



Information Literacy skills among Teachers in Education Colleges

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Abstract

The purpose of this study is to investigate the assessment of the Information Literacy skills of the Teacher Educators by examining their ability to use traditional and electronic resources especially primary, secondary and tertiary resources for the purpose of academic, personal and institutional goals. Electronic and traditional resources are used by faculty members in purview of affiliated colleges of Adikavi Nannayya University effectively. Using the survey method, a questionnaire was used to collect data. The data was descriptively analysed. The study revealed that Teacher Educators are aware of the wide variety of electronic and printed resources relevant to their work. Further, these Teacher academics possess the necessary basic skills to use these resources. However, the majority of academics do not have high levels of confidence in using specific electronic and electronic resources. This study concluded that, despite the library's provision of user training sessions for academics, training does not focus on Information literacy skills.

Key words: literacy skills, electronic resources, human rights

Introduction

Literacy is the base to reach any kind of government policy to its people. The UNESCO round-table report *Literacy as Freedom* recommends that literacy be understood within a rights-based approach and among principles of inclusion for human development. Literacy has been recognized not only as a right in itself but also as a mechanism for the pursuit of other human rights, just as human rights education is a tool for combating illiteracy. The rationale for recognizing literacy as a right is the set of benefits it confers on individuals,

families, communities and nations. Indeed, it is widely reckoned that, in modern societies, 'literacy skills are fundamental to informed decision-making, personal empowerment, active and passive participation in local and global social community'. Literacy is inextricably linked to a process of continual education or lifelong learning.

Concept of 'Information Literacy

The term Information Literacy was first introduced by Paul Zurkowski in 1974 in a proposal submitted to the National Commission on Libraries and



Information Science. According to Zurkowski (1974) (as cited in Eisenberg, Lowe & Spitzer, 1998), "people trained in the application of information resources to their work can be called information literates. They have learned techniques and skills for utilising the wide range of information tools as well as primary sources in molding information-solutions to their problems. Since then the term has taken roots both within and outside the field of library science throughout the world. Indeed, since 1974 information literacy has been an area of increasing interest to librarians and information professionals and there is a huge amount of literature on this topic. However, majority of the publications have come from the industrialised, English speaking countries, especially from the United States and Australia. Information literacy is generally seen as pivotal to the pursuit of lifelong learning, and central to achieving both personal empowerment and economic development. Information Literacy is a key component and contributor to lifelong learning (Ramesh Babu, 2008).

Definitions of Information Literacy

Information Literacy is such an important factor in self empowerment and lifelong learning, that many definitions have been proposed by prominent individuals and organisations. Some of the most popular definitions are given below for contextual purposes and better understanding of the term itself.

Information Literacy is "a set of abilities requiring individuals to recognise when information is needed and have the ability to locate, evaluate and use effectively the needed information" (ACRL, 2000).

Information Literacy encompasses knowledge of one's

information concerns and needs, and the ability to identify, locate, evaluate, organise and effectively create, use and communicate information to address issues or problems at hand; it is a prerequisite for participating effectively in the Information Society, and is part of the basic human right of lifelong learning (The Prague Declaration, 2003).

Information Literacy knows when and why you need information, where to find it, and how to evaluate, use and communicate it in an ethical manner (Chartered Institute of Library and Information Professionals, 2005).

Attributes of Information Literate

"a person must be able to recognise when information is needed and have the ability to locate, evaluate and use effectively the needed information" - ALA Presidential Committee on Information Literacy (1989).

Information literate can,

- Survive and be successful in an information/technology environment;
- Lead productive, healthy, and satisfying lives in a democratic society;
- Effectively deal with rapidly changing environments;
- Ensure a better future for the next generation;
- Find appropriate information for personal and professional problem solving; and
- Have writing and computer proficiencies.

Skill for 21st century learners:

AASL defines similar key literacies in *Standards for the 21st-Century Learner*: "Information literacy has progressed from the simple definition of using



reference resources to find information. Multiple literacies, including digital, visual, textual, and technological, have now joined information literacy as crucial skills for this century” (American Association of School Librarians, 2007). Also, the National Council of Teachers of English developed a 21st Century Curriculum Literacies Framework, which states, “Active, successful participants in this 21st century global society must be able to:

- Develop proficiency and fluency with the tools of technology;
- Build intentional cross-cultural connections and relationships with others so to pose and solve problems collaboratively and strengthen independent thought;
- Design and share information for global communities to meet a variety of purposes;
- Manage, analyze, and synthesize multiple streams of simultaneous information;
- Create, critique, analyze, and evaluate multimedia texts;
- Attend to the ethical responsibilities required by these complex environments” (Latham, Gross and Witte 2013).

