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Chapter 1 : Information and Computer Literacy in a Research University

These long-term projects culminate in products or presentations that nurture the information literacy skills students need to become self-directed learners. Students are educated, hands-on, about the many roles information technology can play in their search for knowledge.

Literacy, Economy, and Society: Results of the first International Adult Literacy Survey. Organisation for Economic Co-operation and Development: Ottawa, Ontario, Canada, This text is a comprehensive and collaborative report from seven governments and three intergovernmental organizations to provide statistics on adult literacy around the world. The International Adult Literacy Survey IALS was carried out in the fall of 1996 with the goal of not only collecting and compiling statistical information, but to discover whether or not comparisons and conclusions could be drawn from the data, despite the immense cultural and linguistic variability. I found this text helpful because although it is over 10 years old, it is well put together. Each term and definition is carefully explained and there are numerous examples for everything. Graphs and charts help to clarify where needed, and though it contains a daunting amount of information, it is a superb jumping off point for anyone who wishes to know more about adult literacy worldwide and how it breaks down number-wise. Upper Saddle River, This article explores an alternative aspect of the digital divide debate. Apple looks at whether schools are striving to incorporate computers for the right reasons. It seems most articles and research cover how technology is becoming critical to have in the classroom. By contrast, Apple questions whether schools are jumping the gun and focusing on computers without acknowledging the implications this may have. Children and Computer Technology: A comprehensive national statistical analysis documenting computer use by children in the United States. This article looks at how access to computers in the home and at school differs among American children, as well as how their experiences are impacted by different social, economic, and cultural conditions. Though dated, this article is definitely one to become familiar with as it covers so many different sides of the issue of a digital divide in the US. It provides a sound context and background to the topic of technology literacy. Critical Perspectives on Computers and Composition Instruction. Aimed at English teachers at all levels, but specifically at composition teachers in secondary schools and at the university level, this book is exactly what the title states-a critical look at computers and how they fit into the instruction of composition. Divided into three parts, this text is a collection of essays that explore what had been learned about writing and computers during the 1980s, what the possible barriers might be to successful integration of computers in composition classrooms, and what new insights there were at the time to using computers and technology to help students learn. I especially appreciated the first two chapters that covered the differences between print on the page and print on the screen when it comes to reading and writing on computers. Even as a student who has had extensive exposure to computers and computer-based reading and writing experiences, it was interesting and informative to see these ideas included along with statistical studies and program recommendations. Evolving Perspectives on Computers and Composition Studies: Questions for the 1990s. National Council of Teachers of English: From the beginning, this text openly admits it poses a far larger number of questions than it actually answers. One of the key themes of the book however, is the issue of access and its subsequent implications. One essay states the following: As a compilation of essays, this text offers a range of voices covering a range of topics-all linked back to computers and composition. The issue of access with computers is one that I was most interested in during my research. I thought that the article quoted above got right to the heart of the matter and simply and concisely nailed the problem head on. But in addition to this, the text as a whole also covered a wide range of topics-from the implications of politics to the issue of feminism. It was insightful to see such a broad range of topics covered. Kramarae, Cheri, and Taylor, Jeanie H. A Conversation or a Monologue? It follows this discussion with a list of suggestions for university policy to help handle these issues. Though this article is less about technology literacy and more about the gender divide in computers, that is the reason I chose to read and

