

**ELECTRONIC
LIBRARY
AND
INFORMATION
LITERACY SKILLS
FOR
PRE-SERVICE TEACHERS**

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© TELLA, Adeyinka
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TABLE OF CONTENTS

Dedication.....	iii
Acknowledgment.....	iv
Foreword.....	v-vi
Preface.....	vii
Introduction.....	1
 <u>CHAPTER ONE</u>	
CONCEPTS OF LIBRARY, INFORMATION AND INFORMATION LITERACY.....	3-21
- Olaniyi, O. T. & Babafemi, G. O.	
 <u>CHAPTER TWO</u>	
EVOLUTION OF E-LIBRARY AND ITS BENEFITS.....	22-34
- Tella, Adeyinka. & Tella, Olusola Adebisi	
 <u>CHAPTER THREE</u>	
INFORMATION LITERACY SKILLS AND TEACHERS' EDUCATION.....	35-60
- Olaniyi, O.T.	
 <u>CHAPTER FOUR</u>	
PRE-SERVICE TEACHER INFORMATION LITERACY COMPETENCY FOR INSTRUCTION.....	61-77
- Bamidele, S.S. & Oladapo, Y. O.	
 <u>CHAPTER FIVE</u>	
INFORMATION ACCESS AND DELIVERY FOR PRE-SERVICE TEACHERS.....	78-87
- Tella, Adeyinka & Okojie, Victoria	

CHAPTER SIX

THE ROLE OF THE LIBRARIAN AND THE SCHOOL LIBRARY IN PRE-SERVICE TEACHERS' INFORMATION LITERACY..... 88-99

- Oguntayo, S. A. & Adegbite, E. O.

CHAPTER SEVEN

OBJECTIVES AND CHARACTERISTICS OF ELECTRONIC LIBRARY..... 100-107

- Bamigboye, D. & Bamidele, I. Esther

CHAPTER EIGHT

E-LIBRARY SERVICES FOR THE PRE-SERVICE TEACHERS..... 108-113

- Akinboro, E. O.

CHAPTER NINE

E-LIBRARY INFORMATION RESOURCES AVAILABLE FOR THE PRE-SERVICE TEACHERS..... 114-127

- Olaniyi, O. Titilola

CHAPTER TEN

ELECTRONIC DATABASES FOR E-LIBRARIES IN TEACHER TRAINING SCHOOLS..... 128-141

- Bamidele, S. Sunday & Akinboro, E. Olaitan

CHAPTER ELEVEN

SETTING UP E-LIBRARY AND ITS CONSTRAINTS IN TEACHER TRAINING SCHOOLS..... 142-157

- Bamidele, S. Sunday

COMPILATION OF REFERENCES..... 158-167

ABOUT THE CONTRIBUTORS..... 168-169

INDEX..... 170-174

CHAPTER ONE

CONCEPTS OF LIBRARY, INFORMATION AND INFORMATION LITERACY

- Olaniyi, O. T. & Babafemi, G. O.

Librarians and other educators have been writing about information literacy's connection and potential place in teacher education. A review of articles published on the topic of information literacy (IL) in teacher education since that time shows a number of common themes in the literature. It is of concern to see that many writers identify an emphasis on the "information access and delivery" role of school librarians over that of "collaborative partner and information literacy specialist" in the attitudes of pre-service teachers and, indeed, in teacher education itself. They also note the all-too-common failures of traditional teacher-centered, textbook learning methods to effectively foster pre-service teacher competence in information literacy.

Even in light of the many articles outlining problematic circumstances at the intersection of information literacy and teacher education, there is body of knowledge illustrating positive developments in this area. Innovative projects and successful programs show that a teacher education curriculum that incorporates exposure to librarians, information literacy, and library research, as well as a process approach (whether guided design, active or authentic learning, problem-based, course-integrated learning, etc.) can result in real changes in attitudes of pre-service teachers towards the collaborative role of school librarians. Further, as these pre-service teachers move into the profession, they are better equipped to create significant educational partnerships with their school librarians (and media specialists), and teach information literacy skills to their students.

The task of assessing progress in implementing lifelong learning and information literacy strategies in terms of national policies, teacher education and curriculum integration and assessment is complicated by the degree of confusion that still surrounds definition of "information literacy". Indeed, while researchers are agreed that the outcome of information literacy is lifelong learning, they also agree that the concept is not only still evolving, it is a means to an end and the nature of that end is dependent on the information needs of a society at the particular time in question.

