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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

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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
