**Information and Digital Literacy Workshop**

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The Information Literacy Framework is a conceptual approach to understanding and using information. It comprises six interconnected frames, each emphasizing different aspects of information literacy, such as authority, information creation, and searching strategies. These frames provide a flexible and adaptable foundation for information professionals to search for, think about, and use information.

In contrast, the Information Literacy Standards offer a more structured and prescriptive approach. These standards consist of five primary standards that focus on specific skills and behaviors, such as determining information needs, accessing information effectively, and understanding ethical and legal considerations. While the Standards provide clear and specific learning outcomes, they are less adaptable and flexible than the Framework.

When comparing and contrasting these two approaches, it becomes evident that the Framework encourages a broader and more adaptable perspective on information literacy, while the Standards provide specific and measurable skills. Educators could use both together, using the Framework's conceptual foundation to inform their teaching while creating particular competencies that conform with the Standards. This combination provides a comprehensive and contextually relevant approach to information literacy education.

The Framework represents a significant shift in how we approach information literacy education. It was developed to meet the challenges of the rapidly changing digital information landscape. The Standards were essential for their specific and measurable learning outcomes; however, they were considered somewhat rigid and limited in addressing the complexities of contemporary information environments. The Framework, with its focus on higher-order thinking, fills this gap. It encourages students to become critical evaluators of information, an increasingly crucial skill in an era of information overload and misinformation.

Regarding the Information Literacy Standards, they offer a comprehensive outline for assessing specific information literacy skills and behaviors. They are particularly valuable for educators seeking specific, measurable outcomes. The Standards cover essential aspects of information literacy and are a valuable resource in information literacy education.

I would describe digital literacy as a wide range of competencies essential to today's digital era. It's more than just basic computer skills; it's about effectively engaging with digital technologies to find, assess, create, and communicate information. It is a multifaceted skill set that includes technical know-how, the ability to discern credible online information, proficiency in internet and online communication tools, ethical digital citizenship, and various other skills. It's the foundation for meaningful and responsible participation in the digital world, equipping individuals for personal, academic, professional, and civic endeavors.

In reviewing the articles by Spiranec et al. and Van Laar et al., it becomes evident that they offer complementary insights into the evolving landscape of information and digital literacy. Spiranec et al. underscore the shift towards critical literacy, recognizing that the digital age demands not just technical skills but a deeper understanding of context and power dynamics in information. Van Laar et al., on the other hand, take a broader view by mapping the intricate relationship between digital skills and 21st-century skills, highlighting the multifaceted nature of competencies required in the modern world.

These articles collectively emphasize the importance of adapting to changing perceptions of literacy in the digital era. Information and digital literacy are no longer static, isolated skill sets but dynamic, context-dependent abilities. Critical thinking, adaptability, and a holistic approach to skills development emerge as key themes. As information environments continually transform, these insights offer valuable guidance for educators and policymakers aiming to equip individuals with the competencies needed to thrive in an ever-evolving digital landscape.

In my opinion, it's evident that while some individuals possess basic information and digital literacy skills, a substantial portion of the population falls short in these crucial areas. In terms of information literacy, although many can perform basic online searches and use digital tools for daily tasks, the relentless evolution of information landscapes and the rampant spread of misinformation poses formidable challenges. To improve information literacy, continual education and training initiatives are crucial, as well as the cultivation of critical thinking abilities, allowing people to scrutinize source credibility and sift truth from falsehood. Also, promoting media literacy can empower individuals to decipher the influence of media on their perspectives, fostering more discerning consumption of information.

Concerning digital literacy, most people understand fundamental digital skills; however, many people need to gain basic digital competencies, spanning cybersecurity, data privacy, coding, and digital creativity. A foundational approach is integrating digital literacy into educational curricula early on. We should Encourage a culture of lifelong learning, wherein individuals continually explore online resources and courses to enhance their digital prowess. Increasing awareness of cybersecurity threats, online scams, and safeguarding personal data is vital. Moreover, promoting digital creativity will allow individuals to unleash their innovative potential through digital platforms.

I plan on becoming a lawyer, and based on my experience as a paralegal, the law is evolving with an emphasis on information literacy, primarily digital literacy. This shift is driven by several pivotal factors, such as the digitalization of legal practices, the importance of e-discovery, the need for data privacy and security, and the reliance on online legal research. Client expectations for tech-savvy legal services and continuing legal education requirements emphasize the importance of developing these skills. For lawyers to remain effective and relevant in the swiftly evolving digital age, cultivating proficiency in information and digital literacy is no longer optional; it is a necessity that underpins the provision of quality legal services and the safeguarding of client interests.

In conclusion, the Information Literacy Framework and Standards offer distinct approaches and functions. The Framework adopts a more flexible and adaptable perspective, comprising interconnected frames that encourage critical thinking and a nuanced understanding of information. On the other hand, the Standards provide specific and measurable learning outcomes, which, while valuable for educators, are less flexible. Combining both approaches can create a comprehensive and contextually relevant information literacy education strategy.

Furthermore, digital literacy encompasses a broad spectrum of competencies essential in today's digital age. These skills are relevant in all cases of the digital world. Spiranec et al. and Van Laar et al.'s articles highlight the evolving nature of information and digital literacy, emphasizing the need for adaptability, critical thinking, and a holistic approach to skill development. Based on everything I’ve learned, I can confidently say that many individuals possess basic information and digital literacy skills. Still, continuous education, training, and a focus on critical thinking are crucial to effectively navigating the complexities of the ever-changing information and technology landscapes.

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