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Information Literacy Around the World
Advances in Programs and Research

edited by
Christine Bruce and Philip Candy

with the assistance of
Helmut Klaus

Sponsored by
Information Systems Management Research Centre
Queensland University of Technology

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Preface

Information Literacy Around the World brings to fruition a simple idea; namely, to bring together what seem to us to be important, contemporary, information literacy initiatives. Most of these initiatives began life sometime in the past five years. They come from Europe, Asia, Africa, Australia and the Americas. They also come from varied contexts: the community, the workplace, universities, schools and continuing education. Some of them are large, well-funded programs, others are innovations that have had little monetary input. Some of them are completed research projects, while others are essentially visions for continuing to expand the information literacy research territory. All of them are 'models' which, we believe, are likely to inspire the information literacy community as it moves into the twenty-first century.

Any such collection is likely to represent the interests and biases of the editors, and we are very conscious of having followed our own leading in selecting the projects represented here. We are also aware of the many projects and perspectives that have not found their way into this compilation. However, we believe that the values and thinking about information literacy represented here are largely, although not entirely, underpinned by the constructivist, relational and critical ways of thinking about learning which are particularly dear to us, and which we believe provide the richest insights into the phenomenon of information literacy in its many guises and contexts.

Overview of the Contents

We have divided the book into two parts, the first representing advances in programs and the second, developments in research. Each part is introduced by a chapter written by us as editors, to provide an overview and synthesis of the innovations and directions represented by that part. Nevertheless, the two sections are not easily separable. The 'programs' section includes many examples that originate from research, or are driven by theoretical perspectives which make them significant examples of 'research in practice'. These chapters should also be of interest to researchers as they suggest directions for the information literacy research agenda. On the other hand, the 'research' section contains examples of studies that have significant implications for practice, some of which are clearly stated by the authors. In our view, practitioners are likely to find much of interest if they are looking for new directions to introduce into their programs.

Part One comprises Chapters One to Ten, and features examples which highlight issues and contributions at the policy and program level, rather than providing detailed guidance for classroom teachers or trainers. In Chapter One, Christine Bruce and Phil Candy explore these issues and contributions, identifying international patterns, trends and unique solutions that provide valuable insights for the future. Chapters Two, Three and Four represent attempts to influence information literacy education across multiple sites or institutions. In Chapter Two, Margaret Appleton and Debbie Orr discuss strategies for meeting the needs of distance education students. The Central Queensland University distance education information literacy program has been a focus for numerous teaching and learning and research grants. It is recognised as a flagship program internationally, as well as within Australia. In Chapter Three, Nancy Fjallbrant describes the development of a European flagship program. She

provides an overview of EDUCATE, DEDICATE and Into Info, the web-based training programs presently being piloted across five sites in Central and Eastern Europe, and issues associated with curriculum integration. In Chapter Four, Cathy-Mae Karelse documents the development of INFOLIT, representing a large-scale attempt to transform teaching and learning practices across five South African higher education institutions.

Chapters Five, Six and Seven explore strategies for curriculum integrations at smaller higher education institutions. In Chapter Five, Mark Hepworth examines the history and contemporary status of information literacy education in Singaporean schools and universities. He focuses on the development and implementation of an integrated program for engineers in university curriculum. In Chapter Six, Natalie Radomski analyses efforts to integrate information literacy education within the innovative teaching-learning culture being fostered at the University of Ballarat. Three case-studies are used to exemplify the adoption of a critical, questioning approach to information literacy education, within an organisational framework guided by Boyer's Four Scholarships. In Chapter Seven, Lynne Wright and Catriona McGurk document the process of policy development, and staffing, of the University of Wollongong's 'Information Literacies' program. A case study of integration and principles of curriculum integration are suggested.

The remaining chapters in this section concern information literacy programs for particular groups. In Chapter Eight, Mary Mortimer explores the issues and strategies and the associated technology involved in bringing information literacy opportunities, to members of Australia's indigenous community. Political and cultural concerns are highlighted in her chapter. In Chapter Nine, Gayle Gasteen and Carmel O'Sullivan profile an information literate law firm. They reveal the firm's information literacy strategy, and explore the transformations in legal practice that have necessitated, and complement, the information literacy focus. Finally, in Chapter Ten, John Parboosingh discusses the development of an electronic diary (PC Diary) to assist physicians with their information management and use as part of a continuing medical education program. The convergence of information literacy and self-directed learning in continuing education is particularly highlighted in this chapter.

