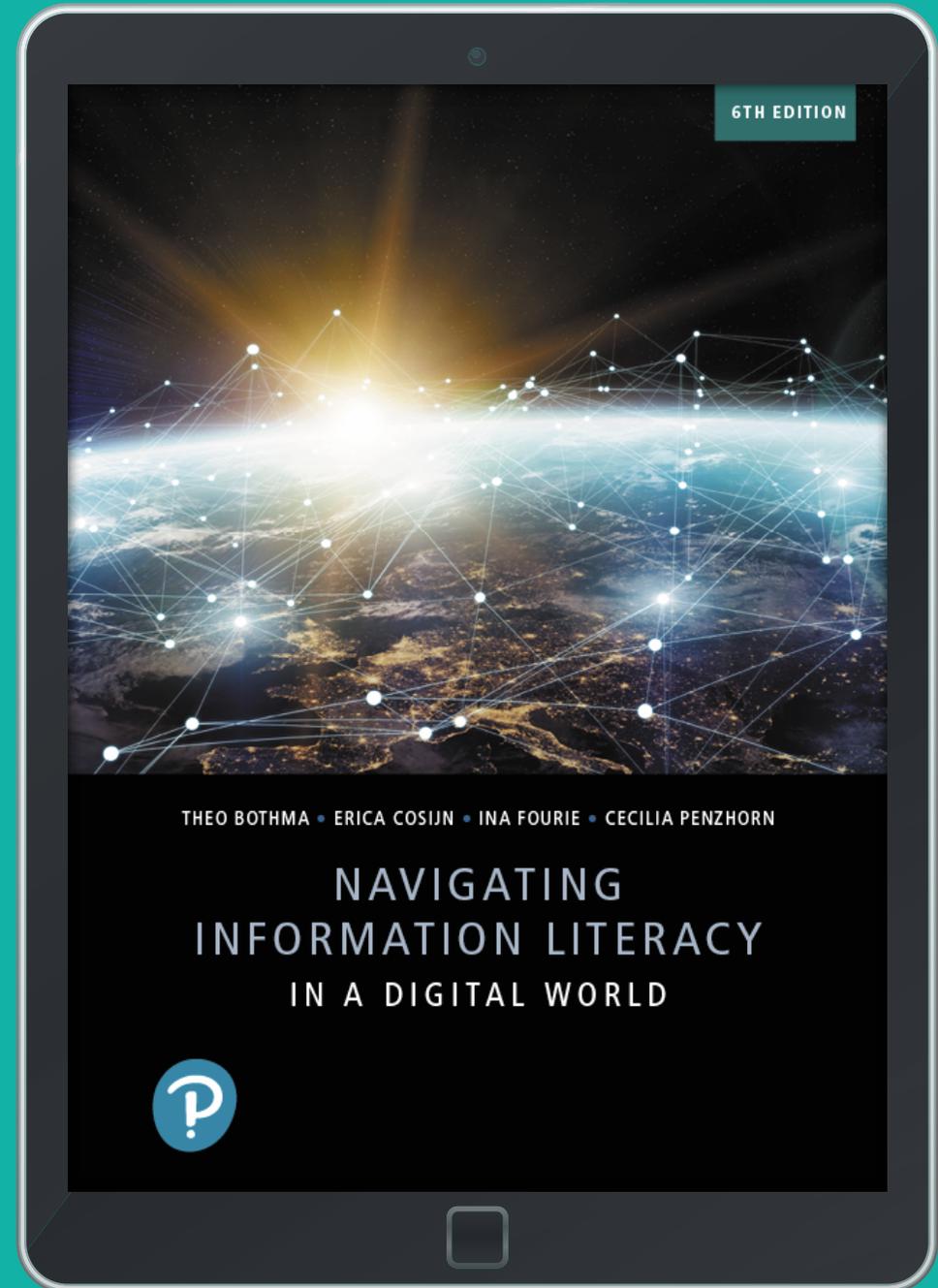


Navigating Information Literacy in a Digital World

6TH EDITION

Discover our new
Interactive eBook



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6TH EDITION

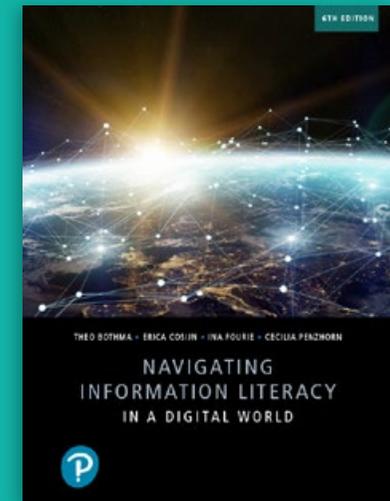
Being information literate is no longer a 'nice-to-have' skill; it is a skill *essential* to coping and succeeding in the 21st century.

