

Information Literacy Skills Grid SCONUL 7 Pillars	1.The ability to recognise a need for information	2.The ability to distinguish ways in which the information 'gap' may be addressed	3.The ability to construct strategies for locating information	4.The ability to locate and access information	5.The ability to compare and evaluate information obtained from different sources	6.The ability to organise, apply and communicate information to others in ways appropriate to the situation	7.The ability to synthesise and build upon existing information, contributing to the creation of new knowledge
<b>(1) Novice</b>	Identifies from citation what information is given and what action is required to find the item (from syllabus, bibliography, catalogue, database, eJournal).	Uses the web to identify various information organisations with authoritative information (online lib catalogues, search engines, etc.).	Understands the concept of field searching using author/title/subject/domain /date/ISBN/URI, etc.	Knows the various methods for interfacing the library: web site, front desk, shelves, help desk, catalogue, rooms, floorplan, other libraries, interlibrary loan , etc.	Understands the difference between different kinds of publications (books, journals, electronic, HTML, PDF, DOC, PPT, etc.).	References books, journals, and online materials using the appropriate citation style	Determines if original information need has been met, and if not, reviews and expands sources to include others as required
<b>(2) Advanced Beginner</b>	Defines the information need for a particular task (essay question, reading assignment, oral question, etc.)	Knows which subject relevant information organisations are capable of providing cited information (eJournals, eResources).	Identifies the terminology, keywords, synonyms, spellings and related terms for the information needed.	Constructs advanced search strategy using search techniques appropriate to the information resources available (Boolean, domain, truncations, CQL, etc).	Evaluates the quality of information retrieved in print and online using criteria (authorship, bias, updated /timeliness, currency, accuracy, authority, reliability, validity, etc.	Understands the issues associated with plagiarism and copyright; uses information legally and ethically.	Understands the infrastructure of academic publishing (publishers, conferences, publishing rights, rights of the author, eRepository, Distribution, etc.).
<b>(3) Competent</b>	Develop a visual representation (graph, chart, mindmap, hierarchy, etc) of the information need.	Identifies the most appropriate resources to meet the information need and organises it in a comprehensive manner.	Creates a search strategy having identified key concepts and terms describing the information need.	Knows how to distinguish between and deliver information to the desktop: borrow, reserve, renew, download, email, subscribe, search alerts, feed (RSS), print, etc.	Selects the main ideas or key data accurately; compares sources and analyses the structure and logic of supporting arguments or methods.	Extracts, imports and manages information using the most appropriate technique (such as copy/paste, downloading, emailing, printing, bibliographic management software EndNote).	Engages with other experts in the field (team research, conference attendance, peer review network, etc).
<b>(4) Proficient</b>	Identifies the value and difference between potential resources in a variety of formats (books, journal articles, manuscripts & web sites).	Differentiates between primary and secondary sources, recognising the importance of each in relation to their subject area.	Knows where required print materials is in the library and uses internal organisers such as indexes and TOC pages in books and journals to identify.	Uses Web as an interface to all information resources to locate online databases, abstracts, full text, journals, news and eBooks.	Seeks out addition support (peer review, subject librarian, tutor, teacher, etc) to present method for validation.	Participates and contributes effectively to tutorial discussions with ability to present individual research information on assigned topic.	Publishes research aware of formatting, publication rights...
<b>(5) Expert</b>	Identifies and prioritises the significance of issues explicitly or implicitly raised.	Conduct effective research on the primary and secondary issues raised, recognising the relative authority of sources.	Effectively uses subject-related gateways, databases, eJournals, catalogues, TOC, indexes and reference books for finding information.	Is aware of umbrella information organisations that spearhead subject development and their network connections with one another.	Identifies reader audiences and organises information according to various audiences.	Uses researched argument to demonstrate indepth knowledge of subject area to intended audience (written or presented).	Syndicates published research to as many information retailers as possible (eRepository, Journals,
<b>(6) Information Literate (Lifelong Learner)</b>	Continually pursues new methods of identifying information (online browsing tools, portals, vortals, RSS feeds, etc.).	Maintains awareness about future methods of identifying the information gap whether through print or by electronic resources.	Understands the larger macro-information environment and how concepts of information will change in years to come.	Pursues new search strategies for locating and accessing information...	Evaluate on the basis of research, the significance of the subject in its social and future context.	Reflects and contextualises own research output within subject expertise, with interest for furthering the field.	Regularly teaches the methods of information literacy to fellow academic peers within subject expertise.