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## **Information literacy : reflexion encompassing disciplines, knowledge and practice.**

### **Abstract**

*After the « Meeting of Information Literacy » in march 2003, where Professional of School Libraries expressed their disagree with training in Information/Documentation, Secondary School Librarers and Education and Information Researchers link their forces to built a Curriculum from pre-school to universities.*

*The principe was : Information Literacy in not only the result of some skills dispenses and learned through hazard but a continuum training from primary school to higher education and Activ Life. What Information Knowledges must teach and learn ? Three researchs themas where used to respons : Academic Didactics, Sociology of curriculum and Cognitiv education.*

Information literacy - as an evolving concept - is concerned with principles, foundations, methods, intervention devices which aim at building, from nursery school to university level, a teaching and learning curriculum of information sciences

### **A federative concept**

This concept is the product of a reflective group including documentation specialists, librarians from community and school libraries, researchers, praticians dealing with information and communication sciences in diverse geographical and cultural contexts (Brazil, France, Quebec) with a history of literacy and written culture of variable length.

The term “information literacy” is preferred to that of “information culture or “mastery of information” because information is a subject taught and also a tool of education in the institution ,and it allows a diversity of intervention modes.

From the comparison of industrialized countries, common points in reflexion on information literacy can be outlined : same concern for strengthening information skills of users, same questioning about relations between cognitive psychology and learning styles, same search for transversal means of access to knowledge, same endeavour to integrate the positive effects of Internet (Bernhard, 1998)

International authorities such as UNESCO, the Summit conference on numerical skills held in Copenhagen,(October 2002),the Information literacy meeting of experts held in Prague in Septembe2003, acknowledged the right to information and the necessity of training people. In spite of these assets, some dissatisfaction remained, which led to the organization of the “Meeting on information” in Paris, 2003 to elaborate an assessment of information literacy at primary, secondary and higher education level. A research project was settled to construct a curriculum on documentation-information, overcoming the contradictions and limits found in the analysis of several cross-disciplinary devices (Supervised individual work, Multidisciplinary vocational project, Discovery programmes, Civic, social and legal education in secondary school, or Methodological training in higher education (first cycle).

## **Unsatisfactory assessment of training**

In spite of the increase of Libraries, Documentation centres, Documentation and information centres and University libraries during the last two decades, effective student training for the use of information is not always acknowledged as a necessity, resulting from democratization requirements. It is mentioned neither among the priority reforms in education (Thelot report), nor in teacher training. Knowledge to be transmitted was not precisely identified and its transmission was generally dependent on hazards of local economic conditions.

Technological evolution strengthened the librarian role as a “resource organizer” and a “counselor for information research”, according to the definitions elaborated in Chief Inspector Durpaire Report (IGEN, may 2004). But librarians-teachers, like teachers of the whole curriculum have divergent views on the use of Documentation centres and on their own role concerning students training to the use of information.

Recently the creation of a diploma “Brevet” (2i) validating computer skills of lower secondary school students do take into account intellectual and instrumental mediations to knowledge and the management of the school information system with a pedagogical orientation.

Presently, school librarians, to be recruited, have to pass a national competitive examination requiring specialized knowledge at University level, in information and communication sciences. They are trained at University in Teacher Training Institutes, where information knowledge is applied to pedagogical situations (Charbonnier, 2003). Newly certified librarians are eager to apply what they learnt and to consider documentation not only as a discipline devoted to the service of other disciplines but also as a self contained discipline. Generalization of educational devices allowing students to take more initiatives in the course of knowledge acquisition is an incentive to think so. But in this context, interdisciplinary assessment generates misunderstanding between teachers expectations and students representations. The Librarian-teacher can appreciate the accuracy of document selection, the use of hypertexts links on the web or the use of bibliographical norms for the online description of a document. But it is not easy to have these criteria acknowledged in the course of final assessment.

## **Toward Didactic of Information-Documenttion ?**

This interest for the study of a program covering the unit school course and university curriculum results from a reproblematisation of an old concept of Documentary Pedagogy which aimed at promoting one educational “alternate library” with the only frontal teaching and with textbooks, to motivate pupils by the direct contact with all types of documents and texts. Thirty five years afterwards, what is educational in the library function ? How to hold account of rupture introduced by communication and information technologies in “self explanatory” the cultural ones of “read-write-transmetting” (Lyotard, 1979) ? Of which nature are this knowledge of information-documentation, with the crossing of educational research and communication research which thinks the medias and the conditions of training think ? The first question returns to the specificity of documentation in a medium of teaching such as the tests of theorization present it. Thus after having considered the centers of documentation in the innovation ‘s history ( Chapron, 2001 ; Chapelain, 1999) then

in that of the professional identity of its actors (Braun, 1995), the library teachers are interested with the clean action their colleagues in interaction with the teachers and their pupils in an ordinary device of training computerized (Duarte, 2000; Liquète, 2002; Maury, 2005).

The second question obliges with a turning by work of history of the disciplines, sociology of the curriculum and didactic which has already helped of other disciplines to operate this process of distance enters it to know erudite and knowledge taught (Harlé, 2003 ; Martinand, 1986). What are this knowledge which appears in the official instructions only under form general objectives such as that of autonomy without that they are recognized like a “matter” with its hours an sound program but however take part in the evaluation of pupils’s studies.? In act, of a curriculum hidden as for the school value exceeding the evaluation of knowledge (Perrenoud, 1984) or of a culture generated by the school form with the image of grammar invented for the needs to teach language for all the small French (Chervel, 1988) ?

With which social debates the introduction of technologies into the school has it given place legitimate certain knowledge and to refuse others? Can one take as a starting point the quarrels which agitated British and especially bases of these divergences to release the social functions of culture ( Forquin, 1984) ? Which are thee “practices of reference” which are used of model or against model with this documentary teaching strongly marked in the Library centers by the written culture on all media ?

Answer these questions is a manner of advancing in the developpement of Documentation’s didactic. This work in progress (Frisch, 2003) aims, in the long run, the construction of a curriculum in information –documentation, i.e on stated principles and most analysed cases studies and situations contributing to a didactic progression allowing learning to acquire control of information throughout their school course and academic (Beghin, 2004). This built should also have effects on the training as well of the teacher-librarians as other teachers to make training more coherent. One also can expect a sensitizing from it more of the teachers of all levels to these trainings still little taken in count or legitimated in the current courses studies. Lastly, it opens with forms of cooperative work that the desire to learn and th responsibility to teach call.

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