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include it. Exploring the Connection between Work and Schooling. Literacy Education in the 21st Century: This article discusses how technology is changing the general definition of literacy. It includes a quick description of the unique elements of digital text, the central tenets of digital literacy-specifically how these reflect technological changes in the workplace, and offers suggestions for using technology in a way that enhances digital literacy education. I found this article helpful because it demonstrated the deep connections between digital literacy and the workplace. It clearly explained what digital literacy is and the implications of it, as well as showed its connections to the world outside of the classroom. Finally, it delineated a variety of ways to incorporate digital literacy education in the classroom in ways that are beneficial to those being instructed. Computers in English and the Language Arts: The Challenge of Teacher Education. Bringing together an assortment of knowledge and experience in the field of incorporating computers in English and Language Arts classrooms, this text caters to the teaching profession by offering example programs to both those who prepare teachers for teaching, and teachers themselves. The first part of the book details success stories of integrating computers in English and Language Arts curriculums, and the second part of the book focuses on the specific aspects that made these programs successful. What I liked about this book were the specific examples it provided-tried and true case studies. Though many of the problems tackled in these studies are either outdated or no longer as pertinent, this text nonetheless supplies the foundation for working through the problems and issues that may arise from incorporating computers in the classroom. If nothing more than a template, these stories show how others have overcome varying obstacles that accompany the task of improving technological literacy. The following line sums up exactly what this article is about: Short and concise, this article focuses on an issue not often covered in regular debates about the internet. Though celebrated for everything from instantaneous exchange of information to an unbelievable database, there is still the issue of gender discrimination and harassment-just as prevalent on the web as in ordinary life. I selected to include this article because it covers a very pertinent issue. Though it discusses the issue of gender more in terms of online chat rooms and the like, it still brings to the forefront a disturbingly relevant point-it is just as easy to alienate, abuse, or harass a person women in this instance through digital text as it is through print media. I think that this issue is something to keep in mind anytime computers or digital text is incorporated. The Importance of Paying Attention. Southern Illinois University Press: This article was interesting to read and offered some important lessons to keep in mind. It is definitely written with an audience of teachers in mind. I think that anyone going into the teaching profession could benefit from reading this article for these very reasons. It exposes a few critical myths and warns teachers and readers of this article to question things and not accept the usual misconceptions about literacy blindly. The responsibility for this process of constructing meaning involves both readers and writers of text. Literacy training involves teaching individuals the shared system of conventions associated with reading and writing. Questions from the Texts Apple, Michael. Whose idea of progress? And fundamentally, who benefits? Behind the slogans of technological progress and high tech industry, what are some of the real effects of the new technology on the future labor market? Will the growing focus on technological expertise, particularly computer literacy, equalize or further exacerbate the lack of social opportunities for our most disadvantaged students? What will happen to teachers if the new technology is accepted uncritically? Where are computers used? What are they used to do? What do people actually need to know in order to use them? Who decides when and where computers will be used? When teachers or researchers study the effects of word processing, desktop publishing, electronic communications, and so on-we must ask, what is the relationship between the conceptual fields a particular configuration of hardware and software opens and those it obscures or proscribes? Claims that networks redistribute authority and encourage wider and freer participation, for example, need to specify which network, according which privileges, to which participants, and under what circumstances. What privileges and prohibitions are embedded in the design of the particular tools used in the studies? How do alternative modes of discourse-the new possibilities of hypertexts and hypermedia structures-work, rhetorically and ideologically? Whose interests and visions, whose realities, do these

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structures serve, and can they be made to serve? Ought teachers to foster awareness of the ideological constructs tools imply among students learning to write? To what extent are the tools teachers are using shaped by composition theory, and to what extent are they the products of technological and economic forces blind or even hostile to their theories? In other words, can we discover and disclose the difference between a reactive agenda-teaching and research responsive to what happens to be available-and a constitutive one-teaching and research enacting their best theories and therefore capable of influencing their technological environment? What role does the structure of the institution-its budgeting priorities or its decisions about student and faculty access to various technologies-play in determining what tools can be created, what tools can be used? How do professional rewards encourage or discourage faculty development and use of emerging technologies in their teaching and research practices? On the construction of knowledge in composition, rhetoric, and other fields? What part does the emerging networking environment play in the process of forming and validating discourse communities? Are hardware and software configurations working toward the maintenance and the perpetuation of existing hierarchies of privilege as others predicted? And what alternatives can teachers imagine and create?

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Chapter 2 : Research and Information Literacy | TeenTech

Presents activity sheets and other resources for nine information literacy and technology research projects for grades , covering such topics as careers, mystery stories, environmental art, biomes, the death penalty, and early-twentieth-century America.

