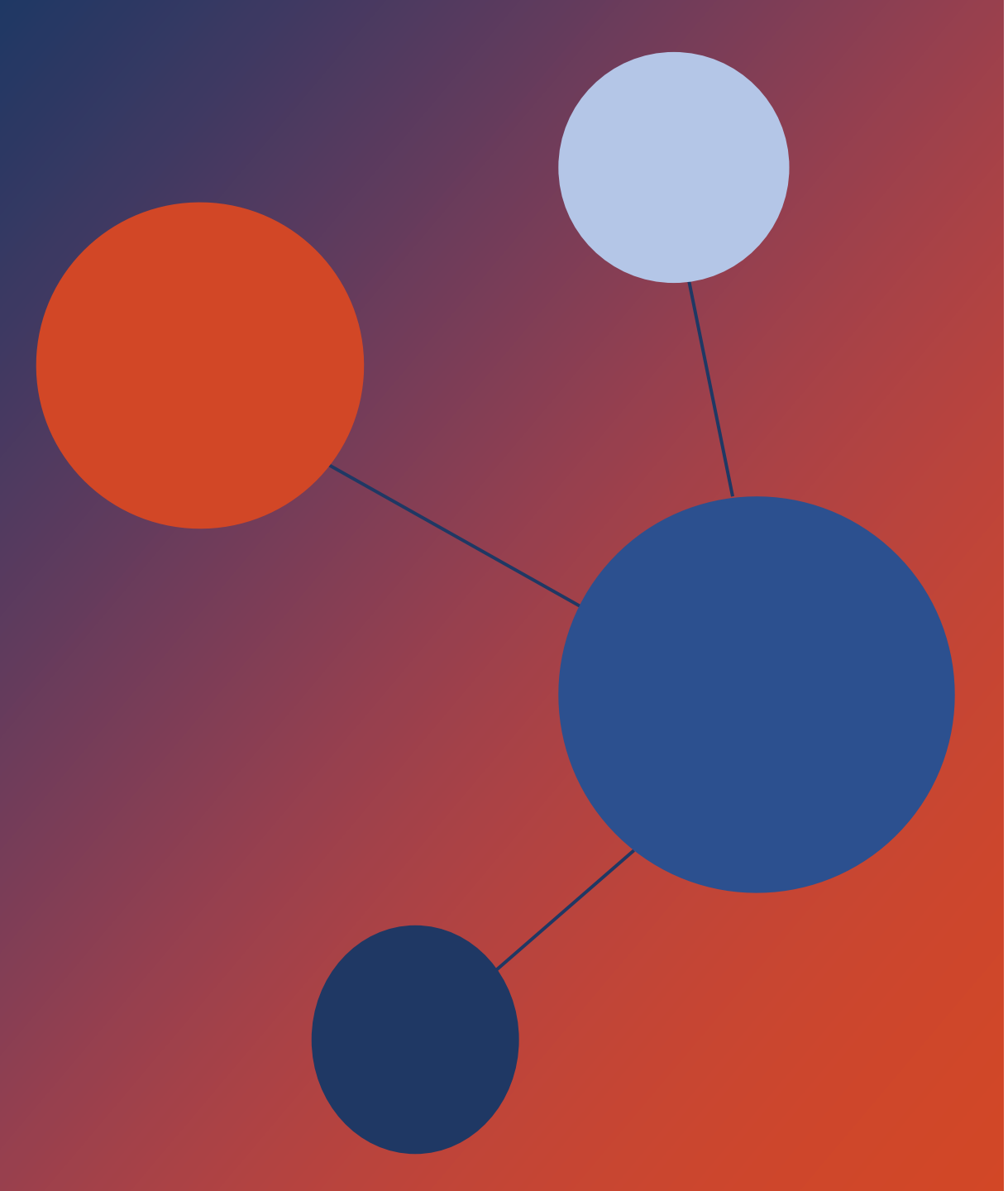
FRONTLINE LEADERSHIP

Josefine Smith, MLIS, MA (she/her/hers)
Associate Professor / Instruction & Assessment Librarian
Ezra Lehman Memorial Library
Shippensburg University

Lifelong Learning as Leadership: Information Literacy as Professional Development