It is noted that responsibility for information literacy development has to be shared by a range of organisations and agencies (e.g., educators, librarians, business organisations and community agents). The differing agendas and understandings of information literacy within those organizations are expected to influence the extent of collaboration between them and the shape of initiatives taken.

Library

There is no generally acceptable definition of library. Experts define library base on their individual perspectives. This implies that the word library can be defined in so many ways. Library is a building, room, or organization that has a collection, especially of books, for people to read or borrow, usually without payment. It is the collection or set of books or other things, all produced in the same style or about the same subject.

A library is a collection of sources of information and similar resources, made accessible to a defined community for reference or borrowing. It provides physical or digital access to material, and may be a physical building or room, or a virtual space, or both. A library's collection can include books, periodicals, newspapers, manuscripts, films, maps, prints, documents, microform, CDs, cassettes, videotapes, DVDs, Blu-ray Discs, e-books, audio books, databases, and other formats.

Similarly, a library is a place in which reading materials, such as books, periodicals, and newspapers, and often other materials such as musical and video recordings, are kept for use or lending. The word "library" seems to be used in so many different aspects now, from the brick-and-mortar public library to the digital library. Public libraries and indeed, all libraries are changing and dynamic places where librarians help people find the best source of information whether it's a book, a web site, or database entry.

"A library is a collection of resources in a variety of formats that is:

- (1) organized by information professionals or other experts who
- (2) provide convenient physical, digital, bibliographic, or intellectual access and
- (3) offer targeted services and programs
- (4) with the mission of educating, informing, or entertaining a variety of audiences
- (5) and the goal of stimulating individual learning and advancing society as a whole."(p.1).

Another general definition of library is from the Online Dictionary of Library and Information Science (ODLIS): "Library -- from the Latin liber, meaning 'book.' In Greek and the Romance languages, the corresponding term is bibliotheca. A collection or group of collections of books and/or other print or nonprint materials organized and maintained for use (reading, consultation, study, research, etc.). Institutional libraries, organized to facilitate access by a specific clientele, are staffed by librarians and other personnel trained to provide services to meet user needs. By extension, the room, building, or facility that houses such a collection, usually but not necessarily built for that purpose. Directory information on libraries is available alphabetically by country in World Guide to Libraries, a serial published by K.G. Saur. Two comprehensive worldwide online directories of library homepages are Libdex and Libweb.

Now to go into the deeper meaning of library, let's look at the origin of the meaning of the word. The origin of the word library has been traced to the Latin word 'liber' meaning books. On that basis, early professionals in Library and Information Science defined library as a place where important records of human ideas were organised processed and disseminated to users for the purpose of posterity and preservation from human and non-human damages. Aside of this, there are many other definitions of library. It is a collection of information materials such as books, films, magazines, maps, manuscripts, phonographs, records for use by the library users. It is an organisation of one or more trained people who carefully select and organise books, periodicals and other familiar materials for the use of those who require the materials for information and knowledge acquisition.

From the above definitions of library, the following are evident:

1. the presence of librarians to select, process, and manage the entire library collections.
2. library is not just a place where books are dumped on the tables and shelves
3. library materials have to be organised in a manner that enables their users to have easy access to the resources.

To play its natural role of knowledge dissemination, the library assumes the following vital responsibilities:

- 1) Library as a resource/information centre.
- 2) Library as a store house of information.
- 3) Library as a house of collections.

Types and Functions of Library

As there are different types of library users, so also there are different types of library to serve the diverse users. The types of library include:

- 1) Academic Library
- 2) School Library
- 3) Public Library
- 4) Research Library
- 5) Special Library

Academic Library

Academic libraries encompass research libraries, baccalaureate, masters and doctoral degree granting institutions, junior and community colleges, and distance learning programs of higher education. Academic libraries work together with other members of their institutional communities to participate in, support, and achieve the educational mission of their institutions by teaching the core competencies of information literacy, the abilities involved in identifying an information need, accessing needed information, evaluating, managing, and applying information, and understanding the legal, social, and ethical aspects of information use. The systematic delivery of instructional programs and services should be planned in concert with overall strategic library planning, including the library's budgeting process. Such planning may also involve strategizing with other campus units to deliver collaboratively designed programming. Research has shown that the academic library is a positive influencing factor on students' academic success. As applicable in Nigeria, an academic library is the one found in tertiary institutions of learning: the university, polytechnic, college of education, college of agriculture, etc.

