

# INFORMATION LITERACY COMPETENCY: A LITERATURE REVIEW

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## Abstract:

*Information Literacy is such an important factor in self-empowerment and lifelong learning. Information literacy is the key word of information society, in this information society, information play very dynamic role and person cannot live without information. This paper traces the sources of information literacy i.e. Library literacy, ICT literacy, Ethical and legal use of information literacy, Information literacy skills and competency and etc., Retrospective literature searched on LISA, LISTA, Emeraldinsight and subject bibliographies has revealed that a number of studies have been reported from abroad including India. An attempt has been made in this paper to review the important findings of the previous studies.*

**Keywords:** Information literacy, Library literacy, ICT literacy, Information literacy skills and competency

## 1. Introduction

Information literacy is the key word of information society, in this information society, information play very dynamic role and person cannot live without information. He/she need information in every stage and step in their life. Information is life blood of human being and it is currency of 21st century. At the same time, there is a rapid and abundant increase in information production. The information is produced in various formats like text, image, video; digital and etc., due to the advent of information communication technology, information is increasingly created, stored, processed and communicated through electronic media. All these acts of information resulted into demanding new set of skills to deal with abundantly produced, rapidly increasing, complex and variety of information.

Information Literacy encompasses knowledge of one's information concerns and needs, and the ability to identify, locate, evaluate, organise and effectively create, use and communicate information to address issues or problems at hand, it is a prerequisite for participating effectively in the Information Society, and is a part of the basic human right of lifelong learning (*The Prague Declaration, 2003*).

Print and electronic/digital sources were consulted and searched for collecting literature for review, printed sources like books, journals, conference papers, newsletters, newspapers, theses and among others, indexing, abstracting and bibliographic databases were consulted and searched in LISA, LISTA, Emeraldinsight, EBSCO and etc., In this article include a comprehensive and research related review of literature is conducted on the Information/Library literacy, ICT literacy, Ethical and legal use of information literacy and Information literacy skills and competency are discussed at International and National level.

## 2. REVIEW OF LITERATURE:

### 2.1 Information / Library Literacy

*Kumar and Surendran* (2015) has discussed about the concept, meaning, skills and benefits of Information Literacy (IL), they describe thoroughly Information Literacy as lifelong learning. They also revealed that information plays a vigorous role in all spheres of life in this technological era, as information is available in different formats from various sources one has to create a learn to learn environment which is very essential for users to proper access. *Arya* (2014) reveals that information literacy (IL) is a set of skills that allow us to find, evaluate and use the information we needed. According to the study libraries have been involved in training their users by conducting programmes such as library orientation, user education and etc., to teach users how to use library. *Parvathamma and Pattar* (2013) report that rural community in the Bellary district has struggled to get right information due to lack of IL and difficulties faced in utilization of the information resources.

*Kunhambu and Mudhol* (2012) have discussed that, the importance of information literacy in developing nation is very important, especially focusing on educational concerns in rural India through IL to create learn to learn environment in India. The study also recommends that library collections in rural regions emphasize agriculture, health issues, and other information resources which would train through IL for better utilization. *Singh and Klingenberg* (2012) enumerate regarding the role of information literacy and academic libraries in German and Indian universities. India's agricultural schools have successfully embedded IL as part of the core curriculum. Meanwhile, German universities have developed competency programs and teaching models for IL instruction. However, both countries still struggle to fully integrate information literacy into the regular student curriculum. *Hadimani and Rajgoli* (2010) noticed that, the increasing complexity in agriculture education due to the technological developments, developing information literacy competency in students for life-long learning should be the vital element of agriculture education. Researchers made an attempt to know the information literacy competency among the undergraduate students of Agriculture College Raichur, Karnataka. *Pattar and Kanamadi* (2010) explored that, the information literacy programmes being provided at the engineering colleges especially in Navi Mumbai, India. The content and methods of delivery of these literacy programmes to the library users are clearly examined, authors also revealed that majority of libraries are providing information literacy programmes at the beginning of the academic year.

