



# Erfahrungen aus dem Ausland zur Informationskompetenz

Vortrag im Rahmen der Weiterbildungsveranstaltung in  
Oberwolfach zum Thema „Informationskompetenz“  
24. bis 28. Oktober 2005

**Referent: Benno Homann**



# Inhalt

- Begriff Information Literacy
- Entwicklungen in USA und Europa
- Modelle und Standards
- IFLA – Information Literacy Section
- IFLA – International Guidelines on Information Literacy



# Begriff: Information Literacy

Handlungsorientierte Variante in US:

the ability to know, when there is a need for information, to be able to identify, locate and effectively use that information for the issue or problem at hand

(National Forum on Information Literacy; <http://www.infolit.org>)

Holistische Variante in UK:

„adoption of appropriate information behaviour to identify, through whatever channel or medium, information well fitted to information needs, leading to wise and ethical use of information use in society“  
(Webber/Johnson, 2003, in: Basili, 2003, p 259)



# Alternative Begriffe zu Informationskompetenz

- Information skills – auf Techniken nicht Handlungen bezogen
- Library skills – eingeschränkt auf Bibliotheksnutzung
- Media Competencies – primär auf Nutzung neuer Medien bezogen
- Information and Communication Technology Skills (ICT) – umfassende, ökonomisch geprägte Sichtweise in GB, NL und EU
- Media Literacy - auf Medienvielfalt bezogen z.T. entsprechend der IL



## Entwicklung IL in USA

- 1971: Gründung von LOEX = Library Orientation Exchange (<http://www.emich.edu/public/loex/loex.html>)
- 1977: Gründung von LIRT = Library Instruction Round Table (<http://www3.baylor.edu/LIRT>)
- 1989: Gründung von NFIL = National Forum on Information Literacy (<http://www.infolit.org>)
- 1990/91: IL-Modelle: Big6Skills und ISP
- 1998: AASL Standards Information Literacy (<http://www.ala.org/ala/aasl/aaslissues/aaslinfolit/informationliteracy1.htm>)
- 2000: ACRL Standards Information Literacy (<http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.htm>)



## Entwicklung IL in Europa

- **International Alliance for Information Literacy** (Prague Conference of Information Literacy Experts, 2003 )
- **European Network on Information Literacy (EnIL) (European Union)**  
(<http://www.ceris.cnr.it/Basili/EnIL/index.html>)
- **NORDINFOlit (Scandinavia)**  
<http://www.nordinfo.org>
- **SCONUL Advisory Committee on Information Literacy (United Kingdom)**  
([http://www.sconul.ac.uk/activities/inf\\_lit/](http://www.sconul.ac.uk/activities/inf_lit/))
- **EU – Themenportal: information society**  
([http://europa.eu.int/information\\_society/edutra/skills/index\\_en.htm](http://europa.eu.int/information_society/edutra/skills/index_en.htm))



# Entwicklung IL International

- IFLA – Information Literacy Section ab 2003  
(<http://www.ifla.org/VII/s42/index.htm>)
- UNESCO – Information Society Observatory  
(<http://portal.unesco.org/ci/> Finanzierung u.a. High-Level International Colloquium in Information Literacy and Lifelong Learning 9.11.05 in Alexandria)
- Australian and New Zealand Institute for Information Literacy (ANZIIL)  
(<http://www.anziil.org>)



# Funktion von Modellen bei IL

## Modellfunktionen:

- Strukturierung der Vielfalt von Informationsobjekten und Handlungsschritten
- Reduktion der Vielfalt auf wesentliche Elemente und Prozesse
- Erfassung der Merkmale erfolgreicher Informations-suche/-bearbeitung
- Ermittlung der Schulungsziele einer “teaching library” für ein Gesamtkonzept



# Modelle der IL im Vergleich

Comparison of Information Skills Process Models

Eisenberg/Berkowitz Information Problem-Solving (The Big6 Skills)	Kuhlthau Information Seeking	Irving Information Skills	Pitts/Stripling Research Process	New South Wales Information Process
1. Task Definition 1.1 Define the problem 1.2 Identify info requirements	1. Initiation 2. Selection  4. Formulation (of focus)	1. Formulation/analysis of information need	1. Choose a broad topic 2. Get an overview of the topic 3. Narrow the topic 4. Develop thesis/ purpose statement	Defining
2. Information Seeking Strategies 2.1 Determine range sources 2.2 Prioritize sources	3. Exploration  (investig info on the general topic)	2. Identification /appraisal of likely sources	5. Formulate questions to guide research 6. Plan for research & production 7. Find, analyze, evaluate resources	Locating
3. Location & Access 3.1 Locate sources 3.2 Find info	5. Collection  (gather info on the focused topic)	3. Tracing/locating indiv. resources 4. Examining, selecting, & rejecting indiv resources	8. Evaluate evidence take notes/compile bib	Selecting
4. Information Use 4.1 Engage (read, view, etc) 4.2 Extract info	6. Presentation	5. Interrogating/using individual resources 6. Recording/storing info	9. Establish conclusions/ Organize info in outline 10. Create and present final product	Organising
5. Synthesis 5.1 Organize 5.2 Present	7. Assessment (of outcome/ process)	7. Interpretation, analysis, synth., and eval. of info 8. Shape, presentation, and communication of info 9. Evaluation of the assignment	(Reflection point -- is the paper/project satisfactory)	Presenting
6. Evaluation 6.1 Judge the product 6.2 Judge the process				Assessing

Quelle: <http://www.big6.com/showarticle.php?id=87>

# 6Big - ILS

## Eisenberg/Berkowitz Information Problem-Solving (The Big6 Skills)

1. Task Definition 1.1 Define the problem 1.2 Identify info requirements
2. Information Seeking Strategies 2.1 Determine range sources 2.2 Prioritize sources
3. Location & Access 3.1 Locate sources 3.2 Find info
4. Information Use 4.1 Engage (read, view, etc) 4.2 Extract info
5. Synthesis 5.1 Organize 5.2 Present
6. Evaluation 6.1 Judge the product 6.2 Judge the process

pragmatischer  
Ansatz

## Kuhlthau Information Seeking

1. Initiation	
2. Selection	
4. Formulation (of focus)	
3. Exploration  (investig info on the general topic)	5. Collection  (gather info on the focused topic)
6. Presentation	
7. Assessment (of outcome/ process)	

