



Perspectives of Information Literacy and Awareness among Students in Higher Education

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Abstract:

The Information Literacy concept is prevalent for a long time. This has not only gained popularity among the library fraternity but also the users of library and resource centers.

Key Words: Information Literacy, Higher Education, Plagiarism, Types of Information Literacy.

Definition:

The Association of College and Research Libraries defines information literacy as a "set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued and the use of information in creating new knowledge and participating ethically in communities of learning" https://en.wikipedia.org/wiki/Information_literacy

Research Methodology:

This work tries to look into the various perspectives of information literacy which can enhance the students learning attitude by developing information literacy as and for now.

Importance of Information Literacy:

- 1-It enhances the capacity of the user of information.
- 2-The usage of acquired information resources by the academic or any institution
- 3-Increase in pre selection of information resources based on usage helps in financial management of resources
- 4-The academic research institution is able to produce better results based on authentic knowledge acquired.

Information Literacy Skills:

1. Anyone having information literacy
2. Should be able to analyze and classify information.
3. Should be able to assess the available information.
4. Should be able to handle and implement the acquired information.
5. Should be able to agree accept and recognize sources of information.

Information Literacy in Higher Education Institutes:

In knowledge resource centers across higher education institute the librarians by various means depending upon the user's basic knowledge

conduct information literacy sessions. The information literacy can be spread by various means

1-Video Lectures

2-Through Library Orientation Sessions

3-Demonstration of various resources available in library

National and International experts of information literacy meetings held over all over the world:

1. "The Prague, Czech Republic Declaration (September 2003)"
2. "The Alexandria, Egypt Proclamation (November 2005)"
3. "The Ljubljana, Slovenia Recommendations (March 2006)"
4. "The Kuala Lumpur, Malaysia Topics (June 2006)"
5. "The Patiala, India Resolutions (October 2005)"
6. "The Chennai, India (January 2009)"

There are various types of other literacy's which are prevalent in addition to information literacy which are as follows:

1. Literacy:

"Literacy is a key capability for citizens to understand and influence changes within society becomes a critical feature of a robust, participatory democracy." (Joe Lo Bianco and Peter Freebody. 1997:11) Literacy "Literacy is a key capability for citizens to understand and influence changes within society becomes a critical feature of a robust, participatory democracy." (Joe Lo Bianco and Peter. Freebody.1997:11)

<https://files.eric.ed.gov/fulltext/ED228983.pdf>

2. Digital Literacy:

Digital literacy is defined by Jisc (Formerly the Joint Information System Committee) asb "the capabilities which fit someone for living, learning and working in a digital society"

(Jisc, 2014). Seven strands model of digital literacy (given by Jisc) contains Information literacy as its one part.

Literacy:

The Office of Communications (Ofcom) defined media literacy as “the ability to access, understand and create communications in a variety of contexts”. The “United Nations Education, Scientific, and Cultural Organization (UNESCO)” in their website offer a definition and “model of Media and Information Literacy”.

4. Meta Literacy:

In 2014, Mackey and Jacobson in their book title “Meta literacy: Reinventing information Literacy to empower learners” insists on re-defined information literacy as a 'meta literacy' That includes the elements of digital and media literacies, with a range of others.

5. Web Literacy:

<http://www.infolot.org/documents/progress.html>. In 2015, Mozilla Foundation defined Web Literacy as "skills and competencies needed for reading, writing, and participating on the Web". The Mozilla Foundation runs a website which is dedicated to the various skills of Web Literacy. These skills are separated into three strands:

6. Strand 1: "Explore" (reading the web)

7. Strand 2: "Build" (writing the web)

8. Strand 3: "Connect" (participating on the web)

Information literacy is directly connected with strand 1 i.e. 'Explore'.

5. Data Literacy:

Data Literacy is the capability to derive meaningful information from the data and then evaluate and present it in the most effective way same as with information literacy.

6. Copyright Literacy:

Secker and Morrison in the year 2016 defined copyright literacy as "acquiring and Demonstrating the appropriate knowledge, skills, and behaviors to enable the ethical creation and used of copyright materials."

The definition of some traditional literacies are presented below.

7. Computer Literacy:

Luehrmann defined computer literacy as “the ability to do computing. This translates into the hands-on experience with the computer by learning to control and program it using a computer language”.

“Minnesota Educational Computing Consortium (MECC)” defined computer literacy as " the knowledge and skills the average citizen needs to know (or do) about computers" (Anderson,Klassen, Johnson, 1981, p. 688).
<https://files.eric.ed.gov/fulltext/ED228983.pdf>

8. Visual Literacy:

It is a “multidisciplinary concept”, developed in 1966 by John L. Debes. He has also organized the "first National Conference on Visual literacy and related fields." This conference later responsible for the formation of "International Visual Literacy

Association.” <http://visualliteracytoday.org>

Ralph Wileman defines visual literacy as "the ability to read, interpret, and understand the information presented in pictorial or graphic images"
https://www.researchgate.net/publication/286909809_Visual_Literacy_in_Educational_Practice.

9. Health Literacy: www.worldcat.org

Health Literacy is defined in the "Institute of Medicine report, Health Literacy: A Prescription to End Confusion" as "the degree to which individuals have the capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions."
<https://nmlm.gov/initiatives/topics/health-literacy>.

