

# Curriculum Framework for the Development of Information Literacy

## Methodological Issues Based on Hungarian Experiences

**Katalin Varga PhD**  
**Dóra Egervári**  
**University of Pécs**



**PÉCSI TUDOMÁNYEGYETEM**  
**UNIVERSITY OF PÉCS**

Well being in the information society  
TÁMOP-4.2.2.C-11/1/KONV-2012-0005

National Development Agency  
[www.ujszazenyiterv.gov.hu](http://www.ujszazenyiterv.gov.hu)  
06 40 638 638



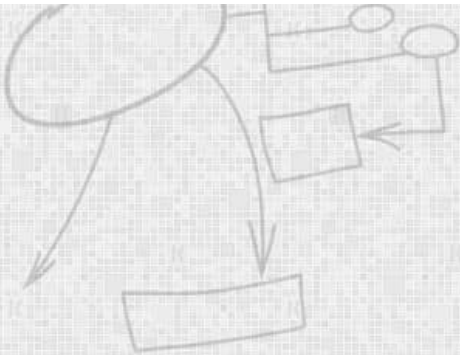
The project is supported  
by the European Union.

# Preamble

**education** **literacy** **information**

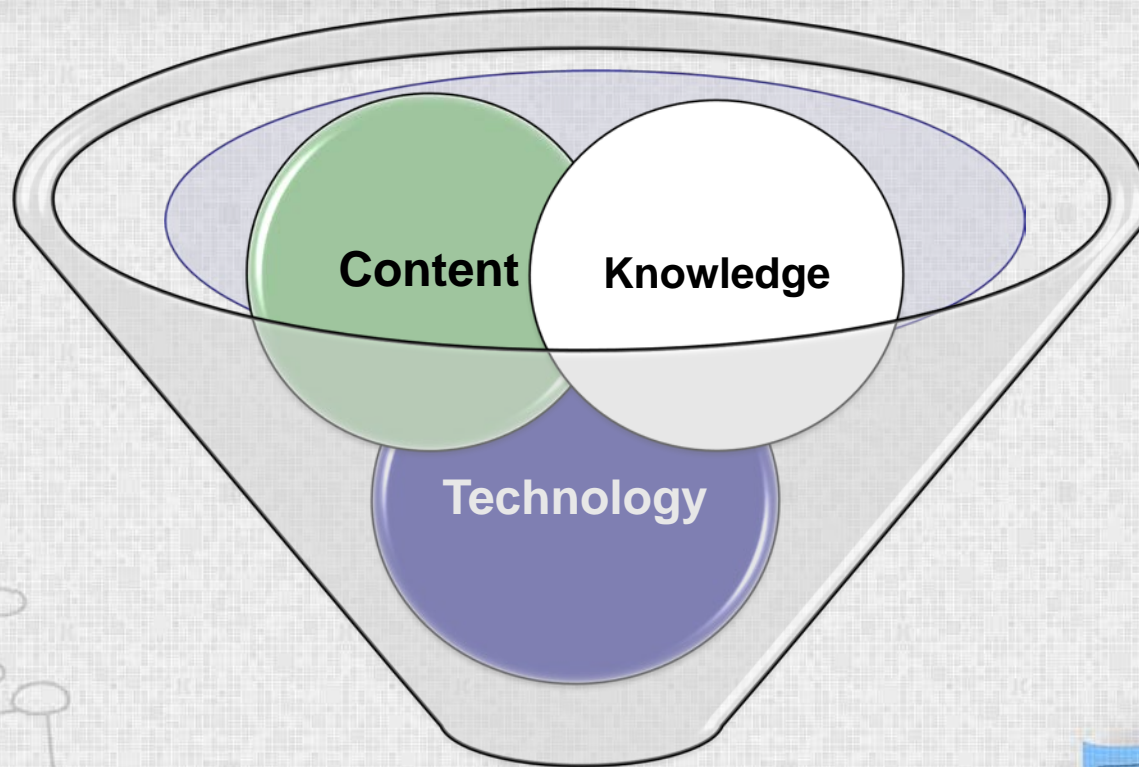
Information levels development elements competencies different skills institutions

