

How does information literacy influence scholarship, practice, and leadership

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It is a widely known fact that information literacy has an impact on education and all other aspects related to it. Information literacy can be defined as the knowledge of the commonly research skills utilized, especially considering that there currently is a great deal of information available in different formats and one would ideally like to access and use the best and correct, up-to-date information (University of Idaho, 2011). The importance of information literacy especially in scholarship, practice and leadership is perhaps best demonstrated by Turusheva (2009), who indicates that about 50% of all information acquired is considered out of date after 5 years hence the need keep oneself updated. Information

The scholarship, practice and leadership model is important in developing students into future leaders while all the time learning is taking place. In terms of scholarship, a deep understanding of the area of study is desirable, which then is applied in the practice aspect of the model. The leadership aspect involves utilizing available resources for successful management with knowledge on the consequence of one's actions (Bravo, 2010). The scholarship, practice and leadership model can be applied in almost all fields including health sciences. Badke (2009) states that the scholarly nature of research systems has been alienated to most students in the modern day era largely due to lack of guidance on the use of information sources in the electronic age.

The influence of information literacy on the scholarship aspect of the model

is to a huge extent based on the ability to access the not only available but relevant literature on a subject (Symonds, 2009). To be able to develop the desired profound understanding of an area of study, the students would ideally need to be information literate so as to obtain relevant, up-to-date and correct knowledge from what is available.

In terms of practice, information literacy is important in the discernment of which body of knowledge or theory is relevant and applicable to an actual situation. Information is virtually limitless, and skills are needed to enable one to select appropriate knowledge from theoretical models and utilize it in practice (Symonds, 2009). Bravo (2010) identifies a gap development between the scholarship aspect and the practice aspect depending on whether an institution is academic or technical.

Information literacy impacts leadership as a life-long practice of relevant learning is achieved and hence there is continuous improvement in terms of ability and experience (Symonds, 2009). Since there are always new and novel developments in all fields of practice, information literacy enables leaders to be up-to-date with new perspectives of thinking, more efficient practices, and discovery of what has been found out to be redundant, unnecessary or counteractive. Information literacy enables decision-making and problem solving that is sound based on the ability to collect and process information into a guide that is then applied to the given scenario, hence making better leaders.

Conclusion

Information literacy is the backbone of quality learning and when applied in the scholarship, practice and leadership model the result is developing

students with proper and expedient research skills, who later on are able to apply the relevant information correctly in practice and whose potential leadership is informed, up-to-date and of sound academic backing.

References

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