

INFORMATION LITERACY AND MAJOR ISSUES IN RESOURCE DISTRIBUTION

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ABSTRACT

The ability to use information effectively is essential to a lifetime of learning. It can be found in all fields of study, in all types of classrooms, and at all educational levels. It allows students to become more self-directed and in charge of their own education by helping them grasp information and broaden their studies. Having the capacity to "recognise when information is required and having the ability to seek the relevant information as well as assess and apply it effectively" is what we mean when we talk about information literacy. In today's world of fast technological development and an overabundance of information resources, it's critical to be well-versed in information literacy as well. An ever-increasing complexity in this environment has resulted in an ever-expanding option for people to make when it comes to acquiring and using knowledge. Libraries, community resources, special interest groups, the media, and the Internet all provide access to information, and more and more of that information is being made available to the public in unfiltered formats, raising concerns about the validity, authenticity, and reliability of that information. A new set of difficulties arises when analysing and comprehending information that is accessible in several forms such as visual and auditory as well as written. Society faces a wide range of issues due to the ever-increasing volume and quality of information. To become a better educated populace, one must have the ability to utilise knowledge effectively, not just access to information.

KEYWORDS: *Information Literacy, Digital Resource Management, Information Dissemination.*

INTRODUCTION

A person's information literacy has a wide range of ramifications for themselves, their schooling, and their community as a whole. People who have a strong grasp of information technology are able to employ a broad range of tools to attain academic, work-related, and personal objectives. Those that are knowledgeable about information must also have a working knowledge of technology [1].



Figure 1: Key Aspects of Information

Despite the fact that information literacy and IT abilities have a lot in common, it is a separate and more expansive field of expertise. Information literacy and information technology are increasingly intertwined and complement one other. Fluency with information technology is the focus of a 1999 study from the National Research Council, which provides a framework for understanding the links between information literacy, computer literacy, and overall technical competence. When it comes to computer literacy, the emphasis is on memorising particular hardware and software programmes, but "fluency with technology" emphasises knowing the underlying principles of technology as well as problem-solving and critical thinking in the context of utilising it. Information technology fluency and information literacy are also discussed in the paper. For example, whereas "information literacy" focuses on a thorough grasp of material and communication, "information technology fluency" is more concerned with a graded, progressively adept use of technology [2].

Computer fluency may need more than rote memorization of hardware and software, but it's all about the technology, not the person who has it. When it comes to knowing how to find, evaluate, and use information, an intellectual framework known as "information literacy" refers to the ability to do these things with a combination of technical expertise, sound investigative methods, and, perhaps most importantly, critical judgement and reasoning. Information literacy is a set of skills that can be acquired via the use of technology but are not reliant on it in any way.

Those who are information literate may do the following:

- Determine how much data is required
- Obtain the information you want in a timely and efficient manner.
- Review and critically evaluate the sources of information
- Add relevant facts to one's own library of knowledge.
- Achieve a certain goal by properly using knowledge.

Become familiar with the economics, legal, and social concerns related to information use, and utilise and access information ethically and lawfully

Interdisciplinary studies in the field of Information Literacy

Higher education's primary goal is to cultivate lifelong learners. Colleges and universities provide the groundwork for students to succeed in their professional lives, as well as in their civic duties as informed citizens and members of their communities, by helping them develop the reasoning and critical thinking skills necessary for lifelong learning. Lifelong learning is made possible in large part by a person's ability to use and understand information. Learners may

practise self-directed research as they enter internships, first jobs, and more responsibility in many areas of life via the development of information literacy competence [3]. Several regional and discipline-based accrediting groups now consider information literacy to be a major outcome for college students since it improves students' ability to evaluate, manage, and utilise information.

There are a variety of ways for students who are not on conventional campuses to have access to material, and dispersed learning technologies allow for teaching and learning to occur even if there is no one else there. For those promoting information literacy in distance education courses, the issue is to provide an educational experience for students that is equivalent to that given on conventional campuses in terms of learning about information resources. Distance learning students should have the same information literacy skills as "on campus" students.

