

Information and media literacy during Covid-19

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Introduction

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- Seven Elements of Digital Literacies
- The Feekery Model



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Information Literacy Framework

The media literacy framework is a combination of information skills, conventional literacy skills, and social skills (Lin et. al., 2013). Chen et al. (2011) proposes two concepts that define media literacy, 'consuming' literacy, 'functional' literacy and 'critical' literacy. 'Consuming' literacy is the ability to produce media content, 'functional' literacy entails individual's use of media tools and content, and 'critical' literacy refers to the ability to evaluate, analyse and critique media content (Lin et. al., 2013).



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Seven Elements of Digital Literacies

Information literacy

Find, interpret, evaluate,
manage and share information

Media literacy

Critically read and creatively
produce academic and professional
communications in a range of media

Communication & collaboration

Participate in digital networks for
learning and research

Digital scholarship

Participate in emerging academic,
professional and research practices
that depend on digital systems

Digital literacies

Career & identity management

Manage digital reputation
and online identity

Learning skills

Study and learn effectively in
technology-rich environments,
formal and informal

ICT literacy

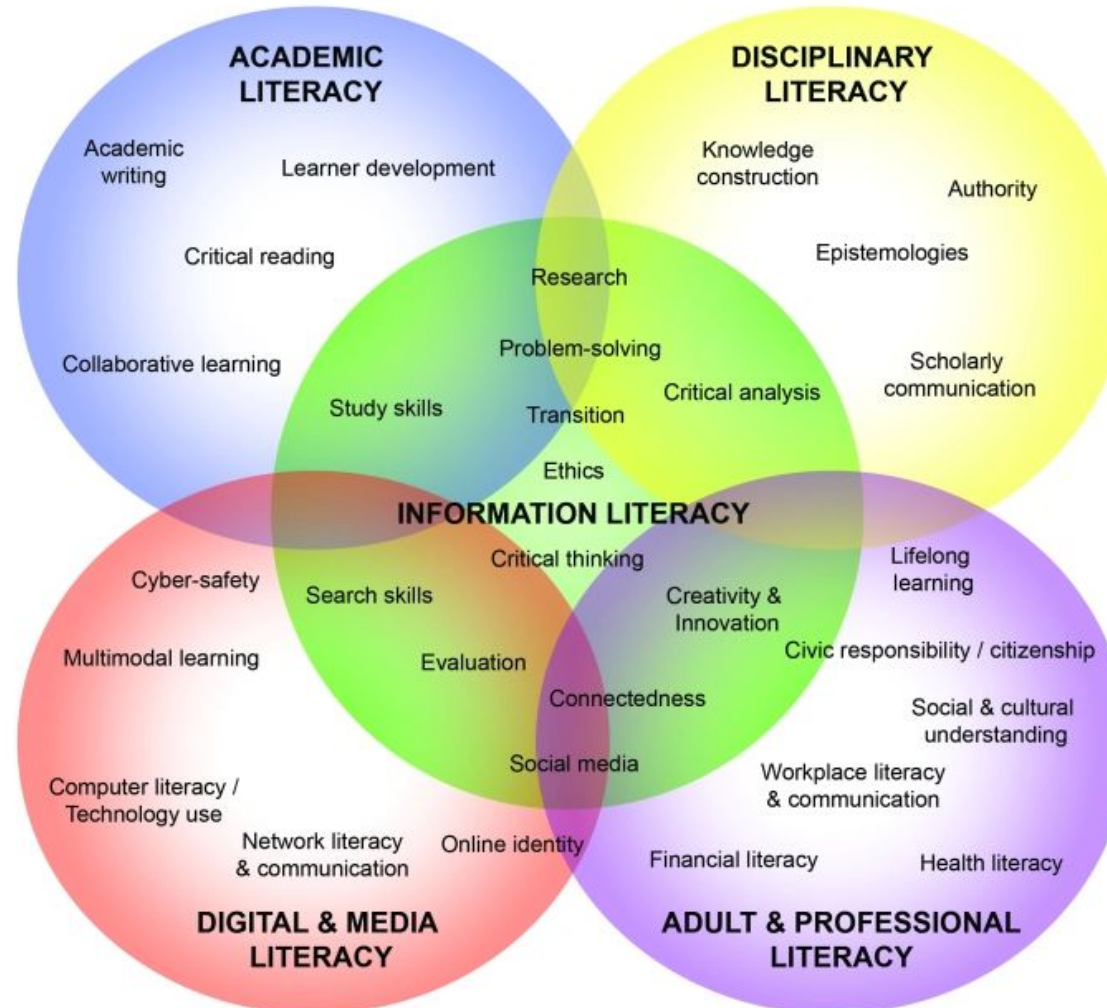
Adopt, adapt and use digital
devices, applications and services



