

# CONTENTS

*Preface*

ix

## **Section A Introduction and Background 1**

- 1. Introduction 3**
  - 1.1 The Information Culture: Information Literacy and Digital Participation 3
  - 1.2 Information Literacy – A Key Enabler of Participation? 8
  - 1.3 Psychology and Psychological Insights – Cognition, Metacognition and Critical Thinking 11
  - 1.4 Conclusion and Structure of the Book 13
  
- 2. Information Literacy in Adult Returner Students: The Pre-Entry Class Case Study 19**
  - 2.1 The Background Context 19
  - 2.2 The Study Itself 22
  - 2.3 Summary 29
  - 2.4 Corroborative Studies 29
  - 2.5 Conclusions 31

## **Section B Psychological Insights 35**

- 3. Critical Thinking and Information Literacy 37**
  - 3.1 Critical Thinking 37
  - 3.2 The Quality of Argumentative Reasoning 41
  - 3.3 Pedagogy and Critical Thinking: Attempts to Improve the Quality of Critical Thinking via Teaching Interventions 47
  - 3.4 Conclusions 52
  
- 4. Epistemological Thinking, Metacognition and Their Relation to Critical Thinking and Information Literacy 53**
  - 4.1 Introduction 53
  - 4.2 The Development of Epistemological Thinking 54
  - 4.3 Metacognition 60
  - 4.4 Epistemic Metacognition 65
  - 4.5 Conclusions 66

<b>5. Student Learning and Information Literacy</b>	<b>67</b>
5.1 Introduction	67
5.2 Constructivism	67
5.3 Critique of Constructivism	73
5.4 Study Skills	74
5.5 Conclusion: Implications for Information Literacy Instruction	75

**Section C Contributions from the Library and Information Sector** **81**

<b>6. Curriculum Development and the New Curriculum for Information Literacy</b>	<b>83</b>
6.1 Introduction	83
6.2 Transformational Learning	85
6.3 Curriculum Inquiry and Practice: Tools for Transformation	92
6.4 Curriculum Development	93
6.5 Information Literacy and Curriculum Development	95
6.6 New Curriculum for Information Literacy: A Helicopter View for Busy Educationalists	96
6.7 Conclusions	101

<b>7. The ACRL (2000) Standards and the ACRL (2015) Revised Framework</b>	<b>103</b>
7.1 Introduction	103
7.2 Pedagogical Changes	106
7.3 Threshold Concepts Critique	107
7.4 Pedagogical Implications	112
7.5 Definition of Information Literacy in the ACRL Framework	113
7.6 Conclusions	114

<b>8. UNESCO Contributions to Information Literacy</b>	<b>115</b>
8.1 Introduction: Education, Information, Human Rights and Social Justice	115
8.2 UNESCO Contribution 1: Proclamations	117
8.3 UNESCO Contribution 2: Information Literacy Primer (Woody Horton)	118
8.4 UNESCO Contribution 3: Media and Information Literacy (MIL)	121
8.5 UNESCO Contribution 4: Knowledge Societies (2015) Final Study	124
8.6 Conclusion	127

<b>Section D Social Epistemology</b>	<b>129</b>
<b>9. Information Literacy and Social Epistemology</b>	<b>131</b>
9.1 Introduction	131
9.2 Social Epistemology	132
9.3 Pedagogy for Social Epistemology	145
9.4 Conclusions	151
<i>References</i>	<i>153</i>
<i>Index</i>	<i>161</i>