Faculty, librarians, and administrators must work together to integrate information literacy into the university's curriculum, activities, and services, as well as its daily operations. Faculty set the stage for learning by delivering lectures and encouraging students to participate in discussions. In addition, professors encourage their students to go into the unknown, provide advice on how to get the most out of available resources, and keep tabs on their progress [4]. Among their various responsibilities, academic librarians oversee the selection of appropriate intellectual resources for use in classes, research, and other campus initiatives. They also manage and preserve libraries' extensive holdings, as well as their many points of access to information. Administrators help academics, librarians, and other information literacy professionals collaborate and grow their skills by establishing programmes, managing budgets, and providing continuous funding.

Pedagogy and Information Literacy

Student involvement in "framing of an important topic or group of questions", "research or creative investigation" to discover answers and "communication skills to explain the findings" are all recommended in the Boyer Commission Report on Reinventing Undergraduate Education [5]. When courses are designed in this manner, they foster learning settings where students are encouraged to ask questions, solve problems, and use critical thinking skills. Such contexts need the ability to use information effectively.

Gaining proficiency in information literacy opens up a world of self-directed learning for students, allowing them to explore a wider range of topics, ask more insightful questions, and improve their critical thinking abilities. In order to become proficient in information literacy, students must grasp the concept that this set of skills is integral to the course material and is intertwined with its content, structure, and sequencing. It is also possible to increase the influence and effect of student-centered teaching approaches such as problem-based learning, evidence-based learning [6], and inquiry-based learning via the integration of these subjects. Student reasoning is aided by instructors and others in problem-based techniques, allowing them to better comprehend course material. As a result of problem-based learning, it is essential that students develop critical thinking abilities, which require them to utilise information from a variety of sources and forms in order to learn.

Individuals have a wide range of alternatives for obtaining the information they need for their investigations. For example, you may use a library's information retrieval system or databases that can be accessed from any place using a computer. Another alternative is to choose a

technique of observation that will allow you to directly observe the phenomenon. Physical examination is commonly used by doctors, archaeologists, and astronomers to discover certain occurrences. Researchers in these fields often use statistical software and computer simulation tools to construct artificial environments in order to study the interactions between various phenomena.. It is important that students have the opportunity to explore, evaluate, and manage information from a variety of sources and research methodologies as they go through their undergraduate and graduate degrees.

Literature evaluations on information literacy in the educational library sector have become a common occurrence. These evaluations include Bruce (2000), Bawden (2001), and Corral (2007), all of whom looked at information literacy in the context of higher education. Both Johnson and Jent (2005 and 2007), as well as Johnson et al. (2007), have looked at the literature in connection to information literacy teaching from 1973 to 2002. Hughes et al. (2005) have brought Bruce (2000)'s work up to date by looking at the changes in Australian research and practise in information literacy. Virkus (2003) has studied information literacy from a European viewpoint across the world. In light of the breadth of these assessments, this chapter does not try to be comprehensive in any manner. Instead, a wide variety of works have been chosen for this chapter in order to highlight the contemporary thinking and practise of information literacy in the higher education and academic library scene [7].

Research in higher education and academic libraries shows that the practise of information literacy is constrained by a landscape with clearly defined users and affected by attitudes and conflicts connected to learning and teaching in educational contexts, as indicated above in the reviews. Each landscape (primary, secondary, and higher education) is driven by its own discourses and practises when it comes to information literacy. As a 'social arena in which shared understandings are expressed in language, social activities and structure' discourses are defined (Fletcher, 1999, p. 143). Regulation of practise, norms, customs, and organisational structures is accomplished mostly via speech (Mills, 2003).

In academic librarianship, the focus on effective information access and operationalization by the person has led to discussions about what information literacy is and how it should be expressed and practised in this environment. Advocates who see information literacy as a skill-based literacy view it as a set of knowledge and abilities needed to conduct an effective search for relevant information. A different school of thought views information literacy as multifaceted phenomena that serves as a stimulus for learning. As academic librarians and educators, we are well-versed in the research and critical thinking processes. Additionally, there are disagreements in the literature on whether or not information literacy should be taught as a stand-alone specialisation or integrated into other disciplines.

