



### Digital inclusion & e-safety

The information literate person can find and exchange information using digital means and is therefore digitally included, empowered and in a position to benefit from the financial, economic and social advantages that the Internet can offer. However, critical evaluation skills of information literacy are also essential for e-safety, for example through validating authenticity and security, in addition to knowing how and when to present information.

#### Did you know?

Only 33% of people in Wales recognise that not all websites are accurate and unbiased (OfCom, Internet use and attitudes report, 2011)



### Avoiding plagiarism

Plagiarism has become an important issue in recent years. Without sufficient information literacy skills to handle, record and use information well, students open themselves to allegations of plagiarism.

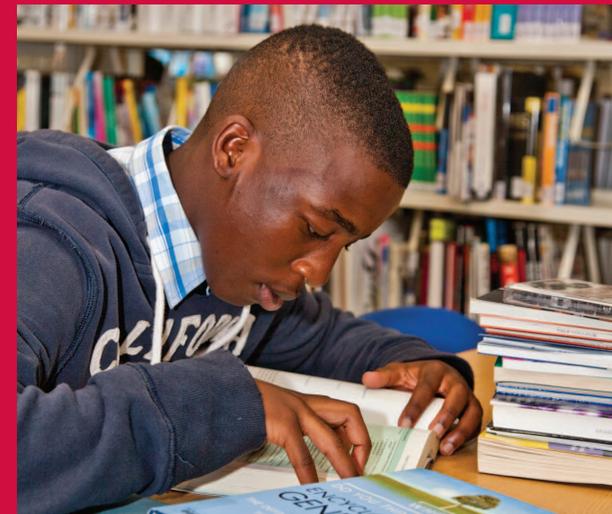
### Social citizenship

In society at large information literacy is increasingly important for effective democracy as the public must be able to seek and compare information and to evaluate its source and content. Information literacy is essential to developing effective citizenship skills for education and for life.

### Where can I find out more?

You can learn more about the information literacy services available by speaking to your School or Schools Library Service Librarian. You can learn more about the Welsh Information Literacy Project at our website:

[www.welshinformationliteracy.org](http://www.welshinformationliteracy.org)



## Information Literacy:

## Benefits for Schools

“Information literacy is knowing when and why you need information, where to find it, and how to evaluate, use and communicate it in an ethical manner.”

(CILIP, Information literacy: definition 2004)

The Welsh Information Literacy Project promotes understanding and development of information literacy in education, the workplace, and the wider community in Wales. [www.welshinformationliteracy.org](http://www.welshinformationliteracy.org)





## Supporting independent learning

Information of varying quality is more abundant than for previous generations. Children will be faced with more disorienting information challenges as they grow up. Education must equip the next generation to navigate the developing information landscape.

Information literacy fosters skills required for researching, evaluating and putting information into context which is essential for independent and lifelong learning.

*It has been demonstrated that, when librarians and teachers work together, students achieve higher levels of literacy, reading, learning, problem-solving and information and communication technology skills. (IFLA/UNESCO, School Library Manifesto, 2006)*



## Skills Framework

Information literacy not only supports a number of areas of the Skills Framework for 3 to 19-year-olds, it also directly delivers them. For Delivering ICT, all learning objectives are based on principles of information literacy.

## Transition

The Information Literacy Framework for Wales is integrated into the Credit and Qualifications Framework for Wales (CQFW) and shows learning objectives at all of the CQFW levels (Entry Level 1 to level 8). This provides common expectations across the developmental scale supporting transition between keystages, sectors and institutions.



## Literacy skills

Information literacy reinforces both reading and writing skills.

- Reading skills are practised in a task oriented way when seeking information
- Writing skills are reinforced when recording and presenting.

As students develop the skills to use library and information resources and locate information, they are encouraged to practise reading in a sustainable way.

The OECD's Programme for International Student Assessment (PISA) focuses on the ability of pupils to use information in daily life in their definition of reading: [...] *understanding, using, reflecting on and engaging with written texts, in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society.* (OECD, PISA, 2009)

It is therefore goal oriented and closely aligned with information literacy.