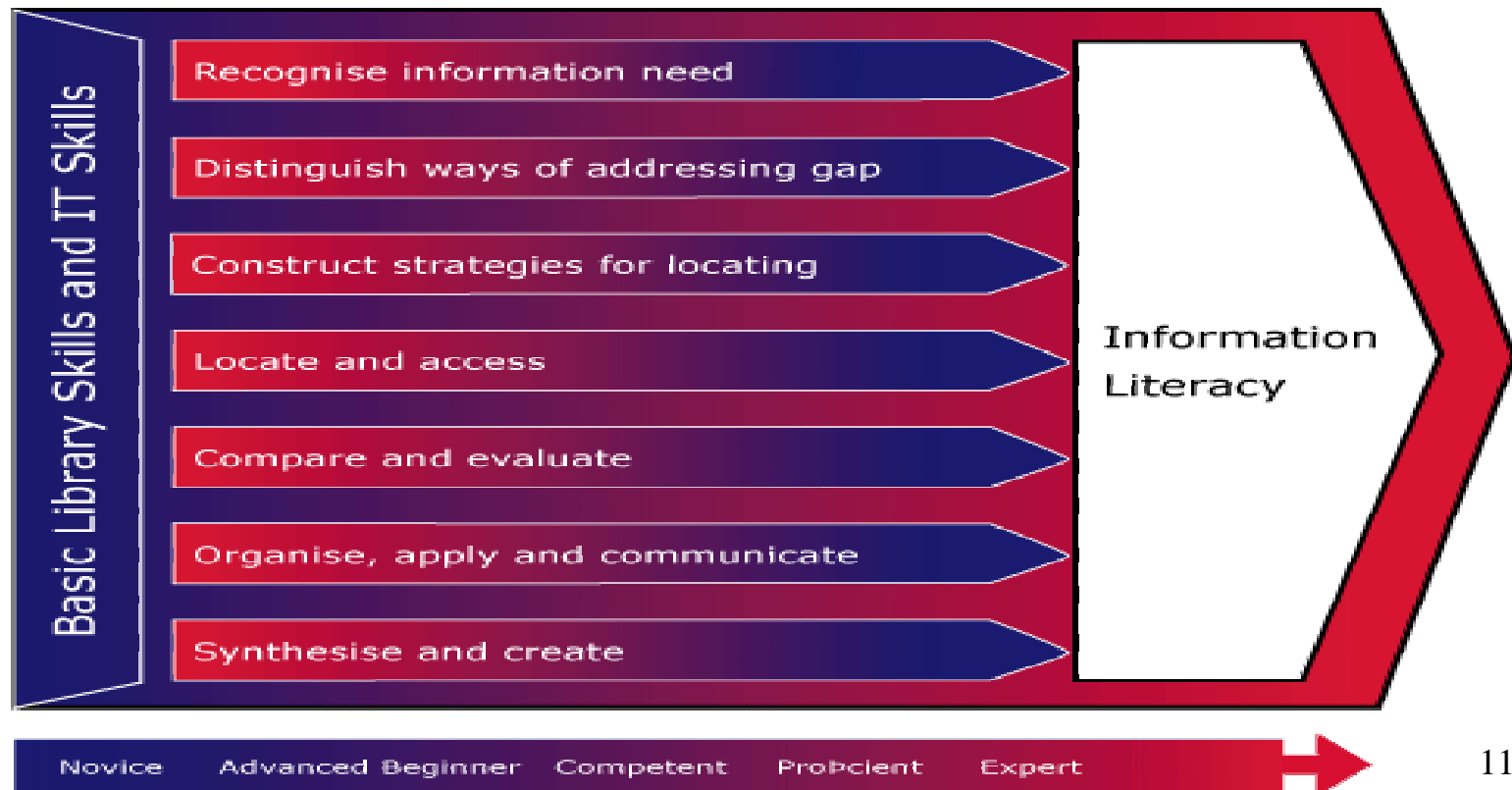
lerntheoretischer  
Ansatz



# Modelle der Information Literacy

## SCONUL

SCONUL Seven Pillars Model for Information Literacy  
© Society of College, National and University Libraries



# Information Literacy und IFLA

## Themenbeispiele: Buenos Aires und Oslo

- Instrument für Bildung und soziale / ökonom. Entwicklung
- Instrument für lebenslanges Lernen und Fort-/Weiterbildung
- Bildungsinstrument der Nationalbibliotheken ([Brit. Lib.](#))
- Regierungsinstrument (Demokratisierung und Wirtschaftsentwicklung)
- Emanzipationsinstrument z.B. Frauen in Entwicklungsländern
- Entwicklung in China, Indien, Emirate, Russland, Sri Lanka, Iran, Latein Amerika
- Marketing / institutionelle Verankerung
- Assessment (Evaluation)
- Information Literacy Section: International Guidelines
- (Methoden und Qualifikation: 2001 und 2002)

# Entwicklung der „Information Literacy Section“ (ILS)

## Organisatorische Aspekte

- Workgroup User Education (1990-1992)
- Round Table on User Education (1993 – 2002)
- Information Literacy Section in Div 7: Education and Research (seit 2003)

## Aktive Länder / relevante Personen)

- USA (Kesselmann, Rader)
- UK (Webber)
- Mexiko (Lau)
- Spanien (PASADAS-URENA )
- Skandinavien (Tovote)

# Ziele der ILS

## allgemein

- internationale Kooperation
- Förderung von Information Literacy in allen Ländern, Gesellschafts- und Berufsgruppen

## speziell

- Entwicklung von Standards
- Empfehlung von Schulungsmethoden (aktivierendes Lernen)
- pädagogische Weiterqualifizierung
- organisatorische Realisierung von Konzepten (Management)
- Assessment / Evaluation von Konzepten und Veranstaltungen
- Beobachtung / Auswertung von Projekten (z.B. Best Practices)

## Konkret Buenos Aires/ Oslo:

- **International Guidelines on Information Literacy**
- **Handouts on E-Learning, Program-Realization Assessment**



# Guidelines – Ziele / Orientierung

- Hilfestellung für Start von IL-Aktivitäten
- Pragmatische Hinweise für die Erstellung von IL-Programmen
- Checkliste für die Planung und Realisierung von IL-Programmen
- Hinweise auf weiterführende Literatur (online)
- Orientierung: Ergebnisse des Practice Projects der ACRL<sub>1</sub>

# Guidelines - Inhalte 1

Hinweise zur Realisierung eines IL-Programms

- Konzepte der Information Literacy<sub>1</sub>
- Standards der Information Literacy<sub>1</sub>
- Schritte zur institutionellen Verankerung (interne / externe PR)<sub>1</sub>
- Gesamtkonzeptrealisierung (Projektmanagement)<sub>1</sub>



# Information Literacy Guidelines - Inhalte 2

Hinweise zur Realisierung eines IL-Programms

- Pädagogische Vermittlungskonzepte<sub>1</sub>
- Personalentwicklung /-qualifikation<sub>1</sub>
- Lerntheorien als Grundlagenwissen<sub>1</sub>
- Assessment- / Evaluationsinstrumente<sub>1</sub>
- Planungstemplate<sub>1</sub>
- Bibliographie<sub>1</sub>





# Nutzen für deutsche IK-Aktivitäten

- Austausch von Erfahrungen
- Standards der IK
- Theorie- / Konzeptentwicklung
- Methodik der IK-Vermittlung
- Strategien der Konzeptrealisierung
- Forschung zum Outcome
- Projektkooperation auch auf internationaler Ebene