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The Feekery Model



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Information literacy at SU

Library and Information Service Information Literacy Training Framework



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The Library and Information Service provides leadership in developing the essential information literacy knowledge and skills of the academic community.

The information literacy program promotes critical thinking and equips individuals for lifelong learning. In partnership with academic colleagues, the library enhances curricula and creates learning environments which support the Teaching and Learning and Research and Innovation strategies of the University of Stellenbosch.

Information literacy at SU

	Standard	Purpose	Learning outcome
1	Recognises the need for information and determines the nature and extent of the information need (UNDERSTANDING/STARTING OUT)	To enable users to describe the information need in terms of the core issues or relevant keywords, use of Boolean operators	<ul style="list-style-type: none"> Defines and articulates the information need Understands the variety of information resources Re-evaluates the nature and extent of the information need
2	Finds information effectively and efficiently (FIND)	To enable users to retrieve, and use the various databases to locate relevant resources or information	<ul style="list-style-type: none"> Selects the most appropriate methods or tools for finding information Constructs and implements effective search strategies
3	Critically evaluates information and the information seeking process (EVALUATE)		<ul style="list-style-type: none"> Assesses the usefulness and relevance of the information obtained Defines and applies criteria for evaluating information Reflects on the information seeking process and revises the search strategies
4	Manages information collected or generated. Uses information responsibly. Understands and acknowledges cultural, ethical legal and social issues surrounding the use of the information (USE RESPONSIBLY)	Addresses relevant ethical and legal concerns such as plagiarism and copyright. Makes use of referencing methods applying tools that make the academic venture easier e.g. Turnitin, EndNote, Refworks etc.	<ul style="list-style-type: none"> Records the information and its sources Organises the information in folders/files/according to a logical system e.g. bibliography, literature review Acknowledges cultural, ethical and socio-economic issues related to access to, and use of information Recognises that information is underpinned by values and beliefs Conforms with appropriate use of information Legally obtains, stores and disseminates text, data, images or sound, and intellectual property
5	Applies prior and new information to construct new concepts or create new understandings (STORE & COMMUNICATE)		<ul style="list-style-type: none"> Compares and integrates new understandings with prior knowledge to add value Applies the information to create a new knowledge base, or to find solutions to problems Communicates knowledge and new understanding effectively through articles, PowerPoint presentations, assignments



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Trainings and workshops offered at SU

