



Australian
Library and
Information
Association

'A thriving national and global culture, economy and democracy will best be advanced by people able to recognise their need for information, and identify, locate, access, evaluate and apply the needed information.'

Statement on Information Literacy for all Australians 2001
[<http://www.alia.org.au/policies/information.literacy.html>]

*A library advocate's guide
to building information
literate communities*

Information Literacy Forum Advocacy Kit 2003

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Introduction

Your parents are getting on and need nursing care. How do you find the best, most affordable care?

Your employer is moving to another state. What are your prospects? Should you and your family move?

Your children want to travel to northern Italy to look up your grandparents' family. How do you find out more about the region?

The teacher says your child is hyperactive and needs medical treatment. Where do you turn for the latest information?

All of us are faced with making countless decisions each day.

How successful we are depends on a combination of skills known as 'information literacy.' Information literacy means more than being able to read or use a computer. It means knowing how to find, evaluate and use the best, most current information available.

The Interim National Coalition for Information Literacy Advocacy (for background on this Australian Library and Information Association Information Literacy Forum project see the report <http://www.alia.org.au/advocacy/information.literacy/>) has the working definition:

An information literate person recognises when information is needed and can locate, access, evaluate and apply that information.

Information literacy:

- *Encompasses the effective use of multiple information technologies and formats.*
- *Enables individuals to develop skills for learning throughout life.*
- *Supports skills for workplace enterprise and for community participation.*

In recent years the renewed significance of learning throughout life has led to libraries focusing on information literacy. This is due to lifelong learning or learning for life being recognised as vital in times of fast and pervasive change. In an environment of rapid individual, community and workplace change a static body of knowledge does not equip us with the capability to adapt or thrive and advance. Acknowledgement of the value of information literacy is driven by new technologies, changing patterns of work, globalisation, family and community mobility, and above all the explosion in available information.

The capability to respond to changing information needs is now a critical life skill.

This is the message that librarians and all library advocates must present if we are to increase support for all libraries.

This advocacy kit has been adapted, with permission, from the American Library Association's advocacy kit action pack [Go to <http://www.ala.org/> and follow the 'Issues & advocacy' link]. The adaptation was undertaken by members of the Australian Library and Information Association Information Literacy Forum committee — Kris Johnstone, Dee Gillespie, Liz Burke and Cathy Costa.

I am confident this kit will be a positive and practical guide for you in achieving information literacy in your community.

I thank you for your support.

Prue Mercer
Convenor,
ALIA Information Literacy Forum

May 2003

The communications plan

Use this communications plan as a guide in planning your advocacy campaign. Also see the 'Message sheet' and 'Delivering the message'.

Key message

Information literacy is a critical life skill in today's information maze. Libraries and librarians can help you find your way.

Goals

A community enjoys a higher quality of life when its people are involved in their governance, their elected leaders make decisions based on sound information and the workforce is economically competitive.

People have the skills and competencies they need to work effectively in a complex information environment.

Students graduate with the skills and competencies they need to succeed on the job and the capacity to learn throughout their lives.

People of all ages and backgrounds have the resources and skills they need to fully participate in our democracy.

Libraries of all types—public, school, higher education and special—receive increased support as dynamic centres for information literacy and lifelong learning.

Librarians are recognised as information experts and key players in the education process who teach others how to navigate a rich and complex, evolving information/ technology environment.

Objectives

Librarians and library advocates will speak out about the critical importance of information literacy skills and the key role of libraries and librarians.

Higher education libraries will expand their reach and involvement in schools, institutions of higher education and the community-at-large.

Public libraries will expand their programs to include information literacy training.

Librarians in all types of libraries will partner with leaders in government, education, business and other sectors to create models for information literate communities.

Target audiences — internal

Librarians/library advocates

Teacher librarians, higher education librarians, public librarians, special, government and corporate librarians, administrators, managers and supervisors, frontline personnel, Friends, Board members, teachers and other library supporters.

Key message

Technology is changing how we live, learn, work and govern. Library advocates must speak out for the importance of information literacy and the critical role of libraries and librarians.

What we want them to:

Think: Libraries and librarians have a key role to play in helping our communities become information literate.

Feel: In today's rich and complex information environment, we have a unique opportunity to demonstrate the value of libraries and librarians.

Do: Take a leadership role in educating their communities about the importance of information literacy and why librarians and libraries are essential.

Target audiences — external

Business community

Chief executive officers, heads of industry and business-related organisations; for example, the Chamber of Commerce

Key message

Good decisions depend on good information. Information literacy is critical to a competitive workforce.

What we want them to:

- Think:* To succeed in the 21st century, our businesses must have employees who can find, analyse and use information.
- Feel:* Librarians are valuable partners in building an information literate workforce and community.
- Do:* Work in partnership with all local libraries to create learning opportunities for the adult workforce and to ensure students graduate with the information literacy skills they need to succeed in the workplace.

Community leaders

Leaders of community, education and other influential organisations

Key message

Community leaders recognise the importance of information literacy and so they invest in their school, higher education and public libraries as centres of information, culture and lifelong learning.

What we want them to:

- Think:* Our community must take up the new challenge of information literacy.
- Feel:* Librarians have valuable expertise in how to build information literate communities.
- Do:* Work in partnership with librarians to develop programs and strategies to help their community become information literate.

Decision makers

Elected members of government and government officials at the local, state and federal levels with influence or control over library funding and policies

Key message

Australians of all ages need information literacy skills if they are to prosper in the new global information economy. Libraries and librarians are critical to this effort.

What we want them to:

- Think:* Libraries are the core of our nation's information infrastructure.
- Feel:* It's important that all children and adults have the resources and skills they need to fully participate in our democracy and a global information society.
- Do:* Increase funding for all types of libraries and support policies that protect the public's right to know in a democratic society.

Education community

School and education administrators, boards, parent bodies, teachers

Key message

Information literacy is critical if students are to prosper in today's global information society.

What we want them to:

Think: The library is essential to the success of our institution, students and staff.

Feel: Librarians and teacher librarians are key partners in enhancing teaching and learning.

Do: Integrate information literacy into the curriculum. Allocate funds to ensure school and higher education libraries are fully equipped and staffed to support students and teachers in becoming effective users of information.

Partner with public and special libraries to increase information literacy venues throughout the community.

Employees

Workers of all types

Key message

Information literacy is critical to success in today's job market.

What we want them to:

Think: I need information literacy skills to keep up in today's job market.

Feel: Libraries and librarians are important resources for developing the information literacy skills I need.

Do: Take advantage of the wealth of opportunities available at all libraries.

Library users and potential users

Parents, children, teachers, students, adult learners

Key message

Information literacy is a critical life skill in today's information maze.

What we want them to:

Think: I (my children) must become information literate to live successfully in today's information society.

Feel: Libraries and librarians can help my family and me learn this important skill.

Do: Support public, school, higher education and special libraries as essential centres for information literacy and lifelong learning.

Message sheet

Use or adapt this message sheet with library advocates and spokespeople to support them in delivering the message.

Key message

Information literacy is a critical life skill in today's information maze. Libraries and librarians can help you find your way.

Key messages for target audiences**Library advocates**

Technology is changing how we live, learn, work and govern. Library advocates must speak out for the importance of information literacy and the critical role of libraries and librarians.

Business community

Good decisions depend on good information. Information literacy is vital for a competitive workforce.

Community leaders

Information literate communities know how to find, evaluate and use information in all forms to make good decisions. They invest in school, public, higher education and special libraries as centres for information and lifelong learning.

Decision makers

Australians of all ages must develop information literacy skills if they are to prosper in the new global information economy. Libraries and librarians are critical to this effort.

Education

Information literacy is critical if students are to prosper in today's global information society.

Employees

Information literacy is critical to success in today's job market.

Library users/potential users

Information literacy is a critical life skill in today's information maze.

Talking points

Select from the following 'sound bites' to reinforce your key message with various audiences.

What is information literacy?