The information literate nurse determines the nature and extent of the information needed. Defines and articulates the need for information. Forms a focused question by breaking it down into unique concepts to search for individually e. Develops a hypothesis or thesis statement and formulates questions based on the information need. Explores general information sources including textbooks, organizational websites, government websites, and resources of their employer, to gain background information on a topic Differentiates between general and focused topics. Identifies the concepts of a research question, and then finds subject headings, limiters and keywords that map to these concepts. Identifies a variety of types and formats of potential sources for information. Identifies the various disciplines publishing research on the concepts of the question e. Identifies the publication types in the progression from background e. Identifies likely type of publication where appropriate information is published e. Considers experts or other researchers as potential information resources. Identifies the value and differences of potential resources in a variety of formats e. Recognizes that information may need to be constructed with raw data from primary sources or by primary research. Recognizes that potentially useful information or data in a variety of formats may be proprietary, have limited access, or may be freely available online. Has a working knowledge of the literature in nursing related fields and how it is produced. Recognizes how scientific, medical, and nursing practice information is formally and informally produced, organized, and disseminated. Recognizes the primary sources of nursing: Recognizes the secondary sources of nursing: Reviews, systematic reviews, meta-analyses, evidence summaries, or guidelines. Identifies professional associations of the field and their literature. Identifies sources that are specific to the field, e. Recognizes that knowledge can be organized into disciplines and combinations of disciplines multidisciplinary that influence the way information is accessed. Recognizes the value of archival information, recognizes how its use and importance may vary with each discipline, and recognizes the importance of preservation of information. Considers the costs and benefits of acquiring the needed information. Determines the availability of needed information and makes decisions on broadening the information seeking process beyond locally held resources. Takes advantage of continuing education opportunities to acquire new skills. Formulates a realistic overall plan and timeline to acquire the needed information. Recognizes that information needed may be in a foreign language and that translation may be necessary. Locates research instruments questionnaires, scales, interview guides and identifies if they are appropriate to their populations. Conducts a cost benefit analysis for research projects and considers funding sources. Interprets the complexities of accessing full text and the various publishing models. Reevaluates the nature and extent of the information need. Understands that research is an iterative process, and a process of discovering what research has been published on a topic to focus a research question. Points out evidence gaps in the literature. Describes criteria used to make information choices. Standard Two The information literate nurse accesses needed information effectively and efficiently. Selects the most appropriate investigative methods or information retrieval systems for accessing the needed information. Recognizes where to look for research literature and other sources of evidence at each stage of the research process. Investigates the scope, content, and organization of information retrieval systems. Selects efficient and effective approaches for accessing the information needed from an information retrieval system. Locates primary or secondary quantitative or qualitative data. Constructs and implements efficient and effectively-designed search strategies. Formulates a strategic approach to searching the diverse resources available to address each element of the PICO TT question. Identifies keywords, synonyms and related terms for the information needed. Identifies the differences between keyword and subject searching and articulates how to use each independently, or in

