

From Libraries to Life-Long Learning: Embracing Information Literacy in Education

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Abstract: *Information Literacy (IL) is a fundamental skill set crucial for navigating the data-rich landscape of the modern world. Defined by various organizations and bodies, IL encompasses the ability to recognize, access, evaluate, and ethically utilize information across diverse media formats. This paper delves into the multifaceted dimensions of IL, including media literacy, digital proficiency, and the SCONUL Seven Pillars, serving as a roadmap for effective information utilization. Highlighting IL's pivotal role in higher education, the paper underscores its significance in fostering critical thinking and lifelong learning. It discusses the evolving role of libraries and educational institutions in promoting IL, emphasizing its integration into the Indian education system. Additionally, the paper outlines the global trends and developments in formalizing IL standards and frameworks*

Keywords: Literacy, Communication, Digital, Model, Information, Evaluation, Training, Technology, Library, Network, e-learning online sources

I. INTRODUCTION

The 21st century is known as the Information Age because the sources of information and outlets have exploded and become unmanageable, making it very difficult for students to learn everything they need to know. Information literacy plays an important role in teaching important skills to become professional and lifelong learners. In 1989, the President's Committee on Literature of the American Libraries stated: "Ultimately, a literate person is one who has learned to learn. They know how to learn because they know how to organize knowledge, find information, and use information to help others learn. They are people who are ready for lifelong learning because they can find the information, they need to take an action or decision." Information literacy is an opportunity for lifelong learning. This is common in all fields, all educational levels, and all learning environments, improving users' search skills and making them lifelong learners. Librarians have been working on the library project for a long time. Educate users about the use, resources, and services of the library. A variety of terms, such as library guidelines, library layout, bibliographic guidelines, and user education, are used to describe how to help users use the library and its resources effectively. Today, information technology has replaced all these words. Librarians beginning library education develop library knowledge, book knowledge, and reading skills. In the world of information, it is very difficult for students to understand everything that is in the library in text or digital format. Academic libraries have their own experts who train or teach library users (students or faculty) how to find, evaluate, and use information correctly. Today, librarians are trained and qualified to teach and administer information literacy programs. Information literacy enables users to acquire lifelong learning. This is the main goal of higher education.

Definitions of Information Literacy:

The **National Forum on Information Literacy of the United Nations** defines "the capability to know when there is a need for information to be able to recognize, find, evaluate, and efficiently use that information for the solution."

SCONUL (The Society of College, National, and University Libraries) defines information literacy as "an awareness of how an information literate person will show an awareness of how they collect, use, manage, produce, and generate information and data in a moral manner and will have the information skills to do so effectively."

JISC (Joint Information Services Committee) defines information literacy as "the ability to recognize, assess, retrieve, evaluate, adapt, organize, and communicate information."

The American Librarian Association's (ALA) (1989) Presidential Committee on Information Literacy report Information Literacy is "A set of capabilities demanding individuals to identify when information is required and have the talent to locate and use effectively the needed information." In other words, Information Literacy is a required skill, which facilitates the user to identify his/her information requirement. In addition, it also allows to find, assess, and use the required information efficiently.

According to Bruce (1994), information literacy is organized information utilization that deals with:

- A.** Significant tasks, **B.** Strategy to develop information-pursuing policies. **C.** Searching and recovering the information, **D.** Effective utilization of information **G.** Generating and judging the information.

Origin And Development Of IL

With the plan of information literacy combined with the advent of information technologies in the early 1970s, in the twenty-first century, the importance of literacy has developed, been drawn around, and strengthened to become recognized as the most important literacy for the twenty-first century. Information literacy is the establishment of learning considering up-to-the-minute technological changes. It is necessary for permanent learning as well as for centrally achieving equal personal empowerment in addition to economic development. Information literacy is the lean-to of the idea of literacy in the information society.

Dimensions of information literacy:

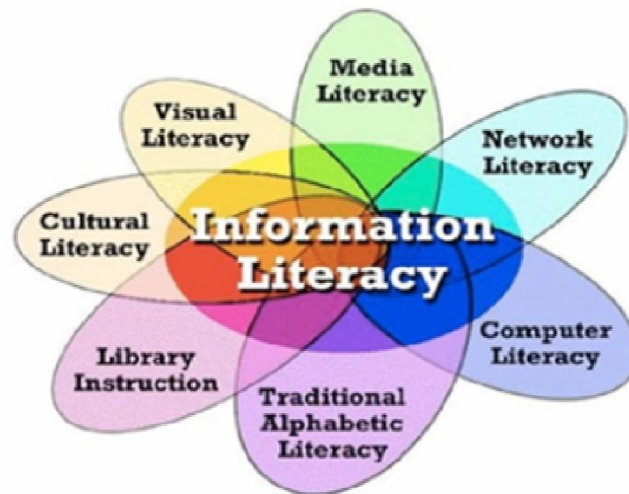


Figure 2: Dimensions of Information Literacy

The capacity to access, examine, assess, and produce media is known as media literacy. The combination of abilities required to determine what information is needed, when it is needed, where to look for it, how to analyze it critically, arrange it once it is located, and how to utilize it ethically the idea transcends educational and professional borders.