Part Two comprises Chapters Eleven to Twenty, and feature examples of research into various aspects of information literacy and theoretical statements about possible future directions. In Chapter Eleven Philip Candy and Christine Bruce explore the different research approaches, the kinds of outcomes being realised and their potential contribution, as well as framing significant directions for information literacy research. Chapters Twelve and Thirteen represent their authors' views about the adoption of specific paradigms. In Chapter Twelve Alastair Mutch proposes the adoption of a critical realist perspective, which he considers to be particularly important when considering the nature of information literacy in the workplace context. In Chapter Thirteen Ross Todd also argues for adopting a theoretical position that will serve the needs of information literacy research in the workplace and community contexts. He proposes that such a position should be grounded in a constructivist view that emphasises the notion of 'information', rather than 'literacy'.

Chapters Fourteen to Sixteen represent [I think Bonnie, Louise and Penny Moore in here]

Chapters Seventeen and Eighteen [I think, Genoni and Partridge and Klaus in here]

Chapters Nineteen and Twenty [I think Sayed and Catts in here?]
Overall, this Part highlights the diverse range of approaches to research into information literacy, and demonstrates both the recent achievements, and future potential for interesting

and rewarding inquiries into this domain in various settings and environments.

Acknowledgments

As always, we are greatly indebted to many people who have contributed in a range of ways to the realisation of this project. First and most obviously, we would like to acknowledge all the authors who have willingly invested time in documenting their work; and then invested even more time in tirelessly reviewing each others' chapters and revising their own. For them, and for us, creating this book has been very much a team effort. We are also grateful to Stuart Ferguson, Director of the Charles Sturt University Centre for Information Studies, who was sufficiently interested in the idea to encourage us to pursue the matter.

Working together has been made easier through the use of a book 'web-site'. All our correspondence, the chapters in their various iterations, and the many other pieces of text that needed to be communicated were marked up, and made available to the whole team. This was made possible by the sponsorship of the Information Systems Management Research Centre (ISMRC), Queensland University of Technology. The web-site was managed for us by Helmut Klaus. Helmut has supplied invaluable editorial assistance throughout the entire project.

In common with all researchers and authors, we are indebted to the many thinkers and writers whose work has inspired, informed and invigorated our own understandings, and those of our contributors, and of course to the hundreds of students, colleagues and other participants who, knowingly or unknowingly, have collectively contributed to our work on information literacy in schools, colleges, universities, workplaces and communities around the world.

Finally, and most importantly, our thanks go to our families, particularly Mary-Anne Candy and Neil Bruce, who have been unfailingly patient and encouraging as we have pursued this project.

Christine Bruce and Philip Candy,
June 1999

Information literacy: research and collaboration. Across disciplines. PERSPECTIVES ON WRITING Series Editors, Susan H. McLeod and Rich Rice The Perspectives on Writing series addresses writing studies in a broad sense.Â When we began discussing our vision for a collection on information literacy (IL), our initial conversations revolved around the incredible amount of schol-arship and practice that already existed in both Writing Studies (WS) and in Library/Information Science (LIS). Yet, while librarians, writing faculty, and other disciplinary faculty had presented and/or published together, there was still not enough cross-over in disciplinary literature addressed to both faculty and librarian audiences. Information literacy around the world: advances in programs and research (Occasional papers/Centre for Information Studies, Charles Sturt University, no 1). From inside the book. What people are saying - Write a review. We haven't found any reviews in the usual places. Contents. People politics and. 3. Meeting the needs of distance education students. 11. 1 Client groups and strategies for teaching information literacy. 14. Copyright. 28 other sections not shown. Common terms and phrases.Â Information Literacy Around the World: Advances in Programs and Research Issue 1 of Occasional publications Volume 1 of Occasional publications: Centre for Information Studies. Information Literacy Around the World Advances in Programs and Research. edited by Christine Bruce and Philip Candy. with the assistance of Helmut Klaus.Â We have divided the book into two parts, the first representing advances in programs and the second, developments in research. Each part is introduced by a chapter written by us as editors, to provide an overview and synthesis of the innovations and directions represented by that part. Nevertheless, the two sections are not easily separable. The â€˜programsâ€™ section includes many examples that originate from research, or are driven by theoretical perspectives which make them significant examples of â€˜research in practiceâ€™.