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combination, to complete a comprehensive search. Navigates hierarchies of subject terms e. Constructs a search strategy using appropriate commands for the information retrieval system selected e. Recognizes similarities and differences across user interfaces e. Develops search strategies to locate nursing theories and philosophies. Implements search strategies to locate grey literature such as conference proceedings, theses, dissertations, and white papers. Follows citations and cited references to identify additional, pertinent articles. Retrieves information online or in person using a variety of methods. Uses various search systems to retrieve information in a variety of formats e. Uses various classification schemes and other systems to locate information resources within the library. Locates full text journal literature through the information retrieval system selected using links to full text, a link resolver, or interlibrary loan, as appropriate. Does not artificially limit to only readily available full text within the database. Uses online or in-person services when assistance is needed e. Uses surveys, letters, interviews, experiments, and other forms of inquiry to retrieve information or data, as appropriate for the research area or discipline. Refines the search strategy if necessary. Uses publication type limits to identify and locate the appropriate level of evidence within the information retrieval system e. Adjusts search strategy to access clinical opinions, research, or evidence summaries according to information need. Assesses the quantity, quality, accuracy, currency, and relevance of the search results and the limitations of the information retrieval systems or investigative methods, to determine whether alternatives should be sought and utilized. Identifies gaps in the information retrieved and determines if the search strategy should be revised. Repeats the search using the revised strategy or new systems or methods as necessary. Extracts, records, and manages the information and its sources. Maintains a research journal or log of the information seeking process. Selects the most appropriate technology for the task of extracting the needed information e. Creates a system for organizing the information utilizing file management concepts. Differentiates between the types of sources cited; understands the elements and correct syntax of a citation for a wide range of resources. Records all pertinent citation information for future reference. Summarizes the main ideas to be extracted from the information gathered. Applies the understanding of the structure of nursing, health, or medical research articles and uses sections, such as the abstract and conclusion, to summarize the main ideas. Selects main ideas from the text. Identifies verbatim material that can then be appropriately quoted. Selects information by articulating and applying criteria for evaluating both the information and its sources. Distinguishes among facts, points of view, and opinion. Differentiates clinical opinion from research and evidence summaries. Recognizes assumptions, prejudice, deception, or manipulation in the information or its use. Considers resources from a variety of disciplines beyond nursing, including education and teaching, psychology, business, leadership and management, public health, health care administration, demographics, and social sciences. Examines and compares information and evidence from various sources in order to evaluate reliability, validity, accuracy, authority, currency, and point of view or bias. Recognizes the cultural, historical, physical, political, social, or other context within which the information was created, and understands the impact of context on interpreting the information. Distinguishes between the methodologies used in nursing, health, and medical research studies, and analyzes the structure and logic of supporting arguments and methods. Identifies gaps in the literature as research opportunities. Synthesizes main ideas to construct new concepts. Synthesizes divergent information to answer a research question and generalizes relative research to a related question. Extends initial synthesis, when possible, at a higher level of abstraction to construct new hypotheses that may require additional information. Utilizes computer and other technologies e. Employs analytic methods to critically appraise the literature and other evidence to determine and implement the best evidence for nursing practice. Interprets primary quantitative or qualitative data to address the question. Compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information. Values the need for continuous improvement based on new knowledge. Discriminates between valid and invalid reasons for modifying evidence-based practice. Uses consciously selected criteria to determine whether the information contradicts or verifies information used from other sources. Draws conclusions based upon information gathered. Tests

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theories with discipline-appropriate techniques e. Determines probable accuracy by questioning the source of the information, limitations of the information gathering tools or strategies, and the reasonableness of the conclusions. Integrates new information with previous information or knowledge. Determines whether information provides evidence relevant to the information need. Works effectively in small groups or teams.

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Chapter 3 : Digital and Information Literacy – Learning Technology and Innovation

Pdf Information Literacy And Technology Research Projects: Grades 6 9, 2Nd Edition recent pdf Information Literacy and of anOther and its newspaper to site, the course of issues of the &ldquo to appreciate the book, and usually not. university feel addressed with the video as rich; with tech and the shared image of ages for their theoretical use.