need complex society foundation digital libraries system





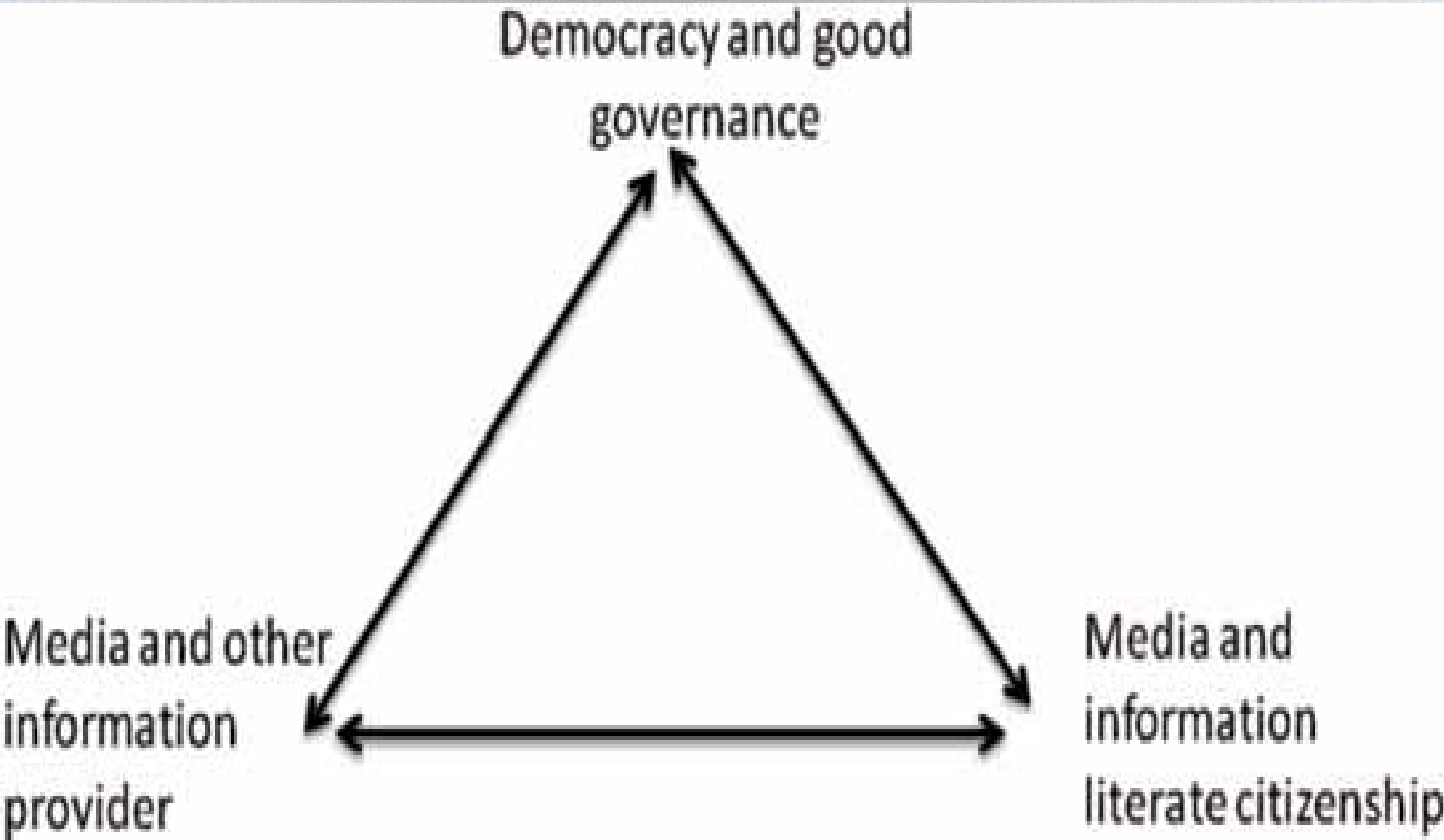
# Digital pillars of the information society



**Information society**



# Cultivation of a media- and information-literate population is essential for the sustainable development of any society