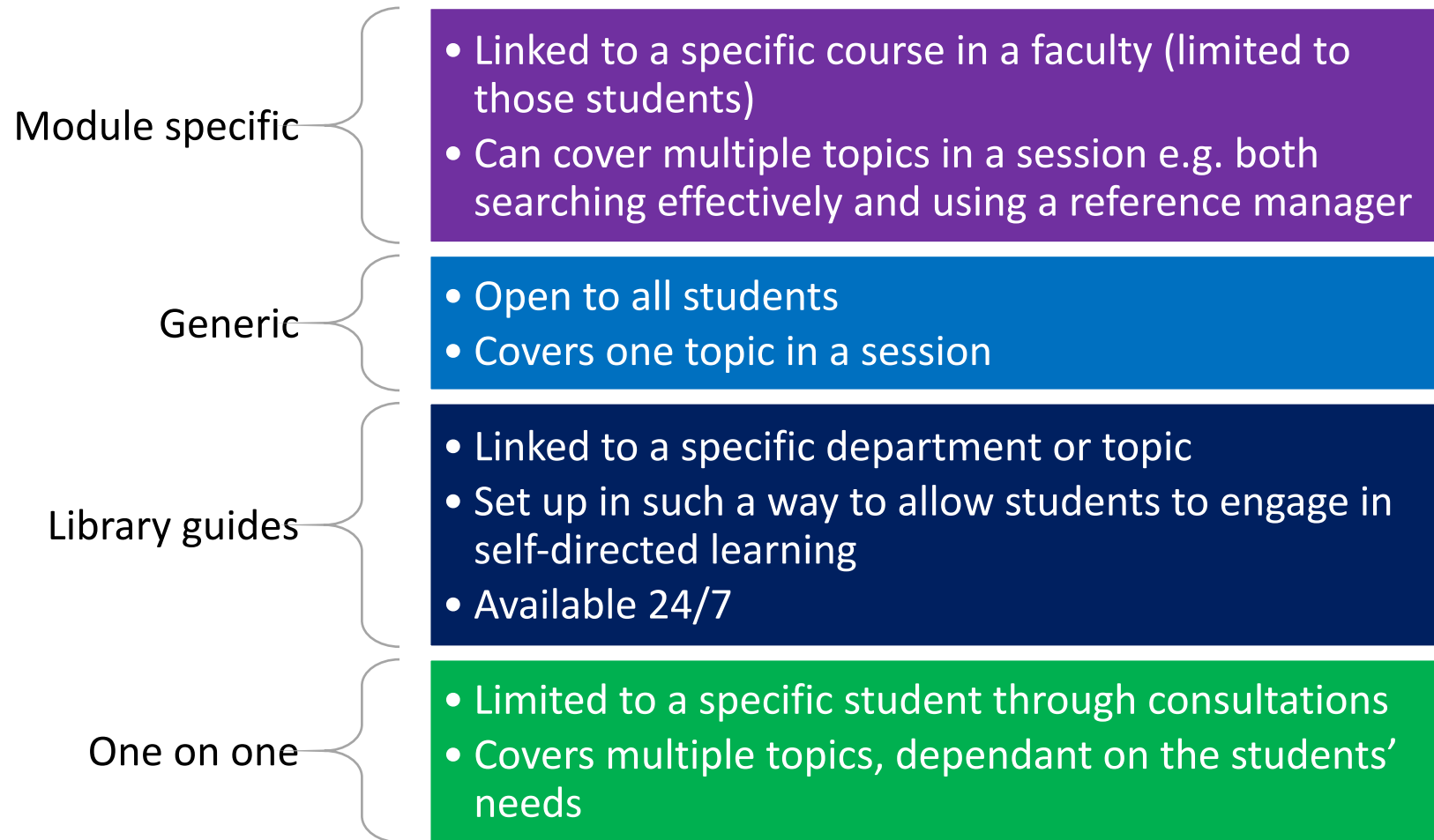
- One on one consultations
- Module specific trainings
- Generic trainings
- Library guides (self-guided)



