

# Media and Information Literacy through the lifecourse



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- Identify the variety of information channels and media that people engage with to live their lives ...
- ... also the variety of behaviour in engaging – or ignoring or choosing not to engage – with information
- Briefly describe a model of the MIL person in the changing world
- Reflect on MIL and the UK's decision to leave the EU (Brexit)
- Identify approaches that could foster MIL through the lifecourse

- Information: complex concept, with contextual meaning: thus –
- Information literacy and Information Behaviour: also contextual, depending on culture, demographic, discipline, situation, disposition ...



Pics: Microsoft clip art

## Text

- training manuals
- books,
- written rules
- protocols

# Information: ambulance workers

“you don’t really know what’s happening until you get your hands on the patient and can see breathing, feel a pulse, what’s the blood pressure, are they pale?” (p409)

Lloyd, A. (2009)

## Bodies/ people/ environment



Patients

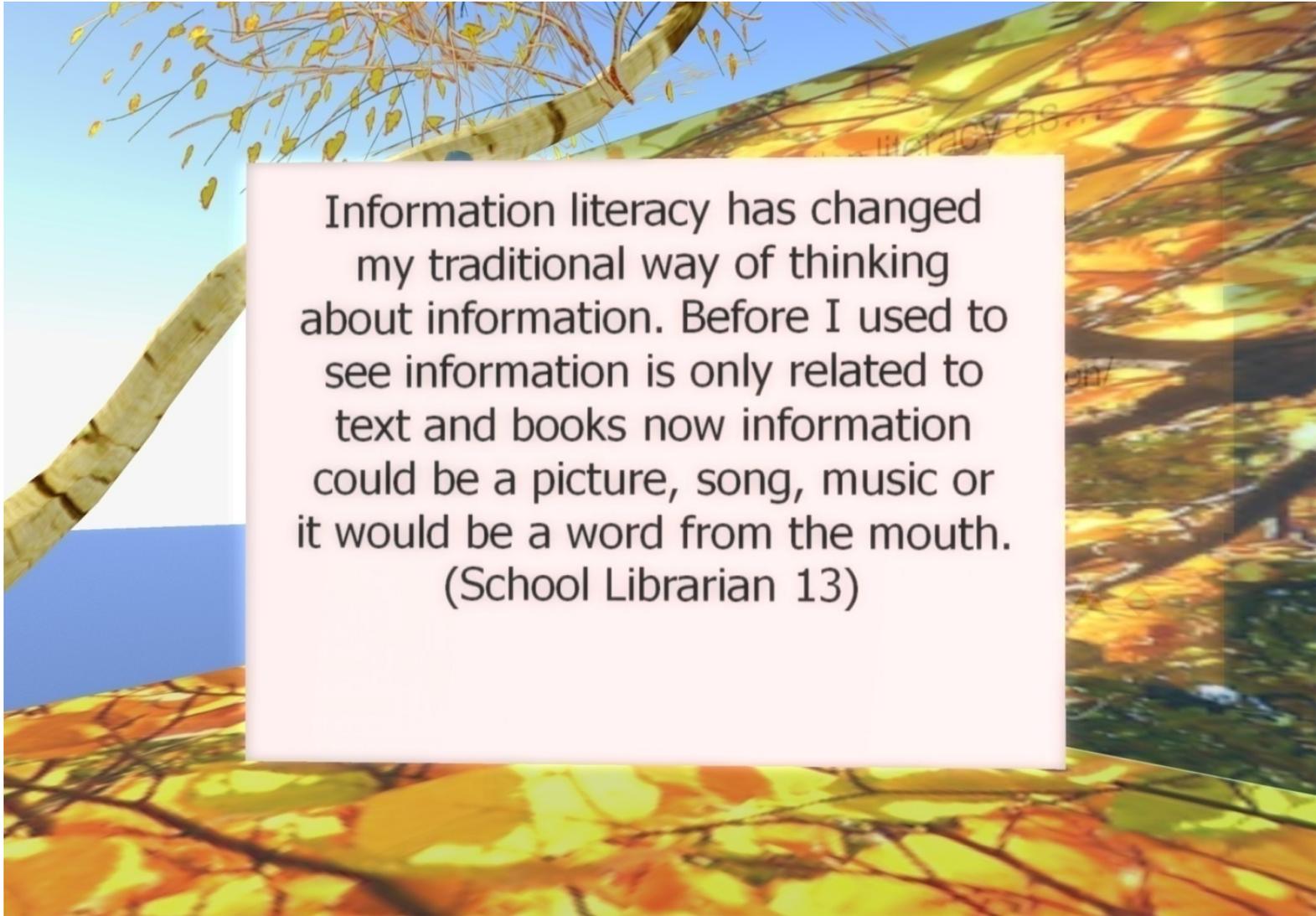
- Sound
- Speech
- Touch
- Appearance
- Movement
  