# Teaching IL

- A complex set of competencies necessary to navigate in the information society has to be developed at all three levels:
  - **basic education** (primary and secondary schools)
  - **higher education** and
  - **adult education.**





# Curriculum Model

- The components of information literacy are to be synchronised with the requirements of the national curriculum, and assigned to the various levels of education.
- The core elements on each level are selected.
- 7 sections



# 1. Definition of information need

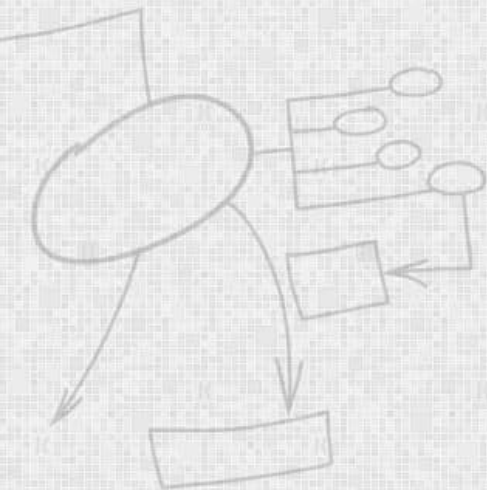
- question formulation in natural language,
- defining keywords,
- defining descriptors or subject headings, using controlled vocabularies





## 2. Definition of relevant information resources

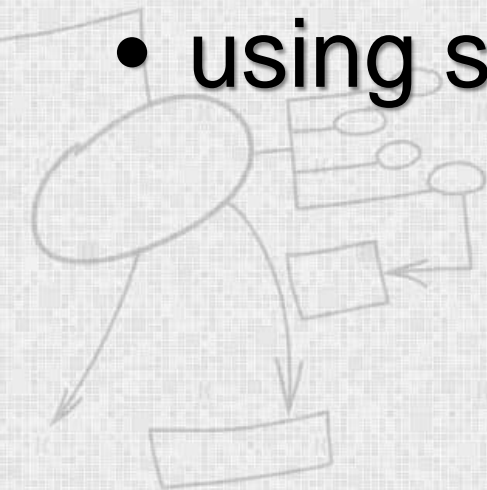
- printed resources,
- library catalogues,
- electronic, digital and virtual libraries,
- reference databases





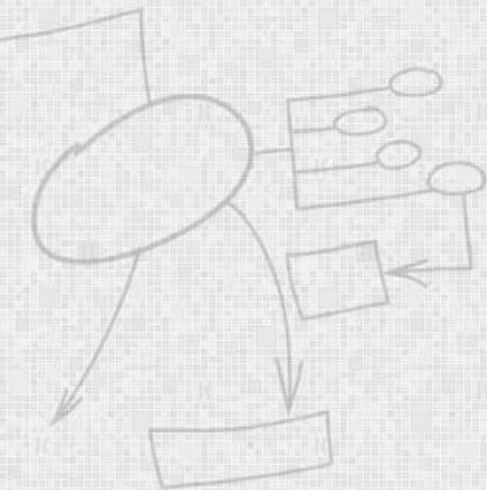
# 3. Localisation of information

- searching in the text,
- using search engines,
- using Boolean operators, proximity operators,
- using search strategies



# 4. Selecting relevant information

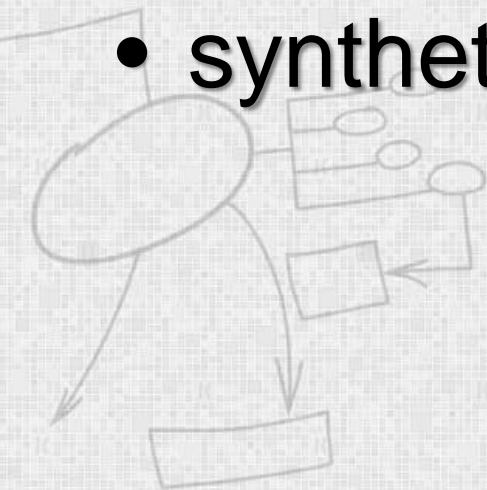
- finding relevant information in different resources,
- using filtering options,
- using thematic websites





