

# INFORMATION LITERACY MODULE

## Unit 1: Information literacy and critical thinking

# LEARNING OUTCOMES

At the end of this learning experience you should be able to:

- Define information literacy in an academic environment
- Describe the competencies of an information literate person
- Explain the value of information literacy in an academic environment and career context
- Explain the role of critical thinking in information literacy
- Recognise different types of information sources
- Distinguish between primary and secondary sources of information
- Select the correct type of information source based on a specific information need

# ASSESSMENT CRITERIA

These learning outcomes will be evident when:

- Information literacy in an academic environment is defined
- The competencies of an information literate person is described
- The value of information literacy in an academic environment and career context is explained
- The role of critical thinking in information literacy is explained
- Different types of information sources are recognised
- Primary and secondary information sources are differentiated
- The correct type of information source are identified based on a specific information need

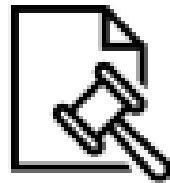
# Information Literacy

# What is Information Literacy?

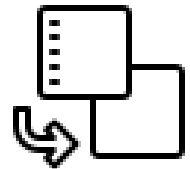
A set of skills needed to **find**, **evaluate** and **use** information in a legal and ethical manner.



Locate



Evaluate



Use

A video titled  
**“Information Literacy: Why  
Is It Important?”**  
was played during the lecture  
of this unit

# Why Information literacy?

Challenges	Information Literate person
Overabundance of information	Determines the extent of information needed
Not all information is of the same quality	Evaluates information and the sources critically
Lack of awareness of copyright and intellectual property	Understands legal and ethical issues surrounding the use of information

# Value of information literacy

	Academic	Career (Job)	Personal life
<b>Find</b>	More relevant information included in assignments	Find more relevant solutions and ideas	Find most suitable cell phone, vehicle etc.
<b>Evaluate</b>	Judge the credibility of information for inclusion in assignment	Establish credibility of your work	Choose between available options (example: who to vote for)
<b>Use</b>	Differentiate between ones own ideas and the ideas of others	Compliance of copyright and intellectual property laws	Adhere to ethical issues (example: avoiding piracy)



# Critical Thinking

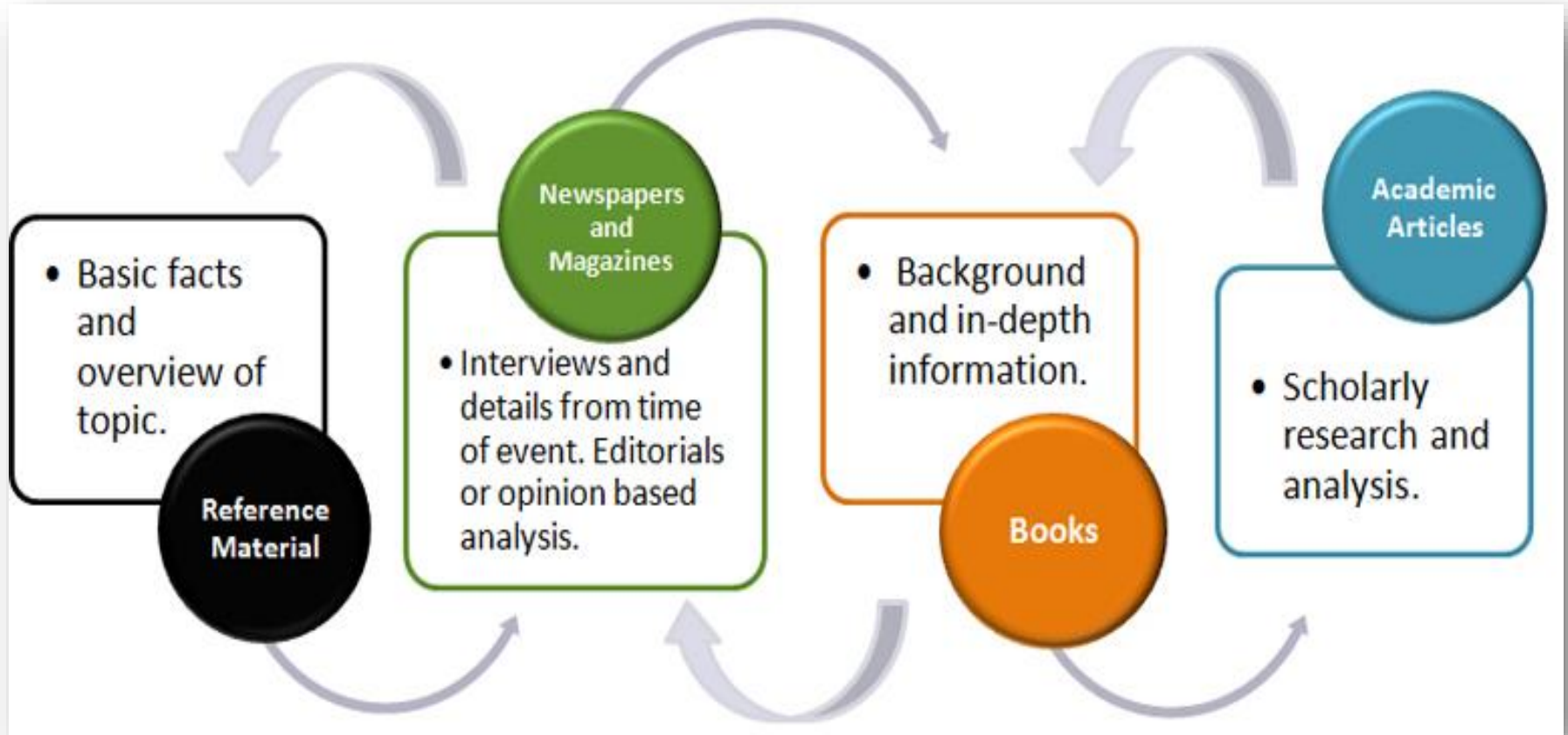
A video titled  
“**Critical Thinking**”  
was played during the lecture  
of this unit

