IL Bibliography

Journal articles

Models and frameworks


This paper provides an introduction to the relational approach to information literacy and discusses some possible implications for information literacy research.


Key paper examining: Content; Competency; Learning to learn; Personal Relevance; Social Impact; and Relational frames. Focuses on overarching, integrative potential of relational frame.


Reviews (US) ACRL standards, (UK) SCONUL seven pillars and (Australia) Bruce's Seven Faces model. Includes case study treatment of information literacy within a stand alone module and proposes models for the information literate student and the information literate university. Full text available via Athens


Marton's paper provides an introduction to the concept of phenomenography, which underpins the relational approach to information literacy.


Outlines SCONUL skills model


Earlier, more detailed discussion and critique of the three models and case study above.

Academics’ conceptions of information literacy

Where much of the literature on information literacy has been produced by librarians, this paper sets out to redress the balance by focusing on the conceptions of lecturers to inform academics’ use and understanding of information literacy.


**Implementation of IL**


Focuses on e-learning from an information literacy perspective and promotes the view that IL education needs to play a central role within any e-learning initiative. Claims that e-learning must be supported by an IL framework to enable an effective interaction between learners, information literacy educators and complex information environments.


Editorial, introducing the issue, outlining key points in each of the papers and highlighting the fact that one of the key issues is that IL is a fundamental requirement for a learning society. Advocates the need for HEIs to implement IL education as a top-down initiative, where lifelong learning initiatives are promoted by institutional learning and teaching policies, and also as a bottom-up approach to fully integrate these strategies in curricular activities that facilitate a dynamic investigation of the disciplines.


Talks about the importance of a collaborative approach, involving academic staff and librarians, to bring about the integration of information literacy into the curriculum.


Considers strategies for promoting information literacy other than classroom instruction, e.g. library services such as “pathfinders”, excellent reference practices and user-friendly web pages.


Relates to IL for staff within HEIs


Proposes that current IL pedagogy does not adequately address the needs of learners. Describes a phenomenographic study that reveals the three ways that undergraduate students conceptualise information use. Knowing how UGs understand information use, then, allows educators to create enhanced learning environments.

**Journals**

The *Journal of Information Literacy (JIL)*, is published by the Information Literacy Group (part of the UK’s Chartered Institute of Library and Information Professionals (CILIP) Community Services Group). The aim is to encourage the development of information literacy by publishing material on all aspects of the subject, practical and theoretical. http://ojs.lboro.ac.uk/ojs/index.php/JIL/index

*Communications in Information Literacy (CIL)*, is an independent, professional, refereed electronic journal dedicated to advancing knowledge, theory, and research in the area of information literacy. It is published in the United States. Available at: http://www.comminfolit.org/index.php/cil [Accessed 16th May 2007]

**ITALICS - Volume 5 Issue 1 - Information Literacy: challenges of implementation**


**Books and reports**


Bruce investigates contemporary conceptions of the information literacy concept and discusses the impact each has had on ideas about how to teach and research information literacy. She goes on to present a new approach to information literacy called the relational approach, and then discusses its implications for teaching and research. The new approach is based upon an underpinning philosophical perspective called phenomenography; this focuses on all three of a subject (e.g. information user), object (e.g. information literacy) and the relationships between them.


The Framework lists information literacy skill levels for all SCQF (Scottish Credit Qualification Framework) levels from access (School) through to PhD. They are also looking at applying it to the workplace and the wider community. A piloting exercise of the draft framework will commence in the autumn 2007


These conference proceedings comprise papers which discuss current themes in information literacy and have been written by several renowned experts in the field.
Web pages

ilit.org is a web site which serves as a repository for the research on Information Literacy by Susie Andretta. Susie Andretta is completing a PhD at the Institute of Education, University of London, on mapping students conception of information literacy and independent learning.

The work of Sheila Webber and Bill Johnston has been influential in the UK. See their "Information Literacy Place" web site for a wide range of links and resources: http://dis.shef.ac.uk/literacy/ [Accessed Aug 2007]

The Information Literacy Section of the International Federation of Library Associations and Institutions (IFLA) has created the Information Literacy Resources Directory

This web-based repository of resources give access to a comprehensive and worldwide collection of materials covering all aspects of information literacy.


This page contains links to an array of national and international resources.

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