INFORMATION LITERACY
Competencies, skills, making meaning & thinking

Thinking about information
Being able to:
- ask the right questions to begin an information enquiry, problem-solving;
- develop a hypothesis or line of inquiry;
- concept/mind map to establish scope of inquiry;
- interrogate, analyse, information – understand and make meaning, interpret;
- deconstruct information and meaning using a range of resources, tools, technologies;
- substantiate/support your argument;
- reconstruct understandings to develop new information-knowledge;
- transfer thinking and information skills to solve new problems; and
- understand other terms – lifelong learning, life-wide learning, formal vs informal learning, just-in-time learning.

Information Literate person
Knows when they don’t know
Knows how to find out

Working with Information
Being able to:
- locate information using a range of sources and delivery modes;
- authenticate/evaluate information (establish authorship, veracity, authority, recency, relevance);
- skim and scan, make notes;
- filter unwanted, inappropriate or information that is not useful;
- reference (intext and end of text);
- understand and use information appropriately/legally (copyright, plagiarism, intellectual property, privacy, security) and ethically;
- use a range of technologies to present information (consider facilities of technology, design, layout) in a variety of forms (visual, oral, textual) and delivery modes (print, audio, Web 2.0, multimedia, website);
- understand and apply ethical and appropriate use – copyright, creative commons, privacy, intellectual property;
- understand and apply cultural diversity and sensitivity;
- demonstrate the attributes of a Global Digital Citizen – netiquette, use of language, considered use of multiple tools; and
- workplace information literacy – transitioning to a new workplace (accessing career information, job sites, being able to write a CV, conduct an interview, know who to ask for information, learning in the workplace.

Managing information
Being able to:
- use a range of resources, formats and delivery modes (text, print, pictorial, oral, human, multimedia, online, electronic);
- use a range of information management tools and technologies (email, electronic file structures, indexes, contents, catalogues, databases, citation tools, online curation tools);
- categorise, collate and store information for later use; retrieve information stored for later use;
- work collaboratively in a team, roles;
- manage time, meet deadlines, create work schedules;
- select and use convergent devices to meet an information need – mobile devices, apps; and
- understand how new developments in technology affect information management – the cloud, digitisation, data integrity and preservation.

Communicating information
Being able to:
- communicate effectively and efficiently using a range of media (including print) across a variety of formats and delivery modes;
- recognise, understand and apply appropriate language conventions using a range of media and across a variety of formats and delivery modes;
- understand and apply appropriate privacy, communication and copyright laws to all forms of communication;
- understand and apply appropriate cultural sensitivity to all forms of communication;
- understand and apply workplace knowledge and conventions to all forms of communications; and
- understand and apply rules of netiquette/online/email etiquette.

Literacy making meaning
Being able to:
- develop/practise language literacy skills – reading, writing, viewing, listening & understanding;
- develop/practise online literacy skills, interrogating information on screen, iconic literacy, digital literacy, multimedia literacy, …;
- develop/practise visual/image discrimination and interpretation, …;
- develop/practise technology literacy skills - computer literacy, ICT literacy, Internet/network literacy, …;
- develop/practise graphical interpretation, numerical literacy, statistical literacy, … and
- understand other literacy terms – transformative literacy, ecological literacy, meta-literacy, critical media literacy, adult literacy, alliteracy, illiteracy, media and information literacy (UNESCO), academic literacy, …