*Sharma* (2008) described about dimensions of information literacy and library education. The study highlights the understanding of information and information needs and status of users. The way information literacy and library user education were changing and demanding in the age of World Wide Web. *Kulkarni* (2007) conducted a survey to find out the importance of information literacy in the transformation of rural India, advent of information age, the role of information and the importance of knowledge powered society. *Greer* (2015) has stated that, the Oakland University librarians and art faculty collaborated to integrate information literacy instruction into the art curriculum. *Tuamsuk* (2013) described that, an overarching survey on to library administrators from 108 institutions in Thailand to assess the status of information literacy education and researcher explained that role of libraries in promoting IL instruction in Universities. *Dabbour and Ballard* (2011) have presented that, a cross-cultural analysis of information literacy and library use among Latino and white undergraduates has implanted in American university.

*Driscoll* (2010) revealed that, Information literacy is essential for the effective utilization of resources. The study also observed that information literacy instruction gives the idea and increase the effective use of resources. *Bronshiteyn* (2006) highlighted that, the use of paraphrasing exercises as add-ons to information literacy instruction for students. *Koufogiannakis* (2006) mentioned that, the information literacy skills for undergraduate students to assess library resources, instruction method are most effective for improving the information literacy skills of students at an introductory, undergraduate level, using cognitive outcomes. *Li* (2006) stated that, the course of information literacy given by the Chong quing University Library to cultivate University student's information awareness.

*Moczuk* (2006) discussed that, one of the ways librarians and library information literacy sessions can have a positive impact on student's lifelong learning. *Arenas* (2004) revealed investigation reports of university students from two institutions in the USA and Europe which was carried out in order to determine how they can use their libraries, information and computers was purely on information literacy. *Ellis* (2004) highlight the implications of IL is more impact on the results of utilization of resources, it's a pride for teaching librarians and attempts to answer questions about how LIS professionals can better assist students to build upon what they already know.

## 2.2. ICT Literacy

The Information and Communication Technology (ICT) is one of the important buzzword of today's world. With the help of ICT the library professionals can introduce new services to the target users. The study also focuses on the types of ICT skills possessed, awareness of Internet, familiarity with various web browsers, awareness about library management software, Digital library, networking technologies, ICT based library services, accessibility of electronic databases for academic needs of academicians and to assess the level of ICT Literacy skills among the professional college library staffs (*Arundhathi and Chandrashekara, 2015*). *Deepthi; Patil and Kolar* (2015) assess the internet literacy level among the medical college students of Bijapur (Karnataka). *Bharathi and Sujatha* (2014) conducted the survey in order to assess Internet use pattern of students of SCEM. The study explores that, Internet is a most popular and useful tool for all in the present information society. *Patil; Tadasad and Deepthi* (2014) examine the internet literacy level among the undergraduate students of SECAB and BLDE Engineering Colleges in Bijapur (Karnataka). *Arokyamary and Ramasesh* (2013) have stated that, Information Communication Technology (ICT) facilitates access to electronic information which has become invaluable and complementing traditional library services. Authors stressed that, ICTs and its tools have always been helpful in extending information services and researcher mapping the existing ICT skills and competencies of the LIS professionals. *Kumar, Rajender* (2013) has mentioned in his research work that, the availability and use of ICT (Information and Communication Technology) has very much impact on the information access and retrieving, where information literacy is very essential.

*Sinha and others* (2013) presented that, implementation and status of the ICT and Internet literacy skills amongst the college library users who have been mainly drawn from the ten selected college libraries of Barak Valley of South Assam to access e-resources available under N-LIST. *Arokyamari* (2012) depicts that information literacy is a springboard to lifelong learning and can be viewed as an essential core and transferable skill, required by all those who seek to be active in an online society. Author also defines the meaning of IL and its related terminologies and highlights the need for ICT and IL skill developments of library professionals. The study discusses information literacy connections with ICT trends and the role of libraries and librarians in an academic pursuit. Study also projects how a skilled and information literate librarian can play the role of a

'teacher' successfully in teaching / guiding his users. *Sujatha* (2011) investigated the level of academic community's access to the Internet, reasons for non-use of Internet, satisfaction with the Internet facilities provided in the selected Mangalore city institutions as well as the problems faced in the use of Internet. Researcher recommends the provision of more computers with Internet facilities, better access speed, and providing more orientation/training programmes in the use of Internet in these institutions.