Conditions of teacher education

Even yet In the 21st century, teacher educators are not made a full

Homologous terms of Information Literacy

pledged information literacy professionals because of the lack of proper training facilities for both staff and pre-service teachers, lack of infrastructure facilities and sufficient staff not recruited for teaching. If the above said facilities provide in phased manner by the government, a sustainable progress colleges of teacher education especially benefit for both Teacher Educators and pre-service teachers. Regulate bodies like NCTE and SCERT, CTE and IASE are more strengthening to take necessasity of autonomous decisions on the matters of teacher education and regularly conduct workshops, seminars, short term courses, refresher courses, orientation courses for both pre-service and in service teacher students and teacher educators respectively. Regulatory bodies conducts training programmes focus on information and communication technology literacy skills, digital literacy skills, library skills, social media literacy skills, multi media skills visual literacy skills, mobile library skills, traditional library skills, hardware and software literacy skills, internet literacy skills and other technology relates literacy are needed for problem solving solutions at the field level for both pre-service teachers and in-service teacher educators.

Information Fluency	It concerns with capability or mastering of information competencies
User Education	It is a global approach to teach information access to users communities
Library Instructions	It focuses on library, technical and technological skills
Bibliographic Instructions	It relates to user training on information search and retrieval
Information Competencies	It connotes to skills and goals on information
Information Skills	It focuses on ability to acquire information



User Orientation	It relates to make aware the users about use of technology
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The leading Organizations participation towards promotion of IL

The concept of IL has been strongly advocated in U.S, U.K. and other western countries and these countries give more importance in introducing IL in school and higher education. IL has been included in the curriculum in most of the developed countries. This resulted IL as one of the global educational movement. The U.S is the leader in the development of IL education. The following are the organizations/bodies involved in promoting IL.

- American Library Association (ALA)
- International Technology Education Association (ITEA)
- American Association of Higher Education (AAHE)
- American of College and Research Libraries (ACRL)
- American Association of School Librarians (AASL)
- Association for Educational Communication and Technology (AECT)
- Information Society of Technology in Education (ISTE)
- Wisconsin Educational Media Association
- Canadian School Libraries
- Secretary’s Commission on Achieving Necessary Skills (SCAN)
- National Forum on Information Literacy (NFIL)
- National Commission on Libraries and Information Science (NLIS), and Many Universities

Information Literacy Programmes in India

Information literacy programmes are already in existence in narrower forms in various libraries and information centres in India, in the forms of user education, bibliographic instruction, library instruction, library research, and so on. Many advocates of information literacy in India proposed to integrate information literacy programme with the academic curricula of educational systems of India, starting from the school level to the higher education, vocational education, professional education and research degree level.

Information Literacy Programmes for Librarians

The academic staff colleges established in the universities organizes regular orientation/refresher courses for teacher educators and librarians to imbibe the skills for locating and accessing information in the changing environment. Many of the Government Departments’ Library and Information Centres organize orientation programme for their staff to develop information access skills. The national documentation centres like National Institution of Science Communication and Information Resources (NISCAIR) (erstwhile INSDOC) and National Social Science Documentation Centre (NASSDOC) play a significant role in orienting library and information science professionals of the country to acquire the skills of access to information. At the school level the organizations like National Council of Education Research and Training (NCERT) and State Council of Education Research Council (SCERT) conduct regular orientation programme/refresher



courses for the school librarians. (Ghosh & Das, 2006).

Traditional services offered in their libraries.

Methodology

Scope of the Study: The present study mainly focuses on the assessment of information literacy skills of teacher educators of 38 colleges of education situated in the purview of the affiliated colleges of Adikavi Nannaya University the state of Andhra Pradesh in India. The sample comprises of teacher educators belongs to colleges of teacher education.

Objectives of the Study

The proposed objectives of this study are as follows.

- To find out the awareness of information sources among the faculty members of Teacher Educators
- To bring forth the opinions of college librarians on various aspects of conduct of information literacy programmes.
- To seeking behaviour of information sources followed by various methods among the faculty members of the Teacher Educators.
 - To evaluate how the Teacher Educators utilise the information retrieved for academic purposes;
 - To know about usage of Internet among the faculty members of Teacher Educators
 - To know the purpose and frequency of use of various services provided by the libraries;
 - To study the Teacher Educators opinion on Electronic and

The present study mainly focuses on the assessment of information literacy skills of faculty of teacher educators in purview of the affiliated colleges of Adikavi Nannaya University, Andhra Pradesh in India. The sample comprises of teacher educators belongs to colleges of teacher education.