Functions of Academic Libraries

1. Select and acquires books and materials through purchases, gifts, exchanges, and legal deposits.
2. Prepares material for the use of students, lecturers, faculties, and others who require them e.g. cataloguing, classification, filling, stamping, pasting and lettering, etc.
3. Makes the materials easily accessible physically through the provision of catalogues, indexes, bibliographies lists, etc.
4. Allow materials from the general collection and the reserve collections to circulate among the users.

5. It offers reference services to the users.
6. It conducts user education and orientation activities for its users.

School Libraries

Learning for life...whether the focus is on readiness for the next grade or college and career readiness, the school library program plays a crucial role in preparing students for informed living in the 21st century. The school library program provides learning opportunities that enable students to become efficient and effective in the pursuit of information.

Beyond its curricular role, the school library program gives each individual member of the learning community a venue for exploring questions that arise out of individual curiosity and personal interest. As part of the school library program, the school librarian provides leadership in the use of information technologies and instruction for both students and staff in how to use them constructively, ethically, and safely. The school librarian offers expertise in accessing and evaluating information, using information technologies, and collections of quality physical and virtual resources. In addition, the school librarian possesses dispositions that encourage broad and deep exploration of ideas as well as responsible use of information technologies. These attributes add value to the school community.

The school library represents for students one of our most cherished freedoms--the freedom to speak our minds and hear what others have to say. Students in America have the right to choose what they will read, view, or hear and are expected to develop the ability to think clearly, critically, and creatively about their choices, rather than allowing others to do this for them. This is the library in the primary, secondary and equivalent school environment.

Functions of School Libraries

1. The school library usually stocks collection of books and other materials (e.g. globe, wall, charts, maps, atlases, and organises them in a spacious rooms for the use of both teachers and students.
2. The school library provides relevant materials to enable students and pupils improve on their academic standard.
3. It makes material available to compliment the teaching activities of teachers and also to enhance the achievement of the general goals and objectives of the school.

4. Put in place activities and resources capable of developing and sustaining the habit and enjoyment of reading and learning independently in the students/pupils.

Public Libraries

Public libraries continue to be places for education and self-help and offer opportunity for people of all ages and backgrounds. They offer opportunity for everyone to learn and to pursue self-improvement. In response to community needs for information, many libraries offer such programs as English as a Second Language (ESL) classes, homework help, after-school programs for children, job information centers, assistance for new immigrants, literacy programs, and much, much more. To serve such community needs, public libraries collect and make available information in many, many formats.

For many children and adults, libraries are the only place to go use a computer or access the Internet. Libraries are places where people connect not just with books and computers but with other people. In our changing information age, we need libraries more than ever to help us sort through the information clutter. After all, librarians are the ultimate search engine. They know how to find the best information in whatever form and teach others how to find, use, and evaluate information. They, of course, apply this skill to the traditional functions of materials selection and readers advisory ("Do you have other books like this one I just read?"). The library is one of the most valuable institutions we have, and we should not take it for granted. A public library is library that is established by government to serve every category of people in the society. It can be established by the federal government (e.g. the national library of Nigeria), the state government (e.g. Lagos State library) or local govt. The library established by the federal government is usually cited in the federal capital and in the state capitals. The state and local government own libraries are located at the state headquarters and local government headquarters respectively.

Functions of Public Libraries

1. The library stocks books and other resources on diverse human knowledge for the use of members of the community where the library is located.
2. The library often has a section meant for the children and another part for the adult users.

3. Public utilities such as conference facilities restaurant, cafe, viewing rooms and media section can be found in large public library.
4. Part of the function of the public library is to promote mobile library services for the people in the rural communities using mobile vehicles to move library material to the people.
5. Preserves cultural monument and artefact, stocking people's indigenous literature and audio-visual material

Research Library

This is a type library that is found in the research institutes such as FIRO Lagos, IITA Ibadan and MILLS and ARMTI, in Ilorin, etc. A research library is usually set up by the parent institute. It acquires the resources that are meant to reflect the peculiar programme of the institute. The primary users of such a library are patron of such institute. Researchers who have particular interest in the subject field covered by programme of the institute can also use the research library. The library renders selective dissemination of information services to its users. It prepares readers profile and listing of specific subject that are of interest to the users as new material comes into the library.