Navigating Information Literacy in a Digital World, now in its 6th edition, has been redesigned to be 'digital-first'. This interactive eBook has been updated to cover the information skills and topics needed for academic study, the workplace and everyday life. It emphasises the importance of being an ethical and digitally responsible citizen in the global community.

Key topics covered

This interactive eBook covers a range of topics to ensure that students become digitally literate.

- Information sources and resources
- Libraries and web portals
- Constructing a search query
- Searching the web, databases and online journals
- Organising and retrieving information on personal devices
- The ethical and fair use of information
- The importance of referencing
- Evaluating information sources
- Documenting information
- Creating new knowledge
- Being information literate in a post-truth world



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AVAILABLE

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Meet the authors

Experienced educators have long partnered with Pearson to create world-class content that serves your curriculum and supports great teaching.

Prof. Theo Bothma, Dr Erica Cosijn, Prof. Ina Fourie and Dr Cecilia Penzhorn are all current or previous faculty members of the Department of Information Science at the University of Pretoria, South Africa. They have vast experience in teaching many aspects of Information Science at undergraduate and postgraduate levels.

In this innovative title, the authors bring together their depth of knowledge of the subject matter and their practical teaching experience to help students achieve success in their studies and develop the information literacy skills needed for employability in our ever-changing digital world.

“Being information literate is an essential skill that everybody needs in a world where we are constantly bombarded by huge amounts of primarily digital information from a variety of sources, both credible and untrue. This textbook teaches you how to distinguish between good quality and fake information, both in an academic context, and in your everyday activities.”