An early emphasis on orientation and bibliographic instruction (how to utilise the library and its resources) was followed by a shift toward user training as the field of information literacy education progressed. In the literature, you may still find examples of this strategy. Interest in incorporating information literacy techniques into education has grown in recent years. This helps to explain the phenomenon's many facets while also emphasising important aspects like self-reflection and critical thinking [8].

Differences in epistemology and methodology impact how information literacy is investigated and hence understood, leading to this conceptual divergence in information literacy (e.g.

behaviourist versus constructivist or quantitative versus qualitative research approaches). Librarian practitioners who prefer to concentrate on the development of good searching abilities, and academics who focus on information literacy as part of the learning process, have found themselves at odds with one other.

The notion and study of information literacy were seen by academic librarians in the 1980s and 1990s as inextricably related to print. Digital literacy and other ICTs are increasingly being connected to the phenomena, however, as the Internet and digitised and 'born digital' content have grown in popularity [9]. Librarians have a unique opportunity to move the conversation about information literacy beyond the classroom to the whole university, making it a mandatory requirement for graduation and a core skill of every student (Corrall, 2007, 2008).

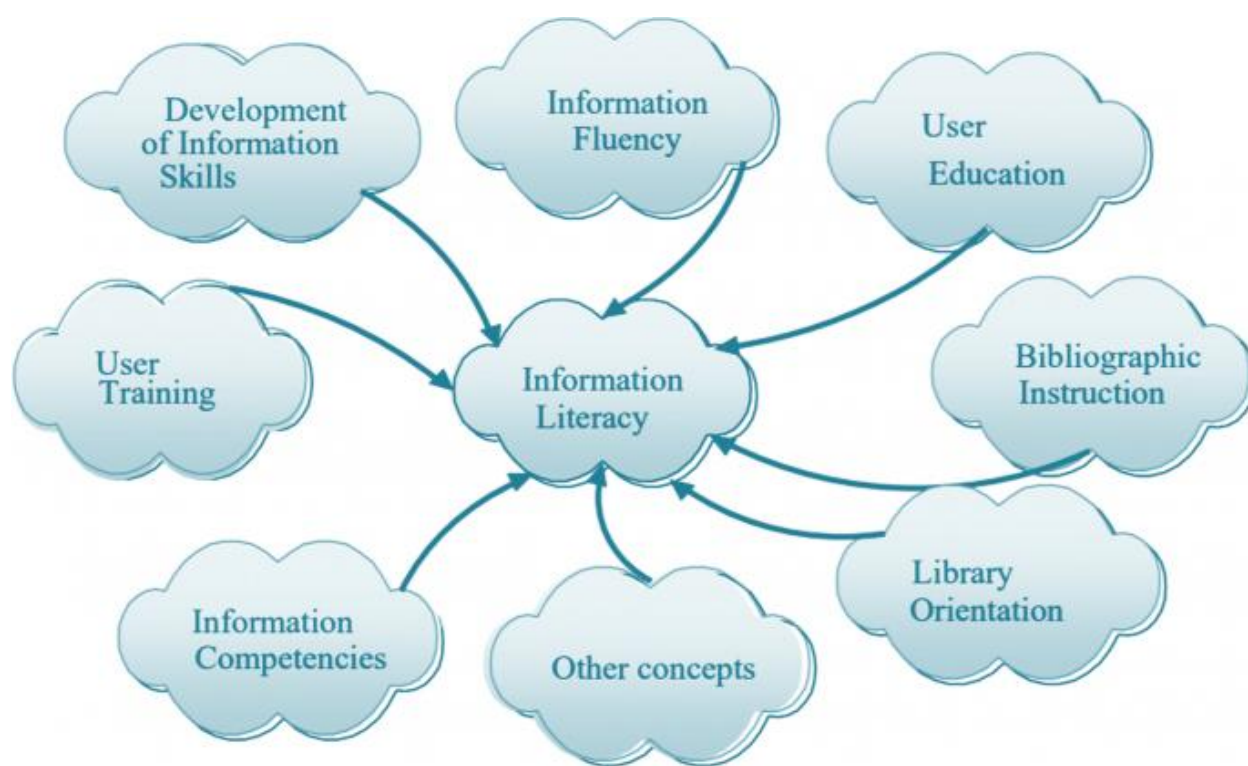


Figure 2: Information Literacy

Information literacy has been seen in a variety of ways by academic and professional groups (Bruce 2000). Standards and frameworks for information literacy have been produced by a number of library groups and universities. ACRL 2000, the Australian New Zealand and the Institute for Information Literacy are a few examples of these standards (ANZIIL)