Special Library

This kind of library can be found in the school for the physically challenged organisations, government agencies and individuals. Special libraries provide research and information needs of special groups of people for example, physicians, lawyers, scientists, and artists. Special collections can be found in banks, engineering and shipping firms, hospitals, research laboratories, law offices and art galleries. It can be set up by business professionals and religious organisations, with the purpose of serving the company or groups that established it. The library keeps books in specialised disciplines. The library keeps extensive file of unpublished research report, journals, manuscripts, newspapers, and government or cooperate reports. Special libraries have staff with specialised training to be able to serve specialised body of Users.

National Libraries

The main aim of a country's national library is to preserve and safeguard the national culture and heritage and fulfil the informational needs of its society. National libraries perform the following functions:

- a. serve as a cultural storehouse by acquiring, preserving and organising the literature produced by or about a nation in any form (i.e. books, filmstrips, tapes, videocassettes, paintings, etc).
- b. accept legal deposits
- c. prepare and publish the national bibliography
- d. publish essential catalogues and indexes (including a national union catalogue, or a list showing the location of materials housed in all other libraries in the country)
- e. acquire selected foreign literature of special interest to the nation's citizens
- f. collect oral history, folklore, etc.
- g. establish and maintain branch libraries and bookmobile or 'boat mobile' services to these branches, as necessary
- h. provide interlibrary loans and international exchange services
- i. provide exhibitions and display collections to cater to the information, social and cultural needs throughout the country
- j. provide materials and facilities for the blind, physically challenged and other interest groups.

Information Literacy and Use of Library

Information literacy as a programme has been associated with the use of library education. By delineation, use of library education is a term that is the same with: library use education, reader instruction, user instruction, library orientation, and library user education. All these terms refer to organised programmes practiced in various types of libraries of tertiary institutions that teach students the skills that will allow them use the library resources effectively (Ogunmodede, Adio & Odunola, 2011).

The primary aim of the use of library education programme is to:

- * To teach students/users how to use library catalogues independently in any library with particular references to the Author/Title and subject catalogues.
- * To teach students/users the classification schemes in any library so as to be able to locate materials (books, journals, audio visual materials etc.) with little or no problem.
- * To teach students/users the role of library catalogues as indexes to the entire collection and use them as such.

- * To teach students/users the indispensability of the library as a repository of knowledge that determines the success of the students' academic programme, essentially as it is not possible for an individual to own a collection as large as held in libraries.

As a result of the explosion of information through the various digital platforms, use of library education has changed to information literacy education in order to accommodate various skills and competencies required nowadays for active and productive participation in teaching, learning and research the tripartite function of tertiary institutions. Such skills are beyond what the use of library education confers. Thus, information literacy education overlaps the former but, in addition, imparts on students the skills and competencies that will make them effective users of information resources in order to achieve success in their academic pursuits, attain their educational goals and become lifelong learners. However, this education and its corresponding competencies, as we shall fully explore later in this chapter, is naturally required for all students in the school of general studies where use of library education is offered, but in-depth, is a compulsory teaching for the graduation of library and information science professionals because they are not only knowledge managers but also the recommended teachers of information literacy programmes in schools.

Information

The word information is derived from Latin word 'informare' which means "give form to". Information is a term that is difficult to define because it has several dimensions. Information means different things to different people. To some people, information is news, while others refer to it as facts and yet to others, it is essentially data. Librarians associate information with recorded knowledge while the telecommunication engineers associate information with bits and data.

In other words, information has many definitions. Scott (2012) defines information as "data which has been recorded, classified, organized, related, or interpreted within a framework so that meaning emerges." Lucey (2005) defines information as data that has been processed and communicated in such a way that it can be interpreted and understood by the recipient. According to the American Library Association (ALA), information is "... all ideas, facts, and imaginative works of the mind which have been communicated, recorded, published and/ or distributed formally or informally

in any format. Inter PARES 2 Project (2008) defined information as an assemblage of data intended for communication over time or space. Bucland (1991) defined information as a process, knowledge, and thing.

From the definitions given above, it can be deduced that information is connected to both knowledge and communication. It can therefore, consist of everything from spoken words, written communication, sheets of music, photographs and paintings, to computer codes and scientific formulae. Information must have a context from which we can understand it. It must have a framework that gives it a meaning. Information comes from many sources. We are all surrounded by information - newspapers, billboards, internet, television, radio, our surroundings and people. Information can also be discovered and created. A researcher who has discovered new medicine has created information. You also create new information when you research and write your assignments and dissertations and support your arguments with the research of others.