# Primary and secondary sources

Primary sources	Secondary sources
<ul style="list-style-type: none"> <li>• Original writings</li> <li>• Created at the time when the event occurred</li> </ul>	<ul style="list-style-type: none"> <li>• Sources that evaluate, summarise and analyse the primary source</li> <li>• Written by experts from that field after the event has occurred</li> </ul>
<ul style="list-style-type: none"> <li>• Raw materials of historical research</li> <li>• Documents closest to the topic of investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Offer an analysis or a restatement of primary sources</li> </ul>
<p>Examples include:</p> <ul style="list-style-type: none"> <li>• Audio recordings,</li> <li>• Diaries,</li> <li>• E-mail communication,</li> <li>• Interviews,</li> <li>• Letters,</li> <li>• Newspaper articles written at the time,</li> <li>• Birth certificate,</li> <li>• Autobiographies</li> <li>• Photographs</li> </ul>	<p>Examples include:</p> <ul style="list-style-type: none"> <li>• Biographical works,</li> <li>• Commentaries,</li> <li>• Dictionaries,</li> <li>• Encyclopaedias,</li> <li>• Magazines</li> <li>• Monographs (excluding autobiographies)</li> </ul>

# Information source for type of information need

# Information source to match information need



## Event Occurs

# Information Timeline

Within  
minutes

### Social Media

"Breaks" the story. Info may be incomplete, false or bias –  
**Examples:** Twitter Facebook Instagram YouTube and blogs

Within days

### News sites. TV. Radio= Daily Newspapers

As time passes, Info gets added, updated, and verified, Option emerge,  
**Examples:** CNN com, Fox News, SABS and Daily Mail

Within week

### Weekly Magazines

Offers more insight. Likely to include context info, Interviews, related topics  
**Examples:** Tim, Newsweek, People. You

Within  
month

### Monthly Magazines

Additional time allows for better reporting. May include opinions.  
**Examples:** Wired, Scientific American. National Geography

3+ Months  
later

### Scholarly Journals

Written by experts, Well researched and objective.  
**Examples:** Journal of American Culture, Nature, JAMA

12+ Months  
Later

### Books

Benefit most from hindsight. Give most in-depth coverage of topic.  
**Examples:** Nonfiction titles, biographies, textbooks, reference material

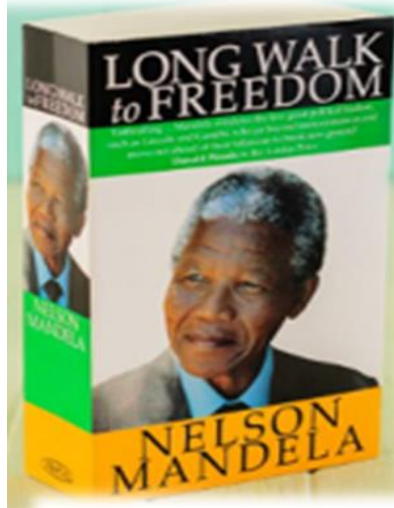


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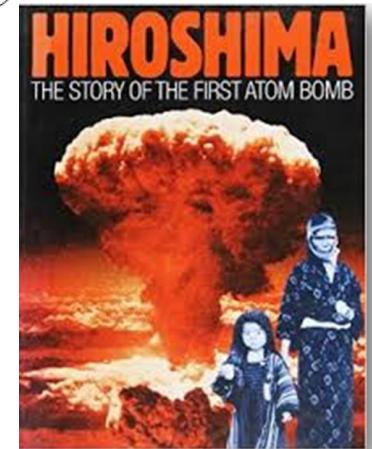
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# Summary

## What is Information Literacy

A set of skills needed to **find**, **evaluate** and **use** of information in a legal and ethical manner



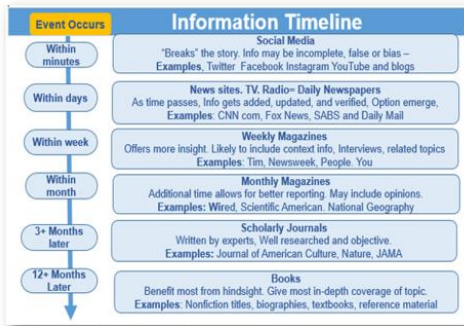
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Evaluate



Use



## Value of information literacy

	Academic	Career (Job)	Personal (life skills)
<b>Find</b>	Better results – Information and marks	Find solutions and more ideas	Find right car or cell phone or home etc.
<b>Evaluate</b>	Compare information to find the most valuable information	Finding better ways to do your work	Choosing between different options e.g. who to vote for
<b>Use</b>	Compare information to find the most valuable information	Finding better ways to do your work	Better decision making e.g. Good financial decision, affordable car etc.



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Original writings created at the time when the event occurred	Sources that evaluate, summarise, analyse, written by experts from that field after the event has occurred
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# Thank you