Information literacy means being information wise. It means knowing when a book may be more helpful than a computer. It means knowing how to find, evaluate and use information in all forms.

Information literacy is more than print literacy, computer literacy or media literacy.

It means knowing when you need information, where to find it and how to evaluate and use it in your everyday life.

Information wise communities use the latest and best information to develop sound policies. They know the importance of having citizens who are information literate. And they invest in their school, public and higher education and special libraries as centres for information, culture and lifelong learning.

Information wise people lead satisfying lives. They know how to find quality information that will help them through family, medical or job crises. They are aware consumers who know how to use information resources wisely for work and pleasure.

Information wise people run successful businesses. They know when they need data and what data they need to evaluate success and plan for the future.

Information wise people know that what is true today may not be true tomorrow, that information is not the same as knowledge.

Information wise people know librarians can be their guides.

Information wise people create smart communities.

Information wise people support libraries.

Why information literacy?

Good decisions depend on good information.

Our nation faces a critical new challenge in the 21st century: helping people cope with a bewildering amount of information.

Technology is changing how we live, learn and work. The ability to read or even use a computer is not enough. You must also be able to evaluate and apply information.

The ability to read is a basic survival skill, but it's not enough. Today's workforce must be able to find and use information in all forms.

Our children must be information wise if they are to succeed in the 21st century.

Today getting information can be easy. Getting the right information can be difficult.

Information is the lifeblood of our democracy. But information is power only if you know how to find the best information and apply it to the decisions you make in your work and daily life.

Real information power is having the right information at the right time.

More information isn't necessarily better. Anyone who's done a search on the internet and found 999 hits knows that!

The internet is an exciting medium. But it can also be confusing. That's why it's important for parents and all adults to learn about the internet and how it works. The more you know, the more you can help your child and yourself.

Why libraries?

Libraries are unique. They are one-stop shops. In person. Online. Where else can you have access to nearly anything on the web or in print as well as personal service and assistance in finding it?

Libraries are part of our lives. They are a place for education and self-help. They offer opportunity to all.

Libraries are changing and dynamic places, at the forefront of the information age.

Libraries level the playing field in the information age. They make information affordable, available and accessible to all people.

If you know how to use a library, you know how to learn for a lifetime. If we didn't already have libraries, we'd have to invent them!

Every parent can afford to give his child the key to success — a library card.

There is no such thing as good education without good libraries.

Why librarians?

In a world that's information rich, librarians are information wise.

Librarians are the ultimate search engine. They can help you find the best information, whether it's a website, book, video or pamphlet.

Teaching others how to critically evaluate information is a unique skill that librarians bring to a society suffering information overload.

Librarians bridge the information gap by ensuring that all people have the resources and skills they need to live, learn, work and take part in the democratic process.

Librarians provide more than facts. They provide the expertise and services that add meaning to those facts.

Special librarians provide critical expertise that help businesses, government, health and other officials make sound decisions based on sound information.

In schools and universities, librarians teach information literacy skills that students will need to succeed on their jobs and through out their lives.

Public librarians have helped generations of Australians to lead better, more satisfying lives. Today they are teaching them to be information literate.

Librarians have been organising information and guiding people to the best sources for centuries.

Librarians put the 'high touch' in high tech. They are there to help you.

Let a librarian be your guide through the information maze!

Sample questions and answers

Be prepared to answer questions you might encounter as you advocate for libraries and information literacy, especially those that might be difficult to answer. Take time to brainstorm questions with your colleagues and practice your answers. Remember to keep your answers brief and 'on message.' Examples follow.

Note the use of the key message and sound bites from the 'Message sheet'.

Q. What is 'information literacy?'

A. Information literacy is a critical life skill in today's information maze. It means knowing when a book may be more helpful than a computer. It means knowing how to find, evaluate and use information from a variety of sources. It means knowing what questions to ask. Is the information complete? Accurate? Is someone trying to sell me something? Good decisions depend on good information.

Q. Why are librarians concerned?

A. In a world that is information rich, librarians are information leaders. They know that having more information is not necessarily better. Real information power is having the right information at the right time. Librarians have been organising information and guiding people to the best sources of information for centuries. Teaching others how to be wise information consumers is a unique skill that librarians bring to a society suffering information overload.

Q. Why should I use the library when I can go to the bookshop down the street?

A. There are a lot of reasons. Let me give you just three. First, libraries are unique. They are one-stop shops. Libraries offer a greater variety of resources than most bookstores could ever offer — both in print and online.

Second, libraries are both high tech and high touch. Virtually every library in Australia is wired to the internet and there are librarians to help you find exactly what you need.

Third, libraries are places for education, enjoyment and self-help. All you need is a library card!

Q. How can I help my children become information literate?

A. There are several things you can do. The most important thing is to encourage your children to use the library and to ask the librarian for help. You give your kids an advantage if you teach them to use the best resources available and that means your local libraries. [*Add info about your library programs like: Check out our internet classes and homework help centre for students*]. Also, make sure your children have a good school library with plenty of up-to-date books and the latest information technology. Teacher librarians play a critical role in teaching children how to be information wise.

Q. Won't the internet make libraries obsolete?

A. Absolutely not! In fact, if we didn't already have libraries, we'd have to invent them. That is because the library has something very important the internet doesn't — the librarian. The internet is a wonderful resource and a great convenience but it is far from perfect. According to one study, seventy per cent of health and medical information on the web is wrong or misleading. Librarians have been collecting and organising information for centuries. Today's librarians put the high touch in high tech. They can help you find the best source of information, whether it's online or in a book or pamphlet.

Q. I've heard that librarians allow children to look at pornography on computers. Is that true?

A. Absolutely not. No one is more concerned about children than librarians. Our role is to guide children to quality materials, whether books or internet sites. We also provide classes to help teach children and parents about the internet. [*Add info about your library's programs and policies.*]

Q. Why should libraries be funded, when there are such crying needs for health, law and order, and jobs?

A. Libraries are part of the solution to many community problems. Libraries help children and adults become literate, productive citizens. They provide after-school and other programs for kids, adult literacy classes, job information centres, books and other resources to help people of all ages lead more satisfying lives.

Q. Why do we need librarians?

A. Librarians are the ultimate search engine. They know how to find the best information whether it's in a book, a video, a pamphlet or on a website. Teaching others how to find and evaluate information is a unique skill that librarians bring to a society encountering a bewildering avalanche of information.

Making the case

Stories about how libraries and librarians make a difference are the best form of 'advertising.' Collect examples and stories like the ones below to use in speeches, in submissions, letters to government officials, publications and other communications.

Examples

- Many libraries now provide a full range of resources online, including access to the library's catalogue, home-work help and 'ask a librarian' assistance with reference questions.
- *AskNow!* Is a collaborative, virtual reference service offered by the state and territory libraries of Australia and the National Library of Australia. A librarian will 'chat' online with the customer to answer the enquiry and can co-browse web pages with customers, guiding them through the search. It has enabled rural and regional online users access to information experts online.
- At Deakin University in Victoria, first year students complete an online interactive tutorial, Smart Searcher which focuses on information sources such as the library catalogue, networked databases, and web resources.
- Thirty-one Indigenous Knowledge Centres have been planned in Far North Queensland. The State Library of Queensland is working with local indigenous communities to integrate both physical and virtual community spaces and creatively link diverse groups of Queenslanders to information, knowledge and each other.