Prof. Theo Bothma

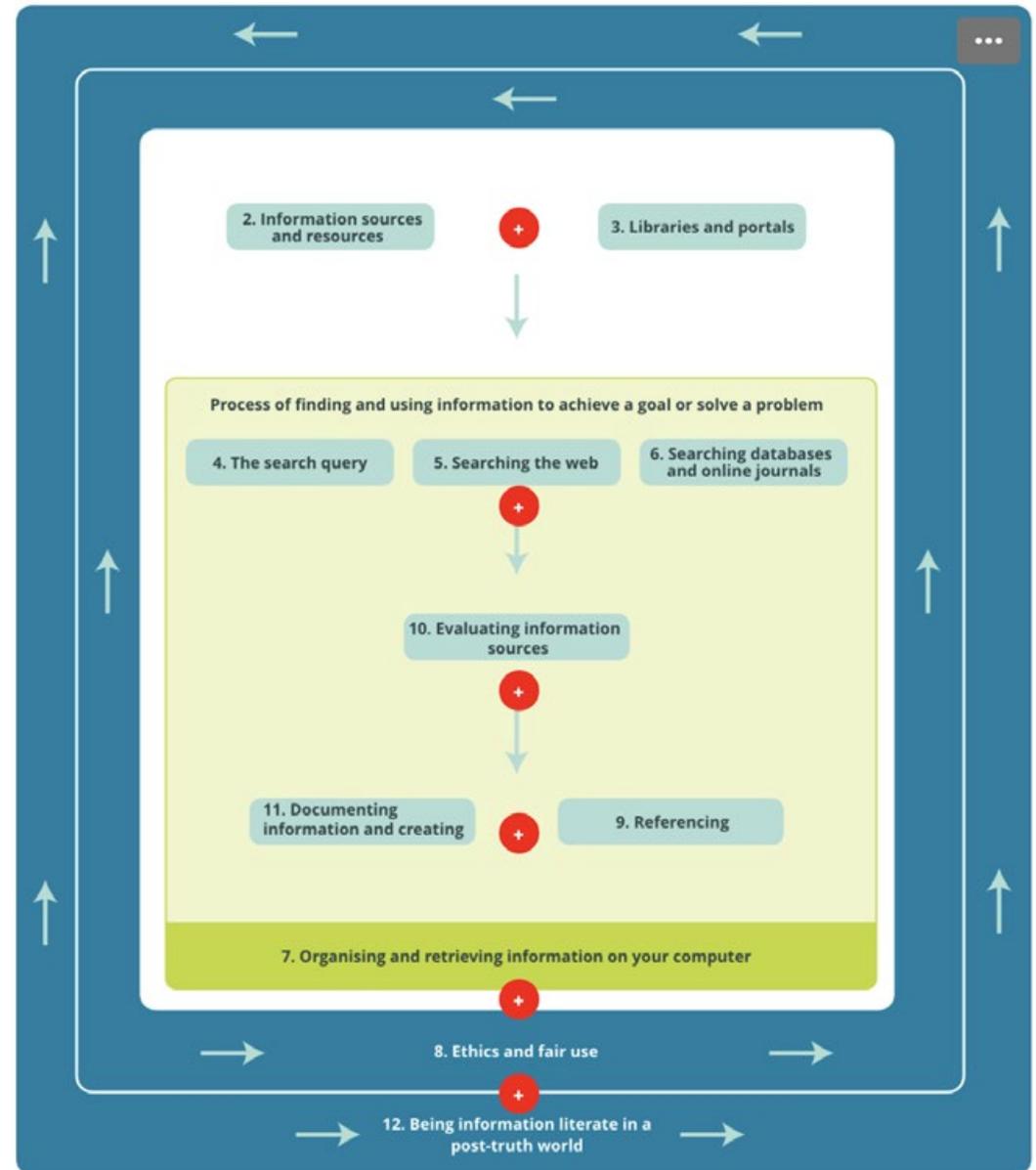
Explore the learning roadmap

A new interactive roadmap contextualises each chapter within the structure of the eBook

The roadmap shows the interrelatedness of themes and key topics within the book and enables students to work through the content independently and access the information they need to use in real-life situations.

“Digital skills are no longer a ‘nice-to-have’. Even though millennials might be quick to catch on to certain skills, they lack in others: appropriate checking of authority and expertise, acknowledging information sources, avoiding academic misconduct and systematic and in-depth exploration of scholarly expertise. These skills are not only important in undergraduate studies; they are essential for successful masters and doctoral studies, and in the workplace.”

Prof. Ina Fourie



Interactive learning roadmap

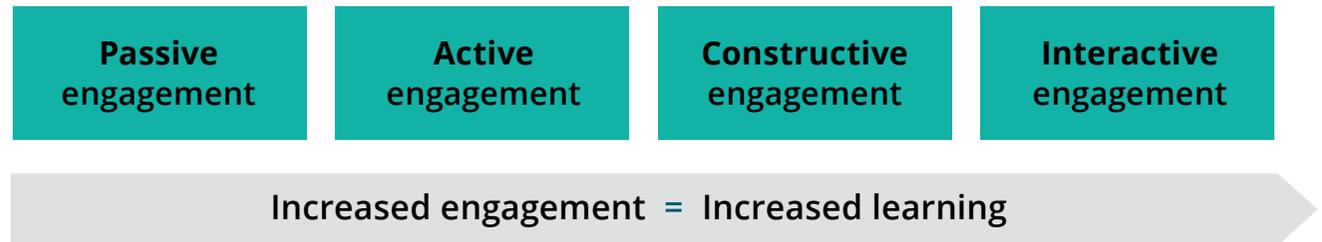
Review the framework

The principles of the ICAP framework have been applied to the content development for *Navigating Information Literacy in a Digital World 6th Edition*

ICAP Framework

“The ICAP hypothesis predicts that as students become more engaged with the learning materials, from **passive** to **active** to **constructive** to **interactive**, their learning will increase.”

Our new interactive edition is designed with reader engagement in mind. The content has been both structured and designed to increase learning through various levels of engagement. Over the next pages, we illustrate key features that help learners master Information Literacy.



*SOURCE: Chi, M. T. & Wylie, R. (2014). *The ICAP Framework: Linking cognitive engagement to active learning outcomes*.



