A decade of critical information literacy: A review of the literature

Eamon Tewell

Document Type
Research Article

Abstract
As information literacy continues in its centrality to many academic libraries' missions, a line of inquiry has developed in response to ACRL's charge to develop information literate citizens. The literature of critical information literacy questions widely held assumptions about information literacy and considers in what ways librarians may encourage students to engage with and act upon information's complex and inherently political nature. This review explores the research into critical information literacy, including critical pedagogy and critiques of information literacy, in order to provide an entry point for this emerging and challenging approach to information literacy.

DOI
10.15760/comminfolit.2015.9.1.174

Downloads prior to this publication
10001

Persistent Identifier
http://archives.pdx.edu/ds/psu/22378

Recommended Citation

Information. For Readers. For Authors. This critical review of literature seeks to offer readers a comprehensive examination of the paradigms through which researchers and schools typically tend to view parents. Given the intent of this article, I address three different normal strings to help educators rethink parental involvement. The past and current literature on urban environments abound with assumptions of urban students and schools as dangerous, unruly, rundown facilities, gang related activities, high attrition rates of teachers, poor test scores, high poverty levels, truancy, and lack of motivation along with a host of other negative images and depictions (Anyon, 2005; Boutte, 2012; Boutte, 2013; Milner, 2012; Morrell, 2004; Tyack, 1974). The purpose of this review is to present the relationship between information literacy, critical thinking and reflective practice, as currently debated in literature. Critical thinking is listed among the information competency standards and is often cited as one of the most meaningful learning outcomes in many information literacy plans and activities. Moreover, the phrase “critical thinking” appears, with slightly different meanings, in most of educational programs at University level, since it involves the capability of approaching information in an active, evaluative and creative way. The