Stories

- *Glen Innes Community Library and Learning Centre*, scheduled to begin early 2003, will be a community library (combining the town's public library and TAFE campus library), a learning facility equipped with computer laboratories, lecture and video-conferencing facilities and a community venue for functions for arts and crafts displays. It is funded by local councils, the University of New England, University of New South Wales, the New South Wales state government and the State Library of New South Wales. The University of New England will offer a special certificate program at the Glen Innes Learning Centre in 2003, introducing students to university learning as well as several online undergraduate courses.
- *Lithgow Learning Shop*, set up in Lithgow Library, brings together information about all learning opportunities in the Lithgow area and to provide internet links to universities, adult education and learning sites.
- *Skills.net*, funded by the Victorian state government, has enabled community organisations to provide internet access and training to technologically disadvantaged people in regional and remote parts of Victoria, and to low income earners. Skills.net grants have been provided to Neighbourhood houses, community centres and public libraries.
- *Bundaberg Library* is one of the busiest libraries in regional Queensland reflected in the high usage of internet facilities. Free training sessions held by the library in web searching and e-mail have contributed to the number of people using the library's computers.
- *Rural Link* is a project of the State Library of New South Wales to establish innovative, sustainable, high-speed internet and online access for public or not-for-profit community institutions in at least ninety relatively small towns across rural and remote New South Wales. The network will support an array of virtual private networks for groups and associations. Funded by the Commonwealth Networking the Nation program.
- The Alice Springs Library has co-ordinated a pilot program called the *Indigenous Access Project*. The project seeks to tackle the specific needs of the library's Indigenous patrons and increase their understanding of the library services.
- The development of a *state-of-the art tele-village* centre at Portland Library. The tele-village will provide a range of learning, teaching and recreation experiences around the theme of information technology and multimedia. Funded by a \$400 000 state government grant. With a range of hard-copy and electronic services available, the Council hopes the library will become a 'gateway of information'.
- The opening of the *Community Technology Centre* last year saw the surge in popularity of Temora's Library's

IT facilities. The computers offer access to the internet, online games and databases such as Parliament Hansard and the health and wellness database offering a comprehensive resource of medical information.

- *Surfing Seniors* educational program held at Kelmscott Library. It is aimed at getting more seniors online. Internet Wise Australia is co-ordinating the course where participants will explore the online world of shopping, travel, banking and various other areas. The internet can offer people a wider choice of pastimes, hobbies and social interaction and continued independence. At the Great Lakes Library (NSW), older people with benefit from a specially tailored computer and internet training program called *Seniors Online @ Hands On Program*.

From the Australian Library and Information Association. *Submission to Senate Inquiry into the Role of Libraries in the Online Environment*, 2002.

Delivering the message

As part of your planning, brainstorm ways to deliver the message about libraries, librarians and information literacy to key audiences.

Suggestions follow.

Aim to become a model 'information literate' community. Host a working lunch or breakfast for representatives of key groups, including local government, the media, the business community and literacy, education and social service groups. Include representatives of all area libraries: public, school, higher education and special. Focus on identifying information needs at the widest level and developing strategies for addressing them.

Examples might be digitising local government records, expanding computer access in disadvantaged neighbourhoods and integrating information literacy into the school curriculum. Establish priorities and form working groups. Sometimes communication among these groups is the first best step.

Work with the local friends of the library group, library boards and committees, and other community groups to host a public forum on information literacy and its growing importance. Invite school and education officials to discuss information literacy in formal education, a special librarian to address information literacy in the workplace and a public librarian to talk about information literacy and lifelong learning.

Host an 'internet café' for parents, teachers, board members or graduates to demonstrate how students are benefiting from the revolution in information technology, to talk about the importance of information literacy, and to highlight other resources and information they might find interesting and useful.

Organise regular workshops for parents, seniors, school staff, teachers and community groups to help them develop their information literacy skills. Provide handouts with tips for finding the best sources of information; how to evaluate information in a variety of formats, including the web; and how to guide children in viewing TV, surfing the internet or doing homework assignments. Encourage participation in internet and other instruction offered at the library.

Work with local employers to design and organise instruction in reading, computer use and other information literacy skills that they identify as employee needs. Offer to host or provide classes at the library, onsite or at other convenient locations.

Demonstrate your information power to powerful people. Schedule short meetings with community leaders, education or school administrators, key teachers and board members. Ask each a few questions to create an individual information profile. Practice old-fashioned 'selective dissemination of information,' and notify them by e-mail of new resources (print and electronic, in the library and on the web) that match their interests. Invite them on a real and virtual tour of the library to explore how the library can help them do their jobs.

Highlight the library's role in promoting an informed electorate and the issues of e-democracy. Display books, pamphlets and other information presenting all points of view. Hand out bookmarks with helpful websites and sources of information. Convene public meetings of candidates. Invite candidates to respond to questions about library and information issues. Join forces with other community groups like the Women's Electoral Lobby to promote informed voting.

Survey local government departments to determine their information needs. Offer to work with them to develop resources and programs tailored to their needs on site or at the library.

Provide an orientation session for all library staff and advocates about information literacy and the library's communications plan. Provide message sheets and training to help them share the message with their friends, neighbours, colleagues and community groups.

Develop a media plan, including outreach to talk shows, on the topic of information literacy, library resources and the role of librarians.

Reach out to community groups by providing speakers and articles for newsletters about information literacy and resources available to their members. Start an e-mail newsletter to let them know of new and important resources on board orientation, non-profit fund-raising, and public relations — online or in the library.

Devote a section of your public, higher education, school or special library website to the topic of information literacy. Provide helpful tips and links to information literacy tutorials such as the one offered by the University of Texas System Digital Library (<http://tilt.lib.utsystem.edu>).

Building partnerships

Everyone has a stake in building information literate communities. Corporate and non-profit, government, education, social service and other sectors are all potential partners in ensuring that all people have the resources and skills they need to fully participate in an information society. Building partnerships with key groups is a primary strategy for building information literate communities.

At the national level, the ALIA Information Literacy Forum has formed a partnership with Adult Learning Australia to develop a coalition for information literacy. The Interim National Coalition for Information Literacy Advocacy (for background on project see the report <http://www.alia.org.au/advocacy/information.literacy/>) aims to develop a model to incorporate other partners and funding for advocating information literacy as an essential life skill.

Some libraries already have initiated partnerships focused on information literacy:

- VICNET provides public access, training and virtual communities. VICNET began in 1994 and is owned by the State Library of Victoria, and functions as a unit of the library. VICNET's success has been attributed to being in the right place at the right time, plus developing productive partnerships with key organisations — including the public library network of Victoria and Multimedia Victoria. The Skills.net Roadshows provide mobile internet training around Victoria. VICNET's staff work around Victoria providing advice, assistance, and connectivity for community groups, public libraries and the general public. Skills.net has funded community organisations to provide free or affordable internet training and access to those Victorians who wouldn't otherwise have access.
- The Yarra Plenty Regional Library in Melbourne has developed a school liaison program and employed a teacher as a education sector co-ordinator in 2002. Collaborative programs were developed to establish student and lifelong learning in the broader community.

For more about building information literacy partnerships, see the Community Partnerships Toolkit developed by the ALA Special Presidential Committee on Information Literacy Community Partnerships at <http://library.austin.cc.tx.us/staff/Inavarro/CommunityPartnerships/Toolkit.html>.

Steps to success

1. Identify potential partners with a common concern and commitment to building information literate communities. Recruiting key players early on will help to attract other participants.
2. Promote a sense of ownership among all participants. Success is more likely when all partners are involved in the planning stages.
3. Create a shared vision. Involve all participants in identifying community needs, available resources, potential strategies and desired outcomes. A facilitator may be helpful.
4. Respect that partner groups have different constituencies and agendas. It's important to keep an open mind, stay flexible and be willing to negotiate.

5. Make a plan and assign tasks. Promote a 'can do' attitude. If those involved have a willingness to do whatever it takes, the project will be successful.
6. Run good meetings. Have a clear agenda and adjourn on time. Solicit everyone's input. Don't meet more than is necessary.
7. Maintain regular communication. Keep everyone informed by using each agency's established communication channels as well as creating new outlets.
8. Keep your community informed. Prepare a communications plan and provide opportunities for public input when appropriate.
9. Express appreciation. Make sure each group is recognised for its participation as well as the joint outcome.
10. Evaluate your effort. Identify what worked, what didn't and what the next steps will be.

Sample publicity materials

Reach out to the media. Edit and adapt these sample publicity materials to reflect your library's programs and services.

News release

Submit this release in connection with Library and Information Week or other time of your choosing.

