Online Information Literacy

DESCRIPTION

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.

LEARNER IMPACTS
- Attitudes
- Behavior
- Self-regulation

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

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

Pearson

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SELF-ASSESSMENT INSTRUMENT

Principle Criteria	Integration (4-5 points)	Exploration (2-3 points)	Consideration (1 point)	Not Applicable (0 Points)	Total Points
Definition	Strong support of student capacity to locate, evaluate, and effectively use the needed information	Some support of student capacity to locate, evaluate, and effectively use the needed information	Poor support of student capacity to locate, evaluate, and effectively use the needed information	Does NOT apply or use effectively	= _____
Source Evaluation	Strong evaluation of course materials for currency, relevance, authority, accuracy, and purpose	Some evaluation of course materials for currency, relevance, authority, accuracy, and purpose	Poor evaluation of course materials for currency, relevance, authority, accuracy, and purpose	Does NOT apply or use effectively	
	Strong usage of CRAAP (currency, relevance, authority, accuracy, purpose) test to inform students on the importance of source evaluation, where appropriate	Some usage of CRAAP test to inform students on the importance of source evaluation, where appropriate	Poor usage of CRAAP test to inform students on the importance of source evaluation, where appropriate		= _____
Design	Strong consideration of training options, such as a dedicated course vs. one-time training, vs. integration with existing course and teacher, vs. librarian instruction	Some consideration of training options, such as a dedicated course vs. one-time training, vs. integration with existing course and teacher, vs. librarian instruction	Poor consideration of training options, such as a dedicated course vs. one-time training, vs. integration with existing course and teacher, vs. librarian instruction	Does NOT apply or use effectively	= _____
	Strong application of multiple potential methods to instruct online literacy, as appropriate to context	Some application of multiple potential methods to instruct online literacy, as appropriate to context	Poor application of multiple potential methods to instruct online literacy, as appropriate to context		
Wikipedia	Strong use of objective criteria, such as CRAAP, when determining the quality of information	Some use of objective criteria, such as CRAAP, when determining the quality of information	Poor use of objective criteria, such as CRAAP, when determining the quality of information	Does NOT apply or use effectively	= _____
	Strong active participation in the wiki creation process to support literacy	Some active participation in the wiki creation process to support literacy	Poor active participation in the wiki creation process to support literacy		