- Co-creation of information



- Colleagues
- Trainers

# Patient information

“Consumer health information isn’t just about leaflets and printed information. It’s much broader than that; it can be hospital signage, appointment letters, websites, informed consent, personal health records, patient education programmes, the list goes on. Good information engages people in their well-being, improves their experience and enables them and their families or carers to make choices about their lifestyle, treatment and the services they use.” (Patient Information Forum)



Information literacy has changed my traditional way of thinking about information. Before I used to see information is only related to text and books now information could be a picture, song, music or it would be a word from the mouth.  
(School Librarian 13)

From research by Salha (2011) into Syrian school librarians' conceptions of information literacy

# Blended Information Behaviour

“effective use of a variety of channels and sources, moving between different digital and offline environments, and using a blend of techniques (searching, browsing, encountering, etc.) to meet a variety of needs and achieve the desired outcome.”

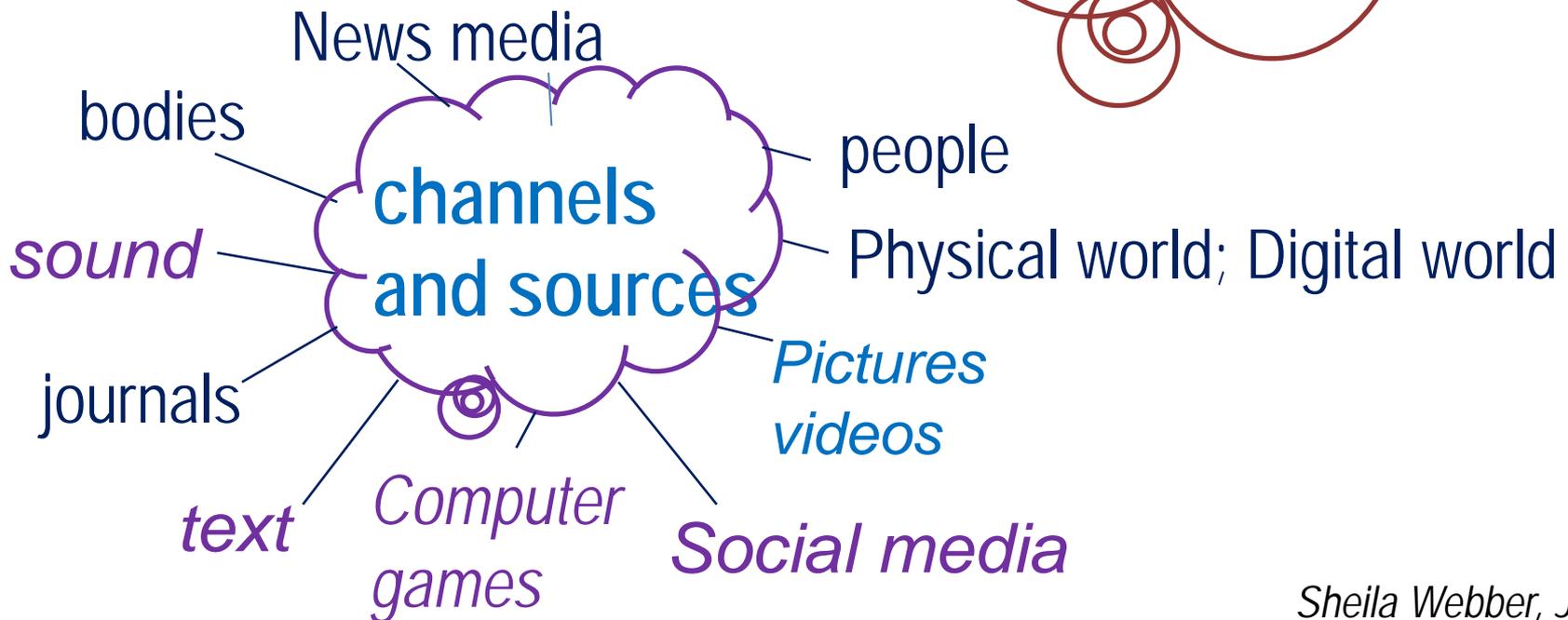
(Webber (2013; 97)