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Types of trainings

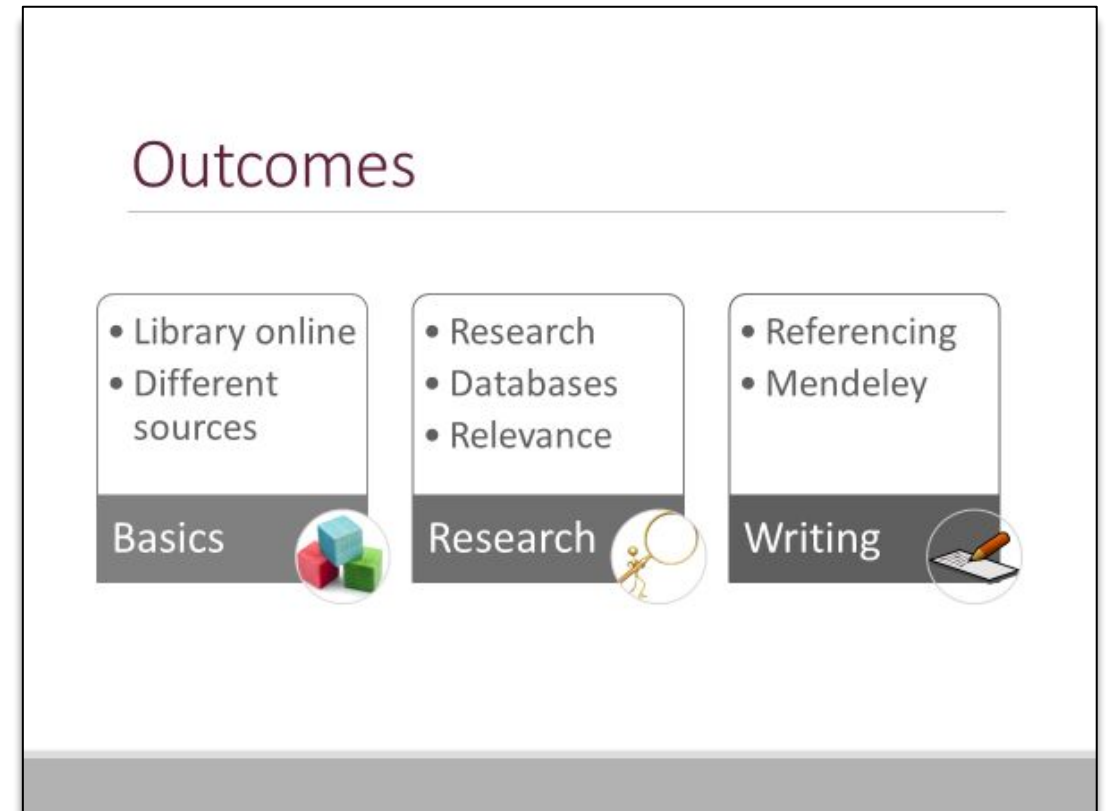


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Module specific trainings

Using the example of an Animal Health training conducted we can see multiple topics are covered in one session.



*Contents of a training for Animal Health 342
conducted in 2021*

Module specific trainings

Mapping it to the information literacy standards

Content item	Standard
Library online – website and library guide orientation	FIND
Different sources that should be consulted in academic research and their differences	UNDERSTANDING / STARTING OUT
Research – what it is and where to start	UNDERSTANDING / STARTING OUT
Using databases and searching effectively	FIND
Relevance of the sources you found, including evaluating information	EVALUATE
Referencing – why do we do it and where do we find help	USE RESPONSIBLY
Mendeley - using reference managers effectively	USE RESPONSIBLE



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Generic trainings

Generic training example

Using the example of the Find trustworthy information on Google and Google Scholar training, we can see how a specific topic is covered in one session.

Find trustworthy information on Google and Google Scholar self-paced 2-day workshop

This practical online session will have the advantage that you will be able to ask questions on the discussion forum and get feedback from your presenters. You will be able to use your own research topic to practice how to:

- find academic peer-reviewed information on Google
- search for relevant information on Google Scholar
- distinguish between trustworthy and untrustworthy by completing the activities for each section

Contents of the Find trustworthy and untrustworthy information workshops

Generic trainings

Mapping it to the information literacy standards

Content item	Standard
Find academic peer reviewed information on Google	FIND
Search for relevant information on Google Scholar	FIND
Distinguish between trustworthy and untrustworthy information	EVALUATE



