

Impact of Recent Trends in ICT on the Validity of the Construct Information Literacy in Higher Education

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Who I am

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Connections  135 connections

Industry Education Management

Websites • My Blog

Jos van Helvoort's Education

Universiteit van Amsterdam
Library and Information Science 1985 — 1987

Radboud Universiteit Nijmegen
Drs. , Dutch literature , 1975 — 1981

Additional Information

Jos van Helvoort's Websites:
[My Blog](#)



JIL: Journal of Information Literacy

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Vol 4, No 1 (2010)

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Background and purpose

“Academic apathy and disinterest in Information Literacy” (Peter Godwin, 2005)

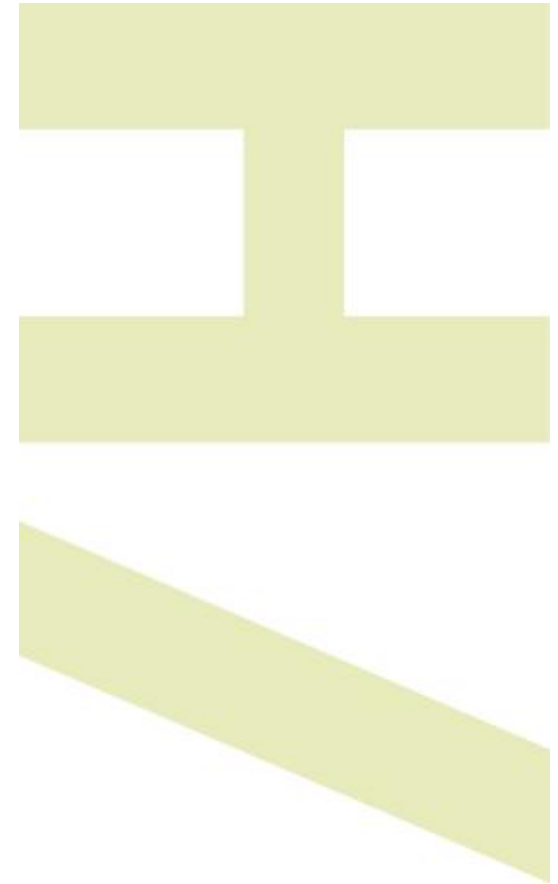
- Confusion between Information Literacy and internet skills
- Academics often don't realise the complexity of information selection for novices in their disciplines
- Academics are more interested in their own subjects than in training general skills
- A lot of academics are frustrated by the pace of change of ICT

Information Literacy sub skills

- Recognise an information need
- Formulate a search question
- Choose relevant information sources
- Use ICT to consult information sources
- Select, evaluate and organise the information that is found
- (Re)Use and disseminate the information.

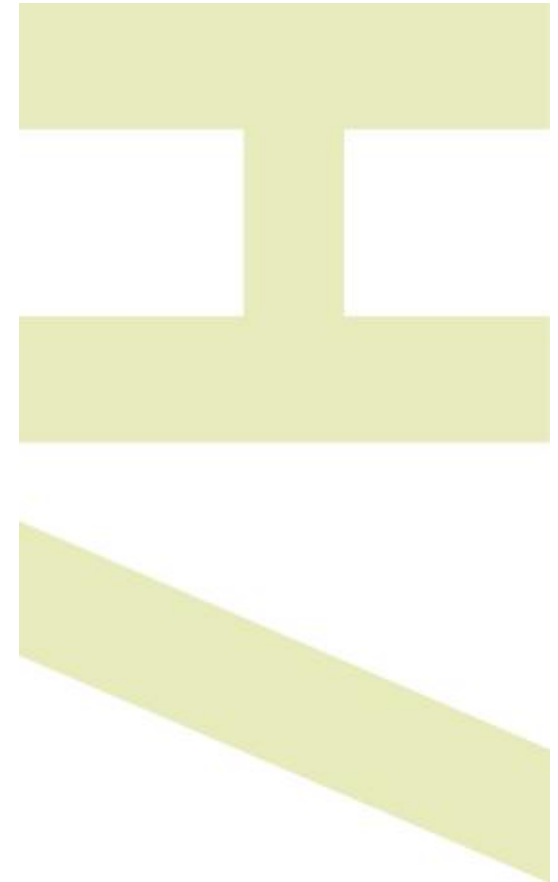
Existing conceptions of IL

- Task oriented: a set of skills to solve specific information problems
- Information literacy as a person knowledge base: organisation of information for personal use in the long term



