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Information literacy as sociocultural, tool-mediated activity;
Conclusions; References

PART II. RACTISING INFORMATION LITERACY IN FORMAL LEARNING CONTEXTS
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References

Sommario/riassunto

This book showcases new interdisciplinary academic research on the relationship between information literacy and learning. It combines findings with new understandings drawn from theoretical and empirical research conducted in primary and secondary schools, higher education, workplaces, and community contexts. The studies offer new insights into questions such as how transferable are the information practices and skills learned in one context to other contexts? What is the degree to which information competences are generic, to what degree are they domain and context specific? What are the kin