The descriptive survey research design was adopted for this study. The population of the study teachers of educators in purview the affiliated colleges of Adikavi Nannaya University.

The aims of study for assessing the information literacy skills of faculty and for examining know and how to acquire Information Literacy skills of faculty by various methods like self direct and self learning.

Methodology and Data Collection

The present study adopted survey method both for assessing the information literacy skills of faculty and for examining the status, nature and type of programmes organised by the central libraries to impart the information literacy skills among faculty.

Review of Literature

American Library Association ALA (2005) suggested some training methods for instructing users in using electronic information resources which are classroom presentations, online tutorials or computer assisted instructions (CAI), information instructions and printed guide. Training program should be designed to enhance and provide end users with skills to search electronically.



Workshops are one form of training that may be adopted if they suit the need of end users; other training formats include self instruction manuals, video cassettes and tutorial discs.

Doyle (1992) **identifies** an information literate person as one who: (i) recognises the need for information; (ii) recognises that accurate and complete information is the basis for intelligent decision making; (iii) identifies potential sources of information; (iv) develops successful search strategies; (v) accesses sources of information, including computer-based and other technologies; (vi) evaluates information; (vii) organises information for practical application; (viii) integrates new information into an existing body of knowledge, and; (ix) uses information in critical thinking and problem solving.

According to ACRL (2000), an information literate individual is able to: (i) determine the extent of information needed; (ii) access the needed information effectively and efficiently; (iii) evaluate information and its sources critically. (iv) incorporate selected information into one's knowledge base; (v) use information effectively to accomplish a specific purpose; (vi) understand the economic, legal and social issues surrounding the use of information and access and use information ethically and legally.

Hobbs, Renee., Tuzel Sait(2015) Examine that the Educators have a variety of beliefs and attitudes about the best ways to support students' critical thinking,

creativity, communication and collaboration skills by connecting the classroom to contemporary society, mass media and popular culture. Teachers who advance digital and media literacy may have a complex set of attitudes and habits of mind that influence their motivations to use digital media for learning. We conducted a survey research with a sample of 2820 Turkish educators to examine teachers' motivations for digital learning, using a 48-item Likert scale instrument that assesses teachers' perception of the value and relevance of six conceptual themes, namely: attitudes toward technology tools, genres and formats; message content and quality; community connectedness; texts and audiences; media systems; and learner-centered focus. Digital learning motivation profiles reveal distinctive identity positions of social science, language arts and information and communication technology (ICT) teachers in Turkey. The most common profiles include the identity positions of "Techie," "Demystifier" and "Tastemaker." Statistically significant associations were found between teachers' subject-area specialization and their digital learning motivation profiles. Professional development programs should assess teachers' digital learning motivation profiles and build learning experiences that expand upon the strengths of teachers' beliefs and the conceptual themes of most importance to them.

Teacher Educators of study

Teacher Educators	Response Distribution	Percentage
Science faculty	180	55.38%
Arts and Humanities Faculty	145	44.62%
Total	325	100%



The data relating to faculty members had been registered for is presented in the table as percentages of the total number of faculty members which answered the questionnaire. As the table indicates the majority of Teacher Educators were from science faculty, followed by Arts and Humanities Faculty. Out of 325 faculty members the majority of 180(55.38%) were represented belongs to science faculty and followed by remaining 145(44.62%) of faculty members represented belongs to arts and humanities.

Gender of Students

Gender	Response Distribution	Percentage
Male	185	56.92%
Female	140	43.08%
Total	325	100%

It can be seen from the table that the number of male faculty members exceeded the number of females. A total of 185(56.92%) males and 140(43.08%) females completed the questionnaire. The percentages in the above table indicate the percentage of the total number of respondents within that particular gender group.

Purpose of visiting library

Purpose of visiting library	Response Distribution	Percentage
Research work	45	13.85%
To Update knowledge	55	16.92%
For self improvement	44	13.54%
To consult reference sources	66	20.31%
To use Internet	90	27.69%
Writing research paper	25	7.69%
Total	325	100%

The majority of the teacher educators, 27.67 % (90) said that they had visiting the library for the purpose of browse the internet to get required information. Some of the teacher educators 16.92 % (55) visiting the library to update their knowledge. Respondents of teacher educators 20.31% (66) are consulting reference sources for strengthen their information literacy skills for subject expertise.