# Information behaviour during the Hurricane Sandy crisis

- Stage 1: Warning/threats
  - Stage 2: Impact
  - Stage 3: Inventory (taking stock of what has happened)
  - Stage 4: Survival
  - Stage 5: Recovery
- Stage 1: Internet sites, news media, Personal experiences, Social media
  - Stage 2: Personal experiences; News media; Internet sites
  - Stage 3: Personal experiences
  - Stage 4: Personal experiences, Social media, Internet sites
  - Stage 5: News media, Internet sites, Social media, Personal experiences

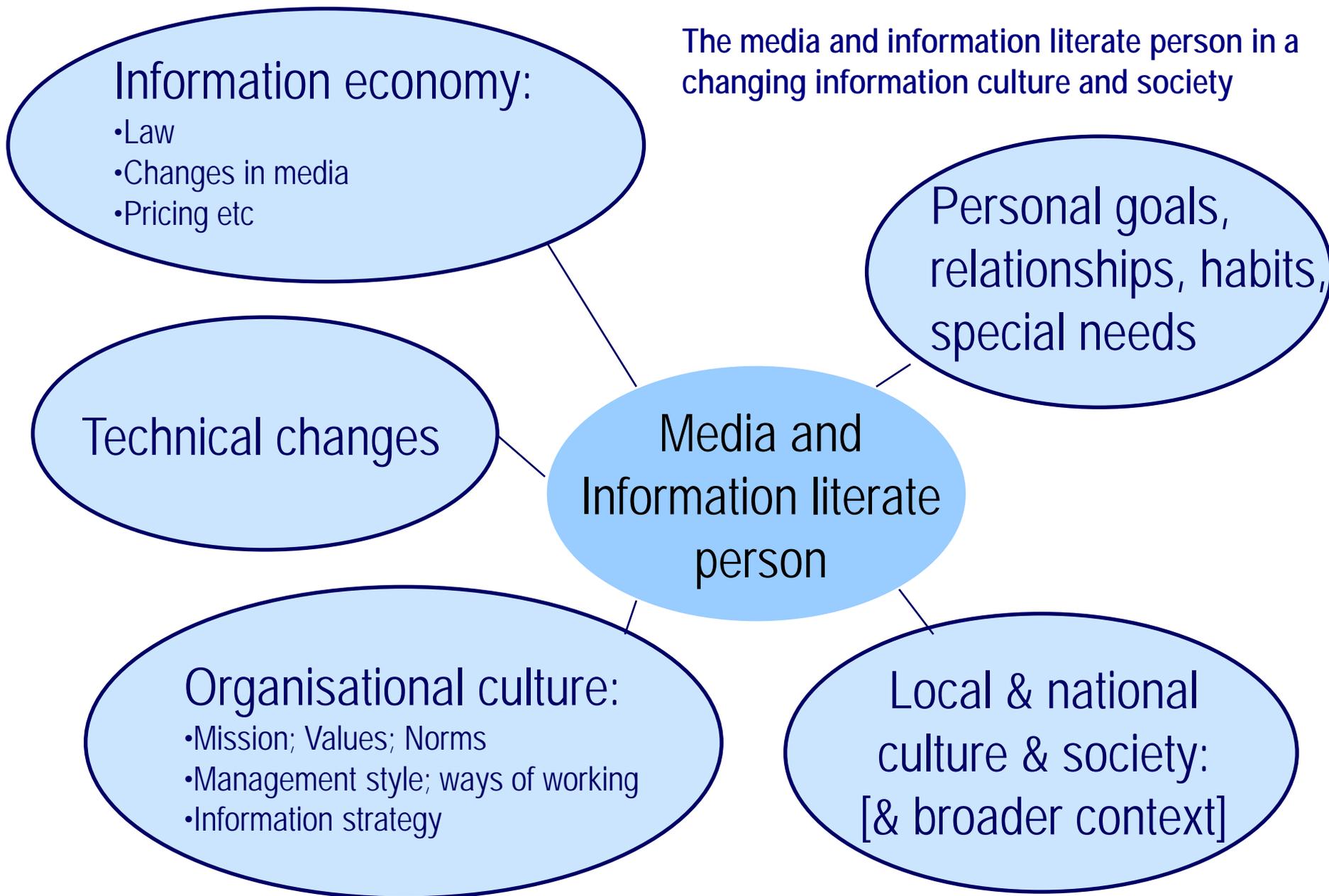
Channels used during the Hurricane Sandy crisis. Source: Lopatovska and Smiley (2014), Figure 1: Model of information behaviour during Sandy