10. Business Literacy:

Business literacy is the "knowledge and understanding of the financial, accounting, marketing, and operational functions of an organization28."

11. Tool Literacy:

It is the ability to "use print and electronic resources including software."

12. Resource Literacy:

It is the ability to "understand the form, format, location and access methods of information resources.

13. Social-Structural Literacy:

It is the knowledge to know "how information is socially situated and produced. It includes Understanding the scholarly publishing process."

14. Research Literacy:

It is the ability "to understand and use information technology tools to carry out research Including discipline-related software."

15. Publishing Literacy:

It is the “ability to format and publish research and ideas. Electronically, in textual and multimedia forms (including via World Wide Web, electronic mail and distribution lists, and CD-ROMs), to introduce them into the electronic public realm and the electronic community of scholars,"
<https://teaching.uncc.edu>media>

16. Library Literacy:

Bell, R (1990) defined library literacy as "In the academic setting, library literacy refers to the acquisition of a range of skills relating to the identification of and familiarity with sources en.wikipedia.org/wiki/National_Literacy_Mission_P rogramme.

(Accessed:29.05.2023) and information seeking processes, usually through formal bibliographic instruction and informal user education." https://eprints.rclis.org/14540/1/library_literacy_vs_information_literacy-comunicare_sibiu2%E2%80%A6.pdf.

17. Internet Literacy:

Internet literacy is the "ability to access, understand, critique, and create information and communication content online" (Livingston, 2009; Livingstone, Bober & Helsper, 2005; Van Deursen & Van Dijk, 2009, 2010, 2011)

While in 2015 Fuji & Yoshida defined it as "incorporating the following three points:

(1) The ability to address illegal and harmful contents on the Internet appropriately.

(2) the ability to communicate on the Internet appropriately.

(3) the ability to protect his/her privacy and perform security measures." (Fuji & Yoshida, 2015). https://jcss.ut.ac.ir/article_64646.html

18. Technology Literacy:

There are various definitions to understand the term technology literacy, some of them are It is the "ability to effectively and responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, create, and communicate information to improve the learning process through problem-solving and critical thinking (Estes, 2015,2017)", and "to be able to critically evaluate the accuracy and currency of the information obtained and integrate it in the synthesizing of new information (Nicholas and Ng, 2009; Farmer, 2011), "

"The ability to use computer technologies effectively and to simultaneously understand the implications of those actions. It is also important to know where to go to find reliable and accurate resources in cyberspace (Gurak, 2003)".

19. Network Literacy:

It is an "emerging digital literacy that deals with computer network knowledge and skills. Network literacy relates to the basic knowledge and skills required for citizens to participate in the networked society (Scottish Qualifications Authority, 2014; Fabbro, 2009)" or "basic knowledge of how networks can be used as a tool for discovery and decision-making, and about both their potential benefits and pitfalls, made accessible for all people living in today's networked world (NetSciEd, 2017)."

20. E-Literacy:

It is related to the "skill set required to make efficient use of all of the materials, tools, and resources that are available online (Halvorsen, 2009: 254)".

21. Social media Literacy:

en.wikipedia.org/wiki/National_Literacy_Mission_Programme (Accessed:29.05.2023)

It is the ability to "access to social media applications, the knowledge, skills, attitudes, and self-efficacy of individuals to (appropriately) use social media applications and to analyze, evaluate, share and create social media content (Vanwysberghe, Boudry & Verdegem, 2011)". https://jcss.ut.ac.ir/article_64646.html

22. Critical Literacy:

Fogarty in 1997 defined "Critical literacy enhances life-long learning which develops from learning by doing. "Students must be equipped not only with the what but also with the how-to become productive problem solvers, mindful decision-makers, and crafts persons of pride, with the freedom to flex and feel the flow and efficacy (Fogarty: 1997, 78)"

<https://files.eric.ed.gov/fulltext/ED433456.pdf>

As a part of information literacy the libraries festival was held at Delhi during the period 5th -6th August 2023" which was inaugurated the honorable president of India Smt Droupadi Murmu.

The Information Literacy Working in Academic Institutions:

1. The orientation program held in educational institutes is part of information literacy
2. These workshops help the user in getting acquaintance with resource centers, school, college, university libraries.
3. This promotes use of acquired resources.
4. The return of investment in libraries is enhanced which helps in getting more finances for libraries
5. Video Lectures
6. Demonstration of Library Resources "How to Use them"
7. Tour of Library for students
8. Actual searching of books on shelves

All this contribute to development of information literacy among the student/user fraternity.

The Swayam portal by government of India is a step towards enhancing information literacy among students and faculty on practical basis as it is evident that when the student is pursuing course online. He / She not only listens to lectures online but also submits assignments, attempts online tests, receives and gives feedback and in the process he develops information literacy. In the new education policy many universities allow online course completion credits.

Conclusion:

From this study we conclude that information literacy among the students of higher education plays key role in various aspects of gaining education. The plagiarism checking among students is thing which requires updating of information literacy skills among the higher education fraternity. Otherwise the student in absence of proper knowledge among students will

produce substandard work. They should be able to understand almost all styles of referencing. Various tools such as mendeley, zotero etc. help the students in making their work acceptable. The information literacy thus serves as a boon to all students across all disciplines.

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