See how the new interactive features bring information literacy to life for your students.

 [Watch the video](#)

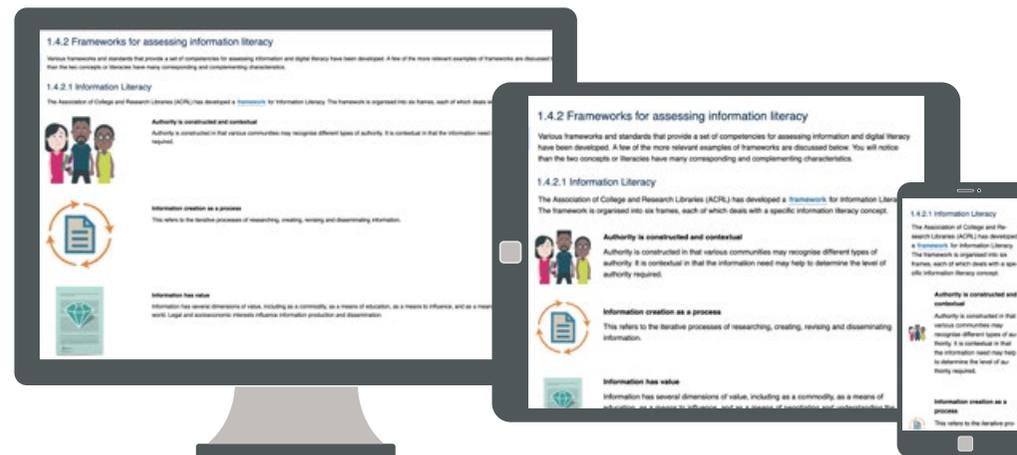
Features to improve Passive Engagement

Here, students receive information through carefully structured content presented in multiple formats.



Every chapter is logically **structured** to aid learning and align closely to learning outcomes. Content is presented in manageable chunks to improve acquisition and recall.

Introductory chapter **animations** and instructional **videos** introduce content and explain concepts with real-world examples.

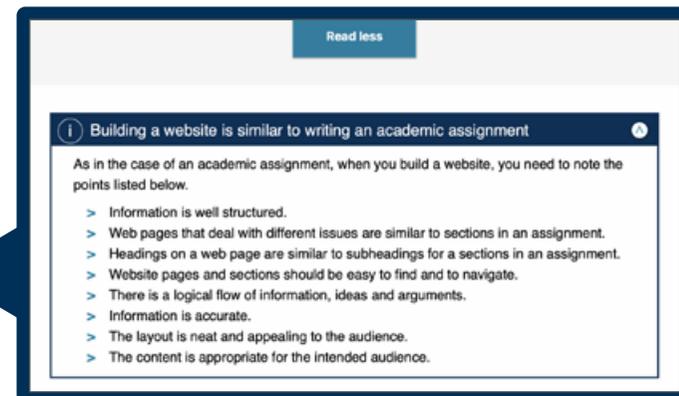
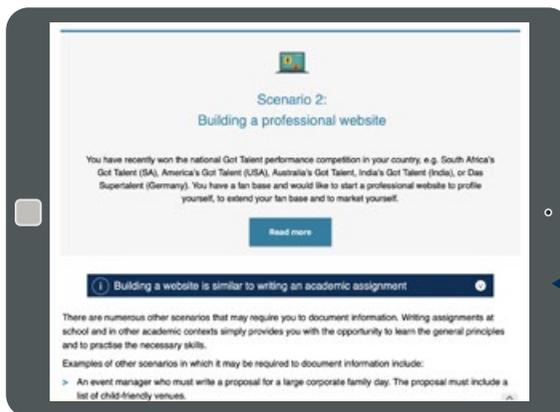


The excellent **user experience** across all devices improves understanding through dynamic and responsive content. The **design** has been specifically created for a digital product and supports the readability of the text.

