

## Information Literacy Standards for Teacher Education

Fahimeh taghizadeh

Department of Information technology, Payam nour university, Tehran, Iran

**Abstract:** The quickly changing information and technology landscape requires increasingly sophisticated information literacy skills for the navigation, evaluation, and use of information (Jenkins, 2006). Teachers play a key role in providing students with diverse opportunities to learn how to use information wisely. Those preparing to become pre-kindergarten to twelfth grade (PK-12) teachers require a comprehensive understanding of information literacy to guide their own knowledge creation activities that will ultimately affect their future students.

[Fahimeh taghizadeh. **Information Literacy Standards for Teacher Education.** *Life Sci J* 2013;10(4s):392-394] (ISSN:1097-8135). <http://www.lifesciencesite.com>. 59

**Keywords:** Information- technology- Teacher

### 1. Introduction

Yet, researchers have shown that future teachers often enter teaching without the necessary information literacy skills and knowledge (Laverty & Reed, 2006). Experiences in pre-service, graduate, and continuing education programs shape how teachers model and facilitate student learning in their own classrooms. The development of information literacy tools and knowledge is fundamental to teacher education students' abilities to evaluate and use diverse and continually changing information sources in their academic work and pre-service teaching. Once in their own classrooms, PK-12 teachers model for their students how to critically navigate the current maze of information and how to use information to construct credible arguments: Information literacy competence enables pre-service teachers to develop a robust understanding of the role of information in their lives, and to model information literacy to PK-12 students.

### 2. Intended Audience

The Information Literacy Standards for Teacher Education provides a bridge between the ACRL Information Literacy Competency Standards for Higher Education (2000) and the application of the information literacy standards in teacher education contexts (Cook & Cooper, 2006). The intended audiences are teacher education librarians and faculty members, and secondarily teacher education students. As the majority of education students enrolled in higher education institutions, PK-12 pre-service teachers are the intended teacher education students, regardless of their content-area specialization.

### 3. Purpose

The main purposes of the Information Literacy Standards for Teacher Education are to:

Guide teacher education faculty and instruction librarians in developing information literacy instruction for teacher education students.

Enable the evaluation and assessment of such instruction and curricula through benchmarking outcomes.

Secondarily, the Standards aim to communicate to teacher education students expectations for information literacy knowledge and skills they need to develop and apply in their academic work and pre-service teaching. The Standards also aim to lead teacher education students to consider how they might integrate information literacy into their future curriculum, instruction, and assessment activities once a member of the teaching profession.

### 4. Sources Consulted

The Information Literacy Standards for Teacher Education were built upon the framework and foundation of the Association of College and Research Libraries Information Literacy Competency Standards for Higher Education (2000). In addition, the EBSS Instruction for Educators Committee utilized the resources gathered by previous Committee members on the "EBSS Connecting the Standards" website.<sup>1</sup> The site was designed to provide examples of collaborative practices that help bridge the ACRL Information Literacy Competency Standards for Higher Education to existing education standards, such as those from the American Association of School Librarians (AASL) and the Association for Educational Communications and Technology (AECT). The web site facilitated a point-by-point analysis of standards documents from relevant education-specific associations and organizations. In addition, the Committee reviewed literature in both library science and education focusing on information literacy standards for teacher education students.

**5. Selects tools to find information**

Outcomes Include:

1. Knowing where the needed information of the desired types and formats is available and how it can be accessed. Examples: knowing that bibliographic data about scholarly articles can be found in databases such as ERIC (Education Resources Information Center) and PsycINFO, or that education statistics can be accessed from the National Center for Education Statistics (NCES) web site.
2. Determining the availability, accessibility, and usability of information sources.
3. Making decisions on whether or not to broaden the information seeking process by including sources available through interlibrary loan, local school or public libraries, or other institutions or organizations.

**6. Locates information**

Outcomes Include:

1. Selecting tools that will provide access to the desired types and formats of information.
2. Utilizing the selected tools to access information.
3. Choosing and utilizing efficient and effective approaches for locating information in the selected tools.
  - a. Employing various classification schemes and identifying data. Examples: Library of Congress, Dewey Decimal, or PsycINFO classifications.
  - b. Employing advanced search strategies in various electronic information retrieval systems through the use of command languages, protocols, or search parameters. Examples: Boolean and proximity operators, truncation, or other limiters (e.g., peer-reviewed, empirical study, etc.), or using the advanced search (Reading level, Interest level, Lexile Range) on a website to identify materials to use in a lesson plan.
  - c. Employing proper terminology by translating concepts into accurate keywords and synonyms by utilizing provided tools such as controlled vocabularies, thesauruses, or indexes. Example: Student keeps a record of their search terms, including keywords, descriptors from the Thesaurus of ERIC Descriptors, Library of Congress Authorities, or other subject headings.
  - d. Revising searches based on results.
  - e. Employing linkages among documents to identify additional pertinent information. Example: following cited references or hyperlinks.
  - f. Employing specialized online or in-person services. Examples: interlibrary loan, virtual reference services, Curriculum Materials Center, the Children/Teen librarian at the local public library, school librarians, professional associations, community resources, or other experts and practitioners.