Rubin (1998) provided a relationship between data, information, knowledge and wisdom as follows:

Data are raw and unprocessed. Information is process data from which meaning arises and it is communicated. Knowledge is further processed information that is organised and interrelated and more broadly understood and applied.

Wisdom is knowledge applied to the benefit of humanity.

From the above:

Data —————> Information —————> Knowledge —————> Wisdom

Using information is considered very important. However, information that is collected and stored, but not used has no value since no decisions will be based upon it. It therefore should never have been collected in the first place.

Types of Information Sought by Users

Information can be generally divided into three main categories. These are primary, secondary and tertiary information.

Primary Information

Original material that has not been interpreted, analysed, or condensed. Examples are: technical report, dissertations, theses, Statistics, Research articles, Blogs, Websites.

Secondary Information

These are information created from primary material. Secondary information modifies, interprets, condenses and rearranges primary information in order to satisfy the information needs of the users. Examples are: Textbooks', Reviews, abstract, indexes, bibliographies, etc.

Tertiary Information

Information which have been produced after the filtration from primary and secondary. Tertiary information acts as a tool in understanding and locating information. Most information from the library fall under this category. Examples are: Databases, Subject Gateways, Dictionaries, Bibliographies, Encyclopaedias, yearbooks, handbooks, fact books, almanacs, etc.

The values and Importance of Information

Usefulness - Information has value if it has a use. Information will not be collected if it does not have a use and it's therefore not seen to be valuable. Potential use could be interpreted in many ways (selling the information, providing a means of improving a service, etc.) are the theoretical ideas of what information could be useful for.

There is need to understand that information is a commodity and as such, can have a monetary value, the level of which depends on its accuracy, its potential use and its particular intended use. For these reasons it is seen as a commodity and is often bought and sold.

Decision Making: Decision-making is based on information that is available, and if this is either out-of-date or incomplete then; it can have a bad effect on the individual organisation or company. Good quality information that leads to effective decision-making can make an individual, organisation or company more successful.

Using Resources Effectively: Individuals, organisations and companies have limited resources. Efficient use is therefore essential.

Availability of information enables individual /organisation to effectively use the limited available resources.

Monitoring Progress: Information can help an individual, organisation or company stay informed about how well it is doing. That is by way of assisting in the monitoring of the progress of such organisation.

Solving Problems: Information is regarded as being valuable if its provide solution to a particular problems or used to fill an identified gaps. For example, with information we can identify gaps on a particular issue. This can then, on the basis of sound information be filled.

Serves as an asset - Information is an asset to individual or organisation that has it. It is a product that can be offer for sale or in exchange for money. The different between success and failure is information. One person has it while the other lacks it. An organisation that has information is likely to be successful than the one that lacks it.

