Role of Library Professional Association in Enhancing Information Literacy Programme

Keisham Sangeeta Devi, Manipur University, Imphal, India

ABSTRACT

It has been agreed that information is key to developments in the 21st century. Thus, information serves as one of the fundamental resources and indispensable in all spheres of life of the civilized society. Information is considered as an important factor for the development of any society. Today in this age of information society, it is essential part of Library and Information Professionals to take active role in imparting information literacy to the citizen at large to keep them up-to-date in their life and continue lifelong learning. Information literacy and lifelong learning have a strategic, mutually reinforcing relationship with each other that is critical to the success of every individual, organization, and nation-state in the global information society. In this regard, the present article is an attempt to highlight that Library Professionals association should take a unique role in gathering, organizing, and coordinating access to the best available information for the organization, understanding the critical need of turning that information into usable knowledge.

KEYWORDS

INTRODUCTION

Information has become a vital source for world economies and is certainly the basic component of education. Information is a vital element to technological and scientific change. It poses several challenges to individuals of all walks of life: students, workers, and citizens of all types. The current information overload requires people to validate and assess information to verify its reliability. Information by itself does not make people information literate. Information is certainly a vital element for creativity and innovation and a key resource in creating more knowledgeable citizens. Information literacy and lifelong learning have a strategic, mutually reinforcing relationship with each other that is critical to the success of every individual, organization, institution, and nation-state in the global information society. Information literacy is a crucial skill in the pursuit of knowledge.

It involves recognition when information is needed and being able to efficiently locate, accurately evaluate, effectively use and clearly communicate information in various format. It refers to the ability to navigate the rapidly growing information environment, which encompasses an increasing number of information suppliers as well as the amount supplied, and includes bodies of professional literature, popular media, libraries and the Internet and much more (Lau, 2006).

Information competencies are a key factor in lifelong learning. They are the first step in achieving educational goals. The development of such competencies should take place throughout citizens' lives, especially during their educational years, where the library professionals, as a part of the learning community and, as experts in information management, have or should assume the key role of facilitating information literacy. Through the creation, with faculty, of curriculum-integrated programs, library professionals should actively contribute to the students' learning processes in their search to enhance or develop the skills, knowledge and values needed to become lifelong learners. Library associations are seen as relevant sources of information and knowledge sharing and a way to make contacts with others. They recognize that they need relevant information to be effective in their position and that practical up-to-date information is readily and openly shared at association conferences and in association publications and websites. Therefore, Library association committees, interest groups, discussion groups should provide informal settings for information and they should encourage lifelong learning through training courses on regular scheduled basis to enhance the information literacy programme (Lau, 2006).

INFORMATION LITERACY CONCEPT

The phrase information literacy first appeared in print in 1974 report by Paul G. Zurkoowski written on behalf of the National Commission on Libraries and Information Science. He used the phrase to describe the "technique and skills" learned by the information literate "for utilizing the wide range of information tools as well as primary sources in molding information solutions to their problems" and drew a relatively firm line between the "literates" and "information illiterates" (Zurkoowski, 1974).

A number of efforts have been made to better define the concept and its relationship to other skills and forms of literacy. Although other educational goals, including traditional literacy, computer literacy, library skills and critical thinking skills, are related to information literacy and important foundations for its development, information literacy itself is emerging as a distinct set and a necessary key to one's social and economic well- being in an increasingly complex information society (Kulthau, 1987). The United States National Forum on Information Literacy defines information literacy as "…the ability to know when there is a need for information, to be able to identify, locate, evaluate and effectively use that information for the issue or problem at hand…" (Presidential Committee on Information Literacy: Final Report, 1989). The American Library Association defines "Information Literacy" as a set of abilities requiring individuals to "…recognize when information is needed and have the ability to locate, evaluate and use effectively they needed information…" (Information Literacy Competency Standards for Higher Education, n.d.).

In 2003, the national forum on information literacy, together with UNESCO and the National Commission on Libraries and Information Science, sponsored on international conference in Prague with representative s from some twenty-three countries to discuss the importance of information literacy within a global context. The resulting Prague Declaration described information literacy as "///key to social, cultural and economic development of nations and communities, institutions and individuals in the 21st century///" and declared its acquisitions as "part of the basic human right of lifelong learning" (The Prague Declaration, 2003).

There are several terms that are part of or contribute to the information literacy concept. They each have their own semantic content in addition to differences characterized by the type of skills, level, the categories of learning, and instructional facilitating methods.

6 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/article/role-of-library-professional-association-in-enhancing-information-literacy-programme/214912

Related Content

Digital Technology Information-Sharing Prospects: A Case of Library Websites in Tanzania During the COVID-19 Pandemic
Ester Ernest Mnzava (2022). *Handbook of Research on Emerging Trends and Technologies in Librarianship (pp. 48-59).*
www.irma-international.org/chapter/digital-technology-information-sharing-prospects/295188

Documenting Nigeria's Social and Cultural History Through Cinema: A Study of Biyi Bandele's Half of a Yellow Sun and Kunle Afolayan's October 1
Floribert Patrick C. Endong (2019). *Exploring the Relationship Between Media, Libraries, and Archives (pp. 180-200).*
www.irma-international.org/chapter/documenting-nigerias-social-and-cultural-history-through-cinema/212502

The Future of LIS and Media Training in the Global Era: Challenges and Prospects
Walter Luvungu Musimbiand Purity Kavuri Mutuku (2021). *Research Anthology on Collaboration, Digital Services, and Resource Management for the Sustainability of Libraries (pp. 1-16).*
www.irma-international.org/chapter/the-future-of-lis-and-media-training-in-the-global-era/274741

Connection, Collaboration, and Community: Creative Commons
Madhuri Tikam (2018). *International Journal of Library and Information Services (pp. 30-43).*
www.irma-international.org/article/connection-collaboration-and-community/198402

Establishing a Student Research Day: A Library-Campus Collaboration
Megan Margino Marchese (2023). *Cases on Establishing Effective Collaborations in Academic Libraries (pp. 126-152).*
www.irma-international.org/chapter/establishing-a-student-research-day/313676