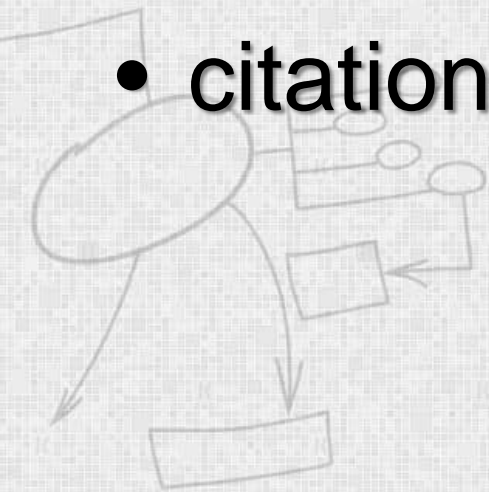
# 5. Investigation of information from different aspects

- reflection,
- highlighting the most important elements,
- analysis,
- synthetisation



# 6. Processing information

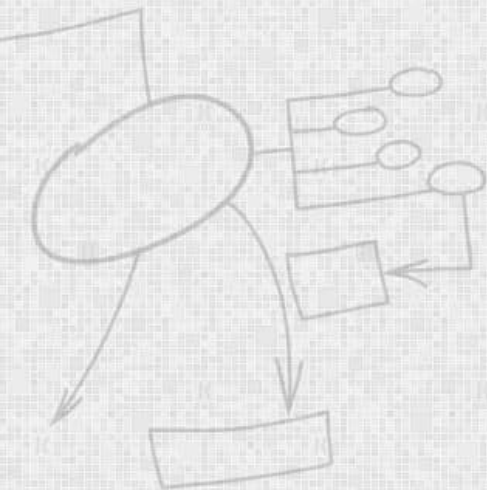
- evaluation,
- organisation,
- eliminating duplicates
- making bibliographies,
- citation





# 7. Management of information

- saving the information,
- applying new knowledge,
- creating new information,
- presentation of new knowledge

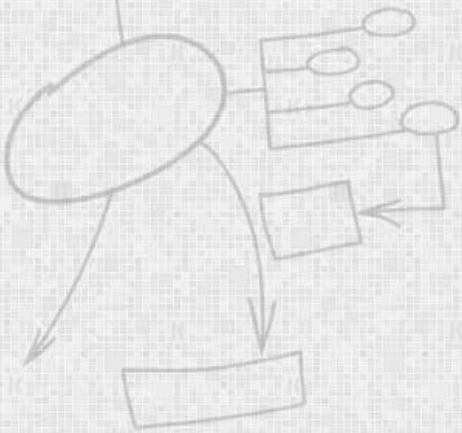


	Elementary education (grades 1-4)	Lower secondary education (grades 5-8)	Upper secondary education (grades 9-12)	Higher education
Definition of information need	Question formulation in natural language	Defining keywords	Defining subject headings	Using controlled vocabularies
Definition of relevant information resources	Knowing different types of resources (textbook, book, encyclopaedia, lexicon, dictionary, bibliography)	Using library catalogues	Using digital and virtual libraries	Using reference databases
Localisation of information	Recognising the parts of a book or journal: content, name and subject directory, references etc.	Using search engines (Google)	Using Boolean operators	Using search strategies
Selecting relevant information	Finding relevant information in different resources.	Using built in limiters, filtering options (language, form, document type etc.)	Using thematic websites	Knowing different methods of literature searching
Investigation of information from different aspects	Reflection on information	Highlighting the important elements	Analysing the information	Synthetizing the information
Processing information	Evaluating the information	Organizing the information	Eliminating duplicates	Citation, bibliographies
Management of information	Saving information	Applying new information	Creating new information	Presenting new information



# The role of the libraries

- Providing support for education
- Developing programs
- Offering courses for the adults
- Implementing pilot projects
- Defining directions for development



# Thank you for your attention!

[varga.katalin@feek.pte.hu](mailto:varga.katalin@feek.pte.hu)

[egervari.dora@feek.pte.hu](mailto:egervari.dora@feek.pte.hu)