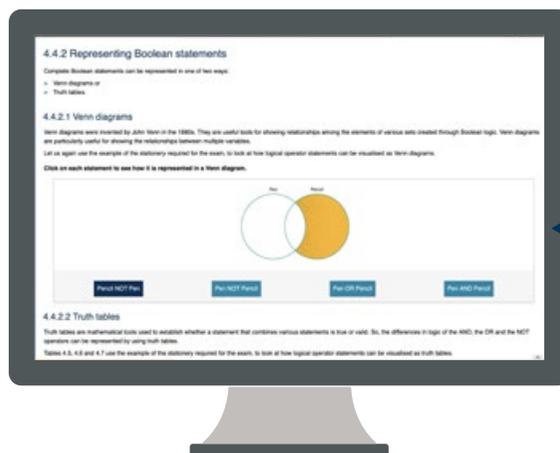


Features to encourage Active Engagement

Students engage more actively with the content by manipulating instructional materials, which activates related prior knowledge.



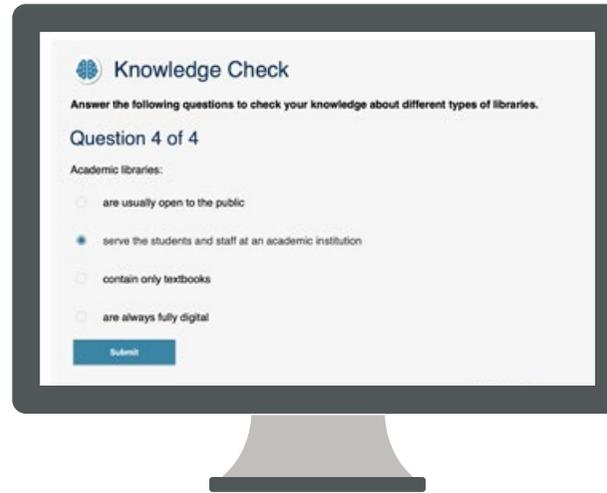
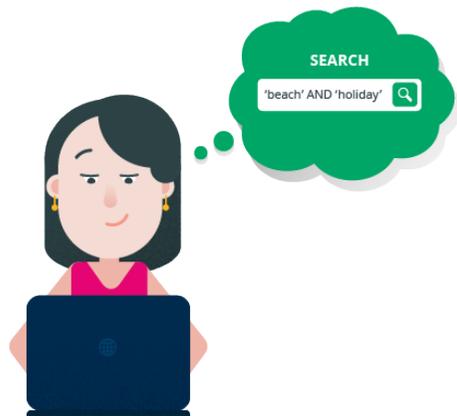
'Information-on-demand' features, including accordions and flip cards, to reduce information overload.



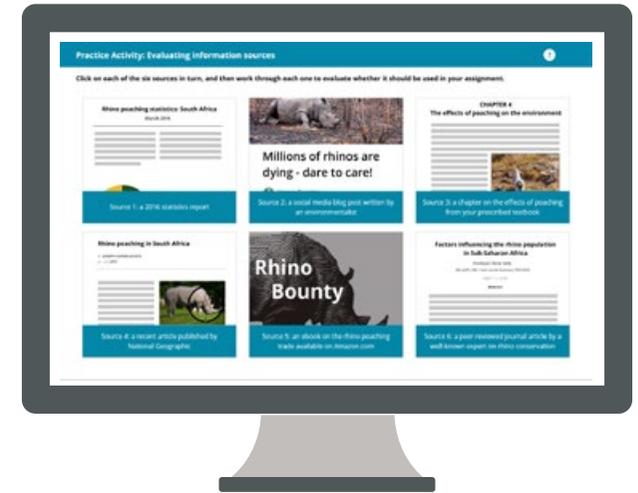
Interactive content illustrates concepts and translates static content into a dynamic experience to enhance understanding.

Features to enhance Constructive Engagement

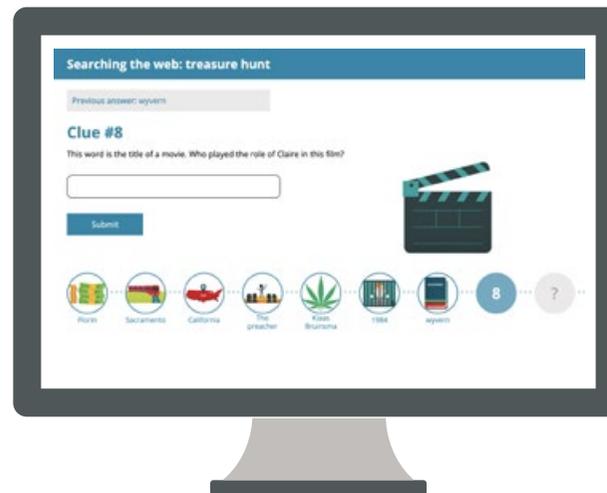
Students become creators – they respond to prompts, compare with outside sources, and integrate prior experience and learning with current activities to generate new knowledge.