The media and  
information  
literate person in a  
changing  
information  
culture and  
society



The media and information literate person in a changing information culture and society



Johnston & Webber 2013; Based on Webber and Johnston, 2000; Revised 2016

# *Curriculum for a media and information literate lifecourse*

- Individual reflecting on his/her media and information literacy contexts
- Identifying MIL strengths, gaps & priorities for his/her stage in life - forming his/her own personal “curriculum” for development
- Being able to audit his/her **context**: at different stages of life; at transition points; in response to critical events

- Develop situational awareness
  - this is where I am
  - these are the changes that affect me
  - this is how I can choose to engage or disengage with new information & media; to develop or choose not to develop
- Situation also bounded by MIL of organisations, people, Governments (e.g. whether they make wise and ethical use of information; whether they manage and communicate information effectively)
- Given changes in all areas of the diagram, need for MIL development lifelong evident

# Brexit: the UK votes to leave the European Union, 23 June 2016



What difference would “more MIL” have made in the EU Referendum?

*Sheila Webber, June 2016*

“Furthermore, it is insulting to us that so many spurious facts have been bandied around, especially as we don’t listen to facts anyway and base our reactions solely on whether we were once pickpocketed in Rome, or alternatively whether we like halloumi and think it will be banned if we vote leave.

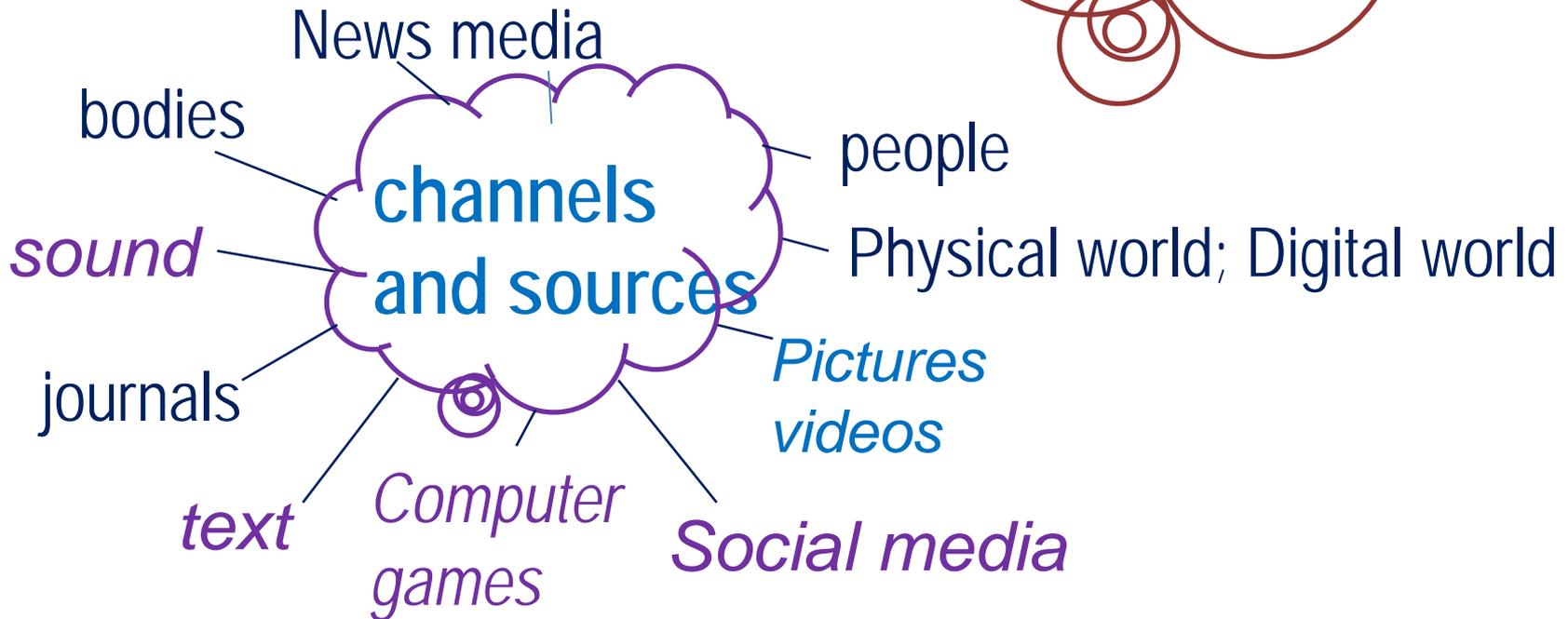
We intend to make up our minds in a vacuum of facts, depending on whether we think Boris is a bloody good laugh and a sound fellow or a facile, deceitful prat.”

Private Eye. (2016). Letters to the Editor:  
An open letter from leading British idiots.  
*Private Eye*.(1421), 26.



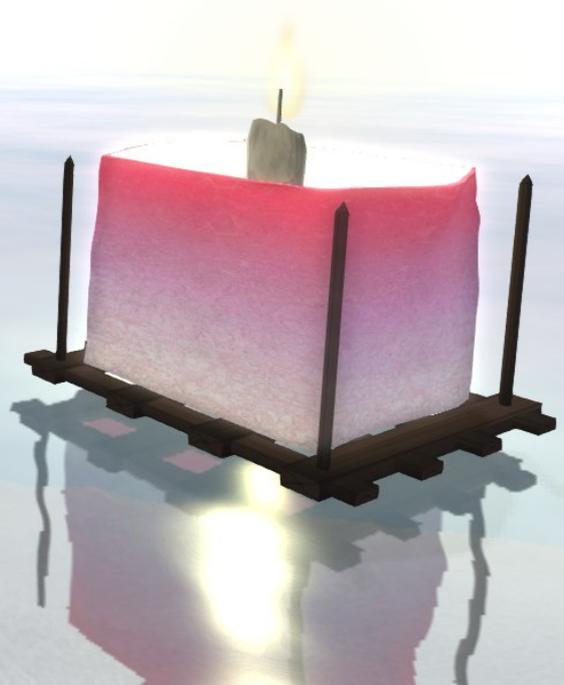
A satirical magazine





- Need more Media and Information Literate Governments, Companies, Agencies, Politicians, Community leaders; not just more Media and Information Literate citizens
- Underlying issues of social and economic policy, inequalities...
- Citizens need to develop their MIL throughout their (voting) life
- Traditional and social media an important part of the picture, but people construct situated meaning using information acquired through many channels
- The importance of people interacting with people: more focus on working with community and advocacy groups as well as "safe places" (like libraries), developing strategies aimed at different lifestages
- Example of older people: not treating 50-90+ as one group; not assuming deficit and narrow interests or ambitions; working with the many agencies, charities, activist groups

- Governments working with communities and agencies so that people can generate a curriculum vita (a course *for* life) for lifelong MIL development
- Media and Information Literacy as a discipline to *enable life*



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Pictures by Sheila Webber  
taken in Second Life (a trademark  
of Linden Lab)

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