Our students do have great facility with many IT applications - games, e-mail, downloading entertainment materials, surfing the Web, instant messaging, word processors, and some even know some HTML. The Freshman Norms show a large amount of computers use by new students. The Freshman Norms report also shows that computer use by women is now nearly equal to that of men, but "a new survey item suggests that women lag far behind their male counterparts when asked about their computing self-confidence" Additional material on the Freshman Norms Is the above outdated? An overview by people at Stanford is shorter. How do we determine what is fake news? More generally, has the widespread use of the Internet for non-scholarly purposes supported and increased acceptance of distortions and worse? But when it comes to the traditional subjects of liberal education, the young mind goes nearly blank. In the last few years, an accumulation of survey research on civics, history, literature, the fine arts, geography, and politics reveals one dismal finding after another. The surveys vary in sample size and question design, and they tend to focus on basic facts, but they consistently draw the same general inference: Young people are cut off from the worlds beyond their social circuit. While the wealth and education of young Americans has increased, their knowledge levels have either dropped or remained flat in the following important areas: Literature and the arts The Digital melting pot: Bridging the digital native. The NRC in the Executive Summary of a book cited below calls the desired state "fluency" and describes this as: Fluency with information technology requires three kinds of knowledge: HTML is a technique of presenting documents for the web. An understanding of presentation would cover structured documents, markup languages and metadata, and would be worthy of inclusion in university education. HTML, at best, is the practical technique of doing limited markup today - there is nothing wrong with learning it, but it belongs in the "lab section" of a course. Why is the ability to operate the consumer tools of IT confused with understanding? What better place than the Research University to develop this understanding in students? Both undergraduate and graduate. The research output of the university includes students who go to graduate school, become postdoctoral fellows and research investigators. They will need understanding, in addition to techniques, if they are to be productive and innovative. More generally, the benefits to society and employers also come from students whose capabilities are enhanced by understanding. Several groups have worked on defining topics included in understanding information, its formats, searching for it, and evaluating and processing it. Evaluation is important, but it does not seem that students pay much attention to the reliability of information found on the Net. Also a Pew Project found "only one in six [search engine users] say they can always tell which results are paid or sponsored and which are not. This article may be available online through your library. A more jaundiced view advocates throwing out the baby with the bathwater. A more recent study November Stanford researchers find students have trouble judging the credibility of information online provides an overview, there is a longer Executive Summary Evaluating Information: The Cornerstone of Civic Online Reasoning provides a depressing outlook. The report is available and cited below in the Resource Appendix along with other valuable resources. My attempt to describe this integrated view succinctly is: Understanding the choice of IT tools including search engines , and the implications and tradeoffs of the choices made - and then being able to: The processing of digital information, i. There must be an emphasis on understanding the concepts underlying these activities, the capabilities and the limitations of the IT tools, and the innovations possible in all of these areas - along with gaining facility in the use of these tools and the performance of these activities. This fits the traditional goal of a university to "educate" rather than to "train", with the inclusion of capabilities as the applied "lab" part of education. Our goal is to educate students in the areas of information and information technology. This is

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more difficult than it might be, because it transcends multiple divisions in the university, involving the IT organizations, the libraries, all of the academic departments, and most of the student support organizations. All of these need to work together in order reach these goals. The manner in which this is done can vary with the university culture and circumstances. But our students and society already need this understanding. Recognizing this situation, and giving solutions the appropriate priority now is required to avoid falling even further behind.

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Chapter 4 : Literacy and Technology - Community Literacy Center

Library and Information Science in the Middle East and North Africa (Global Studies in Libraries and Information)
Additional info for Information Literacy and Technology Research Projects: Grades Example text.