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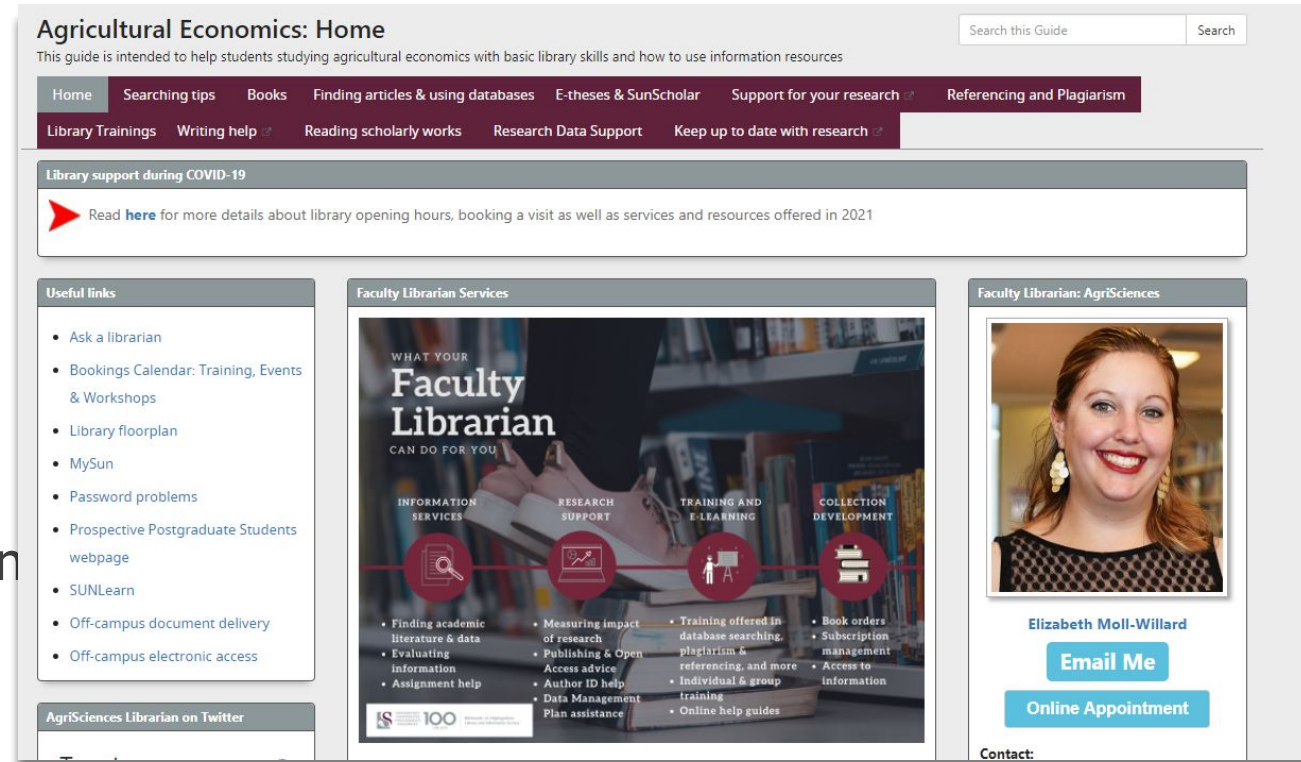
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Library guides: help is a click away

Library guides are a self-directed training resource for students

LibGuides platform used

- Emphasis is on students being able to recap what they've learned or teach themselves
- Can cover multiple topics and relate to multiple parts of the framework



Library guides: subject specific

Linked to a faculty or a department

In this example we can see a wide variety of topics being covered

- Different resources
- Referencing
- Academic skills, including evaluating sources



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Legal Abbreviations Off-campus access Open Access Referencing Research data support Selected Websites for Law Theses & Stellenbosch Research

Evaluating sources Academic Skills Government Publications

Welcome

Welcome to the Law subject guide. This guide will provide students, researchers, and staff with access to subject and information resources.