Framework for Information Literacy and the Seven Pillars of Information Skills Model created by the Society of College, National and University Libraries in the United Kingdom (Bundy 2004). (SCONUL 1999). Guidelines and frameworks have been developed in light of the idea that information literacy is a composite of several abilities and attitudes. Relational views of

information literacy, however, will guide this project. Ten years ago, Christine Bruce began promoting a new way of thinking about information literacy. Using the user's viewpoint and depicting interactions between the user and their environment, relational approaches to information literacy are anchored on the user experience. An information-literate person, according to this definition, is one who values information and its usage, examines information critically and develops a personal information style [10]. (Bruce 1997, p. x). An information literate person is one who is able to rely on several ways of experiencing information usage in order to learn (*italics added*) as described by Bruce (2008, p. 6).

She argued that the emphasis on 'learning,' as opposed to other similar disciplines of study like information seeking and use research or information behaviour research, is what sets information literacy apart (Partridge, Bruce & Tilley 2008). Bruce (2008) developed the notion of 'informed learning', which expands on her previous work in the field of information and learning further. 'Informed learning,' as defined by Bruce (2008, p. 6), is founded on the premise that information is everything that a person perceives as informative in their life. Learning is discovering new ways of looking at the world. In order to make use of information, people adopt information practices (i.e., the actual procedures and circumstances in which it is applied). In other words, being literate in information is being able to rely on a variety of various methods to experience and learn from the use of knowledge [11].

It is possible to argue that evidence-based practice serves as a 'vehicle for informing learning' in this context (Bruce 2008, p. 98). It sheds light on how professionals utilise information in their working lives to improve their skills and knowledge. This chapter investigates the link between evidence-based practice and information literacy by examining how library and information professionals perceive evidence-based practice in their everyday work practices.

ICT (information technology) literacy refers to a person's capacity to acquire and apply information in multiple forms, particularly in circumstances requiring decision making or problem solving. Students will need to be proficient in all four of these areas, as well as have good oral and written communication abilities. Academic achievement, career success, and civic engagement as informed members of society are all dependent on one's ability to effectively navigate the informational environment in which they live and work.

Results of Information Literacy

Using a broad variety of search tools, properly interpreting results, and finding authoritative material relevant to the issue, develop and implement an effective research approach. Analyze the collected data to determine its usefulness, quality, authority, and trustworthiness. Utilize knowledge in a moral and legal manner. The capacity to understand when information is required and then to find, assess, and make efficient use of that knowledge is what is meant by "information literacy" (Association of College and Research Libraries [ACRL], 2000). More and more people are accessing knowledge in an unfiltered manner through libraries and community resources as well as via the internet. This raises problems regarding the material's validity and dependability. Lifelong learning is predicated on becoming literate in the digital world. It can be found across all fields of study, as well as in all educational settings and at all levels.

CONCLUSION

There are plethora of ways to get information, including written text, television, video, the internet, library databases, and more. As a means of being information literate and critically thinking about the information that these technologies give, one must know why, when, and how they should be used. Teaching and learning about a wide variety of information sources and forms is at the heart of IL. The terms "Information- and -Literacy" refer to the same concept. Literacy refers to one's capacity to read, write, and comprehend info that has been arranged. The ability to read and write is a fundamental aspect of information literacy. That's what it means to be "literate" in the sense that you can read, write, and comprehend. However, in a computer and network setting, the capacity to acquire, analyse, and utilise information effectively is what we mean by "information literacy." Knowledge society progresses as a result of people's capacity to recognise the need for and seek, access, utilise, analyse and evaluate information in order to make rapid and correct decisions.

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