Martini Information Literacy: How does “anytime, anyplace, anywhere” access to information change what Information Literacy means?

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Martini Information Literacy

How does “anytime, anyplace, anywhere” access to information change what Information Literacy means?

Andrew Walsh, LILAC 2011

Picture from: http://www.flickr.com/photos/wickenden/4216632120/
Why Martini Information Literacy?
Facts & figures

• Neilsonwire forecast that by the end of 2011 more smartphones will be sold in the US than “normal” standard mobile phones...

• ECAR study of US students (Smith & Caruso, 2010) - 63% of students surveyed owned an “internet capable handheld device”. About half of these used the internet from their device daily.
Developing out the concept of IL

- Paul Zurkowski (1974) first mention of “information literacy”.
- Early 1990s onwards dominated by Delphi study by Doyle (1992)
- Long lists of “attributes”
- Fed into standards and models such as:
  - ACRL standards (ACRL, 2000)
  - CAUL standards (Council of Australian University Librarians, 2001/2004)
  - SCONUL 7 pillars model (SCONUL Task Force on Information Skills, 1999)
  - Big Blue model (JISC, 2002)
The alternative: relational models

- Christine Bruce (1997) “seven faces”

Picks of books from my shelf?
## The differences (from Bruce, 1997)

<table>
<thead>
<tr>
<th>Doyle's (1992) picture of information literacy</th>
<th>The relational picture of information literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Derived from scholars' views</td>
<td>Derived from users' experiences</td>
</tr>
<tr>
<td>Derived from seeking consensus</td>
<td>Derived from seeking variation</td>
</tr>
<tr>
<td>Derived using the Delphi technique</td>
<td>Derived using phenomenography</td>
</tr>
<tr>
<td>Recommends constructivist approaches to teaching and learning</td>
<td>Recommends relational approaches to teaching and learning</td>
</tr>
<tr>
<td>Sees information literacy as measurable</td>
<td>Does not see information literacy as measurable</td>
</tr>
<tr>
<td>Sees information literacy as definable</td>
<td>Sees information literacy as describable</td>
</tr>
<tr>
<td>Sees information literacy as quantifiable, asks how much has been learned?</td>
<td>Does not see information literacy as quantifiable, asks what has been learned</td>
</tr>
<tr>
<td>Portrays information literacy in terms of attributes of persons</td>
<td>Portrays information literacy in terms of conceptions, i.e. subject-object relations</td>
</tr>
<tr>
<td>Focuses on personal qualities of the individual apart from the environment</td>
<td>Focuses on personal qualities in relation to the environment</td>
</tr>
</tbody>
</table>
Bringing mobiles into IL

- Existing models have weaknesses flagged up by “relational” models
- Existing models essentially pre-world wide web, pre-mobile 1980s, early 1990s in nature

Four areas where mobile IL varies – Where?

“Someone sends me a link at work …. You just BANG, instapaper it … when I’m on a bus journey or something I can just call up instapaper on my phone…”
Four areas where mobile IL varies – What?

- “I did install a trainline.com app … when I was coming back from a gig in Manchester we got off one stop too far down the line so I was trying to find the train times to come back…”
Four areas where mobile IL varies – How?

“Where I’ve a preferred provider for any time of information … my first port of call would normally be their website … (or) … an app if it was a website I would always go for that sort of information…”
Four areas where mobile IL varies –

Time spent?

“I just love the thought of not being tethered to go and fire up the old laptop or desktop machine…”

“old laptop” from http://www.flickr.com/photos/running_like_an_antelope/2307016308/
## Four areas where mobile IL varies

<table>
<thead>
<tr>
<th></th>
<th>“Fixed” IL</th>
<th>“Mobile” IL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Where?</strong></td>
<td>Largely in “set” places. At a desktop computer (with little variation in software); at a fixed workplace; within a library.</td>
<td>Anywhere; any mobile device (phone, games device, eBook reader – massive variation in device).</td>
</tr>
<tr>
<td><strong>What?</strong></td>
<td>Anything?</td>
<td>Normally quick information, often context or location specific?</td>
</tr>
<tr>
<td><strong>How?</strong></td>
<td>Range of established tools to access and manage wide range of information sources. Standard search engines.</td>
<td>Often narrow Apps and individual specialist sites rather than open web.</td>
</tr>
<tr>
<td><strong>Time spent?</strong></td>
<td>Varies. Often slow, long access. People spending long periods searching for, organising and extracting information, especially for academic use.</td>
<td>Quick / Fast only. Shorter searches. Little pondering and extracting information. Favour short chunks of info. “Convenience” of device.</td>
</tr>
</tbody>
</table>

“It’s interesting that having something like this (iPhone) will allow you to kind of delegate remembering facts and free you up for kind of critical thinking…”
Concluding thoughts...

- Desire for information on the move
- Competency based IL models don’t cut the mustard any more
- Need to research & define mobile IL to equip us for the near future

Picture from [http://www.flickr.com/photos/the-g-uk/3322912059/](http://www.flickr.com/photos/the-g-uk/3322912059/)
A (select) bibliography pt 1


Thanks for listening

- Slides are at


- I’m at a.p.walsh@hud.ac.uk or @andywalsh999 on Twitter