Information Literacy

Information Literacy

Recognise information need

Distinguish ways of addressing gap

Construct strategies for locating

Locate and access

Compare and evaluate

Organise, apply and communicate

Synthesise and create

Expert
Proficient
Competent
Advanced Beginner
Novice

Basic Library Skills and IT Skills
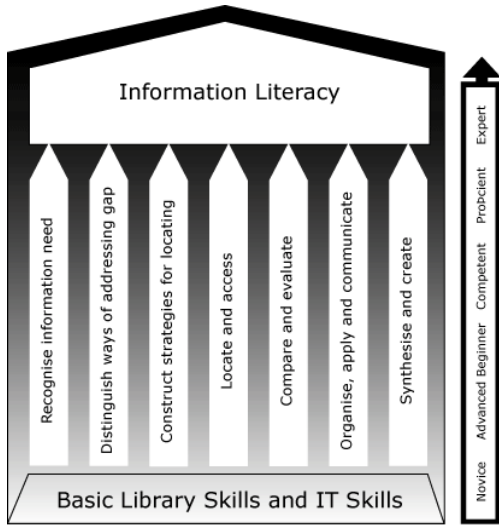
SCONUL Seven Pillars Model for Information Literacy
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Information literacy is the ability to identify what information is needed, understand how the information is organized, identify the best sources of information for a given need, locate those sources, evaluate the sources critically, and share that information. It is the knowledge of commonly used research techniques. Moreover, information literacy is the set of skills needed to find, retrieve, analyze, and use information.[1]

Information literacy is critically important because we are surrounded by a growing ocean of information in all formats. Not all information is created equal: some is authoritative, current, reliable, but some is biased, out of date, misleading, false. The amount of information available is going to keep increasing. The types of technology used to access, manipulate, and create information will likewise expand.[3]

It has become increasingly clear that students cannot learn everything they need to know in their field of study in a few years of college. Information literacy (IL) equips them with the critical skills necessary to become independent lifelong learners.

Too often we assume that as students write research papers and read textbooks they are gaining sufficient IL skills. This is not so. IL skills may be introduced but what is needed is a parallel curriculum in IL forming a strong foundation of a college education.[4]

[1] "Information Literacy", **Association of College and Research Libraries,** www.ala.org/ala/acrl/acrlissues/acrlinfolit/informationliteracy.cfm

[2] Illustration: "SCONUL Seven Pillars Module for Information Literacy", **Society of College, National and University Libraries (SCONUL)**, www.sconul.ac.uk/groups/information_literacy/sp/sp/spportbw.gif

[3] "Information Literacy", **University of Idaho,** www.webs.uidaho.edu/info_literacy

[4] "Information Literacy", **Association of College and Research Libraries**, www.ala.org/ala/acrl/acrlissues/acrlinfolit/informationliteracy.cfm

يجمع المصطلح الإنجليزي information literacy بين معنيين:

- عملية محو الأمية المعلوماتية
- المهارات المعلوماتية الناتجة عن هذه العملية

و**المهارات المعلوماتية** هي القدرة علي تحديد المعلومات المطلوبة، وفهم طرق تنظيم المعلومات، وتحديد أفضل مصادر المعلومات لمواجهة احتياج محدد، وتحديد الأماكن التي تتاح بها تلك المصادر، وتقييمها تقييمًا يتسم بالروح النقدية، وتبادل هذه المعلومات مع الآخرين. كما أن المهارات المعلوماتية هي مجموعة المهارات اللازمة لإيجاد واستخراج وتحليل واستخدام المعلومات.

والمهارات المعلوماتية في غاية الأهمية لأننا محاطون ببحر من المعلومات مختلفة الأشكال يتسع باستمرار، وهذه المعلومات ليست كلها متساوية: فبعضها معترَف به وحديث وموثوق به، ولكن البعض الآخر متحيز أو قديم أو مضلل أو خاطئ. وسوف يظل كم المعلومات في تزايد مستمر، وكذلك أنواع التكنولوجيا المستخدمة في الوصول للمعلومات والتلاعب بها وابتكارها.

وقد أصبح من الواضح أنه لا يمكن للطلاب تعلم كل شئ يحتاجون إلي معرفته في مجال دراستهم أثناء السنوات المحدودة للتعليم الجامعي، **فمحو الأمية المعلوماتية** هو الذي يزود هؤلاء الطلاب بالمهارات الضرورية للاعتماد على أنفسهم في عملية التعلم مدي الحياة.

غالبًا ما نفترض أنه طالما أن الطلاب يكتبون أبحاثهم ويقرأون الكتب التعليمية فإنهم بذلك يكتسبون قدرًا كافيًا من المهارات المعلوماتية، ولكن هذا غير صحيح، فقد يتم تعريف الطلاب بالمهارات المعلوماتية بشكل تمهيدي، ولكن ما نحتاج إليه هو منهج دراسي موازي للمناهج النظامية لمحو الأمية المعلوماتية، وذلك بهدف بناء أساس متين للتعليم الجامعي.

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