Recognised trends in ICT

- Easy access to a variety of bibliographic tools and to full text documents
- Easy to use Publishing Tools
- Network functions of the WWW
- Personalisation of Information dissemination
- Fragmentation of information



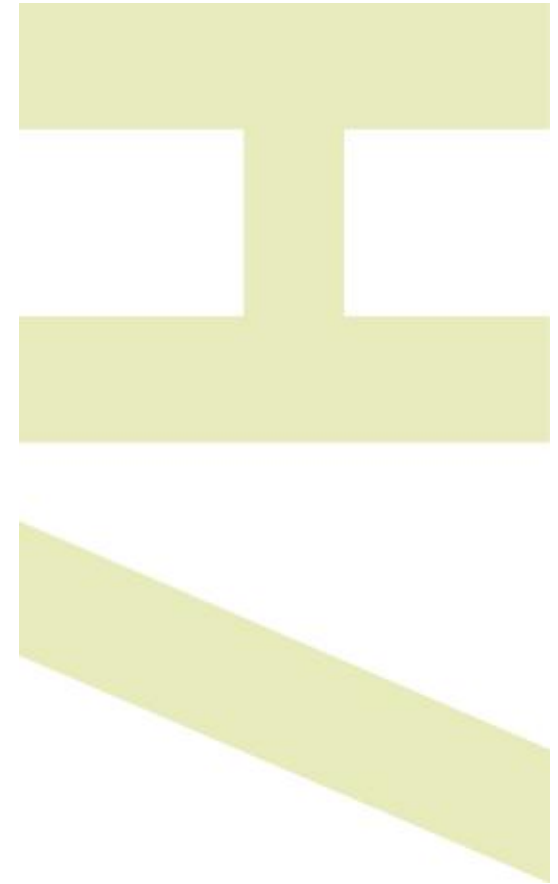
Research Method

Confrontation of recognised trends with the Information Literacy sub skills is expressed by arrow diagrams:

- Black arrows for reduced significance of IL sub skills
- Dotted blue arrows for increased significance of IL sub skills



Findings



Easy access to a variety of bibliographic tools and to full text documents

- Deep or Invisible Web has been an axioma for information profs for a lot of years
- Content integration and Federated Search combined with link resolvers make the knowledge of deep web resources less important

Summon Search Engine

The screenshot displays the Summon Search Engine interface. At the top left is the University of Liverpool logo. The search bar contains the text "serap kurbanoglu". To the right of the search bar are buttons for "Search Library" and "Advanced Search". Below the search bar are radio buttons for "Keep search refinements" and "New search".

The search results section shows "Search Results: Your search for 'serap kurbanoglu' returned 15 results". On the left side, there is a "Refine your Search" panel with the following options:

- Items with full text online
- Limit to items from scholarly publications, including peer review
- Exclude Newspaper Articles
- Add results beyond your library's collection

Under "Content Type", "Journal Article (15)" is selected. Under "Subject Terms", "Any" is selected, along with "information literacy (6)", "user training (4)", "turkey (3)", "library science (2)", "lifelong learning (2)", and "information management (2)". There is a "more options" link. Under "Publication Date", there are no visible options.

