
Contents

| | |
|--|-----------|
| <i>List of figures and tables</i> | ix |
| <i>Preface</i> | xiii |
| <i>Acknowledgements</i> | xvii |
| Part 1: Four faces of learning and their implications for teaching information literacy | 1 |
| 1 Introduction | 3 |
| 2 Learning and information literacy | 15 |
| What is learning? | 15 |
| What is literacy? | 15 |
| A plethora of literacies: transliteracy and information literacy | 16 |
| What is information? | 18 |
| Why are we seeing such an emphasis on how we learn and independent learning? | 22 |
| Information literacy | 26 |
| What do we need to know about the learner and learning to help foster information literacy? | 32 |
| 3 The learner as a physical being – a sensory approach | 37 |
| Physical metaphors as a means of shaping thinking | 39 |
| Fundamental metaphors for thinking | 42 |
| Developmental aspects of learning | 44 |
| Approaches to learning | 44 |
| Implications for information behaviour | 52 |
| Implications for information literacy | 53 |
| 4 The learner as a thinker – a cognitive approach | 55 |
| Thinking skills frameworks | 56 |

| | |
|--|------------|
| Assessing thinking skills | 60 |
| How the SOLO learning outcomes relate to information literacy, in this case, evaluating information | 62 |
| Knowledge and understanding | 64 |
| Demonstrating knowledge through language | 66 |
| 5 The learner as a sense maker – a constructivist approach | 69 |
| The role of reflection in learning | 73 |
| Constructing meaning | 75 |
| Learning as an active participative process | 76 |
| Motivation | 78 |
| Inquiry-based approach to participation in learning | 82 |
| Implications for information literacy | 84 |
| Evaluating impact | 86 |
| Investigating information literacy | 87 |
| The learning context and its implications | 90 |
| 6 The learner as a social being – a social constructivist approach | 97 |
| Learning as a community of practice | 98 |
| The importance of language | 100 |
| Embedding information literacy | 105 |
| Demography and information literacy | 116 |
| Culture and information literacy | 118 |
| Conclusion | 123 |
| Part 2: Teaching interventions | 125 |
| 7 Introduction | 127 |
| The learning environment | 132 |
| The reflective practitioner | 133 |
| 8 Learning intervention 1: Understanding learners' information needs and identifying the knowledge base that the learner wants to develop | 135 |
| Purpose | 135 |

| | |
|---|------------|
| Context | 136 |
| Physical learning environment | 136 |
| The underlying pedagogy | 137 |
| Levels of complexity | 139 |
| Methods of assessment and learning outcomes | 140 |
| Examples of interventions | 141 |
| 1 Example with Master's students | 141 |
| 2 Example with undergraduates | 150 |
| 9 Learning intervention 2: understanding the information landscape | 151 |
| Purpose | 151 |
| Context | 152 |
| Physical learning environment | 152 |
| The underlying pedagogy | 154 |
| Levels of complexity | 156 |
| Methods of assessment and learning outcomes | 157 |
| Examples of interventions | 158 |
| 1 Example with undergraduates – orientation to sources | 158 |
| 2 Example with Master's students – evaluating sources | 162 |
| 3 Example with Master's students or undergraduates – exploring a source | 165 |
| 4 Example with undergraduates – evaluating search engines | 166 |
| 10 Learning intervention 3: using information retrieval tools and techniques to locate information | 169 |
| Purpose | 170 |
| Context | 170 |
| Physical learning environment | 171 |
| The underlying pedagogy | 172 |
| Levels of complexity | 174 |
| Methods of assessment and learning outcomes | 175 |

| | |
|--|------------|
| Examples of interventions | 176 |
| 1 Example with new undergraduates – searching e-resources | 176 |
| 2 Example with Masters' students – a participative approach to fostering information literacy | 183 |
| 3 Example with undergraduates – accessing e-resources | 186 |
| 11 Learning intervention 4: interaction with and use of information | 193 |
| Introduction | 193 |
| Purpose | 193 |
| Context | 194 |
| Physical learning environment | 194 |
| The underlying pedagogy | 195 |
| Levels of complexity | 197 |
| Methods of assessment and learning outcomes | 197 |
| Examples of interventions | 198 |
| 1 Example with undergraduates – evaluating information using online collaborative learning | 198 |
| 2 Example with undergraduates – evaluating information using blended learning | 204 |
| 3 Example with any learners – finding information in a book | 216 |
| 4 Example with primary school children – evaluating a book | 218 |
| 12 Learning intervention 5: enhancing information literacy in the workplace – a holistic approach | 221 |
| Ways of achieving information literacy | 223 |
| The complexity of incorporating information literacy | 225 |
| Part 3: Conclusion | 227 |
| 13 Concluding comments | 229 |
| References | 233 |
| Index | 249 |