

## INFORMATION LITERACY FOR THE CREATIVE ARTS

### Definition

The Association of College & Research Libraries defines information literacy (IL) as both a framework and a set of learning outcomes. The framework model is based on six concepts and associated practices that can be integrated into curricula. The concepts include knowledge and authority, the value and production of information, the iterative nature of research, participation in a scholarly or professional community, and ethical issues related to being users and creators of information.

In contrast, the learning outcomes model prescribes a set of competencies which can be summarized as

a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information (Association of College and Research Libraries, "Information Literacy Competency" 2)

The framework and learning outcomes models are widely adopted by academic libraries.

### IL for Creative Arts Students

For students in the Creative Arts program, both models serve to guide IL. While the competencies in the learning outcomes model can be more easily assessed within assignments and curriculum, the framework recognizes the importance of students being both creators and consumers of information.

A number of published research studies have also confirmed that creative arts graduates require IL skills to grow their career post-graduation.

Using the ACRL Framework and Learning Outcomes as the foundation, a Creative Art student who is information literate will be able to:

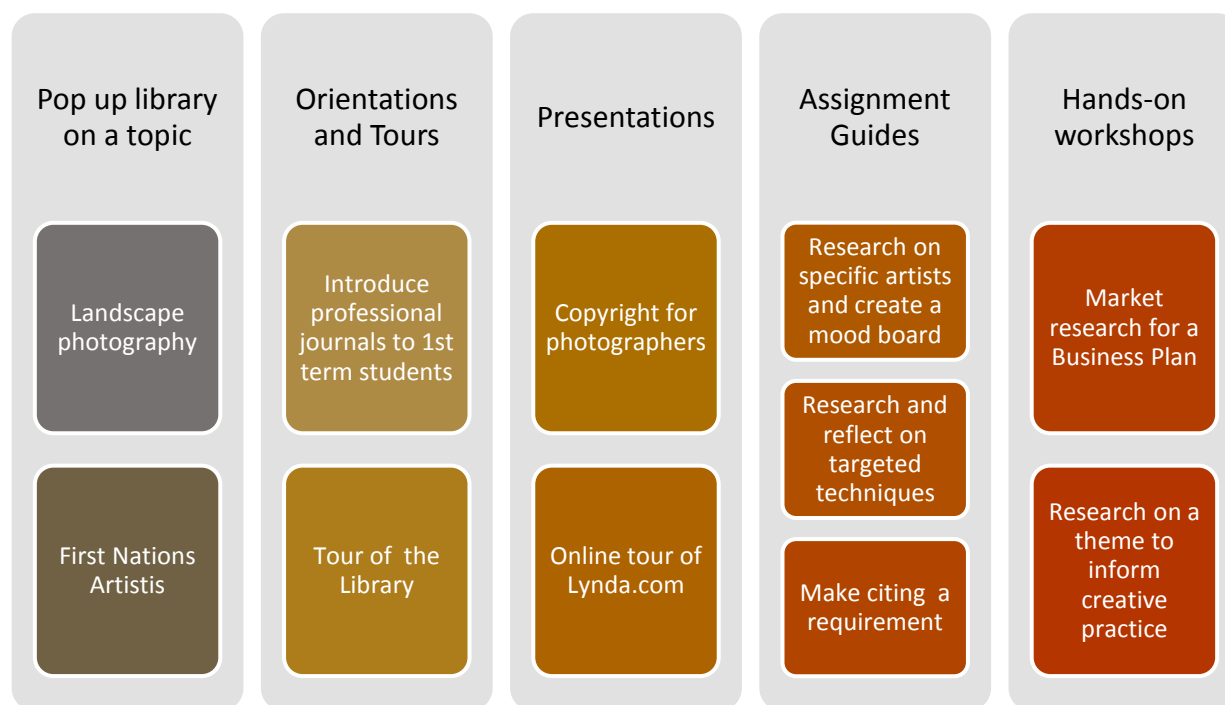
- Recognize that information comes from a variety of sources and platforms including professional literature, professional networks and social media.
- Recognize that research/information seeking is an exploration that can employ a number of methods including browsing, searching and seeking help from librarians.
- Evaluate authority on information according to information need and context
- Effectively assess and critically use a wide range of information sources to:
  - Inform and apply in creative practice, critique and professional projects
  - Search for information to support professional business planning, marketing and promotion.
  - Inform their creative processes and outputs in relationship to social issues, events and fields outside of the arts
- Apply principles of copyright as a consumer and creator of information
- Recognize the information seeking is an integral part of professional development post-graduation.

## Library activities to support IL Integration into Curriculum

- Pop Up Libraries
- Orientations and tours
- Presentations
- Assignment guides directing students to specific resources
- Hands-on workshops

## Curriculum Examples

It is recommended that information literacy instruction be a scaffolding process. Students are introduced to IL in Term One with a progressive agenda to Term Four where they can use the resources and skills acquired to problem solve independently for a larger project such as a capstone assignment.



For more information, contact

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