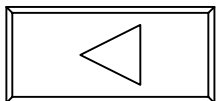
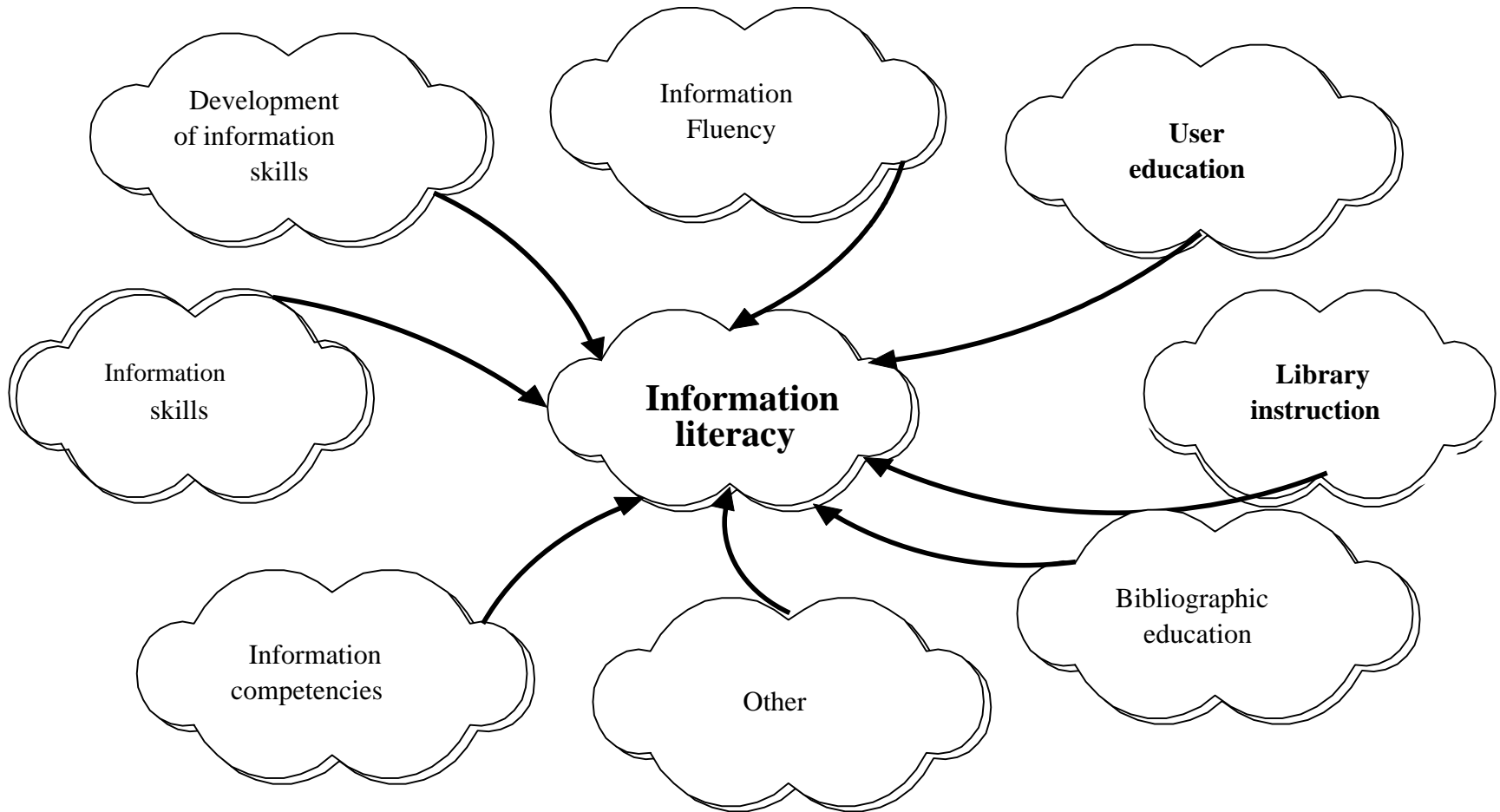
# Vielen Dank für Ihre Aufmerksamkeit



