

# Mötesplats inför framtiden

ARBETSLIV·UTBILDNING·FORSKNING

## Information Literacies and Lifelong Learning

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UNIVERSITY OF  
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# Define a librarian

Write in your own words an explanation of what or who is a librarian

# Defining a librarian in 2050

- *A librarian:*
  - *is a person who lends books and works in a library*
  - *is a person who helps you search for information in a library*
  - *is a person who you contact on line to help you to access information*
  - *was a person who helped people before the information on demand revolution.*

# The changes in ICT

- Since 1900 – no phone, car, or radio
- Since 1950 – few phones, cars, or TVs
- Since 2000 – home internet access;  
mass higher education;  
home entertainment centres
- In 2050 – can you imagine?

# Library Use in UK

In UK libraries, in the past decade:

- Borrowing has dropped 30%;
- 50% of libraries have a decline in infrastructure and in currency of holdings;
- 30% of the population are library users;
- 70% of users are middle class.

In California, budget cuts are closing school libraries.

Is Sweden immune? If not, what is to be done?

# Information Literacies

- for education
  - To construct curricula; & certify competence
- for working
  - to source resources; to accumulate knowledge
- for learning in communities
  - To share information, build trust, solve problems

# Australian and New Zealand Information Literacy Framework

- For higher education curricula
- For constructing learning
- For assessing outcomes
- Includes 6 standards

# Information Literacy Framework for Higher Education

- Standard One:** The information literate person recognises the need for information and determines the nature and extent of the information needed
- Standard Two:** The information literate person finds information effectively and efficiently
- Standard Three:** The information literate person critically evaluates information and the information seeking process.
- Standard Four:** The information literate person manages information collected or generated
- Standard Five:** The information literate person applies prior knowledge and new information to construct new concepts and create new understandings.
- Standard Six:** The information literate person uses information with understanding and acknowledges cultural, ethical, economic, legal, and social issues surrounding the use of information.

# The six standards

- Awareness – the need for information
- Search – ways to find information
- Evaluate – the utility of information
- Store and retrieve – information and more
- Use – to create and integrate knowledge
- Ethics and law – to use information in legal and fair ways

# Implications of Awareness

The need for knowledge;

- received or relational

The need for marketing;

- Role for librarians

The need for client research.

- Who are your potential clients?

# The need for knowledge

- Received – relying on someone whose judgements you trust.
- Verified – testing the information from other sources.

## EXAMPLE

What is a CV joint in a car, and how much should I pay to have it fixed?

# Finding out about a CV joint

- *considered seeking an opinion from another mechanic?*
- *look up a CV joint in a car manual,*
- *use the manufacturer's web site to see how much this should cost to replace?*
- *Ask my brother who is an engineer?*
- *Talk to a friend who has the same model of car?*

# Research and Marketing to new clients

- What are the emerging needs?
- How do libraries respond?
- What are the images to convey?

Libraries are changing – but are you reinforcing the stereotypes ?

# A stereotypic image

Is this the image for the 21<sup>st</sup> Century?



# Searching and Evaluating

What will be the role of the librarian?

- To search and evaluate? OR
- To train, to facilitate, to solve problems, to evaluate systems?

# Storage and retrieval

What we store and retrieve is information;

In the knowledge age, will libraries allow storage and retrieval of individual knowledge?

# Ethical and Legal Use

What libraries do now is govern access to information; protecting authors and data base owners from theft.

If libraries become places where individuals can store their knowledge, the ethical and legal issues are compounded.

# Learning and Libraries

- Learning or education
- Learning Communities or Learning Cities
- Inclusion or exclusion

# Lifelong Learning

- To be
- To know
- To Do
- To live with others

Learning to be

oneself

# Learning to Know

Crucial change from

- received knowledge (information)
- Multiple knowledges (confusion)

To forms of knowledge that allow independent judgement;

- Relational knowledge; and
- Created knowledge and understandings

# Learning to do

Those in work do and continue to learn;

Those without work do not continue to learn;

Challenges for

- young who are alienated
- Older unemployed workers
- Long life learning



# Learning to do in society

- Banking
- Communicating with family
- Seeking public goods
- Finding one's roots
- Home making
- Health and leisure
- Getting around

# Learning to live with others

The notion of social capital –

- Developing networks
- Developing and sharing norms, values and trust

Leading to community development, health, economic growth, and a civic society

# The knowledge age

## Information Literacy

- Awareness
- Search and Evaluate
- Store and Use
- ethics

## Learning to

- be
- know
- Do
- live with others

# Information or wisdom

*"Humans have acquired world-transforming technologies without the corresponding wisdom to know how to use them."*

Carl Sagan (1993)

# Role of Public Libraries

public libraries offer guidance and training in how to search and use this information and rate the quality of information sources.

Public libraries can be said to qualify as important prerequisites for an informed democratic knowledge society.

- Häggström, Britt Marie (Editor) (2004) IFLA Report

# Ways of Knowing:

A person holds:

- Received Knowledge: from a trusted source;
- Multiple Knowledges: when confused by a range of seemingly contradictory information;
- Relational Knowledge: by classifying information into categories to evaluate and compare;
- Constructed Knowledge: by integrating new and existing knowledge to create own knowledge and understandings.

# Future Shock or Opportunity

We can predict, in our life time, that we will all encounter new

- roles
- clients
- media
- Technologies

# New clients

Did I hear someone say,  
'thank goodness I will retire soon'?

If you do retire, you are entering the area of  
new demand for libraries and for  
community education

– we may need help to stay involved and to  
use new technologies.

# More New Clients

Young Adults – the new entrepreneurs are running their businesses from libraries and internet cafes.

Is that a problem or an opportunity?

# And yet more new clients ...

Tourism – a big market.

Independent travellers need information and internet access – and they can pay!

# There are other clients too -

Excluded people due to

- language,
- economic deprivation,
- Disabilities,
- Health
- Unemployment

# To be, or not to be – Part of the Solution

## Information Resource

- Resource intensive
- Librarian control
- Focus on Information support

## Knowledge Resource

- Resource sharing
- User control
- Focus on knowledge support

# What is in a name?

- Learning Centre?
- Knowledge management?
- Community network hub?
- ICT centre?

Will it still be called a library if the focus is not on print materials?

Will you still be called librarians?