A cross mapping activity showing the relationship between Information Literacy and cMOOCs

Harjinder Rahanu[1], Elli Georgiadou[2]
and Kerstin Siakas[3]

[1, 2]School of Science and Technology,
Middlesex University London,
The Burroughs, Hendon,
London NW4 4BT
Email: h.rahanu@mdx.ac.uk
Email: E.Georgiadou@mdx.ac.uk

[3]Alexander Technological Educational Institute of Thessaloniki,
Department of Informatics, P.O. Box 141, GR-57400 Thessaloniki, Greece
Email: siaka@it.teithe.gr

Abstract

Information Literacy can be defined as knowing when and why one might need information, where to find it, and how to evaluate, use and communicate it in an ethical manner. InfIt is widely acknowledged that technology offers a chance to redefine, or at least change, learning and education for the better. Massive Open Online Courses (MOOCs) can be defined as learning events that are conducted via the Web, which can accommodate large numbers of people, typically ranging from a few hundreds of participants to over a hundred thousand. A classification of MOOCs suggests that there are two general types: xMOOCs and cMOOCs. Different types of MOOCS require different levels of participatory literacy skills, motivation and self-determinism.

The consideration and applicability of Information Literacy to the development and deployment of MOOCs is important. Information

literacy skills must be taught, developed, and continually reinforced at every educational level as a life skill. In addition, MOOC developers and facilitators should be duty bound to support and encourage learner participation, and to recognise the worth of the learning skills at work within the MOOC environment.

In this paper we adopt and apply the SCONUL model to a specific type of MOOC. In so doing we derive and present clear connections, which enables developers, facilitators and students to be more aware, and to have a better understanding, of the information literacy skills concerning the development and use of MOOCs. The long term benefit is that developers, facilitators and students become more information literate professionals and citizens in general.

Keywords: MOOCs, Information Literacy, Lifelong Learning, SCONUL

1.0 Introduction

Finding, evaluating, criticising, selecting and using relevant, accurate and useful information has been termed as Information Literacy.

At the National Forum on Information Literacy and Lifelong Learning, convened at the Bibliotheca Alexandrina, Alexandria, Egypt in 2005, the participants in the High Level Colloquium on Information Literacy proclaimed information literacy as a fundamental basic human right in the digital world: "*Information literacy empowers people in all walks of life to seek, evaluate, use and create information effectively to achieve their personal, social, occupational and educational goals. It is a basic human right in a digital world and promotes social inclusion in all nations*". The exercising of this right would empower people in all walks of life to seek, evaluate, use and create information effectively to achieve their personal, social, occupational and educational goals [1]. The Chartered Institute of Library and Information Professionals (CILIP) define Information Literacy as "knowing when and why you need information, where to find it, and how to evaluate, use and communicate it in an ethical manner" [2].

The all-pervasive use of computers and the Internet in every facet of our personal lives and businesses has altered our lives at work and home. It has reshaped the landscape, and the functioning of the economy, health

make use of the online materials. Thus to address this, and therefore augment the efficacy of MOOCs, as a means of delivering effective education, the development process for MOOCs must encompass information literacy instruction. MOOC developers and facilitators should be ready to find practices to support and encourage learner participation, and to identify the importance of the learning,

platforms can provide for a shared comment/discussion space where participants can mail questions, request

Present: Can apply the knowledge gained: presenting the results of their research, synthesising new and old information and data to create new knowledge and disseminating it in a variety of ways.

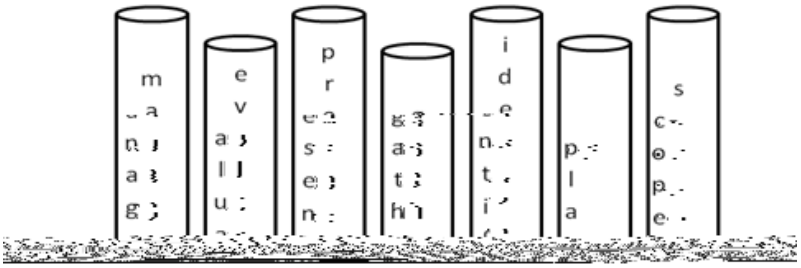

Figure 1: The Seven Pillars of Information Literacy, Adopted from [12]

The model can be viewed as a 3-D circular building. The foundation, upon which the pillars rest, is an information literacy landscape, which encompasses "*the information world as it is perceived by an individual at that point in time*". The learner's perception, informed by their aptitude, background and experiences will affect how they respond to any information literacy development.

The process of becoming information literate is not linear in nature but circular, where a learner can be developing within several pillars "*simultaneously and independently*"; although in practice they are often closely linked. There are a series of statements relating to a set of skills/competencies and a set of

Aggregate [A]	Remix [RM]	Repurpose [RP]	Feed Forward [FF]	Weak/No Correlation		
The SCONUL 7 Pillars [12]						
Identify	**Scope**	**Plan**	**Gather**	**Evaluate**	**Manage**	**Present**
Identify a lack of knowledge in a subject area [A] Identify a search topic / question and define it using simple terminology [A] Articulate current knowledge on a topic [A] Recognise a need for information and data to achieve a specific end and define limits to the information need	"Know what you don't know" to identify any information gaps [A] Identify which types of information will best meet the need [A] Identify the available search tools, such as general and subject specific resources at different levels [A]	Scope their search question clearly and in appropriate				

Aggregate [A]	Remix [RM]	Repurpose [RP]	Feed Forward [FF]	Weak/No Correlation		
The SCONUL 7 Pillars [12]						
Identify	**Scope**	**Plan**	**Gather**	**Evaluate**	**Manage**	**Present**
Use background information to underpin the search [A]						
Take personal responsibility for an information search						
Manage time effectively 9 500.16 4 145.92 322.68 71.76 sTf 216 335.04 0.24 0.239 re f 93M2239 57.36 324.72 Tm [(M)-5(a)re f 147.6 re f 1475 5.216 Tm [coyt s23ec(h)]TJ 0 Tc 0 Tw 7 147 0 Td (						

6.0 Conclusion

The rationale of adopting and applying the SCONUL model to a specific type of MOOC was to draw clear connections between information literacy and cMOOCs. In doing so the authors conclude that the importance of information literacy can be bought to the attention of the MOOC community.

Mapping the relationship between the learning activities and the information literacy standards provides a tool to help raise the visibility of information literacy [3, 6].