# Zwischen-/Anhangsfolien



# ILS-Konzepte





# ILS-Standards

## Access

Need

- Deciding
- Expressing
- Initiating

Location

- Search
- Selecting
- Locating

## Evaluation

Assessment

- Analyzing
- Generalizing
- Evaluating

Organization

- Categorizing
- Organizing

## Use

Info Use

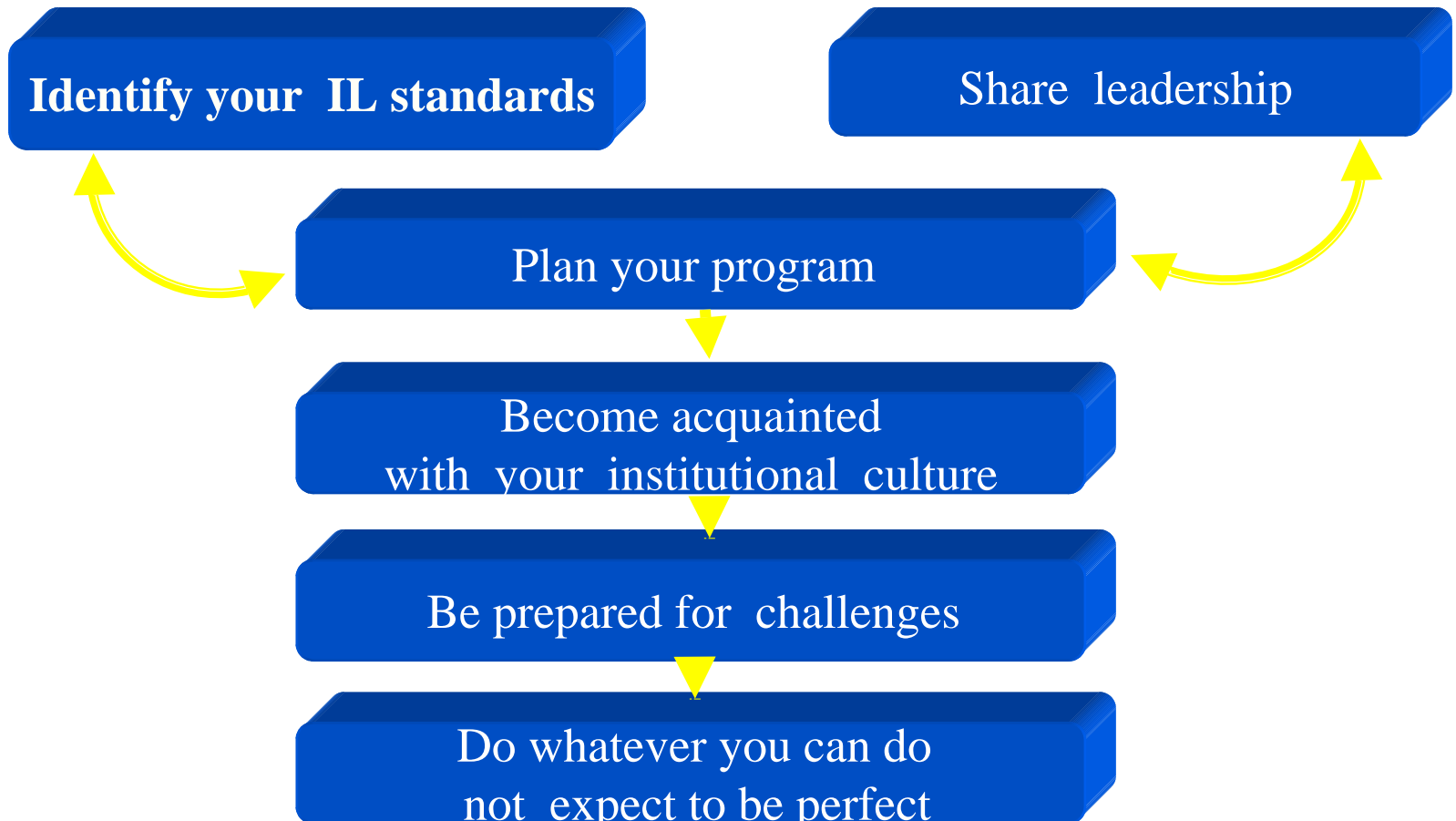