*Karisiddappa* (2007) discusses the e-governance initiatives undertaken by the Government of India, nonprofit and non-government organizations and also highlights the importance of information literacy and lifelong learning in effectively utilizing the e-governance initiatives undertaken in different parts of rural India. *Ukachi* (2015) has explained that, utilization of Nigerian university libraries electronic resources and their use reflects their information literacy skills. *Angelo* (2010) conducted on awareness and use of electronic information sources. One of the main objectives of the study was to assess the information literacy skills of livestock researchers in Tanzania. *Baro and Fyneman* (2009) have investigated ICT literacy among undergraduate students of Niger Delta University. *Kinengyere* (2007) has stated that, the effect of information literacy on the usage of electronic information resources in the academic and research institutions in Uganda. *Adeyoyin* (2005) has mentioned that, the levels of ICT literacy among library staff of Nigerian libraries were very poor, the survey was conducted among professionals, para professionals and other members of the staff of 18 Nigerian University libraries.

### 2.3. Ethical and Legal use of Information Literacy

*Ananda and others* (2015) gave an overview of fair use policy and copyright which could be adopted in libraries. *Chikkamanju and Kumar* (2015) explore the use of internet based electronic resources and search strategy by the foreign and Indian research scholar of University of Mysore. Researcher concentrated about awareness and use of Internet and Plagiarism software. *Vasudevan and Suchithra* (2013) focused on copyright awareness of doctoral students in Calicut University.

The Plagiarism is an important ethical issue, but many researchers are still not aware of its seriousness. It is a general observation that plagiarism implies just copying or borrowing another's work and original ideas. The teacher/guide and librarian can play key role in reducing plagiarism by guiding students on how to use and cite proper sources of information through information literacy programs. The authors suggest that to some extent plagiarism can be avoided with an information literacy programme and attempts to present information on this literacy framework (*More and Shelar, 2011*).

*Secker and Morrison* (2015) have conducted a survey on copyright literacy among 600 UK librarians and related professionals. *Nierenberg and Fjeldbu* (2015) have mentioned that, intensive observation of first-year students at the Hedmark University College with regard to their information literacy skills prior to taking a library instruction workshop and researcher focusing on information evaluation, plagiarism and proper source citation. *Kortelainen* (2015) conducted a web survey on copyright literacy in Finnish libraries, archives, and museums, as a part of multinational research. The study focused on the awareness concerning national and international copyright legislation and institutions, regulations concerning different aspects of copyright and sources of copyright information used by the respondents. *Cheng and Winter* (2014) have discussed about the copyright and fair use of information resources. It is an important aspect of information literacy instruction and also researcher described how librarians can help and teach users about IL concepts.

*Rodriguez and others* (2014) discuss the importance of developing copyright education for students as part of an overall information literacy curriculum by describing the development of a relevant, active learning online course targeting students. *Ali and others* (2012) highlighted the concept of Plagiarism. The study carried out amongst the university students aimed at identifying the extent of students understanding of the concept of plagiarism through the use of computer and information technology.

*Ereta and Gokmenoglua* (2010) focused on plagiarism, it is generally defined as “literary theft” and “academic dishonesty” in the literature, and it is really crucial to be well-informed on this topic to prevent the problem and stick to the ethical norms. With this motive, researcher investigates the prospective academician’s views on plagiarism, the degree to which they are knowledgeable about plagiarism. *Wu and others* (2010) explored common copyright related problems that arise when librarians promote the use of digital resources and to investigate college student’s misconceptions of copyright laws. *Smith and others* (2007) examine the undergraduate accounting student’s perceptions of factors contributing to plagiarism activities. The study suggested that factors contributing to plagiarism include lack of awareness, lack of understanding, lack of competence and personal attitudes. *Ercegovac and Richardson* (2004) reported on plagiarism in the context of the digital era from the perspective of a broader educational spectrum.

