

Grafstein 2002 – A discipline-based approach to IL

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Abstract:

This article, which proposes a discipline-based approach to teaching information literacy, argues that the responsibility for teaching information literacy should be shared throughout an academic institution, rather than limited to the library. An outline of the complementary responsibilities of librarians and classroom faculty in teaching information literacy is presented.

Quotations:

Difference "information literacy" vs "bibliographic instruction"

"Although the distinctions between IL and bibliographic instruction (BI) are not always clear or consistent, there does appear to be a general consensus that an important difference is that BI refers to instruction in traditional (i.e., print) library resources compared with IL, which [...] is a more inclusive concept [...] its focus is not restricted to the library." (pp. 197–198)

Information literacy is not restricted to library resources

"[...] IL [...] is not restricted to library resources or holdings; it presupposes the acquisition of the technical skills needed to access digital information, and, crucially, it extends beyond the ability to locate information simply to include the ability to understand it, evaluate it, and use it appropriately." (pp. 198)

Demand: library instruction should be woven into curriculum

"Patricia Knapp was the first to articulate the position that the library is an integral and organic part of a college and that library instruction should not be offered as a discrete event, but rather should be woven into the general curriculum." (pp. 198)