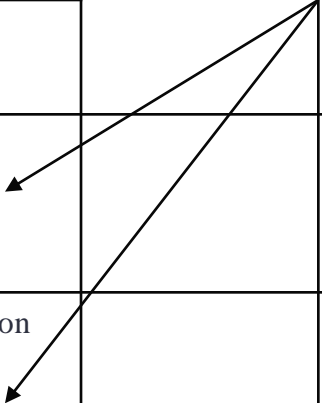
The search results list three items:

- Self-efficacy: a concept closely linked to information literacy and lifelong learning**
Author: S **Serap Kurbanoglu**
Journal of Documentation Vol: 59 Issue: 6 ISSN: 0022-0418 Date: 01/2003 Start Page: 635 ... development", in Bandura, A. (Ed.), Self-efficacy in Changing Societies, Cambridge University Press, New York, NY, pp. 202-31. S. **Serap Kurbanoglu** Department...
Journal Article **Availability:** Full Text Online
- Self-efficacy: a concept closely linked to information literacy and lifelong learning**
Author: S. **Serap Kurbanoglu**
Journal of Documentation Vol: 59 Issue: 6 ISSN: 0022-0418 Date: 2003 Pages: 635 - 646 ... developed by Akkoyunlu and **Kurbanoglu** (2003) . In order to assess student's perceived computer self-efficacy an 18-item self-efficacy scale developed by Askar...
Journal Article **Availability:** Full Text Online
- Developing the information literacy self-efficacy scale**
Authors: S. **Serap Kurbanoglu**; Buket Akkoyunlu; Aysun Umay
Journal of Documentation Vol: 62 Issue: 6 ISSN: 0022-0418 Date: 11/2006 Start Page: 730
Subjects: Information literacy, Measurement techniques, Statistical analysis, Testing, Library science

At the bottom of the interface, it says "2009 University of Liverpool Library | Powered by Summon™" and "Saved Items (0)".

Easy access to a variety of bibliographic tools and to full text documents

recognise an information need		easy access to bibliographic tools and full text documents
formulate a search question		
choose relevant information sources		
use ICT to consult information sources		
select, evaluate and organise the information that is found		
(re)use and disseminate the information		

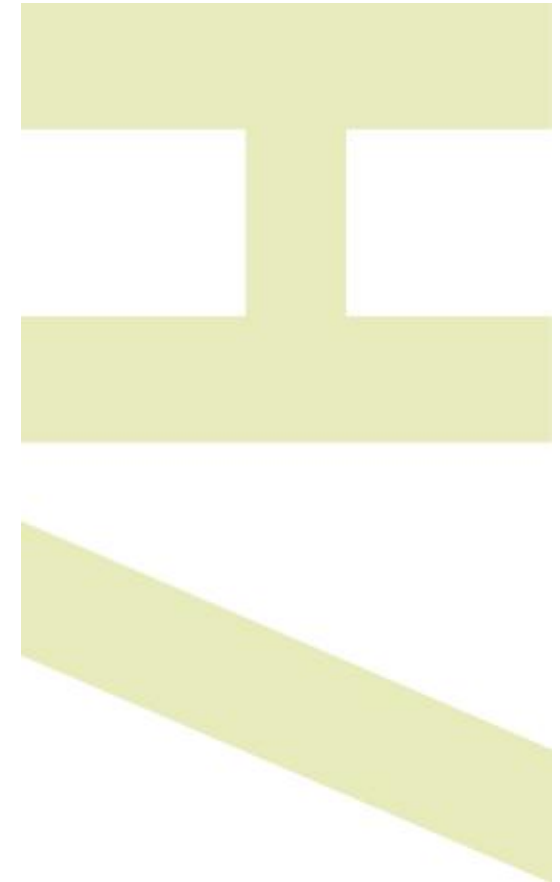


Easy to use Publishing Tools

- Not only amateurs but also professionals use the new publishing channels
- The new publishing channels have their own rules, formats and structures (Morville 2005)
- The new publishing channels create possibilities for students to train their research, debating and writing skills

