Towards information fluency: applying a different model to an information literacy credit course

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Abstract

Purpose
The purpose of this article is to examine information literacy, critical thinking, and computer literacy in higher education and discuss the application of the information fluency model, created by the Associated Colleges of the South, to the Purdue University Libraries one-credit information literacy course, GS 175 Information Strategies.

Design/methodology/approach
The case study has a two-part focus. The first examines information literacy, critical thinking, and computer literacy in higher education through a review of the literature. The second part discusses the pilot GS 175 Information Strategies course, shows how the information fluency model was applied, and analyzes the overall success of the pilot.

Findings
Today, employers and professors expect graduates and students to exhibit critical thinking, analysis, research, and technology skills at a fairly high level. Universities are responding with a more rapid integration and adoption of technology and creating a higher emphasis on information use and retrieval. Increasingly, student research projects are being displayed, presented, and contained in a variety of formats. Library instruction programs and courses need to evolve and adapt to these changes as shown through the successful modification of the GS 175 Information Strategies course.

Practical implications
The article provides ideas and concepts for enhancing the critical thinking and technology components of an information literacy course or program as well as touches on what to avoid when modifying assignments and projects.

Originality/value
The application of the information fluency model is a fairly new model to the library profession. This case study shows one way information literacy credit courses can be modified to accommodate the changing educational landscape and the expectations of Generation Y. It can be used by instruction librarians and their faculty partners to explore alternatives to their current instructional programs.

Keywords
Information literacy, Critical thinking, Instructions, Higher education

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Developing information literate students is the key role of the teacher librarian in today's schools. It is an educational as opposed to an administrative role, and the increasing use of digital resources by students in the school and at home means that information literacy skills are now a vital part of a student's repertoire of learning skills. While there is no one agreed definition of information literacy in schools, Doyle (1994, p.40) defines information literacy as 'the ability to access, evaluate, and use information from a variety of sources, to recognize when information is needed, an Towards Information Literacy Indicators. Edited by the Information Society Division, Communication and Information Sector, UNESCO: Paris, 2008. – 44 p; 21 cm. All standards recognize, with different emphasis, the ability to recognize an information need and the capability to locate, evaluate, store, retrieve, and apply information and to communicate new knowledge. IL for work and economic activity. IL is central to both the notion of a learning organisation and to the development of a competitive advantage for rms and for nations within the global knowledge economy. – The application of the information fluency model is a fairly new model to the library profession. This case study shows one way information literacy credit courses can be modified to accommodate the changing educational landscape and the expectations of Generation Y. It can be used by instruction librarians and their faculty partners to explore alternatives to their current instructional programs. You may be able to access this content by login via Shibboleth, Open Athens or with your Emerald account. Login.