Information Literacy — Information Literacies

- Personal stance
- Information Literacy – origin and development in professional context: Zurkowski 1974; ACRL 1989/2000
- Literacy – Literacies
- Moving between contexts: professional, political, research and between different theoretical perspectives
- Why ”Information” (rather than media, digital…)?
Information seeking and learning — aspects of IL

• IL as Seeking information for learning purposes, i.e. IS for a purpose beyond itself” (Sundin & Johannisson 2005)
• IL as Learning information seeking and use, i.e. IL as the object of learning
• IL as Teaching information seeking, i.e. IL as the object of teaching
• IL as Learning from information, i.e. highly related to ways of using information, meaning-making from information, transforming information into meaning
Information, digital, media... — Why information?

- Information: core concept of LIS
- Focussing on content and substance, not only on tools and technologies
- Directed at understanding and using information — that is substance and content, meaning making
- Meaning in information is created through the meeting between people, practices and tools
- Associated to classical interest in the critical use of sources
IL related to Information needs, seeking and use (INSU)

- Information literacies as an area of INSU research
  - Information seeking and use as tools for learning
  - How and what do people learn to become information literate?
  - IL related to information mediated via various tools (books, the internet) and modalities (writing, photo, moving pictures)
  - Evaluation and production of information/documents
  - Relationship between IL and other literacies (digital, media...)

- Basically about more or less purposeful ways to engage with information