SHIPPENSBURG UNIVERSITY
Office of Workforce Development



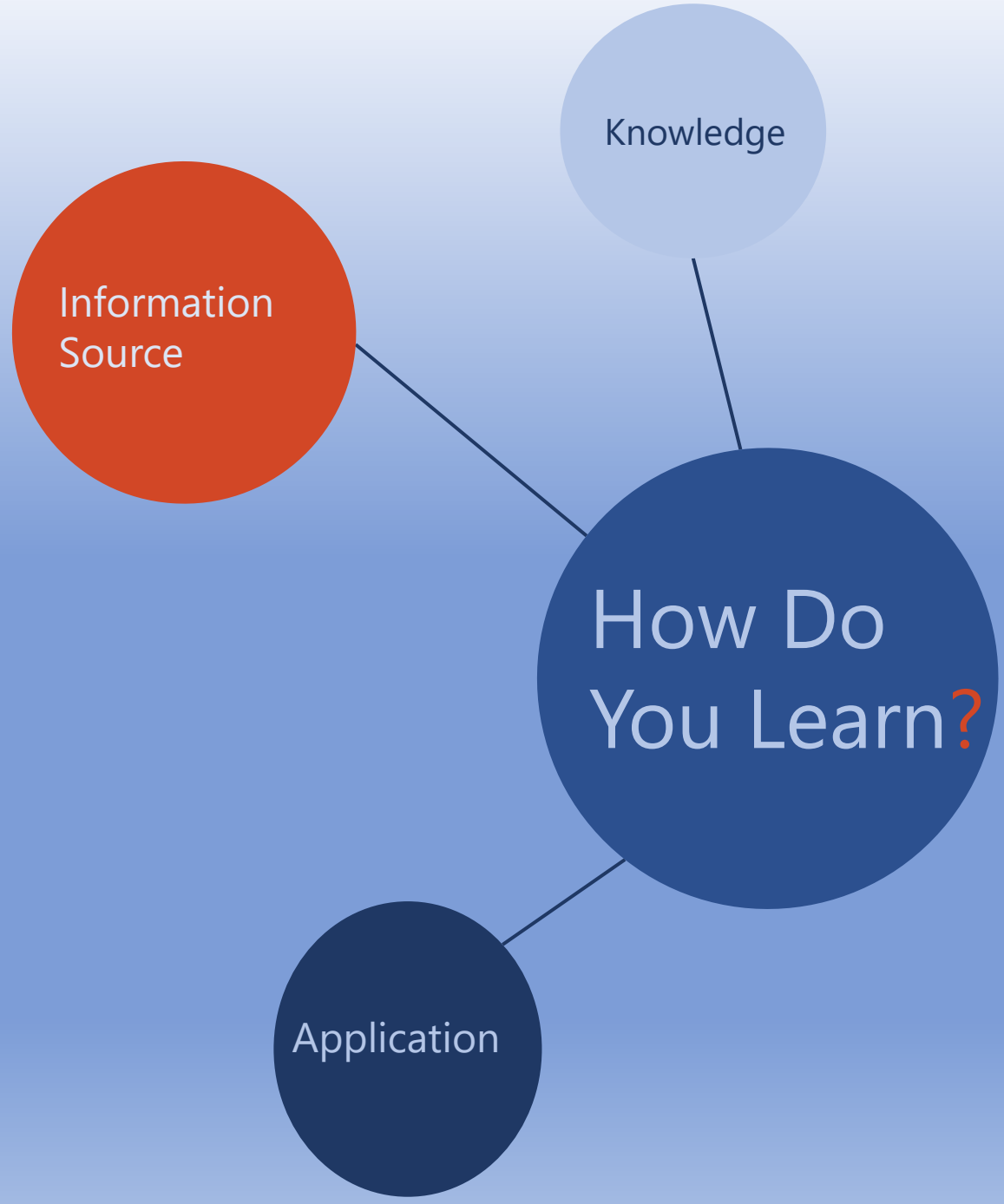
Learning Objectives

By the end of this session, attendees/learners will:

- Identify what as constitutes **accurate**, **applicable** information for their field and their own professional values.
- Outline a repeatable **process** for identifying and responding to a professional information need.
- Identify two concrete ways to **integrate** that process into their ongoing professional growth over the next 3-6 months.

Breakout Room Ice Breaker

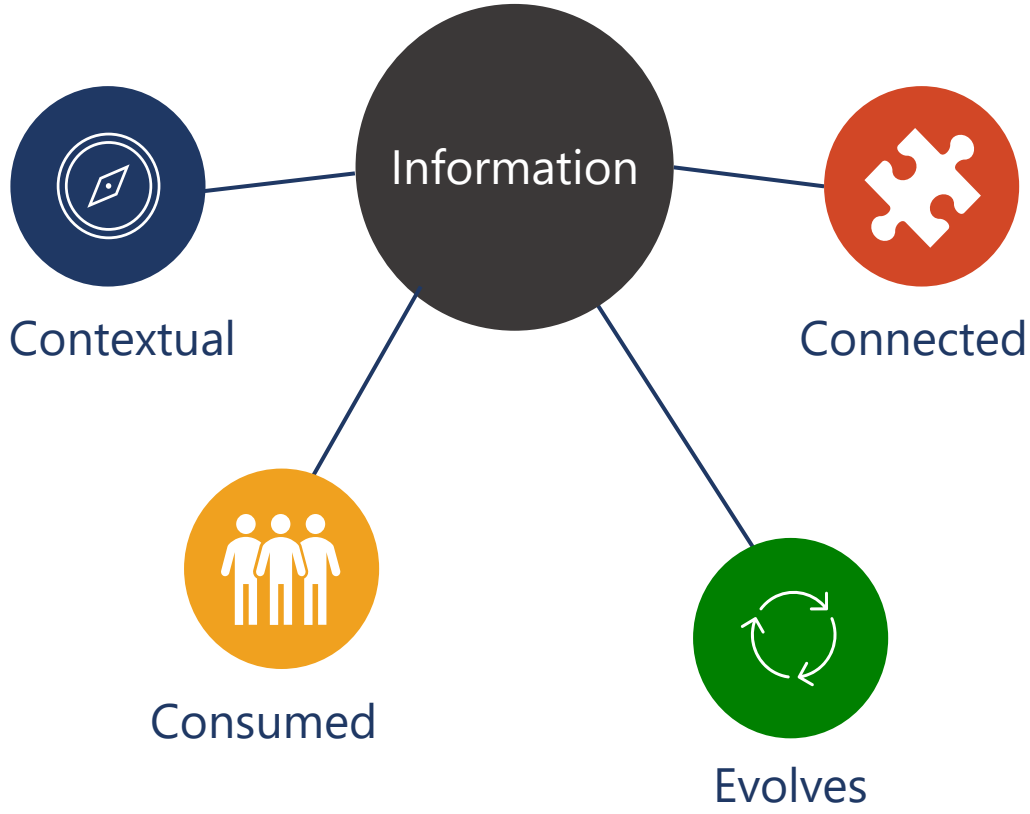
Take 10 minutes to discuss how you learn and how you think about learning in your professional lives



Defining Information and Information Literacy

Information is

- Contextual: All information should be recognized within a larger social and situational context.
- Consumed: Information is shaped by its audience and usually created or shared with some purpose.
- Evolves: Information grows and evolves over time. As we gain knowledge and wisdom, are understanding of previous information and new information changes.
- Connected: Information is both created and learned through its connection to other ideas.



Information literacy is the abilities to discover new information, recognize how that information is produced and valued, and use that information in creating new knowledge and participating ethically
(Association of College and Research Libraries, 2016).

Evaluating information



AUTHORITY



PURPOSE



RELEVANCE

Evaluating information

What is the information based on?

What are the creator's expertise



Is the host reputable?

Does it include evidence?



Authority

Creator

Host/Publisher

Evidence

Evaluating information

Who is the primary audience?

Is there an argument?



Is the tone appropriate?

What perspective does it use?



Purpose

Primary audience

Tone

Bias

Evaluating information

What topics does it cover?

How recent is it?



Which fields does it relate to?

What gaps still exist?



Relevance

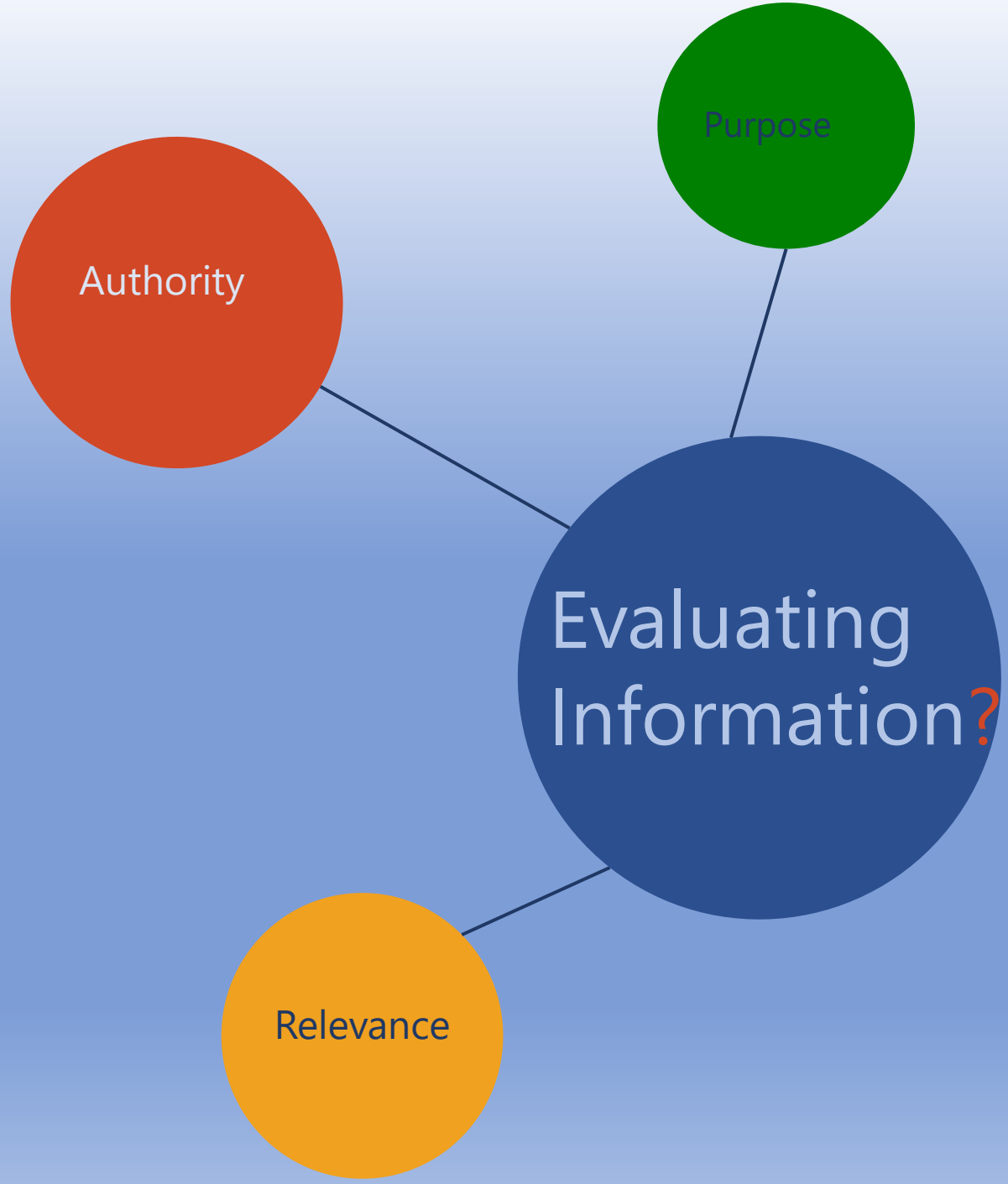
Topic

Discipline

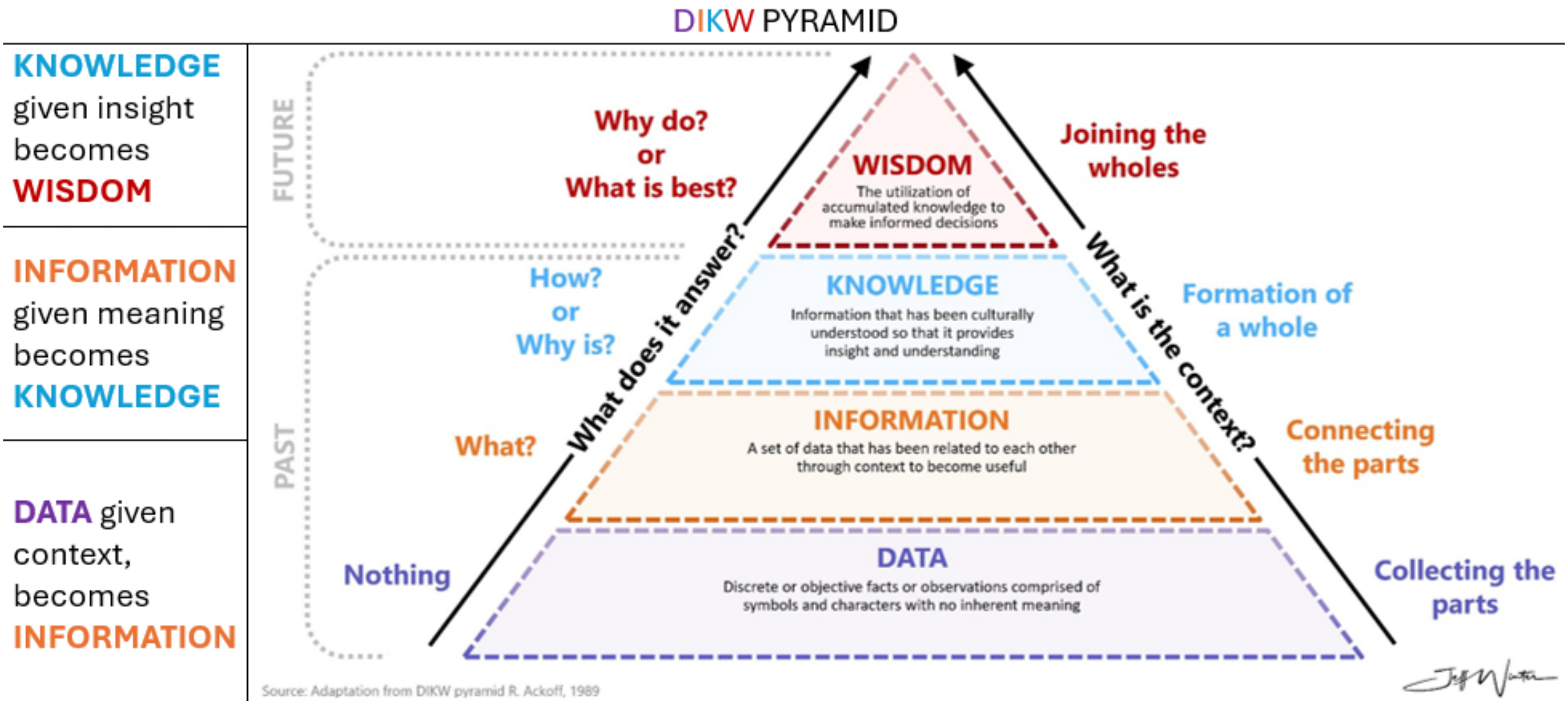
Update

Breakout Room

Take 10 minutes to discuss important components to evaluating information in your field.



Process for Information Literacy



(Winter, n.d.; Ackoff,1989,; Gajzler, 2016).



PRIOR KNOWLEDGE

What you already know. Use this to:

- Come up with questions
- First fact check
- Understand new information

Every time you learn something new, and connect it to your broader framework of knowledge, your interpretation creates new information!



LEARNING AS INFORMATION CREATION

WHEN YOU LEARN, YOU IDENTIFY, APPLY, AND CONNECT NEW INFORMATION

IDENTIFY

What information is important?
What is the purpose of the information?
What is new information?

APPLY

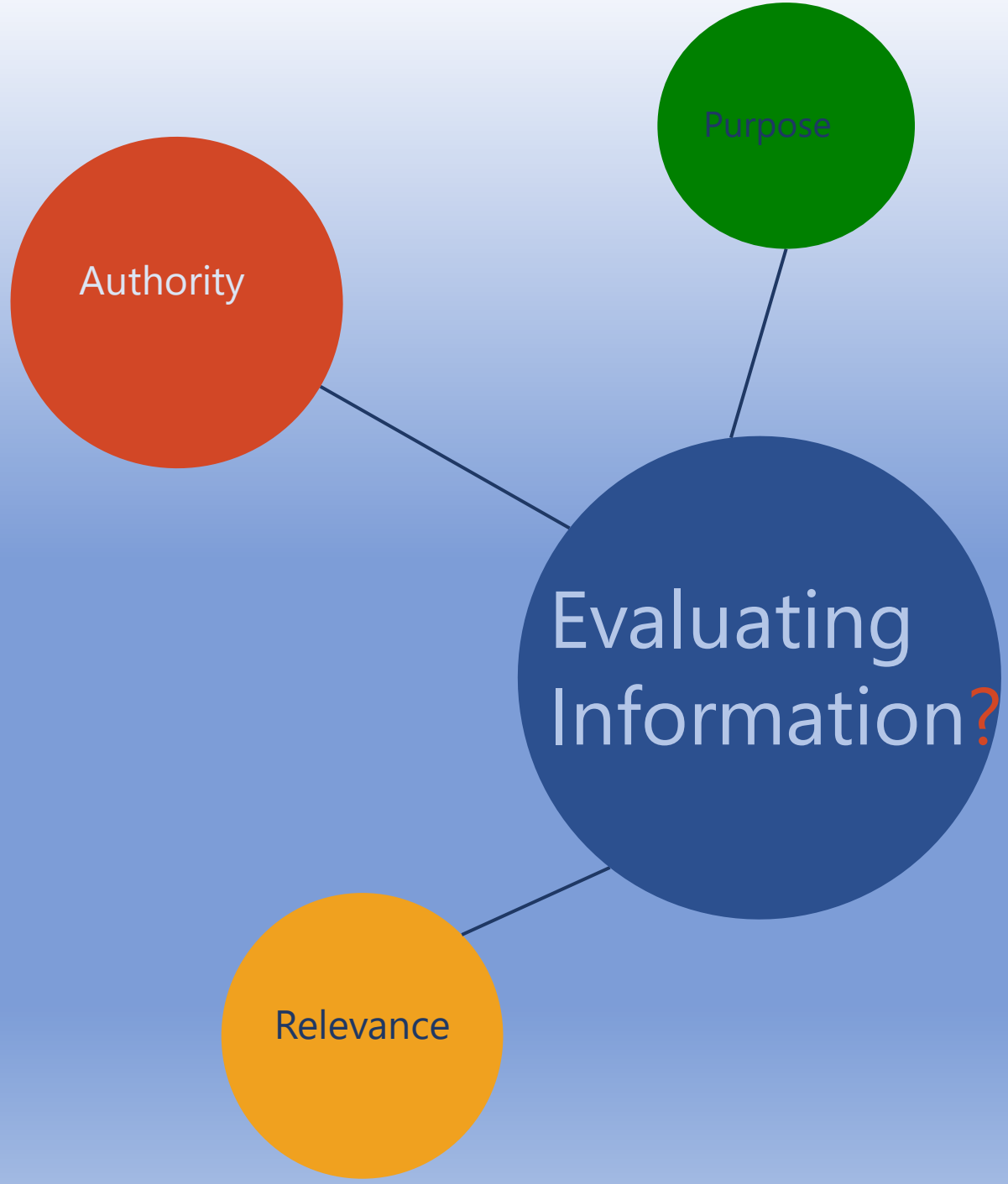
How will you use the new information?
What will you need to come back to?

CONNECT

What do you need to think more about?
Does the information have meaning long-term?

Breakout Room Wrap up

Take 10 minutes to discuss ways to incorporate new information literacy processes into your professional growth and responsibilities.



References

Ackoff, R. L. (1989). From data to wisdom. *Journal of Applied Systems Analysis, 16*(1), 3–9.

Association of College and Research Libraries (2016). *Framework for information literacy for higher education.* https://www.ala.org/acrl/standards/ilframework.

Gajzler, M. (2016). Usefulness of mining methods in knowledge source analysis in the construction industry. *Archives of Civil Engineering, 62*(1), 127-142.

Winter, J. (n.d.). DIKW pyramid [Infographic]. Jeff Winter Insights. https://www.jeffwinterinsights.com/insights/dikw-pyramid