

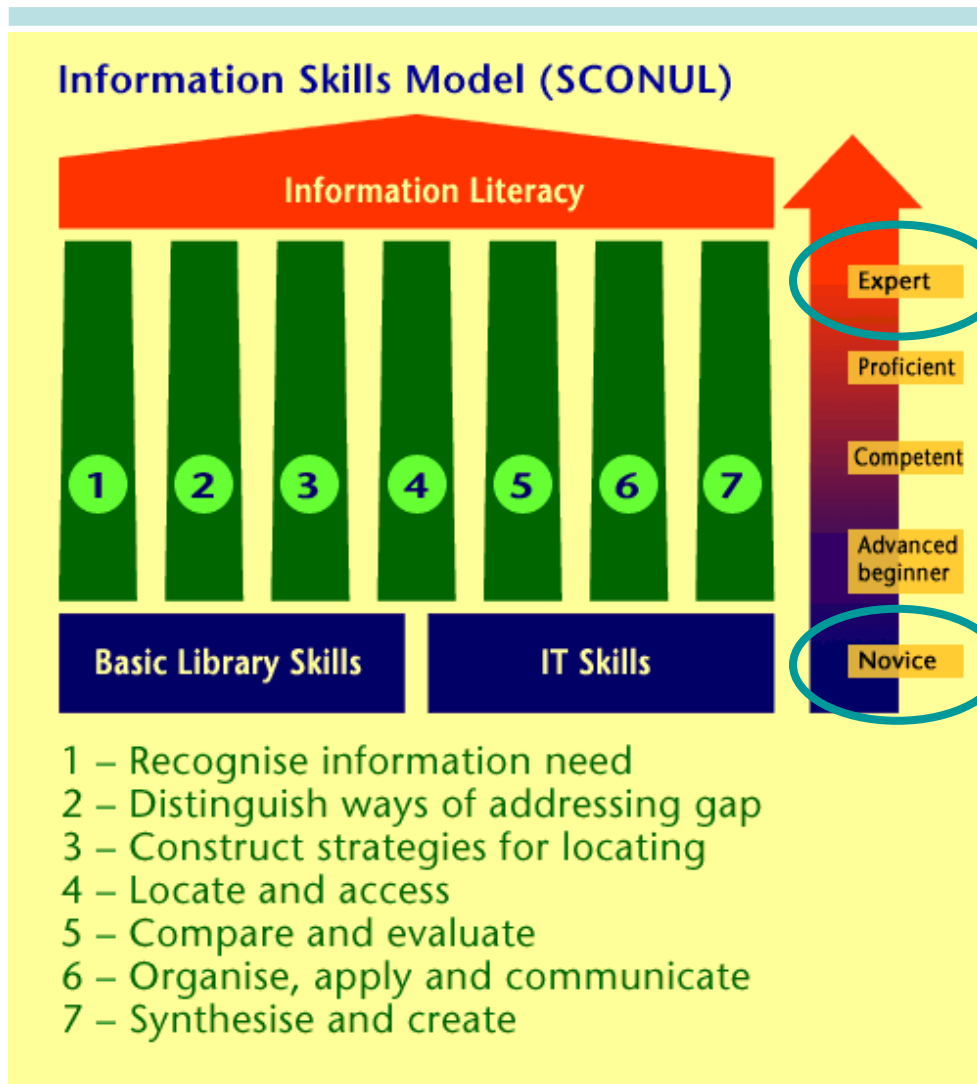
# Everyone can be an 'advanced' learner with information literacy

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# What is an 'advanced' learner?