Law librarian



Pieter du Plessis

Email Me

Online Appointment

Contact:
Desk 4 Upper level: Law section
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+27 21 808 4882

Social:
f in t b

Subjects:
Law & Government Publications

Faculty Librarian Services


WHAT YOUR Faculty Librarian CAN DO FOR YOU

INFORMATION SERVICES RESEARCH SUPPORT TRAINING AND E-LEARNING COLLECTION DEVELOPMENT

- Finding academic literature & data
- Evaluating information
- Assignment help
- Measuring impact of research
- Publishing & Open Access advice
- Author ID help
- Data Management Plan assistance
- Training offered in database searching, plagiarism & referencing, and more
- Individual & group training
- Online help guides
- Book orders
- Subscription management
- Access to information

Step-by-step guide

How do I do my assignment? To find, access and use information effectively, use the [step-by-step guide](#).



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Library guides: topic specific

Linked to a specific topic


The Find, access, and use information effectively guide sets out assistance according to the information literacy standards in the framework

Find, access and use information effectively: a step-by-step guide: Home

Find, access and use information effectively: a step-by-step guide

[Home](#) [Start out](#) [Find Information](#) [Evaluate Information](#) [Communicate](#) [Use responsibly](#) [Referencing](#) [Training programmes and general orientation](#)

Step-by-step



Overview

Library assistance with the completion of assignments during a blended learning period

The [Find, access and use information effectively: a step-by-step guide](#) and training tutorials and videos will empower you to [find](#) academic information specific to your studies or research. They will also assist you to question and [evaluate](#) information, show you how to [reference](#), to comply with [copyright](#) and avoid [plagiarism](#). For subject specific help with your assignment consult your [subject library guide](#), contact your [faculty librarian](#) or use our online reference service, [Ask a Librarian](#).

Acknowledgement

Some aspects of the framework of this libguide as well as parts of the content of the libguide were copied, with permission, from [The Research process: step by step libguide](#) of the Johnson & Whales University.

One on one consultations

Through appointments with relevant librarians

- Specific to the student / staff members' need
- Can cover multiple topics in one session such as finding and evaluating information as well as referencing assistance
- Dependent on the need, multiple standards can be covered



COVID-19 impact

- Digital learning and teaching happened online
- Plagiarism and Copyright Infringement
- In Depth instructional teaching and learning videos
- Social Media Use for Information and Digital Literacy
- Learning and teaching Platforms
 - Affordances
 - Digital Literacy of Information Specialists
 - Digital Literacy of clients



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COVID-19 impact



Stellenbosch University Library and Information Service

Published by Santie De Jongh · August 30

Come and learn more about copyright issues in theses and dissertation writing on Wednesday, 1 September. You can register this online training session at <https://bit.ly/3kH5L5g>
[#sulibraries](#) [#libraries](#) [#stellenboschuniversity](#) [#copyright](#)



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VoWiFi 4G LTE 82%

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#SmartStudent tutorials & videos ▶ **PLAY ALL**

Find, access and use SU Library resources effectively using short tutorials and videos.



Finding articles using subject specific databases...

SU_Libraries
138 views • 6 months ago



Online Access to Library Resources

SU_Libraries
293 views • 1 year ago

Evaluating Websites

The CRAAP Test:
Consider the following when looking at websites:



6:46

Evaluating Websites

SU_Libraries
120 views • 1 year ago

Google Scholar



Are you using Google Scholar effectively?