- Applying
- Learning
- Using

Communicating

- Ethical use
- Acknowledging
- Style standards

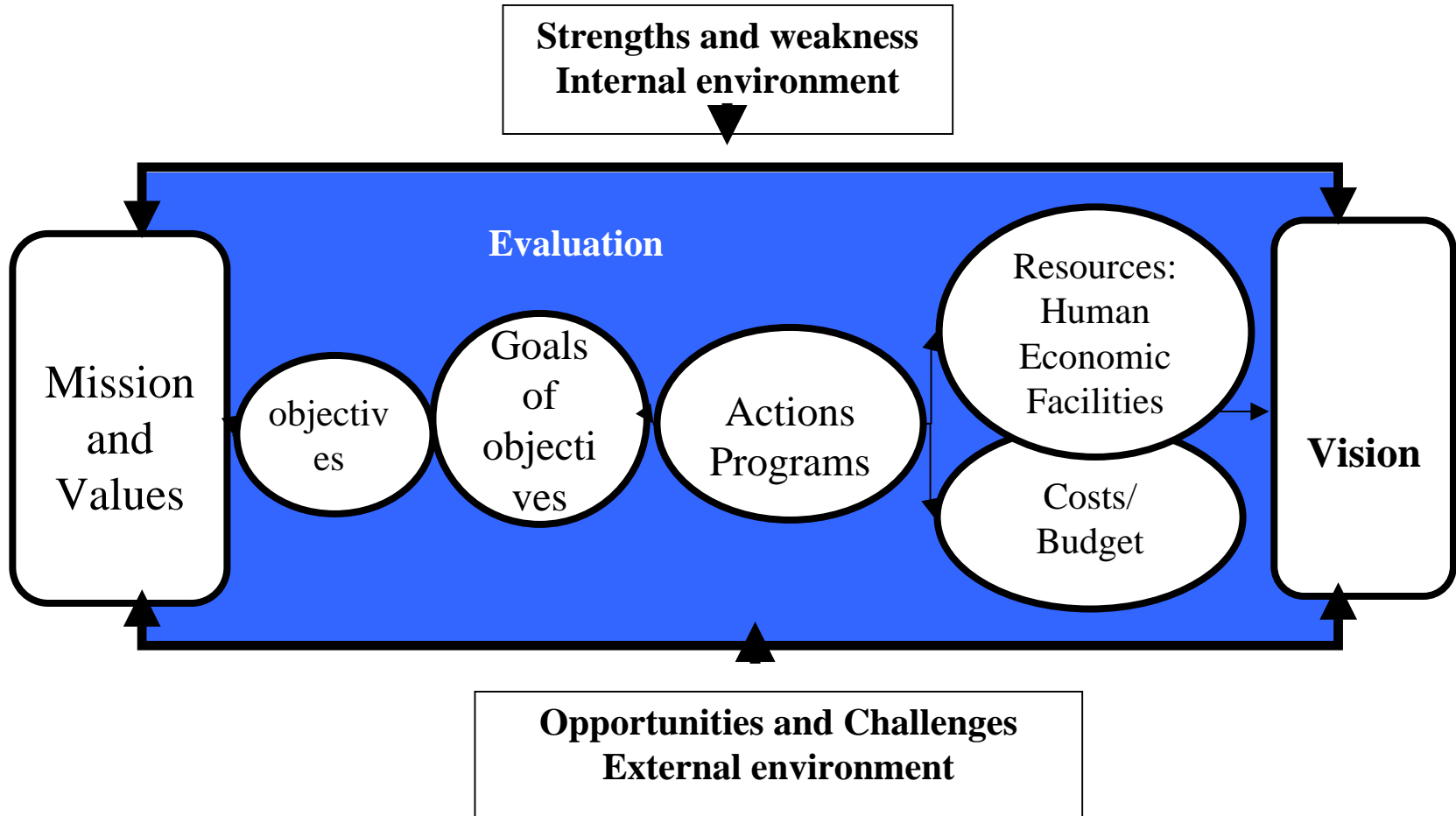


# Schritte zur institutionellen Verankerung



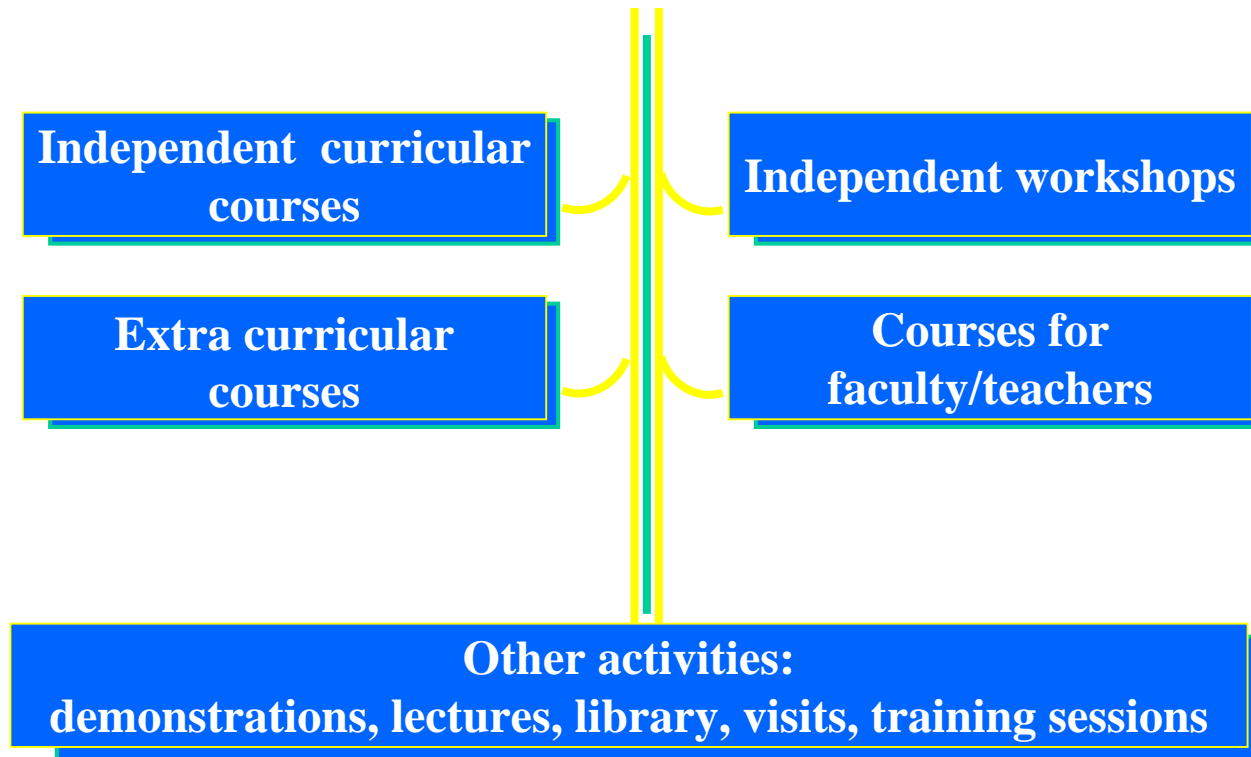
# Realisierung Gesamtkonzept

## - Strategischer Plan -



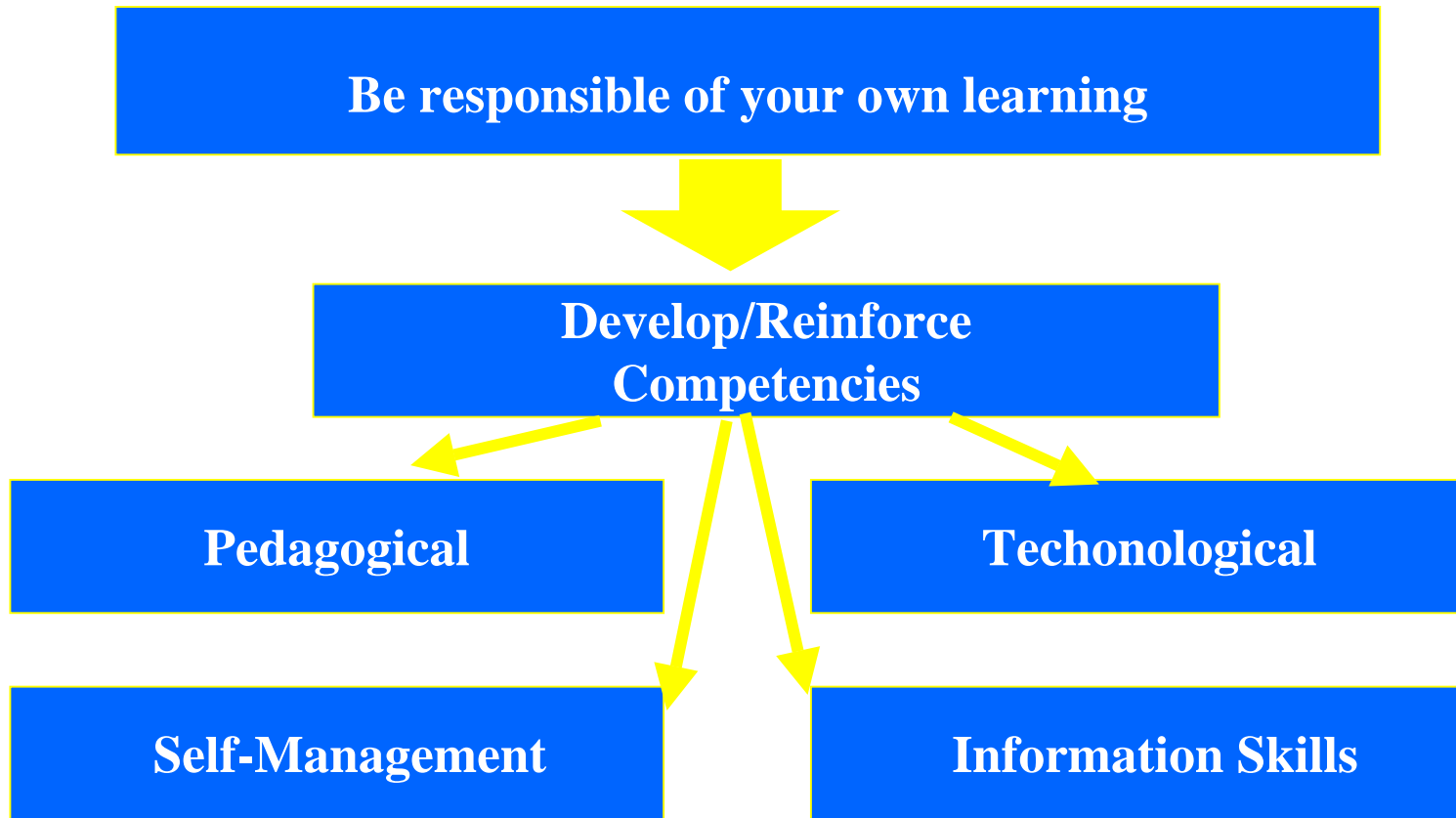