IL = possessing knowledge and information skills

To expert

Postgraduate & research students

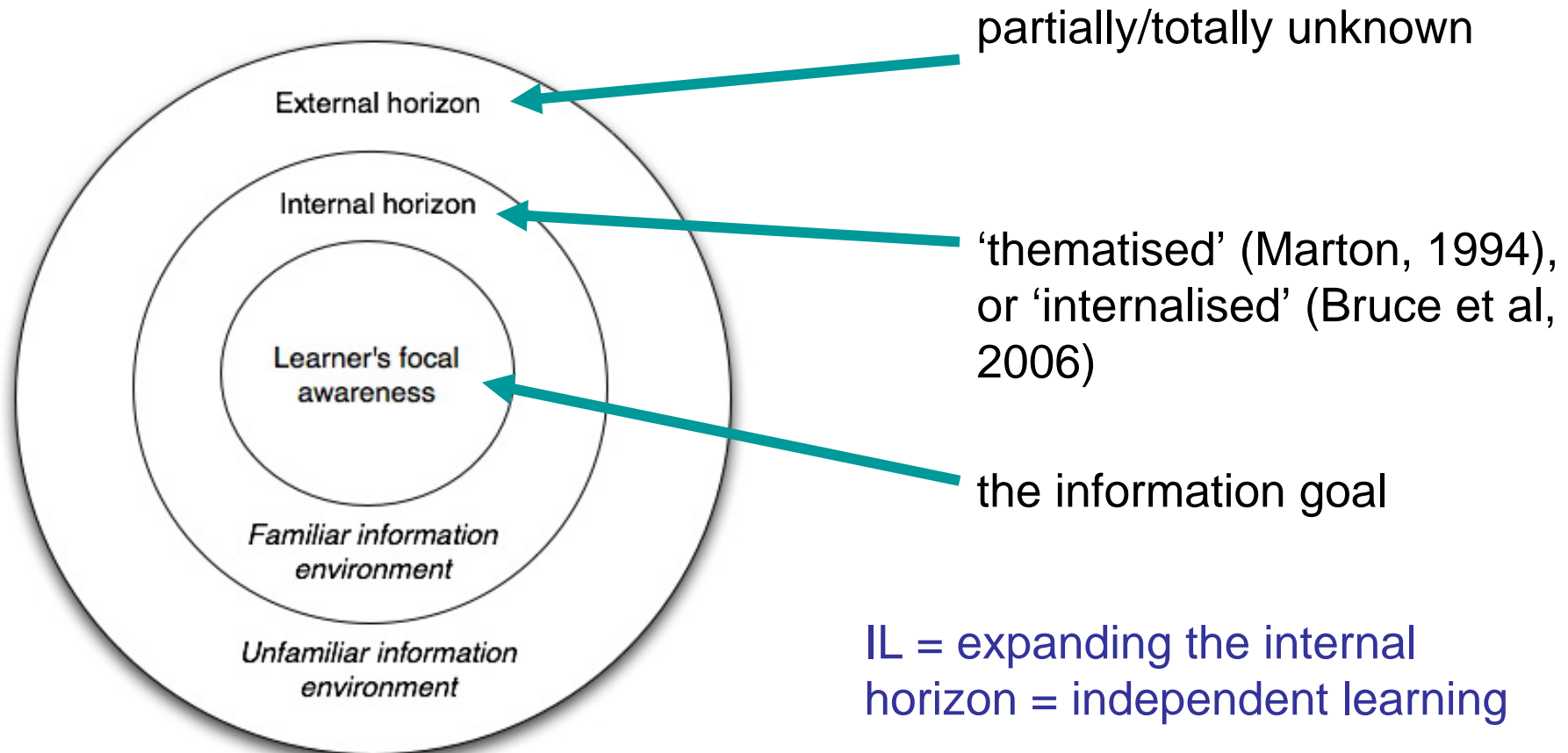
From novice

First year undergraduates

# Relational model of information literacy (learner-information relationship)

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**Structure of awareness = dynamic relationship between learner and information**



## Relational view of an ‘advanced learner’

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“[To] manage uncertainty. [...] the familiar/unfamiliar situation. In a familiar environment you are expected to be a good user. But [...] the real good [*advanced*] user [...] is the one that can find his way through information within unfamiliar situations.”

# Three information literacy strategies to expand the internal horizon

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**Strategy One:** Start with the learner-information relationship and develop a customised information literacy profile for each learner (establishes the internal horizon (familiar) and the external horizon (partially or totally unfamiliar)).

**Strategy Two:** Devise learning outcomes that make the learners create, rather than just find information to encourage ownership of learning (internalisation of the information – shifting awareness from unfamiliar (external horizon) to familiar (internal horizon)).

**Strategy Three:** Devise assessment strategies that facilitate reflection of information literacy practice through the evaluation of the outcome of learning (reflection in and on action - transformative impact).

# Strategy One - start with the learner

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**Diagnostic strategy to establish what the learner 'knows' (internal horizon - confidence) and 'doesn't know' (external horizon - motivation)**

- ILDASS: Information literacy profile
- AIR: encyclopaedia entry
- FILE: professional development targets

## Strategy Two: Learning outcomes that promote ownership of information (and meaning)

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**Real world and problem solving learning outcomes to shift awareness from external to internal horizons**

- ILDASS: finding out what the question is
- AIR: funded research proposal (AHRC application form)
- FILE: e-portfolio (supports IL practice and encourages sharing of resources)

## Strategy Three: facilitate reflection 'in' and 'on' action

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### **Formative & summative assessment to raise awareness of transformation**

- ILDASS: Component 1: 'how information literate am I?'; Component 5: 'what have I learned from the IL module?'
- AIR: Self-evaluation through oral presentation and written proposal
- FILE: Reflection on practice complemented by peer, tutor and technology enhanced feedback.

# Anyone can be an 'advanced' learner

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## **Irrespective of**

- the level of provision they operate at
- the information literate attitude they possess when they begin to engage with the learner-information relationship
  
- **ILDASS:** Increased confidence in own academic abilities
- **AIR:** Enhanced professional IL practice and status
- **FILE:** Supporting community of practice

# References on the Relational model

(chronological order)

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