For immediate release: *[Date]*

Contact: *[Name]*

[Telephone]

Get information wise @ your library

Books, magazines, videos, CDs, books on tape, even the internet: you will find all this and more at your library.

Library and Information Week, coming up *[date]*, celebrates this unique resource.

'Today's libraries are one-stop shops,' says *[Name, title, library]*. 'Where else can you have access to nearly anything on the web or in print as well as personal assistance in finding it?' *[Name]* noted that librarians play an increasingly important role in the information age.

'In a world that is information rich, librarians are information wise,' *[Name]* explained. 'Librarians are the ultimate search engines. They can save time and money by helping you find the best and most current information available.'

Librarians are on the forefront of the information age. They were among the first to recognise the importance of new information technology and to make it available to the public. Long-time advocates for literacy, librarians now advocate an expanded definition of literacy in the 21st century.

'The ability to read is still a basic survival skill but it's no longer enough,' *[Name]* explained. 'Information literacy is a critical life skill in today's information maze.'

According to *[Name]*, information literacy means being 'information wise.' It means knowing when a book may be more helpful than a computer. It means knowing how to find, evaluate and use information in all forms.

'Good decisions depend on good information,' *[Name]* said. 'Knowing which sources to use and what questions to ask can be critical.' These questions include: Is the information accurate? Is it complete? Is it from an authoritative source? Is someone trying to sell me something?

Many school and university libraries now offer instruction in information literacy with librarians playing a key role in teaching students the skills they will need to excel in school and make important decisions on the job and throughout their lives.

A growing number of public libraries also provide computer and other classes to help business people, seniors, parents and others develop information literacy skills. *[Add description of your library's classes/programs.]*

'Libraries are a place for education and for self-help. They are there for everyone.'

For more information, call or visit [*Name of library*] or see the website at [*URL*].

Public Service Announcements (PSAs)

Submit public service announcements with a cover note to public service directors of radio and television stations six to eight weeks before you would like them to run.

For release: [*Air dates*] **Contact:** [*Name*] [*Contact details, including telephone, e-mail*]

00:10

In a world that's information rich, your librarian is information wise. Get help finding the information you and your family need at your library.

Call [*Telephone number*] or visit the [*Name of Library*] online at [*URL*].

00:20

Books, magazines, videos, CDs, books on tape, even the internet. There isn't much you can't find at your library these days. If you haven't been to your library lately, Library and Information Week [*Date*] is a good chance to drop by and see what's new.

For information, call [*Telephone number*] or visit your [*Name of Library*] online at [*URL*].

00:30

Your parents are getting on and need nursing care. How do you find the best, most affordable care?

Your employer is moving to another state? What are your prospects? Should you and your family move?

The teacher says your child is hyperactive and needs medical treatment. Where do you turn for the latest information?

Good decisions depend on good information. Put an expert to work for you and your family. In a world that's information rich, librarians can help you find the best, most current information. Find the answers at your library. Call [*Telephone number*] or visit your [*Name of Library*] today or check out the library online at [*URL*].

Letter to the editor

Edit and submit this letter to the editor of the editorial or features page of your daily newspaper.

Check to see whether the paper accepts e-mail or fax submissions.

Dear Editor,

Too much information. Too little time. Most of us know the feeling.

Getting a simple answer to a simple question isn't always easy these days, let alone doing advanced research. Anyone who's done an online search — let's say for 'car prices' — and received a message along the lines of '254 431 documents matched your query' knows what I'm talking about.

What many of us don't realise is that help is as close as our [*local/campus/school/business*] library.

Libraries have come a long way since most of us were [*children/students*]. There are still books and journals, of course, but there are also computers and internet connections, books on tape, videos and CDs. Best of all, there are skilled information professionals — the librarians — to help us find precisely what it is we need.

Librarians are at the forefront of the information age. They know how to find the best sources of information online and in print. And they have led the way both in making them available and teaching how to use them.

Library and Information Week [*Date*], is a time when we celebrate this great institution. It's also a good time to visit the library, to take advantage of the incredible resources it offers and to remind others of what's available.

It's easy to take our libraries and librarians for granted. I encourage everyone to take a moment to thank our librarians for

the services they provide and to remind our [public/school/university/organisation officials] that libraries provide vital services in today's information society.

Yours faithfully,

[Name of library advocate, address, telephone]

Newspaper feature page

Edit and adapt this opinion column for your local newspaper. Include the name, address, telephone number and credentials of the person submitting [chief librarian, library director, president of the Library Board or Chamber of Commerce].

Literacy takes on new meaning in the 21st Century

If you are reading this you are obviously literate. There's a good chance you know how to use a computer and, I'd be willing to bet, know the meaning of the words 'information overload.'

Most of us today are keenly aware of the avalanche of information coming at us from the time we wake up with our favourite morning talk show until we turn off the late-night news. Books, newspapers, professional journals, e-mail from our colleagues, and newsletters from community organisations add to the volume of information flooding our lives.

But more information doesn't necessarily mean better information. If you read the headlines, you know that opportunities for inaccuracies, exploitation and deception have grown along with the speed and magnitude of information available to us. Investors in one small company lost millions of dollars when a false news release was circulated online. As much as 70 per cent of health information on the web may be inaccurate, according to one study.

Coping with a bewildering amount of information requires a new form of literacy, one that goes beyond the ability to read — something educators refer to as information literacy. This expanded definition of literacy means more than being able to read or use a computer. It means knowing how to find, evaluate and use the best information from an ever-increasing array of sources.

Noted business leaders and organisational theorists, such as Steven Covey, Peter Drucker, and Peter Senge, tell us that life-long learning and the ability to apply new knowledge in a changing world is the first, most important thing for career and life success. But information literacy is more than theory. It is a critical skill in today's information maze.

Your parents are getting on and need nursing care. How do you find the best, most affordable care?

Your employer is moving to another state. What are your prospects? Should you and your family move?

Your children want to travel to northern Italy to look up your grandparents' family. How do you find out more about the region?

The teacher says your child is hyperactive and needs medical treatment. Where do you turn for the latest information? Where do you find the latest research?

Good decisions depend on good information.

Information literate people know how to find quality information that will help them through family, medical or job crises. They know how to separate the wheat from the chaff, the true from the untrue, the fact from the rumour. Information wise people are good employers and employees. They know when they need data and what data they need to plan and work successfully. Librarians were among the first to recognise that the traditional definition of literacy no longer applies. Back in 1989, the American Library Association's Presidential Committee on Information Literacy wrote: *'How our country deals with the realities of the information age will have enormous impact on our democratic way of life and on our nation's ability to compete internationally.'*

That was before the internet connected businesses, schools, libraries and, increasingly, our homes. Librarians were among the first to recognise the importance of this new information technology and to fight to make it widely accessible to members of the public at libraries. Today, virtually every public, higher education and school library is connected.

The irony, of course, is that many who could benefit most from information lack basic literacy skills. Imagine a family that is being evicted by a landlord who claims he is within his legal rights. Unless that family knows how to seek information to confirm or disprove his claim, they must take his word.

There are still many million adults who have difficulty with the basic reading, writing and maths skills needed to function in everyday life. And despite the growing availability of computers, the most recent study by the Australian Bureau of Statistics shows 'the digital divide' still exists. In 2000, fifty-three per cent of households (3.8 million) had a computer, an eleven per cent increase over 1999. About one-third of households (2.3 million) had internet access, a forty-nine per cent increase over 1999. Households with higher incomes are more likely to have access to computers and the internet at home. But what about the two-thirds of households without internet access?

For these people libraries play an essential role both in providing access to the latest information technology and teaching how to use it. Today even the smallest libraries are one-stop shops. In person and online. More importantly, there are information experts — librarians — to help you find the best and most current information available whether it's a website, book, video or pamphlet.

As a nation, we have focused our energies on maximising the availability of new technology. The time has come to expand that vision. Librarians know that having internet connections isn't enough. We must be information wise. Librarians are working to build information literate communities, where people of all ages have both the resources and skills they need to prosper. In schools and universities, librarians teach students the information literacy skills they need to succeed on the job and throughout their lives.

