

Selected Definitions of Information Literacy, Media Literacy and Media and Information Literacy

(Adapted from *Media and Information Literacy: Policy and Strategy Guidelines*. Eds. Alton Grizzle and Maria Carme Torras Calvo. UNESCO, 2013.)

Information Literacy

“**Information literacy** is concerned with teaching and learning about the whole range of information sources and formats. To be “information literate” you need to know why, when, and how to use all of these tools and think critically about the information they provide.”

(Source: International Federation of Library Associations and Institutions)

“The definition of **information literacy** by the Japanese Ministry of Education is composed of four elements: capability of judgement (evaluation), selection, organisation, and processing of information as well as of information creation and communication; understanding of characteristics of information society, effects of information over society and human beings; recognition of importance of, and responsibility for information; understanding of foundation of information sciences, learning of basic operation skills of information and information devices (particularly computer).”

(Source: Muir A., Oppenheim C., 2001: *Report on developments world-wide on national information policy*, Prepared for Resource and the Library Association by Adrienne Muir and Charles Oppenheim with the assistance of Naomi Hammond and Jane Platts, Department of Information Science, Loughborough University, pp. 175-176)

“The American Association of School Librarians (AASL)...states that: «Information literate student accesses information efficiently and effectively, evaluates information critically and competently, and uses information accurately and creatively». Users should have both information-gathering strategies and the critical thinking skills to select, discard, synthesize, and present information in new ways to solve real-life problems. This information literacy definition extends beyond library skills and beyond the use of discrete skills and strategies to the ability to use complex information from a variety of sources to develop meaning or solve problems.”

(Sources: Byerly G., Brodie C. S., 1999: *Information literacy skills models: defining the choices*, Learning and libraries in an information age, 54-82. Kuhlthau CC. in Stripling B. K., Ed., 1999: *Learning and libraries in an information age: principles and practice*, Libraries Unlimited.)

Media and Information Literacy

“MIL [**Media and Information Literacy**] is defined as a combination of knowledge, attitudes, skills, and practices required to access, analyze, evaluate, use, produce, and communicate information and knowledge in creative, legal and ethical ways that respect human rights. Media and information literate individuals can use diverse media, information sources

and channels in their private, professional and public lives. They know when and what information they need and what for, and where and how to obtain it. They understand who has created that information and why, as well as the roles, responsibilities and functions of media, information providers and memory institutions. They can analyze information, messages, beliefs and values conveyed through the media and any kind of content producers, and can validate information they have found and produced against a range of generic, personal and context-based criteria. MIL competencies thus extend beyond information and communication technologies to encompass learning, critical thinking and interpretive skills across and beyond professional, educational and societal boundaries. MIL addresses all types of media (oral, print, analogue and digital) and all forms and formats of resources.”

(Source: Moscow Declaration on Media and Information Literacy, 2012.

www.ifla.org/files/assets/information-literacy/publications/moscow-declaration-on-mil-en.pdf).

Media Literacy

“**Media Literacy** is about access to information: enabling citizens to use their rights of free expression, to defend their access to information, to secure their participation in the process of governing, and to help all voices be heard.”

(Source: Susan D. Moeller, *Media Literacy: Understanding the News*)

“**Media literacy** seeks to empower citizens and transform their passive relationship to media into an active, critical engagement- capable of challenging the traditions and structures of a privatized, commercial media culture, and finding new avenues of citizen speech and discourse.”

(Source: Wally Bowen, 1996, *Citizens for Media Literacy*, Asheville, NC, U.S.A.)

“Ontario Association for Media Literacy (AML), cited by Duncan (2006) puts emphasis on the educational aspect: **Media literacy** is concerned with developing an informed and critical understanding of the nature of the mass media, the techniques used by them, and the impact of these techniques. It is education that aims to increase students’ understanding and enjoyment of how the media work, how they produce meaning, how they are organized, and how they construct reality. Media literacy also aims to provide students with the ability to create media products. Gutiérrez Martín and Hottmann (2006) also add that – on a more specific level – media literacy has to do with education, the primary objective of which is the following: To increase students’ understanding and enjoyment of media, facilitate understanding of how the media produce meaning, how they are organized, and how they construct their own reality - all this while keeping in mind the skills and knowledge necessary to create media products.

Digital Literacy

“Digital literacy is the ability to use information and communication technologies to *find, understand, evaluate, create and communicate digital* information. Basic reading and writing skills are foundational; and true digital literacy requires both cognitive and technical skills.”

(Source: *Digital Literacy, Libraries, and Public Policy. Report of the Office for Information Technology Policy’s Digital Literacy Task Force*, January 2013, p.1.)