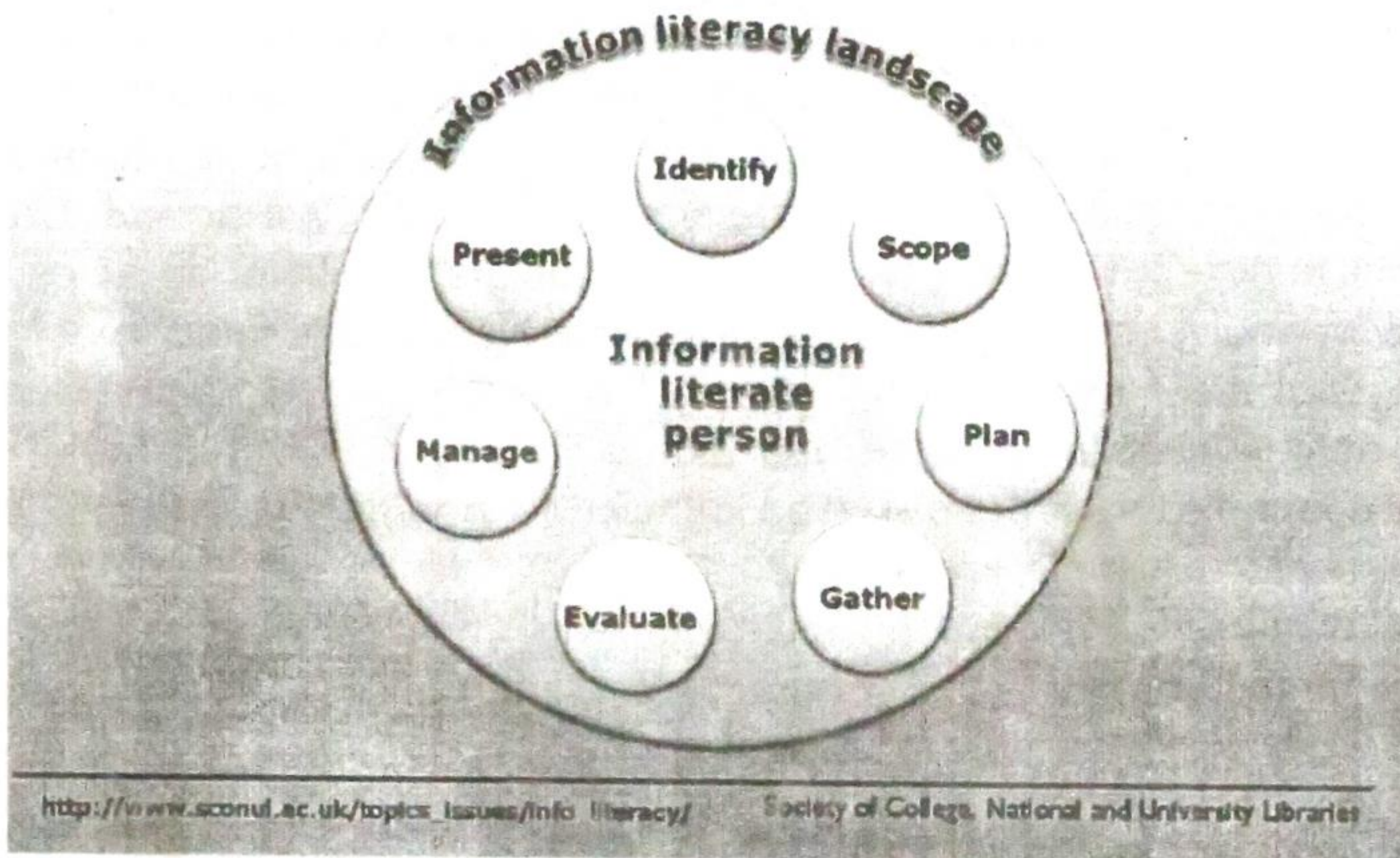
Information Literacy

Learning to learn is one of the lifelong learning key competences (European Commission, 2004). Education Council (2006) provides an extensive definition of the learning to learn concept which includes: the ability to pursue and persist in learning, the ability to organize one's own learning, effective management of time and information, awareness of one's learning process and needs, ability to identify available opportunities, the ability to overcome obstacles in order to learn successfully and the ability to gain, process and assimilate new knowledge and skill as well as seeking and making use of guidance.

Similar to the definition of an information literate person given by the American Library Association standards, the development of learning to learn competence is closely related to the level of information literacy skill development. According to the American Library Association (2006), the information literate person is able to: (a) determine the information needed; (b) access needed information; (c) evaluate information; (d) use information; and (e) understand economic, legal, and social issues surrounding the use of information. Figure 1 summarised these.



Seven Pillars of Information Literacy



Educational policy makers need to include the lifelong learning requirements into all aspects of educational provisions (Kendall, 2005). With a goal to educate information literate students, it is necessary to incorporate information literacy across curricula, in different programs and university services. Achieving the goal of educating information literate students requires collaborative efforts among faculty, librarians, and university administrators (American Library Association, 2006). Several researchers write about collaboration between librarians and faculty in order to promote information literacy that is directly linked to critical literacy (Jacobs, 2008; Elmborg 2006). Jacobs (2008) examines information literacy pedagogy and suggests that academic librarians can improve pedagogical praxis by encouraging students to be engaged learners. This postulate is in line with Freire's critical pedagogy where teachers become engaged learners, delve into problem posing, and embody the kind of engagement they want to see in students. Elmborg (2006) uses critical literacy theory to define information literacy and suggests that focus of librarians 'work should not be solely information transfer but also development of students 'critical consciousness.