A growing number of public libraries also provide instruction for parents, seniors, business people and others to help them become wise information users. *[Add description of programs at your library.]*

Libraries continue to play a unique and central role in our democracy. They are a place for education and self-help. They offer opportunity to all.

Being information wise means knowing when you need help and where to get it. The place to start is at your library.

875 words

Sample speech

This sample speech is intended for a general audience. Feel free to edit and adapt it for specific audiences, adding examples and stories about your library and its users. See the 'Communications plan' and 'Message sheet' for examples of more targeted messages. Other quotes and examples can be found in 'Fast facts' and 'Quotable quotes'. To cite the most current number of websites, see <http://www.ifla.org/III/stats.htm>. The final speech should run for approximately twenty minutes. Be sure to read aloud both to adjust the wording so it is comfortable for you and to check the length.

Get information wise @ your library

How many of us ever thought we'd see the day when we had too much information? I'm willing to bet that most of us have had that thought at least once — maybe even once a day! And no, it's not your imagination.

More than a million books are published each year — more than 23 000 titles in Australia alone. There are more than 6000 magazines available in Australia, and more than 40 000 worldwide. More than 800 newspapers and professional newsletters are published in Australia. Local, state and federal governments create thousands of documents each year. And that is only the world of organised, thoughtfully written and designed information!

Now let's add the world wide web/internet. There are more than twenty million sites, with close to three billion webpages. Millions of new webpages are added every day. The vast majority of sites are sponsored by businesses, advocacy organisations and individuals. Only about six per cent are educational or government sites. Unlike a library, there is no catalogue for access. Even the best search engines are capable of locating less than fifty per cent of what's available on any given topic: some people have compared the web to walking into a library after an earthquake.

Welcome to the information society!

Twenty years ago, we used to say there was more information in one week's *Sunday New York Times* than a person in Medieval Europe encountered in a lifetime. Today, the sheer volume of information and data is even more overwhelming.

Each new advance — radio, TV, the fax, the computer, the internet — has added to the immediacy and scope of information in our lives. For those of us who believe there is never too much of a good thing, having so much information is a good problem to have. But it is one that we as a nation and as individuals are still coming to grips with.

Information technology is changing how we live, learn, work and govern. But more and faster doesn't necessarily mean better. Access to more information also means access to more bad information. It means more opportunities for errors, exploitation and fraud.

Today, more than ever, immediate doesn't necessarily mean urgent or important. It may mean only that someone wants our attention and/or our money. And in a world that changes as quickly as ours, we all know that what is true today may not be true tomorrow.

So how do we live successfully in an information society? How can we distinguish knowledge from data, the true from the untrue, the real from the rumour? How CAN we find the nuggets of wisdom that we need to make good personal and social decisions in a complicated world?

The answer, thankfully, is not nearly as complex as the problem. And it's as close as your nearest library.

Good decisions depend on good information. Finding information in an information society can be deceptively easy. Finding the best information can be difficult. How successful we are depends largely on a combination of skills known as information literacy.

What is information literacy?

Information literacy is more than being able to read or use a computer. It means knowing when you need information, where to find it and how to use it. It means knowing where to find the best source of information, whether it's online or in print. It means knowing how to evaluate the information you find. Is it current? Authoritative? Is it biased? Is someone trying to sell you something?

Information literacy is a critical life skill in today's information maze. Where we turn for information and how well we are able to evaluate it can make the critical difference between a good decision and a bad one. It can save time and money for our families, our employers and ourselves. It may even keep us healthy. According to one study, seventy per cent of the information on health-related websites is inaccurate.

Librarians were among the first to recognise the importance of information literacy in an information society. Back in 1989, the American Library Association's Presidential Committee on Information Literacy wrote: 'How our country deals with the realities of the Information Age will have enormous impact on our democratic way of life and on our nation's ability to compete internationally.'

That was before the internet connected businesses, libraries, schools and, increasingly, our homes. . . before 'information overload' became a household word — and before the information gap became 'the digital divide.'

Today, librarians are concerned because they know the quality of our lives depends on quality information. They know that more information isn't always better and that real information power is having the right information you need when you need it. They also know that children and adults must be skilled and clever information users to succeed in today's world.

The irony, of course, is that many who could benefit most from information often lack access. Imagine a family that is being evicted by a landlord who claims he is within his legal rights. Unless that family knows how to seek information to confirm or disprove his claim, they must take his word. Some forty-eight per cent of Australian adults have trouble doing everyday tasks such as reading, dealing with bus timetables, or interpreting maps. And despite the growing availability of computers, recent studies by the Australian Bureau of Statistics shows that the 'digital divide' continues to exist.

For these people libraries play an essential role both in providing access to technology and teaching how to use it.

Libraries have always been, and continue to be, fundamental to our democracy. They are places for education and for self-help. They offer opportunity for all. And they are dynamic, changing places. Libraries have transformed themselves in ways that we could not have imagined ten years ago. There's a wealth of books and other print materials, of course, but also books on tape, CDs, videos, computers and internet connections, storytime and other children's programs, art exhibits, classes on how to start your own business, retirement planning and much more. *[Adapt this description of resources and programs for your library.]*

Today even the smallest libraries are one-stop shops. In person and online. Where else can you have access to nearly anything on the web or in print? More importantly, there are information experts — librarians — to guide you.

Consider your own information needs:

Your parents are getting on and need nursing care. How do you find the best, most affordable care?

Your employer is moving to another state? What are your prospects? Should you and your family move?

Your children want to travel to northern Italy to look up your grandparents' family. How do you find out more about the region?

The teacher says your child is hyperactive and needs medical treatment. Where do you turn for the latest information?

One of the myths in the information age is that you can find everything you need on the internet. Well, maybe it's there but finding it can often be a challenge! Anyone who's done a search on car prices and received a message along the lines of '148 000 documents matched your query' knows what I'm talking about. [*And that was only for Fords!*] [*Add examples of how your library staff have assisted information seekers.*]

In a society that is information rich, librarians are information wise. Librarians are the ultimate search engines. They can save you time and money by helping to find the best, most current information available whether it's a website, book, video or pamphlet.

Librarians are techno-wise, on the forefront of the information age. They were among the first to recognise the importance of new information technology and to make it available to the public.

Today they are working to build information literate communities.

In school and university libraries, librarians play a key role in teaching students the information literacy skills they will need to succeed in school, on the job and throughout their lives. A growing number of public libraries also offer classes for business people, seniors, parents and other out-of-school adults to help them become information wise. [*Describe programs at your library.*]

As librarians, employers and employees, as parents, community leaders and citizens, we all have a role to play in building information literate communities.

What can you do?

One. Become information wise. Attend a class or workshop. Read a book. Ask the librarian for tips when looking something up on the web. Make sure your child's school or education institution provides instruction in information literacy and that there are well-stocked libraries with professional librarians to help them. Encourage your children to use the library and to seek information from a variety of sources for homework and other needs. Teach them to be critical consumers of information, whether in books, newspapers, on TV or the web. Encourage your employees to take advantage of programs that will help them develop information literacy skills. Or, conversely, suggest that your employer offer such programs. [*Explain any programs your library offers and/or your willingness to work with employers.*]

Two. Be informed and involved in issues that affect your ability to get information. In the future, much of the information that Australians have used for their studies, to do medical and other research, may carry a steep price tag unless members of the public actively speak out. Librarians believe that the public's right of fair use to information should apply in cyberspace as it has in the print-based world. They also strongly support confidentiality rights for information users. That isn't always true on the internet. Make sure your government representatives know you want these democratic freedoms preserved for the future.

Three. Use and support your library. You're cheating yourself and your family if you don't use the best information resource around. Ask the librarian if you have questions. Join the Friends of the Library. Let your government and public officers know you value these services and want your public, school and higher education libraries to receive the support they need to provide state-of-the-art information services.