# Pädagogische Vermittlungskonzepte



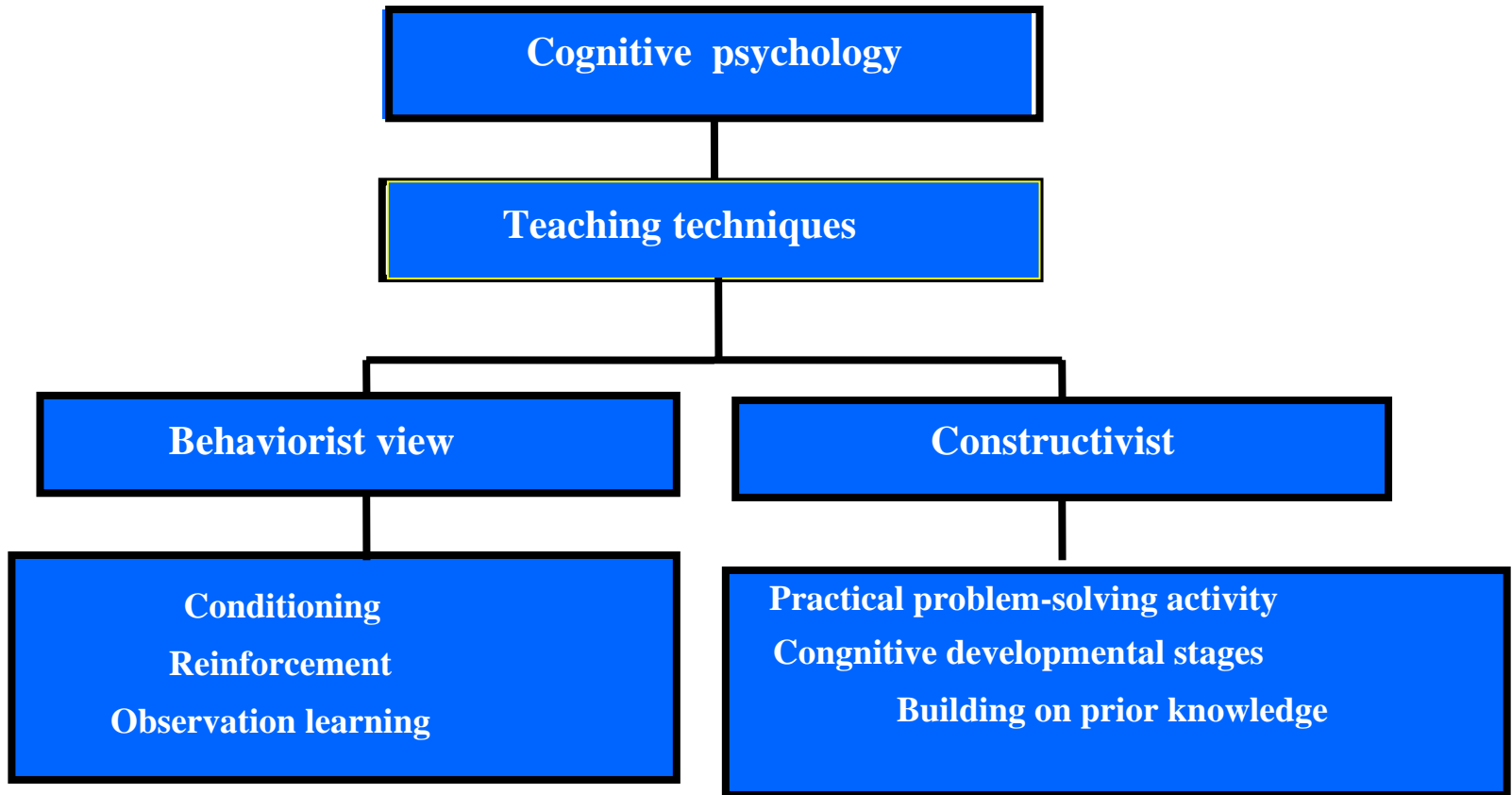


# Personalentwicklung /- qualifikation



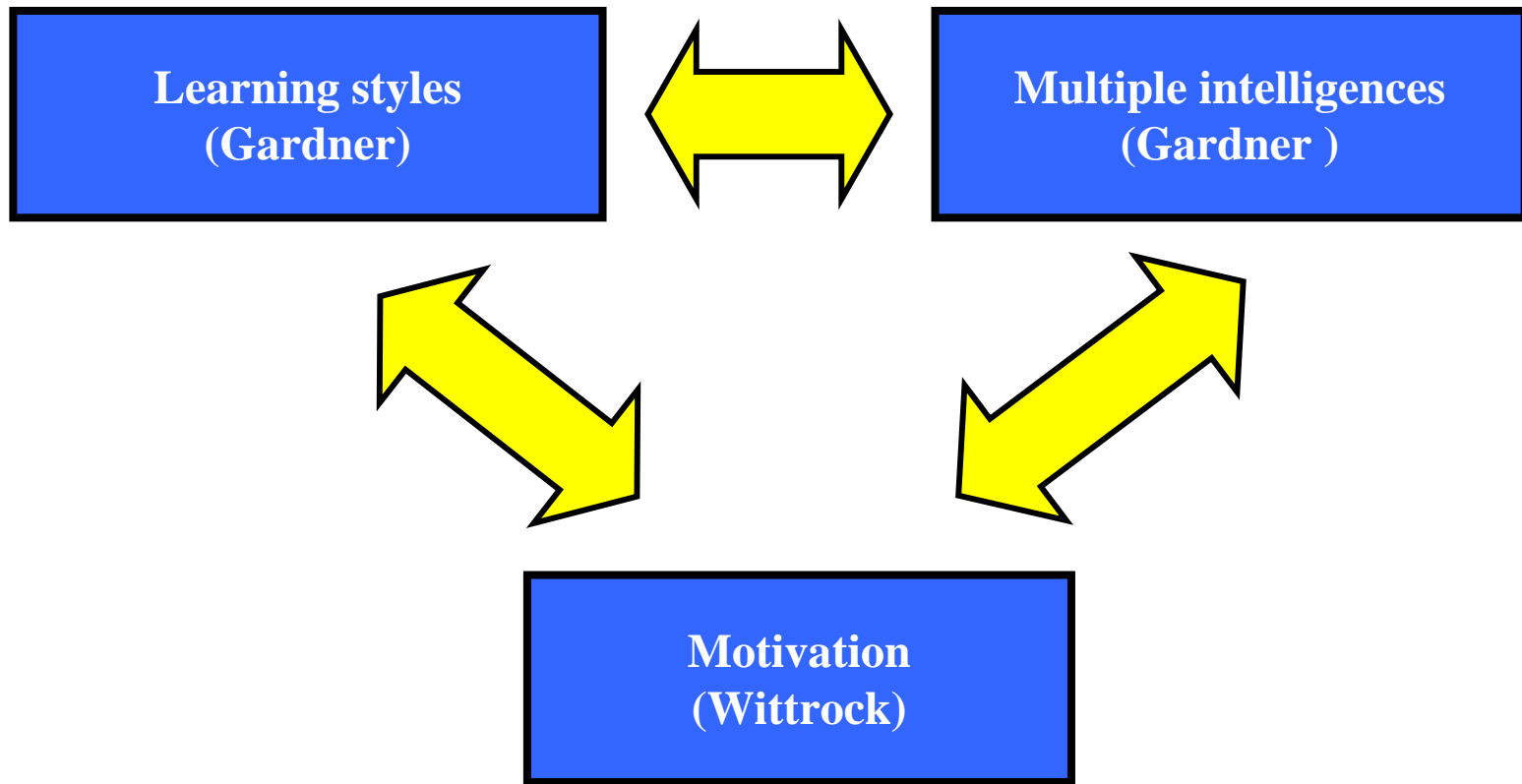


# Lerntheorien als Grundlagenwissen



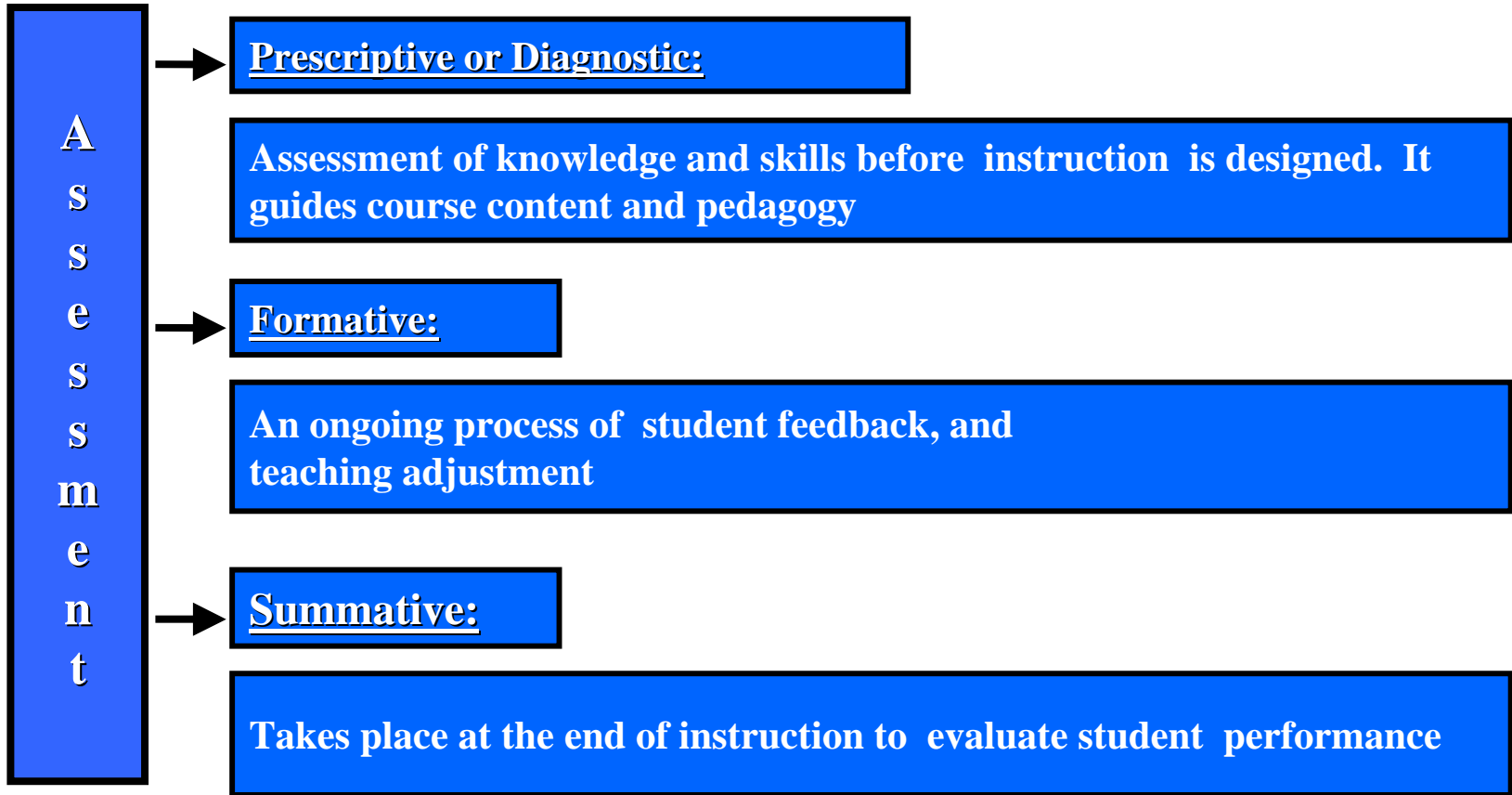