Library Usage

Library usage	Response Distribution	Percentage
Always	64	19.69
Mostly	102	31.39
Some Times	122	37.54
Rarely	26	8
No	11	3.38



Total	325	100
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As the table indicates that majority of the respondents teacher educators i.e. 37.54 % (122) sometimes use library to locate resources like books, theses, articles etc. Only a small percentage of the response of the teacher educators i.e. 19.69 % (64) always used the library for acquiring documents. This clearly indicates that only a small percentage of the student teachers make use of the library.

Library skills

Library skills	Response Distribution	Percentage
Excellent	60	18.46%
Good	145	44.62%
Average	95	29.23%
Poor	25	7.69%
Total	325	100%

18.46 % (60) and 44.62 % (145) of the response of the teacher educators felt that they possessed excellent or good library skills respectively. This is a contradictory finding wherein one can see that even though only a few respondents regularly use the library, majority of the respondents felt that they possess good library skills.

Usage of Internet

Internet Usage for project

Internet	Response Distribution	Percentage
Yes	192	59.08%
No	133	40.92%
Total	325	100%

The table indicates that the majority of the respondents 59.08 % (192) are heavy users of the internet and locate what is exactly required for their individual research projects.

Search techniques and strategies on Internet by Faculty members

Search strategies	No. of respondent	Percentage
Simple keywords	165	49.23%
Boolean operators	99	30.46%
Truncation	25	7.69%
Field search(Title, URL)	144	44.31%
No response	45	13.85%

Note: Total percentage is more than 100 because of multiple choices

It is found that faculty members of Teacher Educators are much more conscious about the modern technologies like computer, Internet, etc. Here the investigators come to know about the search techniques and strategies of the respondents on Internet. The study demonstrates that out of 100 per cent respondents, the majority of the respondents prefer "simple keywords" methods



(49.23 per cent) because they feel that this method is easy for information searching. Apart from this, the second choice of the respondents is "Field Search (Title, URL)" (44.31 per cent), and the third is "Boolean Operators". Most of the respondents mention that they are not aware of the Boolean Operators. Some of the respondents mention that they also follow "Truncation" method. About 13.85 per cent respondents have not given answers to this question.

Awareness of the information sources

Information sources	No of respondent	Percentage
Library orientation	140	43.08%
From friends	58	17.85%
Colleagues	110	33.85%
self-study	69	21.23%
Reference librarian	96	29.54%
Any other	88	27.08%

Note: Total percentage is more than 100 because of multiple choices

Awareness of the information sources

The present study demonstrates how much faculty members of Teacher Educators are aware of various sources of information. The result shows that 43.08% (140) per cent faculty members know about the Digital information sources in library orientation programme, 17.85%(58) per cent consult their friend circle, 33.85%(110)

per cent faculty members acquire Knowledge from their colleagues, 20.23% per cent make self-study and 29.54 per cent get knowledge from self-study. They also consult reference librarians (29.54 per cent) and subject experts to meet their information needs. 20.78% faculty members get awareness of information resources from any other.

Usefulness of social networking sites

Awareness of social networking sites	Response Distribution	Percentage
Social Networking sites	242	75.38%
Face book	157	48.31%
Twitter	122	37.54%
Wikis	185	56.92%
Blogs	114	35.08%
You Tube	165	50.77%
MySpace	125	38.46%

This is the age of technology and every user uses these technologies in the best possible manner such as social networking sites. These tools are just like a backbone of the changing society as at present no user can think of his

existence without the use of these technologies.

The present study checks the level of users' awareness and finds that (75.38 per cent) users are aware of the use of these technologies at Teacher Educators



Campuses. These technologies such as “Face book”, “Twitter”, “MySpace”, “blogs”, “wikis” “YouTube” etc. are a great source of information to the present society. It is beneficial for students also. Of all these innovative tools the investigators find that wikis (56.92 per cent) are the most used web tools by the Teacher Educators Members. The reason behind this is that Wikis is more effective powerful web tool

which is basically used not only for academic purposes but also for “project development”, “to supplement resources relevant to the curriculum of the courses” (Harrish and Rhea, 2009; Tripathi and Kumar, 2010). Wikis is followed by YouTube (50.77 per cent), Facebook (48.31 per cent), Twitter (37.54%), MySpace(38.46%) and Blogs (35.08%).

