Online Information Literacy

Information literacy (IL) is the ability to recognize when information is needed and having the ability to locate, evaluate, and effectively use the needed information. “The availability of information is extensive and offered through a variety of sources including libraries, media, and, increasingly, the Internet.” Hence, online information literacy concerns information literacy in regard to Internet sources (Williams, 2010). The OIL principle uses research from Williams; ACRL, Taylor, & Dalal; and others to address the importance of online literacy.

Online literacy:

- Forms the basis for lifelong learning
- Is common to all disciplines, all learning environments, and all levels of education
- Enables learners to master content
- Sharpens critical thinking
- Aids in learners becoming more self-directed and assuming greater control over their own learning
- Provides the necessary tools for learners to discern information found through various sources of Internet information.

Recommendations include:

- Creating learner outcomes that address online literacy across disciplines
- Creating objectives that address online literacy across courses
- Include online literacy opportunities in assignments and assessments
- Include guideline rubrics to help instruct students on the importance of sources

LEARNER IMPACTS

- Attitudes
- Behavior
- Self-regulation

CAPABILITIES

- Cognitive Tools: Bibliography/citation creation
- Cognitive Tools: Asynchronous social learning: document based
- Cognitive Tools: Asynchronous social learning: text based

SAMPLE DESIGN IMPLEMENTATIONS

- Robust Technology: Incorporate information literacy standards with accreditation standards
- Simple Technology: Comparison rubrics within implementation strategies
- Content Support: Incorporate online literacy into assessments/assignments
<table>
<thead>
<tr>
<th>Principle Criteria</th>
<th>Integration (4-5 points)</th>
<th>Exploration (2-3 points)</th>
<th>Consideration (1 point)</th>
<th>Not Applicable (0 Points)</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
<td>Strong support of student capacity to locate, evaluate, and effectively use the needed information</td>
<td>Some support of student capacity to locate, evaluate, and effectively use the needed information</td>
<td>Poor support of student capacity to locate, evaluate, and effectively use the needed information</td>
<td>Does NOT apply or use effectively</td>
<td>= _____</td>
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<tr>
<td><strong>Source Evaluation</strong></td>
<td>Strong evaluation of course materials for currency, relevance, authority, accuracy, and purpose</td>
<td>Some evaluation of course materials for currency, relevance, authority, accuracy, and purpose</td>
<td>Poor evaluation of course materials for currency, relevance, authority, accuracy, and purpose</td>
<td>Does NOT apply or use effectively</td>
<td>= _____</td>
</tr>
<tr>
<td><strong>Design</strong></td>
<td>Strong consideration of training options, such as a dedicated course vs. one-time training, vs. integration with existing course and teacher, vs. librarian instruction</td>
<td>Some consideration of training options, such as a dedicated course vs. one-time training, vs. integration with existing course and teacher, vs. librarian instruction</td>
<td>Poor consideration of training options, such as a dedicated course vs. one-time training, vs. integration with existing course and teacher, vs. librarian instruction</td>
<td>Does NOT apply or use effectively</td>
<td>= _____</td>
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<td><strong>Wikipedia</strong></td>
<td>Strong use of objective criteria, such as CRAAP, when determining the quality of information</td>
<td>Some use of objective criteria, such as CRAAP, when determining the quality of information</td>
<td>Poor use of objective criteria, such as CRAAP, when determining the quality of information</td>
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