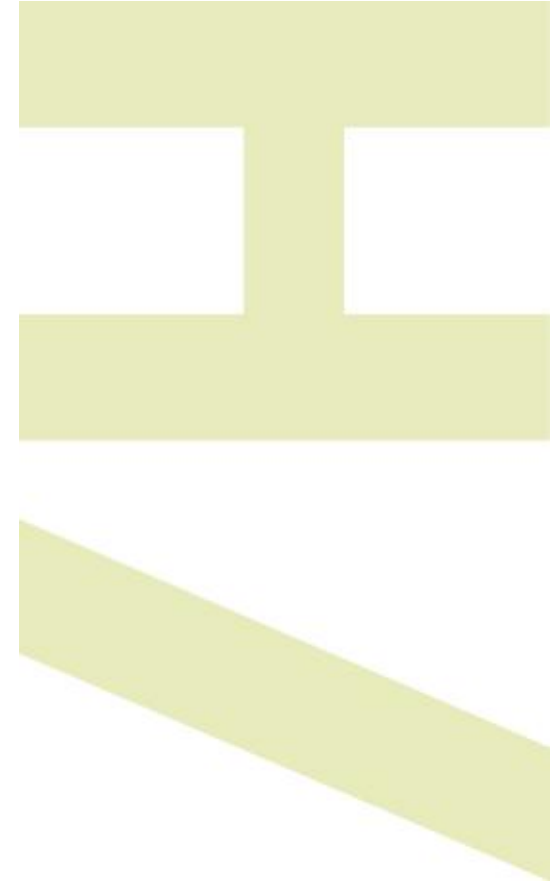
Easy to use Publishing Tools

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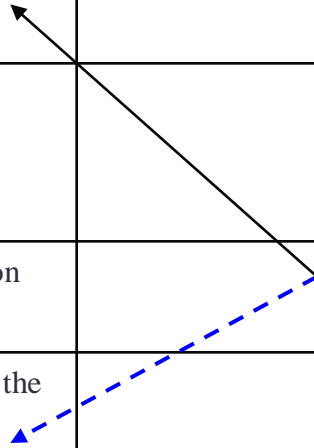
Network functions of the WWW

- Meandering search strategies (Carroll 1999) as an alternative for direct keyword search
- “The new way of searching is asking questions” (Mijnsbergen 2009)



Network functions of the WWW

recognise an information need		
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Personalisation of Information dissemination


- Push technologies (SDI, CAS, RSS)
- Customised result lists (location, search history)
- Social Search

Personalisation of Information dissemination


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formulate a search question		
choose relevant information sources		
use ICT to consult information sources		
select, evaluate and organise the information that is found		personalisation of the information dissemination
(re)use and disseminate the information		

Fragmentation of information

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 [ptcheng](#)
Level 1
5/19/09

I follow the instructions given in <http://www.google.com/support/mobile/bin/answer.py?answer=98230&topic=15015> to set up my E71 for google sync. Only the calendar is up for the synchronization. However, I always receive "Unable to open database" error message. Any similar experiences out there?

Best answers

 [edisongomes](#)
Level 2
5/20/09


Best answer - [Bin](#) (Google Employee) [Go to this answer](#)

Check it out. Where it says:
"Ensure that only Contacts have 'Settings defined' and all other content types say 'Sett. not defined'" <http://www.google.com/support/mobile/bin/answer.py?answer=98230&cbid=-bvpl7fhadn8w&src=cb&lev=answer>

It works for me now, but only contacts. I still can't sync calendar and others.


6 of 13 people found this answer helpful. Did you? [Sign in to vote](#). [Report abuse](#)

Replies 1 - 11 of 11

 [rcorbet](#)
Level 1
5/19/09


I am having the same problem, any ideas anyone. please help

1 of 4 people found this answer helpful. Did you? [Sign in to vote](#). [Report abuse](#)

 [edisongomes](#)
Level 2
5/20/09

I have a Nokia E63 and I'm having the same problem. It keeps saying "Unable to open database.

