Information Literacy (IL) for Hong Kong Students

香港學生資訊素養

Ms Sierra LAM
Senior Curriculum Development Officer of ITE
18-20 Jan 2017
Six Actions of ITE4

1. Infrastructure
2. e-Learning Resources
3. Curriculum & pedagogy
4. Capacity Building
5. Involving Stakeholders
6. Research and Evaluation
World Trend

Researchers on developing Ethical Mind

World Economic Forum (Character Quality)

5 Minds for the Future

HOWARD GARDNER
Author of Changing Minds

Contents

Acknowledgments
Preface to the Paperback Edition

1 Minds Viewed Globally
   A Personal Introduction
2 The Disciplined Mind
3 The Synthesizing Mind
4 The Creating Mind
5 The Respectful Mind
6 The Ethical Mind
7 Conclusion
   Toward the Cultivation of the Five Minds

Notes
Index
About the Author
Background information

* **1998:** a series of strategies on **IT in Education**
* **2000:** **IT Learning Targets** – guidelines for using IT and information in learning and teaching activities
* **2005:** Study report on “IL Framework for HK”
* **2010:** CITE, commissioned by EDB, develop evaluation tools for assessing students’ IL in GS and Science.
* **2016-17:** Strengthen the role of IL and highlighted as a **learning goal in SECG**

* Making reference to **globally recognized framework** such as UNESCO Media and Information Literacy (2013)
IL for Hong Kong Students 2016

- **IL as Learning Goal in Secondary Education Curriculum Guide (SECG)**
  - Students will use information and information technology ethically and effectively as responsible citizens and lifelong learners

- **Objectives**
  - IL refers to the **ability and attitude** that would lead to an effective and ethical use of information. The IL for HK students aims to develop students’ abilities to:
    - Identify the need for information;
    - Locate, evaluate, extract, organize and present information;
    - Create new ideas;
    - Cope with the dynamic in our information world; and
    - Refrain from unethical use of information such as cyber bullying and infringing intellectual property rights.
## Information Literacy

<table>
<thead>
<tr>
<th>Category</th>
<th>Eight Literacy Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Effective and Ethical use of information for lifelong learning</strong></td>
<td>1 Use, provide and communicate information ethically and responsibly</td>
</tr>
<tr>
<td><strong>Generic IL</strong></td>
<td>2 Identify and define a need for information</td>
</tr>
<tr>
<td></td>
<td>3 Locate and access relevant information</td>
</tr>
<tr>
<td></td>
<td>4 Evaluate information and information providers, in terms of authority, credibility and current purpose</td>
</tr>
<tr>
<td></td>
<td>5 Extract and organise information and create new ideas</td>
</tr>
<tr>
<td><strong>Information World</strong></td>
<td>6 Be able to apply IT skills in order to process information and produce user-generated content</td>
</tr>
<tr>
<td></td>
<td>7 Recognise the roles and functions of information providers (e.g. libraries, museums, internet) in the society</td>
</tr>
<tr>
<td></td>
<td>8 Recognise the conditions under which reliable information could be obtained</td>
</tr>
<tr>
<td>Category</td>
<td>Eight Literacy Areas</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Effective and Ethical use of information for</td>
<td>1  Information users → Information providers</td>
</tr>
<tr>
<td>lifelong learning</td>
<td></td>
</tr>
<tr>
<td>Generic IL</td>
<td>2  Information need → locate information</td>
</tr>
<tr>
<td></td>
<td>3  Organise &amp; Create ← Evaluate information</td>
</tr>
<tr>
<td>Information World</td>
<td>4  IT skills</td>
</tr>
<tr>
<td></td>
<td>5  Information providers</td>
</tr>
<tr>
<td></td>
<td>6  conditions for reliable information</td>
</tr>
<tr>
<td></td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>8</td>
</tr>
</tbody>
</table>
# Key Stage Targets
(e.g. Literacy Area 1)

