

International colloquium « Educational approaches to information culture »
October 16, 17, 18, Lille, France

Call for Papers:

The development of information competencies and information “literacy” has become a worldwide educational priority, as affirmed by UNESCO as well as by other international organisations. With the rise of information technologies and the increasing economic role played by digital networks, the attention of information competency educators was at first centred upon the improvement of computer literacy skills and the use of new communications technologies. Yet information literacy skills imply a social and cultural as well as a technological dimension. Indeed, the explosion of information resources, the increasing diversity of information content with varied levels of reliability, and the increasing variety of information supports and vectors of communication point up the need to develop, from pre-school to university and beyond, the skills for an efficient and critical appreciation and use of these new resources. The objective of such a critical pedagogy should be the fostering of the awareness and judgment necessary to construct knowledge and to manage information successfully in school-related activities as well as other social practices.

In France, an “educational technologies research team” formed in 2006 and funded by the French Ministry of education is currently conducting an interdisciplinary research program on “Information culture and information curricula.” The primary objective of this program is to propose solutions for improving information literacy education in school and at university. The program has brought together several research laboratories and academic institutions, and the project team includes researchers, library and documentation professionals, teacher training specialists, and school librarians, as well as school teachers and university faculty from all academic disciplines.

As those involved in the designing of appropriate information competency programs can attest, researchers and their collaborators are often confronted with several key notions (such as “information culture”) that have yet to be clearly stabilised or defined. In order to address this particular difficulty, this colloquium will explore and discuss the fundamental notions and questions raised by our research project: how can we define an “information culture” which is constantly evolving? What are the social representations and competencies which come into play in formal and informal informational practices? Are these social representations a help or a hindrance to students in the learning process? What didactic and epistemological approaches can be applied to information literacy education? How do different educational systems (elsewhere in Europe, North and South America, Asia...) approach these issues? What information competency programs or strategies have been introduced elsewhere and what are the current debates raised by the problem of information literacy or more broadly by an “information culture” in school or at university? What are the potential advantages of, and limits to, an institutionalized information competency curriculum spanning from pre-school to university?

Sessions/Workshops:

We invite paper proposals pertaining to one of the four following topics (see our conference website for more details):

Workshop 1: Institutional, political, and educational aspects of information culture and comparative international approaches to these aspects.

Regional and national contexts of the development of information literacy education. Government policy, educational reforms, and the definition of an “information culture” in school. Traditional disciplines and the emergence of a new school discipline “information-documentation”. Comparing the teaching of information competencies and other related competencies (information technology, media education, etc): their complementarities and differences. The relevance of a disciplinary approach to information literacy.

Workshop 2: Uses, representations and social contexts of informational and documentation practices: ‘ordinary’ vs formal informational practices.

Students’, teachers’, faculty members’, and families’ informal informational practices and their relations to ‘formal’ practice and aptitudes as defined in school and university curricula. Observing and interpreting ‘ordinary’ information practices. The creativity of ordinary practices. The construction of social representations related to information practice, documents, media, and information technologies. The cognitive impact of social representations upon information learning experiences. The evolution of social representations. The contribution of social representations to the construction of information seeking and information management behaviours and strategies, in school or informally.

Workshop 3: “Formatted” knowledge: implicit or hidden information aptitudes, their sources and modes of acquisition.

Formal and informal information literacy learning strategies. Explicit and implicit types of information competency. The “formatting” of competencies and knowledge acquisition within information services and products. Information-documentation aptitudes and behaviours “expected” of students in different school/academic disciplines or by content-providers. The “obvious” or supposedly “spontaneously-acquired” information competencies at school.

Workshop 4: Didactic approaches to information literacy education, and to information literacy-based educational practice.

Scientific, didactic, pedagogical conditions for information literacy education. Relationships between didactics and information culture. Didactic processes necessary for the establishment of a corpus of information aptitudes in school. Relations between the didactic transposing of scholarly or expert competencies into school-level aptitudes to be taught, and the “activation” of these school-level aptitudes in learning situations. Defining the content of information-documentation programs. Information literacy educators’ and other school teachers’ roles in defining information education content. Relations between information-documentation aptitudes and other disciplinary aptitudes. Academic disciplines and information culture: sharing epistemological concerns. Defining appropriate teaching contexts and projects (teaching modules, student projects, “portfolios”, etc). Possibilities and conditions for a didactics of information in higher education.

Proposals for 20-minute papers as well as planned lectures will be related to one of the above-mentioned four topics. However, other areas may be covered as well. The colloquium will also feature a series of round table discussions between researchers, professionals and education officials in order to stimulate exchange and debate of differing points of view, and to consider the social expectations related to information literacy education.

Submissions:

All paper proposals should:

- Be written in French or in English,
- Have a maximum length of 5 pages (in 12-point single-spaced type).

The first page should present the following information only:

- The title of the proposed article,
- The name(s) of contributing author(s), their institutional affiliation, postal address(es), e-mail address(es), and phone numbers,
- An abstract of approximately 10 lines,
- A list of key words.

Starting with the second page, the proposal should present:

- The title of the proposed article,
- The body of the proposal with bibliographic references.

Paper proposals should be sent as an electronic document (in Word format) by the final deadline to one of the two presidents of the colloquium: eric.delamotte@univ-lille3.fr (GERIICO Lille 3) or françoise.chapron@rouen.iufm.fr (CIVIIC Rouen).

The research and program committees will evaluate the relevance of each proposal and may propose modifications.

Deadline for submissions: April 20, 2008

Author notification: June 1, 2008

Deadline for revised final version: September 1, 2008

Colloquium dates: October 16-17-18 2008

The colloquium will take place at the University of Lille 3, Maison de la Recherche, Villeneuve d'Ascq, France.