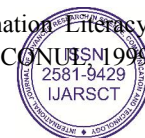
- Network literacy is a newly developed digital literacy that focuses on network and computer abilities. It facilitates citizens' engagement with the networked society. The capacity to access, search, use, produce, and communicate with information on the World Wide Web (WWW) is a prerequisite for web literacy, which is a subset of information literacy proficiency in Digital Media: In the contemporary situation, it is quite pertinent. DL addresses the understanding,

The SCONUL Seven Pillars of Information Literacy: The seven pillars are:

SCONUL has seven pillars of information literacy: In 1999, the SCONUL Information Literacy Working Group published "Information Technology in Higher Education: SCONUL Position Paper" (SCONUL, 1999), introducing the

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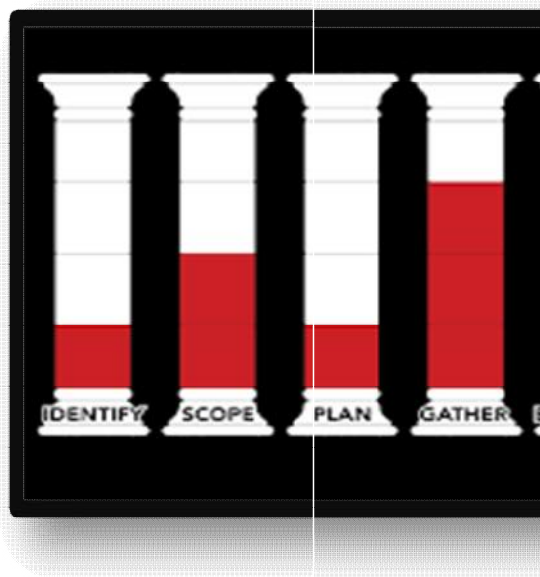
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seven pillars of information technology. Since then, the model has been adopted by libraries and teachers around the world to help bring information technology to students. In 2011, however, we live in a completely different information world, and although the basic principles of the original Seven Pillars model are still valid, we felt that we needed to update and expand the model to reflect a number of different terms and concepts. Yes, it is now understood as "informational intelligence". To ensure that the model is relevant to different user communities and ages, the new model is presented as a general 'core' model for higher education and a set of 'focuses' can be used to represent different student groups.

Seven pillars of the information literacy:

- I. Identification:** Individual information needs can be identified. • Know what you need to find • Research what you need to know.
- II. Exercise:** You can assess your current knowledge and identify gaps. • Know what types of information can best answer your questions.
- III. Planning:** You can create a strategy for finding information and data. • Plan the necessary equipment and technology. • Select and keep current keywords when searching for articles.
- IV. Gather:** Find and access the information and data you need. • Where to find data: online and in print. • Create searches to find data
- V. Evaluation:** You can evaluate the research process and compare and evaluate information and data. • Read various resources • Identify key statements and qualifications, accuracy, bias, credibility, etc. among the resources.
- VI. Understand copyright, piracy, and intellectual property rights.** • Creation and use of Harvard reference materials.
- VII. Now:** You can use the knowledge you have acquired. Research results are presented, combining new and old information and data to create new knowledge, and disseminated in a variety of ways. • Know the type of writing required.



Each pillar or step is represented by a set of information related to a set of skills and abilities and a set of indicators. It has been found that the more information a person receives, the more they understand each column and move forward. Based on the community of users, the main model shows a combination of qualities and knowledge. We can create lenses to support their properties/features with simple or complex descriptions, using appropriate language that is acceptable to the specific user group represented by the lens. The model assumes that individuals can use it and adapt it to their needs.

Information Literacy and Higher Education:

In terms of growth, students from all over the world have a great opportunity to get into colleges. For everyone to acquire the right translation skills and unrelated ideas and help create a learning structure, the institute creates a foundation for continuous growth through knowledge across the field., know the community and its members well and do your job well. (IT) Information literacy is a multidisciplinary and natural source of real learning. Information literacy is the ability to learn outside the formal classroom environment and provide career insights through self-exploration, placing people first in internships and experience roles, and improving efficiency from home in all areas of expansion. Because of the motivation and knowledge that information literacy improves student skills through administrative assessment, it is believed to be a key outcome for college students from many nationally recognized associations and studies.