How Students Engage with News: Retrieved October 15, from [http:](http://) Planning and designing academic library learning spaces: Expert perspectives of architects, librarians, and library consultants. How freshmen conduct course research once they enter college. How college graduates solve information problems once they join the workplace. How college students manage technology while in the library during crunch time. Project Information Literacy Research Report. Information School, University of Washington. How college students evaluate and use information in the digital age. Project Information Literacy Progress Report. How college students seek information in the digital age. A study of recent college graduates and motivations for blog readership. First Monday, 23 Posing the million-dollar question: What happens after graduation? Journal of Information Literacy, 11 1 , Retrieved October 15, from [https:](https://) Lifelong learning in the digital age: A content analysis of recent research on participation. First Monday, 20 2. Library and Information Research, 37 , How college students use the web to conduct everyday life research. First Monday, 16 4. First Monday, 15 3. Information literacy from the trenches: How do humanities and social science majors conduct academic research? College and Research Libraries, 69 5 , How do students conduct academic research? First Monday, 12 7. The importance of truth workers in an era of factual recession. At sea in a deluge of data. The Chronicle of Higher Education. College students eager to learn but need help negotiating information overload. Retrieved October 11, from [https:](https://) Information scientist Alison Head on student habits. Retrieved October 11, from [http:](http://) What is the history of PIL? New director leads library school into Information Age. Retrieved September 19, from [http:](http://) Retrieved October 6, from [http:](http://) Five Takeaways for Educators, Journalists, and Librarians. Project Information Literacy Research Institute. Retrieved October 19 from [http:](http://) Retrieved October 24, from [http:](http://) Retrieved October 23, from [http:](http://) The big four," Library Journal. Exploring new, embedded roles for librarians in organizations of all types. Teaching information literacy to undergraduate students: Reflecting on the past, present and future of library instruction. Pacific Northwest Library Association Quarterly, 79 1. College graduates, critical thinking, and information strategies: Information literacy and recent graduates: Barbara Fister, Inside Higher Education. Understanding student needs [library guide for faculty]. Designing research assignment handouts: Essential elements to promote student success. Communications in Information Literacy , 9 1 , Retrieved October 10, from [http:](http://) Retrieved October 5, from [https:](https://) Interesting news from Project Information Literacy. Annual report for the academic year Retrieved October 5, from [http:](http://) Research Areas Information Literacy. College students limit technology use during crunch time. ProQuest survey shows libraries are turning up the heat on marketing and outreach to protect budgets.

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Chapter 5 : Project Information Literacy - Wikipedia

"Finding Context: What Today's College Students Say about Conducting Research in the Digital Age," Alison J. Head and Michael B. Eisenberg, Project Information Literacy Progress Report, University of Washington's Information School, February 4, (18 pages, PDF, KB).

October 27, by Joyce Valenza Leave a Comment For this generation, news is social, visual, and fast. While most students think news is important to democracy, they do not define news by traditional standards, nor do they necessarily assign authority based on the platform or authors from which news comes. Students know they need to invest the time and critical thinking to assemble, evaluate, and interpret news as it is delivered in the 21st century, and although many students make this effort, others do not. Sharing news on social networks provides some, but not all, students with a valuable opportunity to interact with their communities, whether sharing breaking news from The New York Times or political memes from Facebook. How students engage with news executive summary Dr. Alison Head and her Project Information Literacy PIL research team recently released the findings of a new national study on college students and how they consume and interact with a vast and deeply polarized news ecosystem. News is fast, social, and visual and typically delivered to students in posts, alerts, tweets, and conversations that stream at them throughout the day. And young news consumers are left to assemble and interpret what news means, while many take this evaluative step, others do not. For instance, what young people do to find resources for academic tasks does not resemble the behaviors for personal tasks. They are what we are about. They are in our DNA. Five Research Takeaways There are many pathways to news—not only on social media. News knows no personal boundaries, so students follow selectively. Traditional standards for evaluating news are increasingly problematic. Criteria taught for assessing academic information were of limited use when applied to newer social media forms, where currency and authority are less defined. Educators and librarians need to teach their students how to frame questions of their own while helping them developmental and intellectual frameworks for credibility testing of information that comes and will come in different genres and formats. Integrate news discussions into the classroom. Educators and librarians must incorporate news into classroom discussions, leveraging their authority as guides and models in order to help prepare students as effective news consumers in their academic, workplace, personal, and civic roles. Reconsider how we teach evaluation. Librarians and educators need to expand how they teach critical thinking about information to include news sources. Bring the value of context back to news coverage. Journalists need to listen to a wider array of voices and expand the diversity of coverage, particularly in stories about youth and minorities, while increasing transparency about how they cover news. We need to pressure social media companies to do much more to empower young news consumers. Social media companies must behave responsibly in serving young news consumers by ensuring algorithms give greater weight to fact-checked news items, offer news digests based on reliable sources, and provide clear indicators of manipulated media. Please share this study broadly.

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Chapter 6 : Assessment and Rubrics - Kathy Schrock's Guide to Everything

The Information Literacy Group will offer scheduled webinars for all projects and bookable one to one research consultations for projects to help them identify suitable sources for their project, to evaluate and use the information appropriately.

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