#### **2.4. Information Literacy Skills and Competency**

*Prasad and Kumbar* (2015) discussed about the Information literacy skills among faculty members of polytechnic colleges in Karnataka. *Ramamurthy and others* (2015) investigated the knowledge of information literacy and search skills of students in five selected engineering colleges at Chittoor District, Andhra Pradesh. *Prasad and Kumbar* (2015) focused on, the faculty members of Selected Polytechnic Colleges situated in Hassan district, Karnataka. Have obsolete lack of knowledge in information Literacy skills. *Mahajan and Kumar* (2014) stated that, the basic information literacy competency skills of the postgraduate students and research scholars of Panjab University, Chandigarh. *Lata and Sharma* (2013) made an attempt to know the IL skills of the students and faculty members of postgraduate institute of medical education and research, Chandigarh and Pt. B.D. Sharma University of Health Science, Rohtak. *Kaur and Rani* (2012) focused on information literacy skills of students of Guru Nanak Dev University, Amritsar.

*Syamalamba Rani* (2011) discusses the concept of information literacy and the role of college librarians in developing information literacy skills in libraries. *Taruna* (2011) provides that, information literacy competency of science, engineering and technology students of higher education institutions in Delhi has badly required IL for better use of available resources. *Singh* (2010) has mentioned that, IL integrating ICT and computer skills, which enables users to access right resources, and which will enhance the capability of users to do research in Agricultural Universities. *Varalakshmi* (2007) advocated that effective implementation of information literacy programmes is possible with efficient models of information literacy.

*Issa and others* (2015) have mentioned that, they have conducted survey on information literacy skills and competency among 1205 last year students of undergraduate studies at the University of Ilorin, Nigeria. *Ozbicakci; Gezer and Bilik* (2015) have evaluated the information literacy skills of final-year nursing students in two different programs, one focusing on classic learning, the other on problem-based learning (PBL). *Pinto and Sales* (2015) have assessed university students attitudes and self-assessment regarding information literacy skills.

Ilogho and Nkiko (2014) have examined effectiveness of information literacy programs and the student research skills at five private universities in Nigeria. Islam and Rahman (2014) have assessed the information literacy skills of arts faculty graduate students at the University of Dhaka, Bangladesh. Schubert and others (2013) have focused on online survey of 534 students at a technology-focused University in Singapore assess their information literacy skills. Eisenberg (2008) has highlighted that, the information literacy as the skill and knowledge that allow us to find, evaluate and use the information. Information skills are the necessary tools that help us successfully navigate the present and future landscape of information.

Emmett and Emde (2007) have explained that, the assessment of information literacy skills using the ACRL standards as guidelines. Stephens (2007) has mentioned that, the students are capable of reflecting on their use of information literacy skills only thing we need to do is train them properly. Korobili (2005) has stated that, the development and implementation of efficient information literacy education in a department of higher educational institute in Thessaloniki, Greece is very crucial. Johnson (2001) has stated that, the information skills and information literacy are one and same, the study described the work of the SCOUNL task force on information skills, set up as a result of the increased awareness on information skill training which was an important strategic issue for university and college libraries. Clyde (1997) has mentioned that, the information skills in terms of the development of information literacy and the skills needed to use information purposefully and effectively are very crucial.

### 3. Conclusion

Information literacy is the concept of lifelong learning and it develops sense-making ability among the users. The ability to access and effective use of information is always crucial, which results in ability to take decisions and solve their problems independently. The present society is information society in which the information and information literacy plays a very crucial role in our day to day life to perform the task of decision making. The review of literature revealed that a number of studies have been reported world-wide and in Indian context as well on information literacy skills and competency. The majority of the study have supported finding of the present study especially skills, competence method and techniques, still number of studies have to be done in the area of IPR, copyright, ethical issues etc.,. Many researchers suggests that, the users need to be trained through the information literacy programmes, and also recommended that, for students sufficient information should be provided in the needed areas, and information literacy skills should be given serious attention to enhance their access to needed information. The Information literacy helps in overcome the problems of identifying and retrieving right information for the right person at the right time in a right manner.

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