



Extrait du FADBEN

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Manifesto 2008 - The teaching of information culture

- Menu central - Métier - Textes de référence FADBEN -



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FADBEN

Dans la poursuite de sa démarche d'ouverture à l'international, la FADBEN publie une version en anglais de son Manifeste de 2008.

Whether we talk about an « information society », a "knowledge society" or a "network society", it would appear, especially to UNESCO, that information literacy is a necessary skill for all 21st century men and women. France adheres to the international challenge set by UNESCO which is coherent with the education program.

Today we must master the information to participate in the knowledge society. Providing continuous training and developing citizenship, facilitating social and cultural integration, also for economic reasons, because they are strongly connected to the daily context in which we live.

The objectives of information literacy training for students are the development of information culture, an effective and coherent training, the awakening of critical thinking, the apprenticeship of autonomy, and the acquisition of the « how to learn » process.

How is this training implemented today ? Officially, some directives for obtaining knowledge and competence in information literacy skills exist in the education system, for example in the "loi d'orientation 2005" [\[1\]](#) , in "Le socle commun" [\[2\]](#), in the "B2I" [\[3\]](#), in the curricula of some disciplines.

What conclusion can we draw from the application of this training ? The teaching of information literacy is split into small pieces, and taught in a sporadic and uncertain way, thus giving rise to inconsistency regarding the education dispensed to pupils.

The teaching of information literacy is considered increasingly necessary. However, teaching conditions of the teacher-librarians are less and less adapted to dispensing this type of training, this, despite the recognition of the pedagogical role of the French teacher-librarian via the CAPES diploma created in 1989.

The FADBEN Association points out the lack of official guidelines or curricula stipulating the contents and the concepts, that the pupil should know, along with the lack of a framework for their implementation.

There are no official texts for the selection of qualified professional staff, for the conception and the implementation of this necessary training in information literacy. At best, we can see in some disciplines, is an initiation, often reduced to the teaching of a search procedure, or to the mere use of information tools or documents, without considering either the information, or the document, as possible teaching tools.

What are the pupils supposed to learn and in what context ? "Training pupils, all pupils, means giving, at the least, the ability to identify the information they require, to search for it, to evaluate it, to make good use of it, to understand it and to communicate it". To do so, they must be familiar with the information tools at their disposal, aware of the concepts linked to them, and, in addition, be acquainted with the principles of their organisation, in order to develop a critical eye.

For many years the FADBEN Association have demanded the recognition and the formalisation of the training contents as part of a specific field : i.e. "Information- Documentation" ; the contents should be taught by the

