

# Information Literacy: Ethics

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# Outline

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- ❖ Teaching
- ❖ Inquiry based Learning
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# Information Literacy

This **term is commonly used in the English speaking world** to denominate information competencies that imply:

- 1. the capacity to identify when information is needed, and**
- 2. the competence and skill to locate, evaluate and use information effectively.**

International Federation of Library Associations (IFLA)

# Information Literacy

In Spanish, the meaning of information literacy implies the basic school-skills of reading and writing.

Literacy is a term used by ministries of education to call the basic teaching of reading and writing, but not necessarily of learning to learn.

The **preferred term**, therefore, is development of **information competencies**, at least from the Spanish language point of view.

***Synonyms: information skills, bibliographic instruction, user education, information competencies.***

International Federation of Library Associations (IFLA)

# Information Literacy

The definition of information literacy has become more complex as resources and technologies have changed.

- Information literacy has progressed from the simple definition of using reference resources to find information.

- **Multiple literacies, including digital, visual, textual, and technological,** have now joined information literacy as **crucial skills** for this century.

Standards for the 21<sup>st</sup> Century Learner  
American Association of School Librarians (AASL)

# Information Literacy/Competence

- **digital competence** involves the confident and critical use of information society technology (IST) and thus basic skills in information and communication technology (ICT);
- **learning to learn** is related to learning, the ability to pursue and organise one's own learning, either individually or in groups, in accordance with one's own needs, and awareness of methods and opportunities;
- **social and civic competences**. Social competence refers to personal, interpersonal and intercultural competence and all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life. It is linked to personal and social well-being. **An understanding of codes of conduct and customs in the different environments in which individuals operate is essential.** Civic competence, and particularly knowledge of social and political concepts and structures (democracy, justice, equality, citizenship and civil rights), equips individuals to engage in active and democratic participation;

4, 5, &6 of 8 EU Key Competences

Recommendation [2006/962/EC](#) of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning [Official Journal L 394 of 30.12.2006].

# Ethics

## Common Beliefs

- **Ethical behavior** in the use of information must be taught.
- In this increasingly global world of information, students must be taught to:
  - **seek diverse perspectives,**
  - **gather and use information ethically,**
  - **and use social tools responsibly and safely.**

Standards for the 21<sup>st</sup>-Century Learner  
American Association of School Librarians (AASL)

# Ethics

## LEARNERS USE SKILLS, RESOURCES, & TOOLS TO:

1. Inquire, think critically, and gain knowledge.
2. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.
3. Share knowledge and **participate ethically** and productively as members of our democratic society.
4. Pursue personal and aesthetic growth.

Standards for the 21<sup>st</sup>-Century Learner  
American Association of School Librarians (AASL)

# Ethics

## ● Sense of initiative and entrepreneurship

is the ability to turn ideas into action. It involves creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. The individual is aware of the context of his/her work and is able to seize opportunities that arise. It is the foundation for acquiring more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include **awareness of ethical values** and promote good governance.

### 7 of 8 EU Key Competences

Recommendation [2006/962/EC](#) of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning [Official Journal L 394 of 30.12.2006].

# Ethical Information Literacy Behavior

- **Ethical Behavior arises out of the values of a community**
- **The educational community fosters engagement with these values in our learning environment**

# **Ethical Principles**

**Immanuel Kant's categorical imperatives can be used as a basis for four principles:**

**1. Ownership**

**2. Right to privacy**

**3. Social responsibility**

**4. Self-respect**

# Respect for Ownership

Students are encouraged to use the ideas of others to add to their own knowledge, to refute or to explore further, but **always know that it is ethical to give credit or if appropriate, to ask permission to use** the intellectual and creative ideas of others:

- Intellectual property; Copyright, trademark, patent
- Open sharing of and equal access to information
- Fraud, theft, deceit, plagiarism, and withholding results of research are unacceptable behaviors within this norm.

# Right to Privacy

- The **individual decides** who has the right or freedom to share in his or her activities or deliberations
- Libraries defend the right to privacy through protection of student's circulation records

# Social Responsibility

Develop a **regard for the consequences of our actions:**

- Manipulation, malicious use, misrepresentation and destruction of information has implications
- More challenging with technology because the presentation is an inanimate object or objectified
- Netiquette
- Placing the online community in the context of community may guide students to understand that the online community has real people who create and own real intellectual property

# Respect for Self

Being used as someone else's means is a violation of self and causes resentment:

- Consequences of students using the ideas of others as their own or tampering with the ideas of others, should violate their place in the community of learners and thinkers
- Individuals should have a regard for completeness, quality, and accuracy
  - Perceiving, processing and comprehending takes time and the ability to become **reflective thinkers** and **synthesize** is paramount.