When Australia was being developed as a country, one of the measures by which a community was deemed civilized was the presence (or absence) of a library. On the new frontiers of cyberspace, libraries continue to be part of the Australian way of life. They are changing and dynamic places for education and for self-help. They offer opportunity to all.

Before I close, I want to invite all of you to visit your library in person or online at [*URL*]. That's [*repeat URL*]. [*Note Internet classes/other upcoming events.*]

And remember, it's an information maze out there. Let a librarian be your guide!

Fast Facts

At the end of June 2000 there were 505 local government library services with 1510 library locations, and eight National and State library organisations with 26 locations. The total stock of these organisations was 54.3 million books and other library materials.

Sixty percent of the population use public libraries. Fifty-two per cent of the population are library members. In the year to June 2000, 10.7 million people had registered as borrowers of local government libraries.

Australian Library and Information Association. Submission to Senate Inquiry into the Role of Libraries in the Online Environment, 2002 http://www.aph.gov.au/Senate/committee/ecita_ctte/online_libraries/Index.htm

During 1999–2000 there were 99.4 million visits to local government, national and state libraries. Visits to local government, national and state libraries have increased by eleven per cent since 1996–97. Of all library users, more than sixty percent visit a library on six or more occasions in any one year.

Four times as many people attend a library in any given year as attend a cricket match.

Attendance at Selected Cultural Venues, Australia. Australian Bureau of Statistics, December 1999

In June 2000 there were 2832 internet work stations in local government libraries, a 242 per cent increase on the 827 internet work stations at the end of June 1997.

Public Libraries, Australian Bureau of Statistics, June 2001

While Australian children have numeracy and literacy skills among the best in the world, some forty-eight per cent of Australian adults have trouble doing everyday tasks such as reading, dealing with bus timetables, or interpreting maps

Federal Education Minister, Brendan Nelson, At the launch of the National Literacy and Numeracy Week, September 2002.

In February 1999, the publicly indexable web contained an estimated 800 million pages, encompassing about 15 terabytes of information

Lawrence, S. and C.L. Giles *Nature*

Approximately 605.6 million people world-wide, use the Internet. In the Asia-Pacific region, approximately 187.24 million people use the Internet, and in North America approximately 182.67 people use the internet.

Nua Internet Surveys: Analysis, 2002, http://www.nua.com/surveys/how_many_online/index.html

More than 1.3 million Australian adults purchased or ordered goods or services for their own private use over the internet in the year to November 2000.

BizSolutions: Statistics and Facts, 2003, <http://www.bizsolutions.com.au/learning/statistics.html>

In 1999 there was a survey published in the medical journal *Cancer* that found that website health information could be both misleading and unreliable. In fact forty-two per cent of specific cancer websites reviewed on a rare bone cancer called Ewing's sarcoma, contained information about medical treatments that were not subject to stringent scientific review, and six per cent of sites contained information deemed inaccurate by guiding medical literature.

For example, survival rates from the cancer ranged from five to eighty-five per cent on the websites, while the majority of experts estimate a survival rate of seventy to seventy-five per cent.

Biermann, J.S. et al. Evaluation of cancer information on the Internet. *Cancer* 86(3) 1999

Quotable Quotes

'A thriving national and global culture, economy and democracy will best be advanced by people able to recognise their need for information, and identify, locate, access, evaluate and apply the needed information'.

ALIA Statement on Information Literacy for all Australians <http://www.alia.org.au/policies/information.literacy.html>

'Literacy remains part of the unfinished business of the 20th Century. One of the success stories of the 21st Century must be the extension of literacy to include all humankind.'

Louise Frechette, Deputy Secretary-General, UNESCO

'As librarians, we must ensure that all people have the skills — as well as the resources — to realise life, liberty and the pursuit of happiness.'

Nancy Kranich, president, 2000–2001, American Library Association

'The thrill of acquiring or distributing information quickly must not be confused with the more demanding task of converting it into knowledge and wisdom.'

Alan Bundy, university librarian, University of South Australia

'The web is still an information wilderness, untamed by the kind of fact-checking that books undergo before they're deemed suitable.'

Newsweek/ Score! Learning & the internet, 15 May 2000

'Information literate citizens are able to spot and expose chicanery, disinformation, and lies.'

ALA, Presidential Committee on Information Literacy *Final Report*, 1989

'Trying to find information on the web is like walking into a library after an earthquake, with the books strewn all over the floor.'

Debra Jones, *Exploring the internet using critical thinking skills*

'Knowledge managers, information specialists, chief answerists, knowledge navigators. They're more commonly known as librarians. As corporations rely on information to keep ahead of the competition, demand for these professionals is escalating.'

US National Business Employment Weekly, September 1999

'What we are now witnessing is the emergence of a new era of the information age where individuals and businesses are rejecting multiple sources of information in preference to a single source they believe will actually give them all the information they need ... It is a question of survival of the fittest.'

Out of the Abyss: Surviving the Information Age, Reuters, 1998

'In solving the information problem, we have created a new problem: information glut, incoherence and meaningless ... our technological ingenuity transformed it into a form of garbage and ourselves as garbage collectors.'

Neil Postman, *The Weekend Australian*, September 1999

'Knowledge is of two kinds. We know a subject ourselves, or we know where we can find information upon it.'

Dr Samuel Johnson, April 18, 1775 from Boswell, *Life of Johnson*

Information and ICT literacy matrix of student learning

From *Learning for the future: developing information services in schools* 2nd ed, published by the Australian School Library Association (ASLA) and Australian Library and Information Association (ALIA), 2001. The Information Literacy matrix is adapted and developed from Teaching Information Skills, ASLA; the ICT Literacy developed by June Wall, ASLA.

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Defining information needs	INFORMATION LITERACY					
	The student: Suggests questions for investigation with teacher assistance, in response to directed discussion on a given topic using an audio and/or visual stimulus.	Selects from a range of well-defined topics, participates in teacher-led brainstorming, clustering of ideas, focus-question development and completion of a group-search strategy.	Selects from within a broad topic and narrows the topic with assistance. Participates in teacher-directed group clustering of ideas to arrive at focus questions and a simple search strategy.	Selects from within a given topic area and narrows a topic given guidelines and assistance where needed. Independently brainstorming and clusters ideas to develop focus questions and devises a search strategy.	Prepares a search strategy in a standard format which involves the analysis of research tasks requiring consideration of more than one point of view. Develops and clusters focus questions under appropriate headings and subheadings and predicts suitable information sources.	Prepares a search strategy, which identifies a range of search terms, appropriate sources and a framework for focus questions and subheadings to guide the investigation.
	ICT LITERACY					
	The student: Participates in teacher led development of questions in graphic and word processing formats.	Participates in teacher-led creation of simple word processed documents containing questions for the task. Includes concept mapping using a graphic format.	Develops graphical format for focus and contributing questions and the search strategy with teacher assistance. Uses tables to outline the research task.	Develops concept maps and word processed documents. Develops web pages to include concept maps.	Develops research outlines using word processors, spreadsheets and/or web media. Develops templates for frameworks.	Develops a query for a range of search engines and databases appropriate to the topic. Develops outlines in web and text formats to act as a link for the research.