The literature review indicates that the traditional notion of information literacy is inadequate to address the learning needs of students in the 21st century. It is necessary to adjust curricular and teaching approaches in higher education to develop students' information literacy (Williams & Coles, 2007). Current information literacy practices are associated with surface learning approaches, lack of engagement by teachers, lack of educational training for librarians and poor assessment methods (Williams & Coles, 2007). In contrast, Kellner (2000) argues that multiple literacies are needed in multicultural society. These new literacies should meet the challenge of the new technologies while nurturing print literacy. Bawden (2001) definition of information and digital literacy states that these are general concepts which are based on knowledge, perceptions and attitudes, but still include simple skills-based literacies. While emphasizing that information literacy is one of the initial elements, the Association of College and Research Libraries (ACRL) characterized information literacy as a set of abilities which allow learners to recognize when information is needed and to use information efficiently. They also assumed that information literacy is increasingly important because of the rapid expansion of technology-based information resources (ACRL, 2000). On the other word, information is now widely available via multiple media. Therefore, ACRL (2000) defines the information literacy standards for individuals as follows:

1. Students are able to determine the level of information
2. They are able to access the needed information effectively
3. They can evaluate information and its sources critically
4. They are able to integrate selected information into their knowledge base
5. They are able to use information effectively to reach a particular aim
6. They are able to understand the economic, legal, and social issues surrounding given information
7. They are able to use of information ethically and legally.

The above skills are summarized in Figure 2.