Purposes of using e-resources

Purpose	No of Respondence	Percentage
Improving knowledge	168	51.69%
Fulfilling knowledge thirst	124	38.15%
Gaining current information	110	33.85%
Fluffing the information needs	138	42.46%
Wastage of time	54	16.62%

Note: Total percentage is more than 100 because of multiple choices

The investigators find that Faculty members have used various e-resources for several purposes. Table shows that most of the respondents (51.69 per cent) use e-resources for improving knowledge whereas 38.15 per cent respondents use them for fulfilling knowledge thirst, 33.85 per cent respondents for current information, 42.46 per cent for fulfilling the personal information needs and few of them (16.62 per cent) use e-resources for just passing time.

Faculty Members Suggestions for successful of information literacy skill

Suggestions	Percentage
Lecture etc. Need of motivational lectures	60
Some research skill test programme	43.69
Visual programmes like news and films on IL	52
E-mailing programme	36.31
Need of objective types conceptual question booklet Seminar organized on IL	39.38
Need of workshops, conference, symposium, discussion should be made on IL	76.92
discussion should be made on IL	33.85

Perceptions and responsibilities for Information and Digital Literacy Librarians

Historically, librarians have been tasked with giving bibliographic instruction to students with the aim of instilling IL



skills. However, as digital information sources became the primary source of information, students are able to bypass librarians altogether to access information (Driscoll, 2010), making the pedagogic roles and responsibilities of the librarian shadowy and without clear standards (Davis, Lundstrom, & Martin, 2011). In doing so, students often remain ambiguous about higher level information literacy, such as being able to identify appropriate sources of information, evaluate sources, adhere to copyright rules and standards, and effectively communicate their findings (Driscoll, 2010). Changing fee structures, student experience and access to digitized information on the internet, librarians have had to rethink their approach to teaching IL skills (McCluskey, 2011). More fundamentally, McGuinness (2007) argues that librarians tend to act in a reactive manner to the needs of academics, rather than proactively to promote IL skills. This reactive stance then leads to ad hoc, short-term solutions designed only to address one or two issues. Haynes (1996) insists that librarians must take the initiative in promoting IL skills. Loomis (1995) adds that librarians should align their own goals of incorporating IL skills into the curriculum with the goals of academics and institutions to influence the power structures within institutions and help shape educational content.

The study by Davis et al. (2011) highlights both the ambiguity around how IL should be taught, and the important role faculty awareness of IL and integration of library staff plays in integrating IL. Indeed Weetman (2005) highlighted that librarians faced

challenges generating interest among academic faculties on the long term benefits of IL, namely tackling the perception that IL could be taught via the process of 'osmosis' – a tacit assumption among faculty that students will absorb IL skills by conducting research for coursework, and by following the advice of academic advisors (McGuinness, 2006). Da Costa (2010) compared faculty perceptions of IL at institutions in the UK and the USA. At De Montfort University in the UK, he found that whilst 93% of academics in the Architecture department and 96% of the Art and Design department wished their students to develop IL skills based on the 'SCONUL Seven Pillars' concept of IL (Bent & Stubbings, 2011), only 53% of activities in the Architecture department, and 56% in the Art and Design Departments were undertaken to support the Seven Pillars through teaching, assessment or student-centered learning. Faculty apathy or even obstructiveness towards teaching IL can often be a source of conflict between academics and library professionals (Julien & Genuis, 2011). In order to unpack the "culture clash" between librarians and academics, McGuinness (2006) explored staff perceptions of IL at Sociology and Civil Engineering departments at Irish universities. She found that faculty felt they were already teaching IL skills through dissertation modules, general instruction from academic and library staff and computer skills classes.

Conclusion

Nowadays, the teacher educators have integrated information literacy skills just like information and communication



literacy skills, digital and electronic library skills, social media skills, mobile library skills in addition to that of traditional library skills to acquire needed information to solve the problems and take appropriate decisions at the right time. Teacher Educators take responsibility to enhance and strengthen their student's information literacy skills through proper training to get needed information from the primary, secondary and tertiary resources in electronic and printed source. Teacher Educators responsibility is to educate the students to enhance their information literacy skills and evaluate their required information effectively and efficiently. In addition, there is only one Teacher Educators to develop their student's information literacy skills by participating in appropriate training programs line orientation/refresher courses, workshops and seminars to be conducted by SCERT and NCTE state and national authorities respectively for colleges of teacher education. Government has not be allocate adequate funds to strengthen infrastructure facilities to proper utilize for teacher educators and students like state of the art library, building, computer lab and audio visual materials, teaching aid tools and virtual class rooms. Due to the reason of inadequate staff, quality and quantity of teacher education has declined day by day. Hence the governments' state and national has initiate to take appropriate steps to strengthen the teacher education foe qualitative and quantitative on par with global

standards on the recommendations of the apex bodies of the state and national level respectively.

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