# Faktoren des Lernprozesses



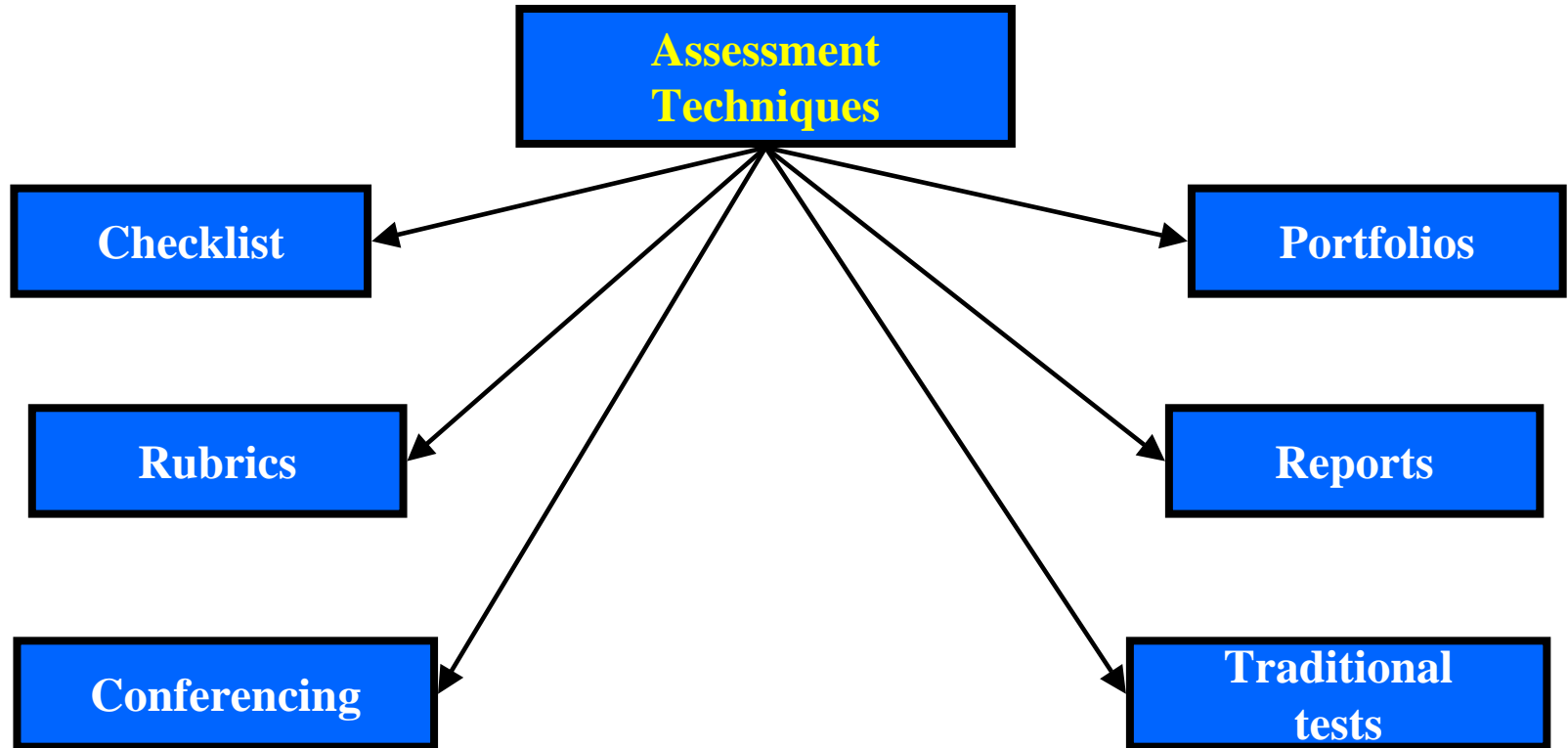


# Assessment- / Evaluationsaspekte





# Assessment- / Evaluationstechniken





# INFORMATION LITERACY STRATEGIC PLANNING TEMPLATE (J.Lau´)

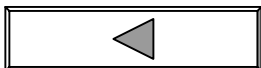
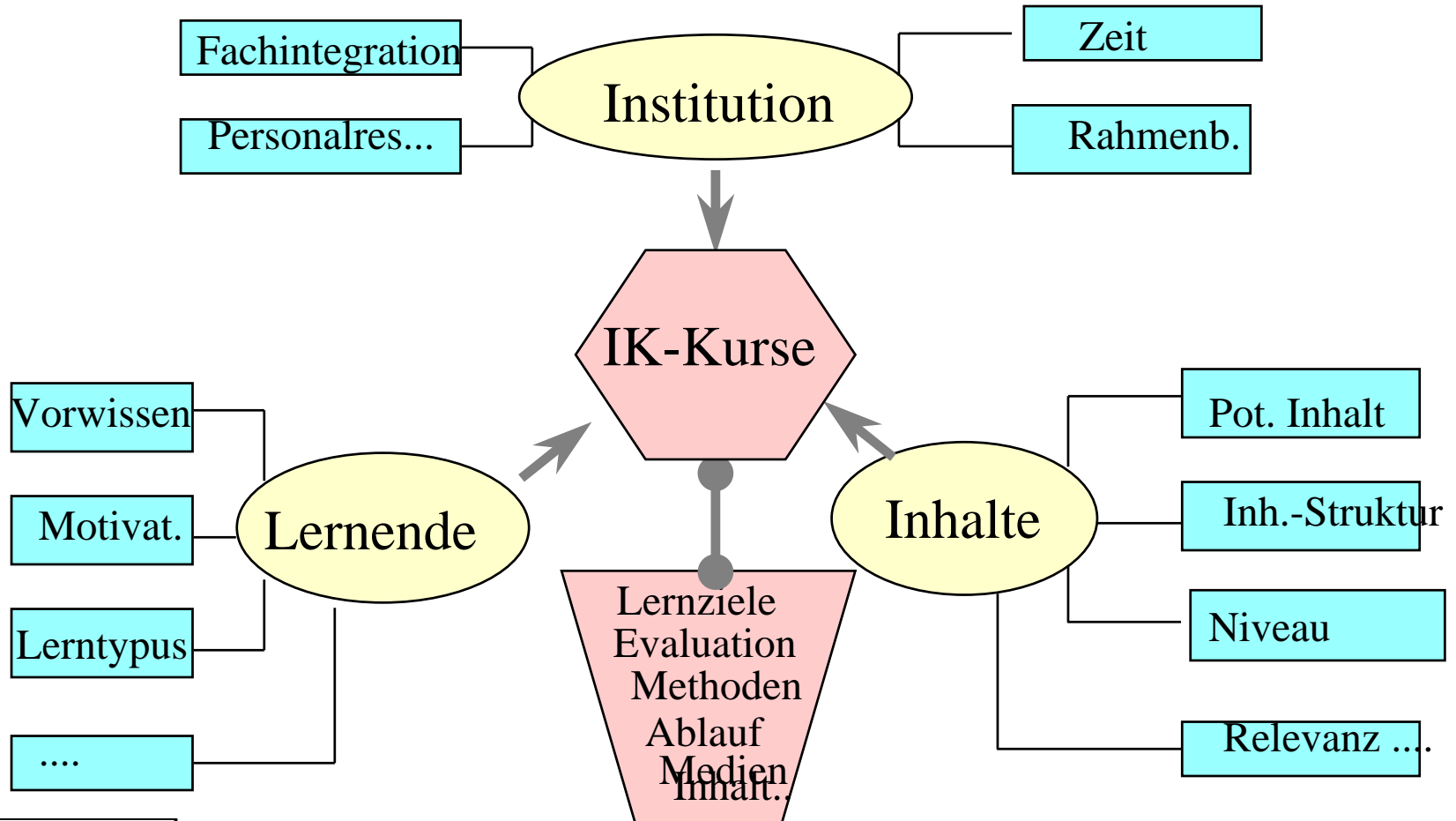
Team leader: \_\_\_\_\_ Library: \_\_\_\_\_