# Challenges

- **Print Copy**

- Overuse of secondary sources

- Plagiarism

- Community refers to physical proximity

# Challenges

## ● Cyberspace

- The speed of communication can **alter relationships** among people because it doesn't give time to reflect on the possibility or implications of unethical use
- Information in electronic form is more fragile because it can be more easily changed and is more **vulnerable** to unauthorized access
- Questions of intellectual property rights, plagiarism, piracy and privacy become **active issues**
- Efforts to protect information integrity, confidentiality, and availability often **conflict** with the desire for the benefits of information sharing
- Means of authorization and authentication are lacking which **exposes technology** to unethical practice.
- **Culture of separation** (Bodi, 1998)

# Learning Environment

## Establish a learning environment that:

- encourages the exchange of ideas and concepts
- offers a safe place for the debate of ideas
- instructs students on the principles underlying the ethical use of information
- equips students with the skills and abilities to be information literate
- reinforces the need for reflection and synthesis
- respects the privacy of individuals
- encourages creativity, ingenuity, and lifelong learning

# Place OF Learning vs. Space FOR Learning

## Limberg and Alexandersson (2003):

- Implement learning processes based on students' systematic research
- Stronger focus on organized student learning
- Increase in collective action vs. the prevalent pattern of individual communicative interaction
- Encourage students to explore topics in order to develop conceptual knowledge about the world
- Re-examine the layout of the library to encourage a variety of learning contexts

# Teaching Information Literacy with an Ethical Foundation

- Program approach
  - Lessons
  - Series of lessons
- Vertical alignment K-12
- Integrated reinforcement
- Reflective learning
- Build an inquiry approach
- Model an inquiry stance

# Teaching Information Literacy with an Ethical Foundation

- Teacher Librarian moves from information literacy instruction as library skills to embedding the process of learning to learn within all elements of interaction with students.
- Placing skills instruction in the context of the broader process of information literacy.
- Focused on learning outcomes (goal oriented)
- Motivation for life long learning

# Teaching Information Literacy with an Ethical Foundation

- Integrated Approach

- Reflection

- Reinforcement

# Guided Inquiry

**Kuhlthau** developed the *Information Search Process Model*, comprising seven stages of:

- 1. *Initiation*** or perception of an information need;
- 2. *Selection*** of topic or the approach in obtaining information;
- 3. *Exploration*** of the required information in order to gain a better understanding;
- 4. *Formulation*** of the focused information need;
- 5. *Collection*** of relevant information;
- 6. *Preparing to present*** the findings; and
- 7. *Assessing the Process*** by identifying what they accomplished.

*(Kuhlthau, 2004, p. 82)*

# Guided Inquiry Design Framework

Student Action	Stage of ISP	Phase of Guided Inquiry	Inquiry Community
Initiating the research project	Initiation	Open	Invitation to inquiry Open minds Stimulate curiosity
Selecting a topic	Selection	Immerse	Build background knowledge
Exploring Information	Exploration	Explore	Explore interesting ideas
Formulating a focus	Formulation	Identify	Pause and ponder Identify inquiry question
Collecting information on focus and seeking meaning	Collection	Gather	Gather important information Go broad, go deep
Preparing to present	Presentation	Create Share	Reflect on learning Share learning
Assessing the process	Assessment	Evaluate	Evaluate achievement Reflect on process/content

# Information Literacy Competencies

- Locating
- Accessing
- Analyzing
- Interpreting
- Evaluating
- Using

# Information Literacy Scenarios

- Integrate learning across the curriculum and across grade levels
- Design learning experiences that build knowledge from one grade to the next

# Information Literacy Scenarios

## Where could this simple exercise be placed?

Have students choose a section of text from a story or a news article:

- Have students paraphrase that portion of the text
- Have students identify the author and title of the work (depending on the grade level, have them construct a citation)
- Discuss who owns the original text
- Discuss who owns the paraphrased portion – how should it be handled

# Useful Questions for Ethics

As you guide students to understand the ethical foundation underpinning information literacy, consider asking the following questions:

- **Is it illegal?** (then it probably is unethical)
- **Does it violate ethical codes** (which ones)?
- **Does it bother your conscience or violate your personal values and principles or those of others around you?**
- **Does it look as though someone is likely to be harmed?** (The someone could be you)
- **Would this practice continue if it were publicized, for example in the student newspaper?**

# Ultimately

**As we guide students to gain information competencies and become lifelong learners:**

- Placing principles within the context of a philosophy of ethics may be an effective way of guiding student behavior as they apply the information literacy skills they gain.
- Reinforcing the skills and attitudes they acquire will encourage responsible action

# Questions? Comments?

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