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Book Review: Information literacy and pedagogical approaches

Book Review:

Abstract:

In this book review, Collaboration in Designing a Pedagogical Approach in Information Literacy (Landøy, Popa, Repanovici, 2020), we address the main characteristics approached by the authors, such as conceptual issues of information literacy, pedagogical approaches, the use of tools and exercises for the development of critical thinking about selection and use of information sources. This book, published by Springer in 2020 and open access, becomes a pedagogical option for addressing the topic of information literacy in the training of new information professionals.

Keywords: Information Access and Retrieval, Information Communication and Teaching Learning Methods Information Evaluation, Information Literacy, Information Management, Information Search Strategies

Agenda:

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Review

The ability to understand the information produced and disseminated, and make critical judgments about this information, especially in digital environment, has now become a fundamental skill nowadays. If it is a substantial skill for anyone to know how to select and interpret sources of information, given the information overload to which we are submitted, it becomes essential for professionals who who deal with information as their object of study and work.

The book Collaboration in Designing a Pedagogical Approach in Information Literacy, written by Ane Landøy (University of Bergen, Bergen, Norway), Daniela Popa (Faculty of Psychology and Education Sciences, Transilvania University of Brașov, Brașov, Romania) and Angela Repanovici (Faculty of Product Design and Environment, Transilvania University of Brașov , Brașov, Romania), brings approaches to information literacy and its pedagogical applications, aiming at a comparative and critical view at information sources and their contemporary uses.

In its ten chapters, the book addresses issues such as basic concepts of information literacy, information access and retrieval, information search strategies, information evaluation, information management, information communication and teaching learning methods. In a way, the chapters are aligned with the basic components of information literacy, which are identify, find, evaluate, apply and acknowledge.

The authors' approach resides in their knowledge on the theme and experiences identified, especially in Norway and Romania, countries corresponding to their activities. In addition, they bring a literature review and a book structure that facilitate the understanding of information literacy and its assumptions. The result proposed by the authors of the book brings us a good reference material, to be used in teaching information literacy to students and future Information Science professionals. The exercises proposed by the authors are interesting activities to be developed with students to clarify aspects of the research questions, search terms used and reflection on the results found.

Information literacy is not a new concept, as it was conceived in 1974 by Paul Zurkowski (Zurkowski, 1974), with the objective of applying informational resources in the workplace. It is also a topic widely discussed in Information Science and with a wide growth in scientific production, where the contribution of the book Collaboration in Designing a Pedagogical Approach in Information Literacy comes to add an applied literature and with strategies for the development of this which is one of the main skills to be developed by students and professionals in the 21st century.

Therefore, it is relevant that works such as Collaboration in Designing a Pedagogical Approach in Information Literacy are debated and thought in terms of application in education, from planning to execution, as well as the identification of teaching perspectives compatible with the new generations, who live in a more competitive and mobile environment, with the need to develop skills that respond to rapid adaptation to changes.

By analyzing the book's content, this book can serve not only for academic librarians and public library staff who serve university students, the main audience designated by the authors, but it can also help information professionals and teachers to think critically about the quality of sources of information, informational needs and contemporary teaching-learning processes, with a focus on the acquisition of informational skills.

Some of the informational literacy models are referenced, such as BIG6, Kuhlthau, The Seven Pillars Model, Research Cycle and SCONUL (2011), the last one more described, which represents an acronym (Society of College, National and University Libraries), and results from seven basic skills: Ability to recognize an information need, ability to distinguish ways in which "lack" of information can be addressed, ability to build strategies in order to locate information, ability to locate and access information, ability to compare and assess information obtained from different sources , ability to organize, apply and communicate the information to

other people in ways appropriate to the situation, ability to synthetise and build based on existing information and contribute to create new knowledge.

Information literacy models are described according to the original proposal of each reference presented. A reflection that readers can make regarding the presentation of these literacy models is an observation about difficulties that may be faced in pedagogical applications, understanding the strengths and possible gaps that may appear in the application of the models. This could also be discussed at the end of the chapters, in order to offer a critical view at the uses of these literacy models.

In turn, access to information depends on knowledge of the information needs, the tools and the types of research that can be used, from the establishment of research questions, keywords, use of thesaurus and Boolean operators. The authors also observe issues regarding the ethical uses of information and scientific communication, such as the use of the standardized form in references and attention to intellectual property, copyright law and the fight against plagiarism.

The understanding of the types of information and documents and the critical comparison of sources, demonstrated by the authors, serve as a manual on how we can evaluate the information available online, from the peer review process to the bibliometric databases, through the web resources and tests of information validity, such as the CRAAP test - Currency, Relevance, Authority, Accuracy, and Purpose (Blakeslee, 2004).

Critical reflection on the sources of information, evaluating their main characteristics and their reliability is a fundamental competence for students and professionals of Information Science. The social conditions that contextualize learning and the development of collaborative learning methods, instead of a model aimed at individual learning, stand out as important issues in an information society. In this sense, the educator acts as a partner of the student, with a strong ethos, communication skills and focused on stimulating creativity in class. An effective teacher will seek, among other actions, to have a deep knowledge on the subject, creativity in the discovery of educational resources, to integrate new technologies and to promote 21st century skills.

The Teaching Learning Methods are addressed by the authors, representing the last chapter, where the different methods are approached (centred on the teacher or expository methods, focused on the interaction between teacher and student and student centred or active-participatory methods) comparing their advantages and disadvantages, and with the notion that collaboration between teachers and librarians can make a difference in the formation of a team focused on information literacy.

The fact that the book, published by Springer publisher, is open access, funding by University of Bergen, under the terms of the Creative Commons Attribution 4.0 International License, allows more people to access the content, facilitating its circulation and dissemination.

Nowadays, it is increasingly necessary to encourage the adoption of collaboration strategies, between educators and students and between different areas. Here there are points for reflection on the potentials of developing information literacy, as this means that various professionals involved in teaching-learning processes and in the acquisition of professional skills and competences can plan collaboration strategies in an interdisciplinary way, using this book as a starting point for your discussions.

Some new challenges have arisen since 2020. The knowledge discussed in this book, although very recent, needs to be articulated with radical change and transformation, with the intense use of digital, which we are experiencing. The necessity of social isolation and restrictions generated by the pandemic, declared by the World Health Organization, and the contamination by COVID-19, also produced new ways of producing didactic content and stimulated the use of synchronous and asynchronous formats of teaching and student activities. In this context, online education does not become an option, but a necessity (Dhavan, 2020). Therefore, the changes resulting from emergency remote education, focused on the development of significant learning processes (Bozkurt, Sharma, 2020) and necessary for the continuity of activities with students should also be part of the pedagogical strategies to be adopted by educational projects.

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