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	
Locating Information	INFORMATION LITERACY	<p>The student:</p> <p>Identifies and selects sources of information with teacher assistance using knowledge of the library organisational system, personal experience and/or knowledge of a topic or context primary sources such as people.</p>	<p>Identifies and locates resources following a search strategy with assistance. Uses author, title and subject entries in the catalogue, the Dewey decimal classification system and a knowledge of the purposes of specialist reference materials. Appropriate resources are selected using simple scanning techniques, equipment, surface features of a resource and a table of contents. With assistance data are gathered from primary sources.</p>	<p>Identifies and locates resources with assistance, and modifies a search strategy, using single term catalogue searches and pre judges the relative worth of resources. Selections are made by scanning all parts of a book / package notes and using knowledge of the structure of newspapers and encyclopaedias and the need to read / view only the appropriate sections of a resource.</p>	<p>Identifies and locates a range of resources in the school and wider community by independently following a search strategy and using both single and combined search terms. Text headings are surveyed in relevant source selections and the importance of currency, differing viewpoints and differences in purpose and coverage between magazines, newspapers and pamphlets are recognised.</p>	<p>Locates resources representing a range of viewpoints by following and modifying a search strategy which involves using broad and narrow terms in a variety of combinations and eliminating inappropriate resources using catalogue information.</p> <p>Makes selections by surveying all aspects of resource including complex referencing in indexes. Sources of information can include external databases, electronic information services, and specialist reference materials.</p>	<p>Locates resources representing different viewpoints and from different perspectives by independently refining and adapting a search strategy using multiple combinations of terms to search catalogues, databases and indexes, including periodical indexes. Selections are made by skimming abstracts, all surface features of a resource and text clues.</p>
	ICT LITERACY	<p>The student:</p> <p>Uses an online catalogue for a simple query with teacher assistance. Participates with the class and teacher in composing e-mail requesting information.</p>	<p>Uses an online catalogue and/or simple database and/or a teacher pre selected web page to form a simple word query. Composes, sends and reads e-mails to request information and communicate with teacher assistance. Uses topic specific multimedia programs to locate teacher directed information.</p>	<p>Uses online catalogues, simple databases, simple search engines, and electronic indexes for simple queries. Use e-mail for information gathering, including sending attachments for information. Uses electronic encyclopaedias and topic specific multimedia programs.</p>	<p>Uses library related electronic sources as well as the World Wide Web – search engines and ‘bookmarked’ sites to locate information. E-mail, discussion lists and appropriate chat rooms to locate information.</p>	<p>Uses a range of online services including the WWW and dedicated subscription services. Uses academic / specialist online search services for complex references with teacher assistance.</p>	<p>Independently locates and uses information available in a variety of media.</p>

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Selecting Information	The student: Selects and records the main idea and key words from a text or audio and/or visual source in a concept maps, sequence or list to show the relationship of the ideas to each other and the focus question.	Selects main ideas and supporting key words from more than one source, categorises and records information in lists, picture sequences, grids or concept maps which show the relationship of the ideas to each other and the focus questions.	Selects and records information relevant to a specific purpose using a notemaking strategy suited to the task. Included are semantic grids and structure overviews. Information is evaluated in terms of language suitability and currency and comparisons are made between different formats and sources.	Selects and records information from a variety of types of sources which include magazines, newspapers, pamphlets and reference materials. The text structure of these types of materials is understood and appropriate skimming and scanning techniques are employed. Suitable notemaking strategies are selected with assistance.	Selects and records appropriate information representing a range of viewpoints, recognising whether the information is closer to fact or opinion. Text-content clues are used to identify main and subordinate ideas and headings and subheadings are used to structure notes.	Selects and records relevant information integrating a range of skimming and scanning techniques. The credibility of information which expresses opinion is assessed and inconsistencies, bias and prejudice are identified.
	ICT LITERACY	The student: Participates in teacher directed development of frameworks for ideas and concept maps using graphics. Uses a word processor to list information and include this information in a table with teacher assistance. Records voice or sound as main ideas. Saves text and graphics to student folder for inclusion in information records.	Uses word processing to develop graphic / text concept maps. Include graphic and/or electronic links to develop relationship of ideas.	Uses tables, teacher developed templates and graphic structures as notemaking frameworks. Included are multimedia components developed by students and/or information sources.	Selects information from electronic indexes, full text sources and online services including web-based information.	Selects information from a range of sources. Uses advanced features of word processors, spreadsheets and multimedia to identify required information and use hyperlinks to show relationships within the notetaking structure.

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
Organising Information	The student: Participates in teacher-directed group consideration of appropriateness and presentation of information.	Processes information by comparing, selecting and combining, with assistance, that which is relevant to the task and organising according to an agreed format.	Processes and organises information with assistance, determining that which is conflicting and irrelevant and combine into an appropriate framework using subheadings.	Processes information by synthesising and beginning to make generalisations with information from opposing viewpoints, taking into account accuracy and appropriateness to the task and audience. Information is organised according to an independently chosen standard format.	Processes information by evaluating it for accuracy, fact and opinion and synthesises to substantiate judgements and make generalisations. The organising framework used is modified to suit the task, information and audience.	Processes information having regard for logic, value judgements and contradictions: synthesising and making inferences and deductions to support a thesis or hypothesis. Information is organised using a framework of categories and sub-categories to support the position being taken.
INFORMATION LITERACY						
ICT LITERACY	The student: Participates in teacher-directed graphical organisation of information.	Uses a word processor and simple multimedia to organise information with teacher assistance.	Uses word processing, spreadsheets, multimedia simple databases to organise information with assistance.	Uses word processing, spreadsheets, databases, multimedia and web-based information. Organisation of information is assisted by use of electronic templates and frameworks and is used with teacher assistance.	Use of a variety of multimedia and applications software. Include virtual locations for information organisation.	Organises information using a variety of software and media. Included are student developed electronic templates and hypertext applications.

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Creating and sharing Information	INFORMATION LITERACY					
	The student: Presents responses to a task or question in a written or oral sentence, drawing a simple picture sequence, model or role-play.	Presents responses to a task/topic which conveys understanding of the information gathered using logical structures such as time sequences and cause and effect. Format of presentation includes simple written or oral recounts and factual descriptions, illustrations, models and role-play.	Presents responses to a research task which are suited to the audience and which demonstrate understanding and interpretation of the information. Organisation is logical with simple conclusions. Appropriate frameworks are used for a variety of forms such as reports, recounts and descriptions or graphic or pictorial, dramatic and constructed representations.	Presents logical responses to a research task which demonstrate an ability to make generalisations and draw simple conclusions based on the given information. With assistance, appropriate construction of written and oral forms and frameworks are chosen, taking into account audience and purpose.	Presents cohesive responses to a research task which, based on synthesis of given information, demonstrates an ability to support an issue and to generalise. Appropriate forms and frameworks are selected with assistance to suit audience and purpose.	Presents analytical and persuasive responses to a research task, using subject-specific language and demonstrating an ability to consider different viewpoints. Appropriate forms and frameworks are selected to suit the audience, the purpose and the nature of the information.
	ICT LITERACY					
	The student: Presents information using a word processor and simple multimedia including graphics and sound. Uses e-mail to share information.	Presents the task in a simple multimedia format with teacher assistance. Includes word processed and graphic documents. The task is shared through e-mail.	Presents the task in multimedia format including sound and video with teacher assistance. Publishing completed task through e-mail and the school intranet with teacher assistance.	Presents a task as a multimedia product. Development of web pages with teacher assistance. Publish to the school intranet and the WWW.	Presents task(s) in the most appropriate electronic format for the information and audience type with assistance. Included are full multimedia capabilities.	Presents information in the most appropriate ICT framework to suit audience and purpose. Included are communication mechanisms to allow audience participation

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Evaluating information and the information process	INFORMATION LITERACY					
	<p>The student: Assesses the completed research task, with teacher assistance, with a key question: 'Did I answer the questions I chose to investigate?' Evaluates the research task and the information process by orally checking with teacher direction that each stage was covered,.</p>	<p>Self-assesses with teacher assistance, the completed research task with the key question: 'Did I answer the questions and present the information appropriately?' Evaluates the research task and the process by completing a checklist covering each stage of the information process.</p>	<p>Self-assesses the completed research task with the key question: 'Did I directly relate to my questions?' 'Were my conclusions based on my information?' Evaluates the information process and identifies one aspect for skill refinement with teacher assistance.</p>	<p>Self-assesses the research task and the process using an appropriate framework that is used throughout the information process. The key question is addressed: 'Have I presented information that addresses the topic and as well is in an appropriate form?' Evaluates the process of information retrieval and use and identifies stages for more concentrated effort.</p>	<p>Self-assesses the research task and the identification of the topic with the key question: 'Did my assignment answer the questions selected?' 'Was my assignment in an appropriate form for the audience and the initial purpose?' Evaluates the information process using a given framework and identifies areas for improvement with teacher assistance.</p>	<p>Self-assesses the research task using an appropriate framework that is used throughout the information process. The key question is addressed: 'Have I presented information that addresses the topic and as well is in an appropriate form?' Evaluates the process of information retrieval and use and identifies stages for more concentrated effort.</p>
	ICT LITERACY					
	<p>The student: Prints reports and/or presents word processing and multimedia files with teacher assistance..</p>	<p>Participates in teacher-led evaluation of the role of ICT in the research task.</p>	<p>Uses a teacher-developed framework to evaluate the role of ICT in the research task / process</p>	<p>Evaluates the skills required and the role of ICT in the learning process with teacher assistance.</p>	<p>Self-assesses the ICT aspects of the task and identifies future skill needs.</p>	<p>Self-assesses the role of ICT in the learning process.</p>

Information literacy standards

These were published by the Council of Australian University Librarians in 2001 for higher education. They have been adopted by a number of libraries since including libraries in the Technical and Further Education (TAFE) sector, state library sector and special library sector.

