

1. Record Nr.	UNINA9910817536103321
Titolo	Practising information literacy : bringing theories of learning, practice and information literacy together / / edited by Annemaree Lloyd, Sanna Talja
Pubbl/distr/stampa	Wagga Wagga, Australia : , : Centre for Information Studies, , 2010 ©2010
ISBN	1-78063-280-0
Edizione	[1st edition]
Descrizione fisica	1 online resource (399 p.)
Altri autori (Persone)	LloydAnnemaree TaljaSanna
Disciplina	028.7
Soggetti	Information literacy - Research - Methodology Information science - Research - Methodology Library science - Research - Methodology
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Includes index.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Cover; PRACTISING INFORMATION LITERACY: Bringing Theories of Learning, Practice and InformationLiteracy Together; Copyright; Contents; Acknowledgments; Integrating theories of learning, literacies and information practices; PART 1. THEORETICAL PERSPECTIVES; CHAPTER 1 Windows on information literacy worlds: Generic, situated and transformative perspectives; Part 1. Literacy models and perspectives; Part 2. GeST windows; Part 3. GeST in practice; Using the GeST windows; Conclusion; Acknowledgments; References; CHAPTER 2 Lessons from the workplace: Understanding information literacy as practice Sociocultural and practice perspectivesInformation literacy and workplace knowledge; Emergency workers: fire fighters and ambulance officers; Establishing an agenda for information literacy research; Dimensions of information literacy practice; Constructing knowledge through practice: implications and challenges for practitioners and researchers; References; CHAPTER 3Information literacy as situated anddistributed activity; Information literacy as individual competence; Information literacy as sociocultural, tool-mediated activity;

Conclusions; References

PART II. PRACTISING INFORMATION LITERACY IN FORMAL LEARNING CONTEXTS
CHAPTER 4 Problem-based learning and collaborative information literacy in an educational digital video course; Problem-based learning and information literacy; Research questions and procedure; Research results; Conclusions; References; **CHAPTER 5** The challenges of the first research paper: Observing students and the teacher in the secondary school classroom; Data and methods; Data gathering; Data analysis; Results; Discussion; References; **CHAPTER 6** Digital literacies as school practices
The perspective of media education research
Digital literacies; Methodology; Digital literacies as school practices: Laura's lesson; Discussion; Conclusion; References; **CHAPTER 7** Year 12 students' use of information literacy skills: A constructivist grounded analysis; Information literacy research in schools; The transfer of learning; Methodology; Discussion; References; **PART III. CHALLENGES IN INFORMATION LITERACY TEACHING**; **CHAPTER 8** Generic versus discipline-specific skills; Literature review; Methods; Analysis of questionnaires; Teaching information literacy
Appendix: Information Literacy and the Practice of Research Survey
CHAPTER 9 Teacher trainees of the Internet Age: Changing conceptions of information literacy instruction?; Discussion; Conclusion; References; **CHAPTER 10** Dialogic literacy: A sociocultural literacy learning approach; A sociocultural view of learning and literacy; Multimodal representations and situated learning; Dialogic literacy and traditional information literacy definitions; Dialogic literacy and the knowledge-creation paradigm in teaching, learning and schooling; Towards participatory learning and literacy culture
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