1. Mission:
2. Vision:
3. Justification:
4. Strength and weaknesses:
5. Environmental Scan (Internal and external):
6. Strategies:
7. Objectives and goals:
8. Actions:
9. Resources / Requirements (Human, economic and physical):
10. Budget:
11. Timetable / Actions:



# Realisierung eines Schulungskonzepts

Factors to be considered on developing Infolit Programst (Homann)



# British Library Teacher's Area

The screenshot shows a Mozilla browser window displaying the British Library Teacher's Area. The browser's address bar shows the URL <http://www.bl.uk/services/learning/teachers.html>. The website header features the British Library logo and the tagline "The world's knowledge". Navigation links include "About us", "Collections", "Catalogues", "Services", "What's on", "News", and "Contact us". The main content area is titled "Teachers' Area" and is divided into several sections:

- Explore**:
  - Talkin' 'bout Revolution**: Young people discuss revolutions, with lectures at University College London and primary source handling sessions here at The British Library.
  - 21st Century Citizen**: Our 21st Century Citizen site provides a stimulating and contemporary collection of online resources to support the Citizenship curriculum for school students aged 11-16 in the UK.
  - The Korean War**: This collection of resources uses a range of sources, mostly from a one-sided perspective, to offer new insights during the war. KS 4+
  - Word building**: Words have been borrowed from all over the world during colonial times and we still go on borrowing. What happens when a new word is...
- Visits**:
  - [Visits in London](#)
  - [Useful Tips](#)
- Other Teaching Resources**:
  - Bodies of Knowledge**: Do you believe in auras, chakras, meridians or astrological ways of thinking about the body?
  - Chapter and Verse**: 1000 years of English literature; be inspired to create your own!
  - Trading Places**: English East India Company. Ideal for Key Stage 3 History
  - Children's Books**: Giants, princesses, Alice in Wonderland for KS2

The browser's taskbar at the bottom shows several open applications, including "Anfra...", "Micro...", "Stelle...", "Süd...", "X:\Gr...", "102e...", "Date...", "Teac...", and "Wind...". The system clock indicates the time is 13:43.



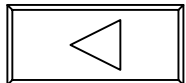
# Biblio-/Webliographie

- Abid, Abdelaziz:** *Information literacy for lifelong learning*". *World Library and Information Congress: 70th IFLA General Conference and Council, 22-27 August 2004, Buenos Aires*,  
<http://www.ifla.org/IV/ifla70/papers/116e-Abid.pdf>
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<http://www.caul.edu.au/info-literacy/InfoLiteracyFramework.pdf>
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- ACRL. "Information Literacy in Action."**  
<http://www.ala.org/ala/acrl/acrlissues/acrlinfolit/infolitresources/infolitaction/infolitaction.htm>
- ACRL. "Characteristics of Programs of Information Literacy that Illustrate Best Practices: A Guideline." 2003.** <http://www.ala.org/ala/acrl/acrlstandards/characteristics.htm>
- ACRL – Information Literacy Online Tutorials**  
<http://www.ala.org/ala/acrl/acrlissues/acrlinfolit/infolitresources/infolitaction/iltutorials.htm>
- University of South Florida: information literacy initiative**  
<http://www.fiu.edu/~library/ili/ilibroc.html>
- Practical Assessment, Research , & Evaluation.** (online journal)  
<http://pareonline.net/>
- Stripling, Barbara K.** *Learning and Libraries in an Information Age: Principles and Practice.* Littleton, CO: Libraries Unlimited, 1999



# ACRL-Best Practices

- Projekt: 2000 – 2002
- Ziel: Ermittlung von Praktiken zur erfolgreichen Etablierung von IL-Konzepten
- Methode: Befragung von großen Bibliotheken
- Ergebnisse:  
<http://www.ala.org/ala/acrl/acrlstandards/characteristics.htm>
- Inhalte:  
allg.Idee, konkrete Ziele/Programm, Realisierungsplanung, Organisation / Verwaltung, Curriculumintegration, Fachkooperation, Methodik, Personal (Qualifikation), Marketing, Assessment





# Sheila Webber: Information Literacy Place

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[Infolit weblog](#)

[Department of Information Studies Sheffield University](#)

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Bill Johnston,  
&*

## The Information Literacy Place

These pages are produced by Sheila Webber, who teaches at Sheffield University, and Bill Johnston, who teaches at Strathclyde University (see [who we are](#) and [what these pages are for](#), below).

**New on June 5th 2003.** And now [the weblog!](#) We've created an information literacy weblog and have been adding entries for a bit more than a month, so you'll get a feel for what kinds of information and ideas we'll be putting up. Please comment, and if you want to contribute a weblog entry - just get in touch! **New on May 12th 2003.** I have updated the "Organisations" page and made a few updates to some other pages (e.g. events, also updated at the start of June).

- ◆ [Standards & position statements](#)
- ◆ [Organisations & resources](#)
- ◆ [Definitions and models of IL](#)
- ◆ [Learning and teaching resources](#)
- ◆ [Research into information literacy](#)
- ◆ [IL in schools](#)
- ◆ [Forthcoming events around the world](#)
- ◆ [Links to people](#)
- ◆ [Relationship between librarians and faculty](#)
- ◆ [Information literacy and society](#)
- ◆ [Conference papers on information literacy](#)
- ◆ [Our publications & presentations](#) etc.