Information Literacy Teaching:

The continued growth of electronic information has made libraries increasingly aware of the need for support and training for all types of information retrieval. Librarians are increasingly concerned that library users need more training and skills development in using the World Wide Web so that they can be more critical, evaluative, and kiosk enabled. As a result, librarians are increasingly using information technology training modules on the World Wide Web to meet the training needs of remote users and to create virtual libraries. Traditional methods of teaching library and information technology in the electronic world include Table No.1

Table No.1

Comparison of Teaching Library Skills and Information Skills	
Teaching library Skills	Teaching Information Skills
Library viewpoint essential, the user adapts	Learner viewpoint essential what kind of knowledge does the learner need in information work?
Guidance given by the library	Cooperation between faculty staff and librarians essential
Teaching as a secondary function	Meaning of pedagogical skills in the libraries emphasised
Teaching uncoordinated	Standards form a basis for the cooperation between libraries both nationally and internationally

Level of e-learning:

A) Knowledge base Although not considered real training, these databases are the perfect form of training. In E-Learning, we may have seen the knowledge of selected IT areas.

B) Online application Online support is another form of e-learning and works in the same way as support. Knowledge base. The knowledge base and online support provide the opportunity to ask more specific questions You'll get answers and more answers immediately.

C) Synchronized training This is E-Learning in the traditional sense. Maybe yes Online message boards, online discussion groups and it can be included individually, with links to emails and reference materials.

D) Motivational training Synchronized training takes place in real time with a line instructor leading the training. Provide online lectures and interactive live streams to your students.

Information Communication Technology (ICT) and Information Literacy:

In the world of communication, technology is part of everything and learning. Information and communication technologies (ICTs) are well integrated into libraries and resource centers, changing the way collections are managed.

Creating a new diversity of collections available, finding, and distributing information to the poor, and supporting libraries. I ordered it. To make their business more efficient and accurate, libraries and information centers are always busy providing information to their users: from manuscripts to microfilm, discs, ceramic tablets, written documents, including audio resources, databases in online/electronic resources and "current resources". " /Electronic resources and information literacy technologies help deliver content-based information to users to meet their information needs. However, knowing information and communication technologies is not enough. In the 21st century, skills are required to read and use these applications and tools. ICT literacy is the decision-making, art and ethics of ICT to obtain information. Through training and practice, users will learn: the ability to receive training and apply knowledge to new policies and areas; • How ICT can improve relationships; and • How to identify appropriate methods, tools and techniques for different situations." Information and communication technology (ICT) tools have had a significant impact on the success of information literacy programs. It is about the information technology skills available.

Information Literacy in India:

Information literacy programs in India are part of information centers and libraries in the form of library training, user orientation, library training, library classes, etc. Key actions were taken at school level. Today, the need for libraries in CBSE and ICSE schools has increased as students prepare project reports using available databases and use information technology and information technology to enhance their learning. Most educational centers have built libraries and information technology facilities to communicate and facilitate the use of library resources such as electronic resources, textbooks, journals, dictionaries, atlases, publications, etc. Library materials are available in physical and electronic format. INSDOC, the National Institute of Science Information and Communication Resources, formerly known as the Indian National Science Documentation Center (INSDOC), has developed audio resources to help kindergarten children obtain information from these sources. Many schools make library time part of the curriculum simply to show students how to use library resources for classroom work and personal growth. Likewise, all schools, regardless of grade level, now have well-equipped libraries and resources, and library time is shared with all classrooms at all levels to teach information literacy.

Information Literacy: Trends and Developments

Information literacy is knowing when and why information is needed, where to find it, and how to ethically evaluate, use, and communicate information. The need for information literacy has been felt since the 1980s in response to the growth of information, especially digital information. It requires skills and techniques to acquire, evaluate, synthesize, analyze and use information effectively and efficiently. Therefore, school libraries must teach users to use information effectively, efficiently, and meaningfully. Most developing countries have formalized and adopted information literacy standards, guidelines, and frameworks. UNESCO and the famous Prague Declaration of 2004 "Towards an Information Literacy Society" require urgent action to promote information literacy in all countries of the world (Karisiddappa, 2004). The IFLA School Librarian Guidelines (2015) require school librarians to perform basic teaching functions, namely, promotes literacy and reading, reading and communication, inquiry learning, technology integration, and appreciation of literature and culture. On, teacher professional development

II. CONCLUSION

The conclusion of this research paper accentuates the vital role of Information Literacy (IL) in today's data-rich world. It's pivotal for understanding, evaluating, and using information ethically amid the overwhelming sources available. The paper thoroughly explores IL's evolution, from a library-focused concept to a crucial aspect in higher education. It outlines IL's diverse dimensions, including media and digital literacy, emphasizing the SCONUL Seven Pillars as a roadmap for effective information use. Highlighting its significance in lifelong learning and intellectual growth, the paper also discusses IL's integration into Indian education and the evolution of libraries into hybrid models. Overall, it reaffirms IL's critical role in empowering individuals to navigate information, fostering critical thinking, and advocates for its integration into educational systems to prepare for success in the 21st century.

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