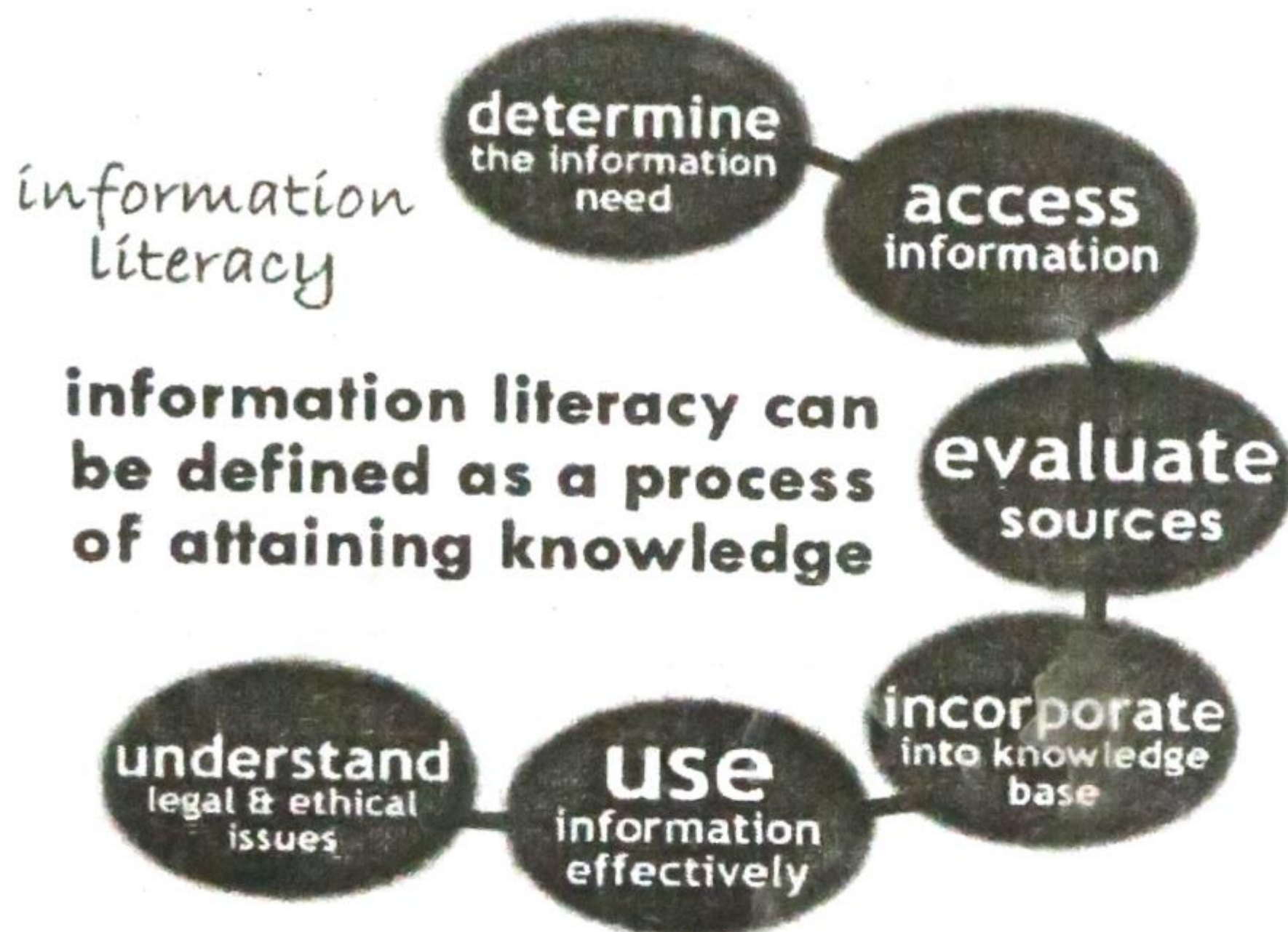


Figure 1: Flow of information literacy skills

Source: Information Literacy Competency Standards for Higher Education by the Association of College and Research Libraries, a division of the American Library Association.

Akkoyunlu (2008) stated that individuals who have information literacy skills motivate themselves in lifelong learning. Therefore, students in higher education should acquire information literacy skills to progress in their learning. In addition, successful distance education courses should consider participants' information literacy skills to improve instruction (Akkoyunlu, 2008).

The term information literacy was first defined in 1974 by Paul Zurkowski, the then president of the United States Information Industry Association when he made a proposal to the National Commission on Libraries and Information Science (NCLIS). His proposal was on the need for training people who will possess the techniques and skills for utilising the wide range of information tools as well as their primary sources in moulding information solutions to their problems. Since then, a number of international organizations have defined the term varyingly but all driving down the same point.

Many experts have defined the Information Literacy. Let's take a view of such definitions below.

Doyle (1992) defined information Literacy as an ability to recognize a need for information; identify and locate appropriate information sources, know how to gain access to the information contained in those sources; evaluate the quality of information obtained; recognize the information; and use the information effectively.

Association of College and Research Library (2000) information literacy is a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. US National Commission on Library and Information Science (2003) defined information literacy encompasses knowledge of one's information concerns and needs, and the ability to identify, locate, evaluate, organize and effectively create, use and communicate information to address issues or problems at hand; it is prerequisite for participating effectively in the information society, and is part of the basic human right of lifelong learning" (Webb and Powis, 2004) American Library Association (2003) "Information Literacy is the set of skills needed to find, retrieve, analyze and use information"

Lexon and Walker defined information literacy by characterizing information literate person; one who has the analytical and critical skills to formulate research questions and evaluate results and the skills to search for and access a variety of information types in order to meet his or her information needs. Going through the above definitions, it can be said that information literacy is a set of abilities to:

1. Identify the exact need of information
2. Identify the correct source of required information
3. Access the required information from selected source
4. Evaluate the accessed information
5. Apply the evaluated information

Conclusion

Igwe, Uzuegbu, Okite and Ndubuisi-Okoh (2014), in their assessment of the various definitions of information literacy, opine that these definitions above, with their various standards from ACRL, SCONUL, CILIP and ANZIL, have, in present times, informed the formulation of information literacy programmes in all information environments and its teaching and learning across the universe.

In addition, information literacy, also referred to as information competency, the ability to access, evaluate, organise, and use information from a variety of sources. It is a skill that cuts across computer literacy, library literacy, media literacy, network literacy, digital literacy, and visual literacy. This means that an information literate person is one who can identify, access, locate, use and communicate information in/via computer systems, traditional libraries, tools or technological machines, networked structures, Internet environment, and graphic media. This can be illustrated further to mean the ability of a person, in this case the student, to use computer systems, libraries, electronic gadgets, the Internet, printed and published resources effectively in order to determine, find, assess, arrange, use and communicate information, both in formal and informal settings. It is indeed a bundle of skill that transforms students to life-long learners. Yet, the information literacy skills must be complemented with a sound knowledge of how information systems work; understanding the various information sources and/or channels for meeting definite information needs.

Study Questions

1. Write on the concept of library.
2. State the difference between academic and public library.
3. Define library and identify five of its characteristics.
4. List five different types of library and explain their functions.
5. Define information and explain the three major types of information sought by users.
6. What is information literacy?
7. What characteristics are expected of an information literate person?
8. Describe the values of information known to you.
9. With the aid of a diagram depict the flow of information literacy skills.

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