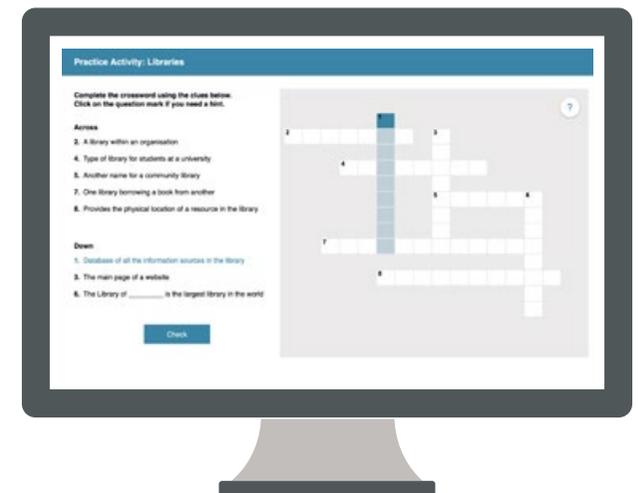
'Knowledge check' activities are short formative assessments that enable students to check their theoretical understanding, and improve recall and retention of content.



Mini-simulations draw on situated learning theory where the user is 'situated' in the learning experience so knowledge acquisition becomes part of the learning activity.



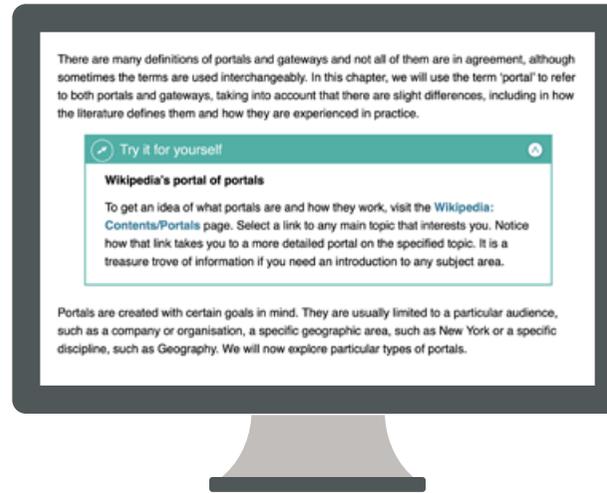
Learning is placed in a meaningful, problem-solving context



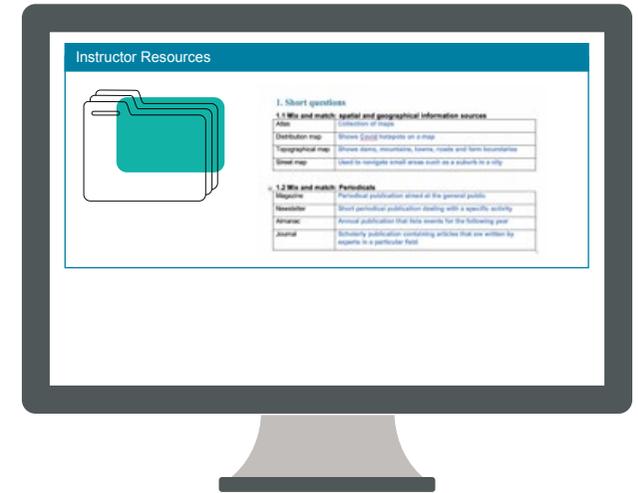
Crossword puzzles reinforce subject terminology in a fun and engaging way.

Features to promote Interactive Engagement

This level of engagement does not happen with the product itself but within the learning environment, often through collaboration.



'Try it for yourself' activities enable learners to further apply their knowledge and skills, generate new knowledge, and work collaboratively.



Instructor resources include test questions, PowerPoint slides with comprehensive speaking notes and class discussion ideas.



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