skills to gather information, critically evaluate sources of information, and incorporate the knowledge gained to accomplish a specific purpose.

## **Goals of Information Literacy Program**

To prepare students to use information resources effectively as life-long learners and to assist faculty in developing the necessary skills in students to succeed in college.

## **Objectives**

- Recognize the nature and need of information
- Locate information efficiently using a variety of sources (print, electronic, audio-visual)
- Evaluate the quality of information using criteria such as: relevance, authority, bias, currency, and coverage
- Uses the information effectively for a specific purpose
- Student will compare new knowledge with prior knowledge to determine the value added
- Identify the type of source and cite source properly
- Use information ethically and legally (for example, avoiding plagiarism)

Albizu Library will employ Information Literacy through the following:

- One-to-one Reference Instruction
- Scheduled class instruction via collaboration with faculty
- Library Web Page: Session hand-outs will be made available on our web page, including resource guides for specific subjects. Also, an online, self-paced information literacy tutorial will be developed.

## **Assistance to Faculty:**

Our Information Literacy program can assist in the following:

- Confirm that any sources listed on your assignment can be found in Albizu Library or nearby local libraries.
- Test the research assignment from a student's point of view
- Provide consultation so that your research assignments incorporate print, online, and audio-visual resources
- Assist in designing assignments that include information literacy objectives