

Information Literacy Defined (2000)

Information literacy is a **set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information."**¹ Information literacy also is increasingly important in the contemporary environment of rapid technological change and proliferating information resources. Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning. An information literate individual is able to:

- **Determine** the extent of information needed
- **Access** the needed information effectively and efficiently
- **Evaluate** information and its sources critically
- **Incorporate** selected information into one's knowledge base
- **Use** information effectively to accomplish a specific purpose
- **Understand** the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally

Information Literacy framework (2015)

Information literacy is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.

The *Framework* offered here is called a framework intentionally because it is based on a cluster of interconnected core concepts, with flexible options for implementation, rather than on a set of standards, learning outcomes, or any prescriptive enumeration of skills. At the heart of this *Framework* are conceptual understandings that organize many other concepts and ideas about information, research, and scholarship into a coherent whole. These conceptual understandings are informed by the work of Wiggins and McTighe,² which focuses on essential concepts and questions in developing curricula and focuses on *threshold concepts*.³ Threshold concepts are those ideas in any discipline that are passageways or portals to enlarged understanding or ways of thinking and practicing within that discipline. The *Framework* is organized into six frames, each consisting of a concept central to information literacy, a set of knowledge practices, and a set of dispositions. The six concepts that anchor the frames are presented alphabetically:

1. ***Authority Is Constructed and Contextual***
2. ***Information Creation as a Process***
3. ***Information Has Value***
4. ***Research as Inquiry***
5. ***Scholarship as Conversation***
6. ***Searching as Strategic Exploration***