Ethically uses and disseminates information.

**7. Outcomes Include**

1. Understanding the ethical, legal, and socioeconomic issues surrounding information and information technology. Examples: Family Educational Rights and Privacy Act (FERPA), the Individuals with Disabilities Education Act (IDEA), the Ethical Standards of the American Educational Research Association (AERA), or problems arising from the creation, collection, recording, distribution, and processing of information.
2. Demonstrating an understanding of intellectual property, copyright, and fair use of copyrighted material. Examples: the ethics of downloading and using electronic files such as digital images, video, or MP3s; fair use implications of transforming or combining works to create something new with a different purpose, or of using copies of texts and multimedia clips in the classroom.
3. Demonstrating and understanding the sociopolitical issues that surround information use, selection, and dissemination. Example: analyzing a book challenge.
4. Demonstrating an understanding of what constitutes plagiarism; Giving proper credit to others' ideas.
5. Selecting and using an appropriate documentation style to cite or give credit to original information sources. Examples: using the Publication Manual of the American Psychological Association, MLA Style Manual and Guide to Scholarly Publishing, or The Chicago Manual of Style.
6. Utilizing materials, practices, phrases, documents, or reproducible visual or statistical data without copyright restrictions. Examples: seeking out government publications free of copyright or Creative Commons licensed materials.
7. Taking appropriate steps to obtain permission to use copyrighted material. Examples: contacting authors, publishers, and producers for permission, or purchasing content through appropriate vendors.
8. Complying with institutional policies on access to information including those related to printing, downloading, using, or disseminating copies of articles, and policies related to human subjects research. Example: talking with Internal Review Boards within universities and reviewing set policies of each institution.

**References**

1. American Association of School Librarians (2008). Standards for the 21st century learner. Chicago: American Association of School Librarians. Retrieved August 10, 2009, from

- <http://www.ala.org/ala/mgrps/divs/aasl/guidelin esandstandards/learningstandards/standards.cfm>
2. American Association of School Librarians and Association for Educational Communications and Technology (1998). *Information power: Building partnerships for learning*. Chicago: American Library Association.
  3. Association of College & Research Libraries (2000). *Information literacy competency standards for higher education*.
  4. Chicago: American Library Association. Retrieved August 10, 2009, from <http://www.ala.org/ala/mgrps/divs/acrl/standard s/informationliteracycompetency.cfm> Cook, D., & Cooper, N. (Eds.) (2006). *Teaching information literacy to social sciences students and practitioners: A casebook of applications*. Chicago: Association of College & Research Libraries.
  5. Earle, R.S. (Ed.) (2005, January). *Standards for the accreditation of school media specialist and educational technology specialist programs (4th ed.) (Rev. ed.)*. Bloomington, IN: Association for Educational Communications and Technology. Retrieved August 10, 2009, from <http://www.ncate.org/public/programStandards.asp?ch=4>
  6. International Society for Technology in Education (2008). *The ISTE national educational technology standards (NETS-T) and performance indicators for teachers*. Eugene, OR: International Society for Technology in Education. Retrieved August 10, 2009, from <http://www.iste.org/AM/Template.cfm?Section =NETS> Jenkins, H. (with Clinton, K., Purushotma, R., Robison, A., & Weigel, M.) (2006). *Confronting the challenges of participatory culture: Media education for the 21st century (An occasional paper on digital media and learning)*.
  7. Chicago: The John D. and Catherine T. MacArthur Foundation. Retrieved August 10, 2009, from [http://www.digitallearning.macfound.org/atf/cf/%7B7E45C7E0-A3E0-4B89-AC9CE807E1B0AE4E%7D/JENKINS\\_WHITE\\_PAPER.PDF](http://www.digitallearning.macfound.org/atf/cf/%7B7E45C7E0-A3E0-4B89-AC9CE807E1B0AE4E%7D/JENKINS_WHITE_PAPER.PDF)
  8. Laverty, C., & Reed, B. (2006). *Inspired teachers: Providing a classroom context for information literacy theory and practice*. In D. Cook & N. Cooper (Eds.), *Teaching information literacy to social sciences students and practitioners: A casebook of applications* (pp. 68-83). Chicago: Association of College and Research Libraries.
  9. National Council for Accreditation of Teacher Education (2009). *Professional standards for the accreditation of teacher preparation institutions*. Washington, DC: National Council for Accreditation of Teacher Education.
  10. Retrieved August 10, 2009, from <http://www.ncate.org/public/standards.asp>

2/25/2013