SU_Libraries
501 views • 1 year ago



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Conclusion

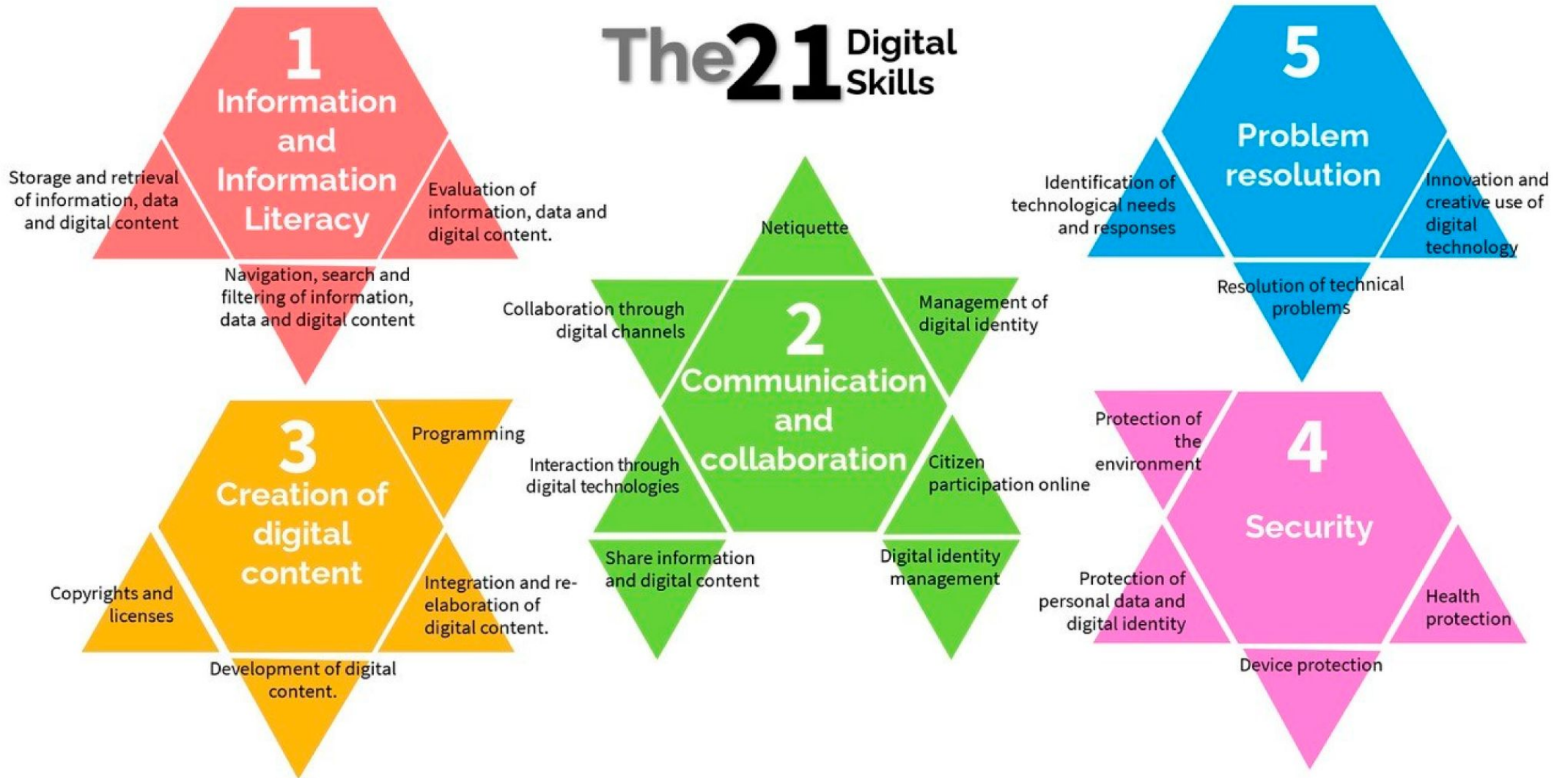
“A holistic approach to literacy is demanded to enhance metacognitive critical thinking abilities to consume information, counter misleading or false narratives, and further comprehend the associated issues with the technology such as bias, privacy, and security.” - **Alireza Salehi Nejad**



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The 21 Digital Skills



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Thank you | Dankie | Enkosi