<table>
<thead>
<tr>
<th>Key Stage</th>
<th>1 P1 - P3</th>
<th>2 P4 - P6</th>
<th>3 S1 - S3</th>
<th>4 S4 - S6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literacy Area 1:</strong> Use, provide and communicate information ethically and responsibly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
|  | ● Have basic understanding of Intellectual Property Rights (IPR), e.g. copyright.  
   ● Become aware of safe, proper and healthy use of the Internet. | ● Know and practise IPR and data privacy.  
   ● Have some knowledge in citation and referencing.  
   ● Recognise the need to protect oneself on the Internet. | ● Become aware of the legal, social and ethical responsibility in using IT, including IPR (e.g. copyright and plagiarism) and data privacy.  
   ● Know, practise and behave ethically in applying IT in information processing.  
   ● Be able to use citation and referencing in relevant learning activities. | ● Understand the legal, social and ethical responsibility in using IT, including IPR (e.g. copyright and plagiarism) and data privacy.  
   ● Know and make use of different publication platforms. (e.g. blogs)  
   ● Know how to share information without infringing others’ rights. (e.g. using correct academic practices in quoting, citing and paraphrasing)  
   ● Know, practise, reflect and behave ethically in applying IT in information processing |
On-going promoting IL

• On-going professional development for curriculum leaders / subject panels / teachers
• Widening exposure through visits to “information” organisations
• School-based support by CoE schools
• Schools’ adoption according to their readiness
• On-going review on the needs of schools
## Professional Training Programmes (For Primary Schools)

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Name</th>
<th>Date of Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>EI0020160348</td>
<td>IT in Education Pedagogical Series: Information Literacy (IL) for Hong Kong Students (For Primary Schools)</td>
<td>Dec-Mar 2017</td>
</tr>
<tr>
<td>EI0020170073</td>
<td>IT in Education Pedagogical Series: Information Literacy (IL) for Hong Kong Students (For Primary Schools)</td>
<td>Feb 2017</td>
</tr>
<tr>
<td>Pending</td>
<td>IT in Education Pedagogical Series: Information Literacy (IL) for Hong Kong Students (For Primary Schools—PSM(CD), GS and Librarians)</td>
<td>Pending</td>
</tr>
</tbody>
</table>
## Professional Training Programmes (For Secondary Schools)

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Name</th>
<th>Date of Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>EI0020160349</td>
<td>IT in Education Pedagogical Series: Information Literacy (IL) for Hong Kong Students (For Secondary Schools—Including examples in learning and teaching of <strong>Maths, Science, Technology Education</strong>)</td>
<td>Dec 2016</td>
</tr>
<tr>
<td>EI0020160350</td>
<td>IT in Education Pedagogical Series: Information Literacy (IL) for Hong Kong Students (For Secondary Schools—Including examples in learning and teaching of <strong>languages, Technology Education and PSHE</strong>)</td>
<td>Jan-Feb 2017</td>
</tr>
<tr>
<td>EI0020170074</td>
<td>IT in Education Pedagogical Series: Information Literacy (IL) for Hong Kong Students (For Secondary Schools)</td>
<td>Mar 2017</td>
</tr>
<tr>
<td>Pending</td>
<td>IT in Education Pedagogical Series: Information Literacy (IL) for Hong Kong Students (For Secondary Schools—<strong>Curriculum leaders, LS &amp; librarians</strong>)</td>
<td>Pending</td>
</tr>
</tbody>
</table>
IL is essential in Primary and Secondary Education
The IL elements should be covered in my teaching subjects' course content

- Use, provide and communicate information ethically and responsibly
- Identify and define a need for information
- Locate and access relevant information
- Evaluate information and information providers, in terms of authority, credibility and current purpose
- Extract and organize information and create new ideas
- Be able to apply IT skills in order to process information and produce user-generated content
- Recognise the roles and functions of information providers (e.g. libraries, museums, internet) in the society
- Recognise the conditions under which reliable information could be obtained
**Highlights**

* Develop students as effective and ethical users of information and IT
* School-based holistic approach: Implementation of IL through KLAs/subjects/libraries

Further information:
- [www.edb.gov.hk/IL/eng](http://www.edb.gov.hk/IL/eng)
Thank you