2 of 4 people found this answer helpful. Did you? [Sign in to vote](#). [Report abuse](#)

 [edisongomes](#)
Level 2

Best answer - [Bin](#) (Google Employee)

Related discussions

[First Sync Google Premier - Calendar stuck - "System error. Try again later." for Nokia e71 Outlook 2007](#)
2 replies

[Problem with multiple numbers in contacts](#)
14 replies

[Configuration of Mail for Exchange on Nokia E71](#)
7 replies

[google sync with mail for exchange on nokia e71 no full day calendar entries syncing](#)
No replies yet

[New version 3.3 Latitude Contact Photos Lost, and other issues](#)
13 replies

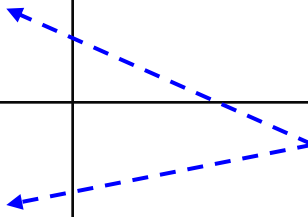
[Issues with Google Sync on Nokia E71](#)
20 replies

[Mail for exchange google sync setting problem](#)
4 replies

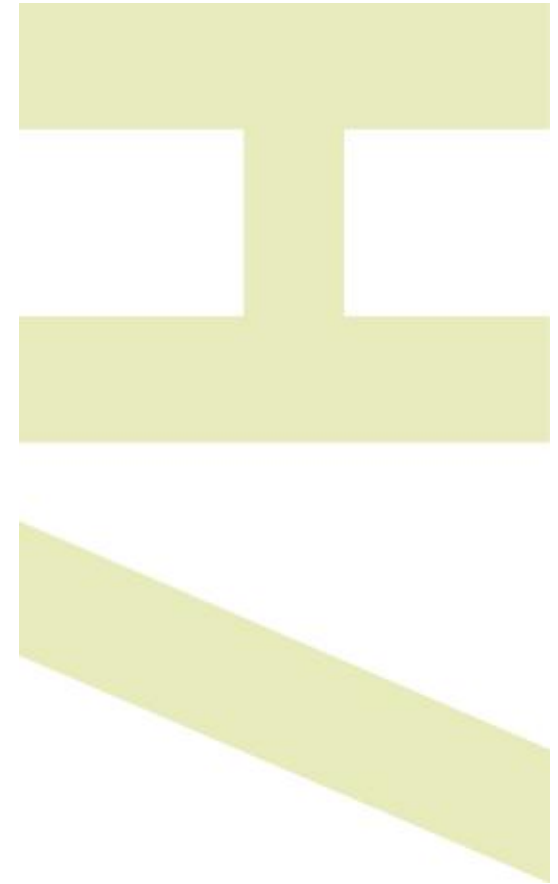
[Google Sync - 'System error. Try again later.'](#)

Fragmentation of information

recognise an information need		
formulate a search question		
choose relevant information sources		
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select, evaluate and organise the information that is found		
(re)use and disseminate the information		fragmentation of information



Summary



Reduced significance of Information Literacy sub skills

recognise an information need		easy access to bibliographic tools and full text documents
formulate a search question		
choose relevant information sources		easy to use publishing tools
use ICT to consult information sources		network functions of the WWW
select, evaluate and organise the information that is found		personalisation of the information dissemination
(re)use and disseminate the information		fragmentation of information

The diagram shows arrows pointing from the right column to the left column, indicating a relationship between the skills and the factors listed on the right. Specifically, arrows point from 'easy access to bibliographic tools and full text documents' to 'recognise an information need' and 'formulate a search question'. Arrows point from 'easy to use publishing tools' to 'choose relevant information sources' and 'use ICT to consult information sources'. An arrow points from 'network functions of the WWW' to 'use ICT to consult information sources'. An arrow points from 'personalisation of the information dissemination' to 'select, evaluate and organise the information that is found'. An arrow points from 'fragmentation of information' to '(re)use and disseminate the information'.

Increased significance of Information Literacy sub skills

recognise an information need		easy access to bibliographic tools and full text documents
formulate a search question		
choose relevant information sources		easy to use publishing tools
use ICT to consult information sources		network functions of the WWW
select, evaluate and organise the information that is found		personalisation of the information dissemination
(re)use and disseminate the information		fragmentation of information

Discussion and conclusions

- Extra attention should be paid to the more cognitive skills that refer to the **use of information**
- This is in line with the educational reformers that plead for social constructivist learning where students build their own knowledge base while working on their assignments

See also JIL 4 (1), 22-39