The full text of the standards (with outcomes) is available at <http://www.caul.edu.au/caul-doc/publications.html> ,also with details of how to purchase the print edition. They are being reviewed and updated currently by ANZIL, the Australian and New Zealand Institute for Information Literacy.

In brief they are:

Standard one

The information literate person recognises the need for information and determines the nature and extent of the information needed

Standard two

The information literate person accesses needed information effectively and efficiently

Standard three

The information literate person evaluates information and its sources critically and incorporates selected information into their knowledge base and value system

Standard four

The information literate person classifies, stores, manipulates and redrafts information collected or generated

Standard five

The information literate person expands, re-frames or creates new knowledge by integrating prior knowledge and new understandings individually or as a member of a group

Standard six

The information literate person understands cultural, economic, legal, and social issues surrounding the use of information and accesses and uses information ethically, legally and respectfully

Standard seven

The information literate person recognises that lifelong learning and participative citizenship requires information literacy

ALIA statement on information literacy for all Australians

The statement is available on the association's website <http://www.alia.org.au/policies/information.literacy.html>

Statement on information literacy for all Australians

Short title

Statement on information literacy

Object

To promote the free flow of information and ideas in the interest of all Australians and a thriving culture, economy and democracy.

Principle

A thriving national and global culture, economy and democracy will best be advanced by people able to recognise their need for information, and identify, locate, access, evaluate and apply the needed information.

Statement

Information literacy can contribute to:

- participative citizenship;
- social inclusion;
- the creation of new knowledge;
- personal, vocational, corporate and organisational empowerment; and,
- learning for life.

Library and information services professionals therefore embrace a responsibility to develop the information literacy of their clients.

They will support governments at all levels, and the corporate, community, professional, educational and trade union sectors, in promoting and facilitating the development of information literacy for all Australians as a high priority.

Related documents

ASLA Statement on Information Literacy, adopted 1994 http://www.w3c2.com.au/asla/p_infol.htm.

Council of Australian University Librarians, *Information Literacy Standards*. Canberra, 2001.

Date of adoption: March 2001

Date of amendment: October 2001

Information literacy resources

Events

ALIANet Events

A listing of library and information sector activities (including conferences) that have been submitted by divisions of ALIA, other institutions, organisations, companies, and individuals each month to ALIA National Office.

<http://alia.org.au/events/>

ALIA Conferences

<http://conferences.alia.org.au>

Library and Information Week

Raises awareness of the value of libraries and information services and information professionals in Australia.

<http://alia.org.au/alw/>

Online

ALIA Information Literacy Forum

ALIA Information Literacy Forum fosters a common understanding of and advocates for information literacy within ALIA and the general community.

<http://groups.alia.org.au/infolit/>

ALIA Information Literacy Forum debates

Online forums are organised to stimulate discussion on information literacy topics of interest.

<http://groups.alia.org.au/infolit/debate.topics/>

Information literacy links

<http://groups.alia.org.au/infolit/links.html>

Feasibility study for the development of a National Coalition for Information Literacy Advocacy

<http://alia.org.au/advocacy/information.literacy/>

Library and information science education for the knowledge age [LISEKA]

<http://alia.org.au/education/liseka/>

Senate Environment, Communications, Information Technology and the Arts References Committee. Inquiry into the Role of Libraries in the Online Environment

To report by 24 June 2003. http://www.aph.gov.au/Senate/committee/ecita_ctte/online_libraries/Index.htm

What's new – ALIANet

<http://alia.org.au/whats.new/>

Promotional materials

ALIAs Advocacy Program

Information on the Association's various advocacy programs.

<http://alia.org.au/advocacy/>

Lobby for Libraries

A special information pack and series of seminars and workshops for potential library advocates.

<http://alia.org.au/advocacy/lobby.for.libraries.html>

National Simultaneous Storytime

<http://alia.org.au/advocacy/storytime/>

ALIANet greeting cards

<http://alia.org.au/cards/>

Publications

Information literacy: power your mind posters

Two posters with the information literacy: power your mind theme are available from ALIA National Office.

<http://alia.org.au/advocacy/alw/2003/>

ALIA publishing

ALIA National Office produces a number of flyers, brochures, briefs, slide-shows, press releases, information booklets, annual reports, submissions to government inquiries, papers, speeches, newsletters and journals for members.

<http://alia.org.au/publishing/>

Training

Continuing professional development

<http://alia.org.au/education/cpd/>

Mentoring — ALIA

<http://alia.org.au/education/mentoring/>

Career development kit

<http://alia.org.au/education/cpd/career.kit.html>

Organisations and leadership

American Library Association (ALA)

<http://www.ala.org>

Australian Library and Information Association (ALIA)

<http://alia.org.au>

Postal address ALIA, PO Box E441, Kingston, 2604 AUSTRALIA

Street address ALIA House, 9–11 Napier Close, Deakin, 2600 AUSTRALIA

Phone +61 2 6215 8222 Member's line 1800 020 071 Fax +61 2 6282 2249

E-mail enquiry@alia.org.au

Australian and New Zealand Institute for Information Literacy (ANZIIL)

<http://www.library.unisa.edu.au/about/anziil.htm>

Australian School Library Association (ASLA)

<http://www.asla.org.au/>

CASL: Council of Australian State Libraries

<http://www.casl.org.au/>

CAUL: Council of University Librarians

<http://www.anu.edu.au/caul/>

Library and Information Association New Zealand Aotearoa (LIANZA)

<http://www.lianza.org.nz/>

National Forum on Information Literacy (US)

<http://www.infolit.org/>

National Working Group TAFE Library Services

<http://www.ncver.edu.au/library/natlib/natlib.htm>

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A library advocate's guide to building information literate communities

Feedback form

Please help us evaluate the response to this Advocacy Kit by completing the form below. Fax to 03 9639 3673 or mail (with samples of your material if possible) to ALIA Information Literacy Forum, c/o Prue Mercer, Manager, Information Services, State Library of Victoria, 328 Swanston Street, Melbourne 3000.

Your comments will help to guide and improve future efforts. Thank you for your co-operation.

1 Did you make educating your community about information literacy a priority? Yes No

If not, please explain why:

2 What ALIA materials were most helpful to you?

- Policy – Information Literacy for All Australians
- A Library Advocate's Guide to Building Information Literate Communities
- Information Literacy Standards
- Other (specify)

3 What types of strategies and activities did your library sponsor?

- Stories in media Speaking engagements
- Visits to parliament Workshops/classes (please specify)

4 Did you recruit partners? Yes No

Please describe the nature of the activity and any additional partners below.

- Members of local or state government Community service groups
- School/university administrators Teachers/Academics
- Business leaders Union/other employee groups
- Public or school libraries

Please list all partners and nature of activity.

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.....

5 Please describe other strategies/activities undertaken.

.....
.....

6 Please describe any results or feedback you have had to your efforts.

.....
.....

Name of library:

Your name and title:

Mailing address:

Telephone : E-mail: