Information Literacy, Lifelong Learning, Computer and Internet Literacy:

An overview

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Abstract:

Information is a vital resource and valuable input for social development. It is available from many resources and in many formats. Information Literacy is the ability to find, learn and use the information through the implementation of different skills. Communication skills, use of IT skills, learning how to learn, etc. that help the young learners to become lifelong learners Present status of information accessing Internet has become most powerful and fast growing segment in library services. Keeping in view the user's needs, the libraries provide new technology-based services to them.

Keywords: information literacy, internet, library

Introduction:

Lifelong learning also known as LLL, is the "Life long, life wide, voluntary, and self – motivated" pursuit of knowledge for either personal or professional reasons.

As such, it not only enhances social inclusion, active citizenship and personal development. But also competitiveness and employability.

The term recognizes that learning is not confined to childhood or the classroom, but takes place throughout life and in a range of situations. During the last fifty years, constant scientific and technological innovation and change has had a profound effect on learning needs and styles.

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Learning can no longer be divided into a place and time to acquire knowledge (school) and a place and time to apply the knowledge acquired (the workplace)

Life – Long learning: – A need

The challenge of lifelong learning, there was recognition towards the role of teachers in inculcating lifelong learning in the formal teaching of his / her students while at the same time realizing the need for teachers to practice lifelong learning, in order to develop themselves as well.

Lifelong Learning Contexts :

Although the term is widely, used in a variety of contexts its meaning is often unclear.

There are several established contexts for lifelong learning beyond traditional "brick and mortar" schooling:

What is lifelong learning?

- Lifelong learning encompasses the full range of formal, non-formal and informal learning activity, from pre-school to post retirement…"
- "…with the broad objectives of personal fulfilment, active citizenship, social inclusion and employability."
- "The implementation of lifelong learning must be guided by the centrality of the learner, equality of opportunity, quality and relevance of provision."

Concept of Lifelong Learning

Whereas in an agrarian economy it might have been sufficient to learn one's trade as an apprentice and then carry on applying traditional skills in one's life span in the information society it requires continual updating of knowledge and skills.

- All citizens have a real and fundamental need for coping skills and strategies for influencing their respective future, a need that is present even in times of minimal change. This need becomes linked to other essential human needs at a very basic level during times of stress, and adapting successfully to change is indeed a matter of significant stress.
- In this contemporary and concurrent development, in information domain and in the application of IT, every individual requires continual updating and upgrading in order to survive in the changing world.

Literacy types and their need

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- Today's concept of literacy…
    - 21st century literacy is the set of abilities and skills where aural , visual and digital literacy overlap
    - includes the ability to understand the power of images and sounds, to recognize and use that power, to manipulate and transform digital media, to distribute them pervasively, and to easily adapt them to new forms
- Today's concept of literacy…
    - Literacy is actually comprised of four elements:
    - Digital-Age Literacy
    - Inventive Thinking
    - Effective Communication
    - High Productivity

Literacy types

- Visual literacy
    - " to understand and use images, including the ability to think, learn and express oneself in terms of images" [Braden & Hortin, 1982]
    - ability to understand and use visual images in our daily lives
- Media literacy
    - ability to recognize the influence of television, film, radio, recorded music, newspapers, and other media
    - ability to use various media to access , analyze and produce information for specific outcomes
    - a media literate person can decode, evaluate, analyze and produce both print and electronic media
- Computer literacy
    - To know/understand how to use a PC
    - ability to create and manipulate documents and data via word processing, spreadsheets, databases and other software applications
    - NOT about the ability to write computer programs
- Network literacy

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– " to understand the systems by which networked information is generated, managed and made available"

Information Literacy

Information literate people are those who have learned how to learn . They know how to learn because they know how information is organized, how to find it, how to use information in such a way that others can learn from them.

Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning.

- • Literacy meanings
  - – Able to read and write
  - – Literacy is deliberately taught and consciously and deliberately learned
  - – ability to read and write impacts considerably on a person's potential to communicate and learn
- • Information literacy defined…
  - – " the ability to access and evaluate information effectively for problem solving and decision making "
  - – Information literate people know how to be lifelong learners in an information society.
  - – They recognize when information is needed and have the ability to locate, evaluate and use effectively the information needed.

Information Literacy: the Traditional Concepts.

- ➢ Freshman Orientation
- ➢ Library Use,
- ➢ Library Tour
- ➢ User Orientation
- ➢ User education

Bibliographic instruction (to provide students with the specific skills needed to complete assignments, to prepare individuals to make effective lifelong use of information, information sources, and information systems)

Information Literacy

Access the needed information effectively and an information-literate individual is able to:

- Determine the extent of information needed efficiently

- Evaluate information and its sources critically

- Incorporate elected information into one's knowledge-base

- Use information effectively to accomplish a specific purpose

- Understand the economic, legal, and social issues surrounding the use of information

- Access and use information ethically and legally.

Why Computer Literacy

- The ability to use computers to access and present information is an important basic skill.

- Growth of Information Resources in computer readable form.

- A gradual depletion of print media giving way for digital media

- The gaps in the users' computer skills; some but not all of the required skills might have been acquired, and still others possess none of the required skills.

- There are educational programmes in the higher education that computer literacy skills are a requirement as a prerequisite.

- In future many students may be required to communicate by e- mail,   to be able to electronically access library and Internet resources, to be able to present information in spread sheet and/or graphical form, etc.

- More and more stress towards E-learning, distance learning using the online course materials and tools etc.

- Students without CL skills will find themselves at a disadvantage in such courses.

A Brief List of Computer Literacy Skills w.r.f to IL

- Information Resources

- Electronic Presentations

- Document Processing – Text and Image forms

- Information Law & Ethics

- Citing Information

- Acceptable Use Policy

- Computer Configuration . E.g RAM

- Digital information

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- Digital and Optical Storage Devices

- Peripheral Devices. E.g. Printers, Scanners

- Networking

- OS and other Utility Software/ Firewalls and Anti-Virus

- Multimedia Tools and Products

Information Resources - competencies and skills required

1. Correctly identify the information resources available through the library, such as journals, books, encyclopaedias, etc.

2. Demonstrate an understanding of the methods and tools used in searching for information provided by the library.

3. Demonstrate the ability to interpret a citation to determine the title, author, and type of resource the citation refers to.

4. Execute searches using the library online catalog to find library holdings.

5. Demonstrate a basic knowledge of the history of the internet and the technologies we use today, including search engines, using a web browser, sending and receiving email, etc.

6. Demonstrate an understanding of the methods and tools used in searching for information on the internet.

7. Execute searches to find answers to questions using an internet search engine, including the evaluation of the quality of information on Web sites (i.e. compare conflicting sites, assess a site's legitimacy, identify bias in site content).

8. Send and receive an email attachment.

Electronic Presentations

1. Begin, retrieve, edit, and save a presentation slide show.

2. Add a design template to a presentation or just a specific slide.

3. Define the slide layout for each slide.

4. Create complete slide presentation with a title slide and additional slides with various combinations of bulleted lists and graphics.

5. Change the font colours and size for the text with the presentation.

6. Change the bullets in a bulleted list to a graphical bullet.

7. Import graphics from the World Wide Web, from a file saved on the computer, and from the software's clip art.

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Internet Literacy

- Understanding the Internet

- Getting Connected

- Surfing the Net

- Communicating over The Internet

- Finding things on the Internet

- Creating Web-pages

- Using Multimedia On Internet

- Searching for Information on the Internet

- Commonly found Internet File Types

- Downloading from Internet

- Bibliographic Style for Citing Internet Resources

- How INTERNET is changing the world

- Getting on the Internet

- Getting Connected

- Surfing the Net

Finding Things on the Internet

- Conduct subject-oriented searches of World Wide Web directories.

- Search by keyword to find what you are looking for.

- Perform full-text searches of the Web's full-text indexes.

- Use the advanced search syntax to find what you're looking for efficiently.

- Perform concept searches based on ideas instead of specific key words.

- Use met searching to search several search engines at once.

- Know how to get online help from human beings who will conduct searches on your behalf

- Conduct scholarly searches across a broad range of academic disciplines.

- Use multimedia search engines to find pictures, audio, and video, etc.

- Search Usenet newsgroups to find information in discussions of current research topics.

- Learn how to search the Web for people to find the person you are looking for.

- Find out about new search engines and improved search strategies.

- Downloading from the Internet

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- Download text and graphics from the Internet.
- Download audio and video resources from the Internet.
- Download data files and software from the Internet.
- Downloaded file has the correct filename extension for the type of file.
- Install self-extracting archives that you download from the Internet.

  ZIP and Compression Mechanism

- Safeguard against downloading viruses that can be harmful to your computer.   Anti-Virus : F-Prot, McAfee, Norton

Internet resources in education for strengthening knowledge economy towards lifelong learning:

The flexibility of the internet is perhaps the greatest advantage for online education. As more and more students gained access to the internet in the 1990's, they soon saw it as a tool for the advancement of learning. Text book in some schools were out of date computer based courses were often called monotonous, whereas research on the internet moved quickly, was up to date, and included a wide variety of international sources. Students we among the first to realize the impact of the internet on their education-barriers to learning had been removed. Computer-literate teachers, researchers, and scholars saw the opportunity at the same time online education was born. Social barriers are disappearing as students interact worldwide. As technology improves, the technological revolution has a quicker and deep impact on more and more lives

Conclusion:

The growth of the internet has changed significantly the way we learn – Online education has made it possible for most of the learn online, to become masters of subject areas, to develop business skills, even to learn meditation from anywhere, at a time. Online education has a flexibility that enables those enrolled to learn and earn, never missing a meeting, a class, or time with families.

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