



Measuring Information Literacy policies

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Information Literacy (IL) is commonly conceived as a skill to be largely diffused in the so-called “Information Society”. On a different set of assumptions, the paper identifies three perspectives of analysis of the Information Literacy issue, while focussing especially on a less explored aspect of the phenomenon: the policy dimension.

The approach is consistent with the research agenda of the European network on Information Literacy (EnIL), a network launched and co-ordinated by the author with the aim of investigating a number of open questions in the European Information Literacy academic context, such as: to what extent Information Literacy is conceived as a national policy issue in the different European countries; the academic policies related to the integration of IL into university curricula; the main barriers to an effective integration of IL into academic curricula; the level of IL competency among university students in Europe.

The design criteria and the results of the EnIL Observatory on IL Policies and Research, are used both as building blocks for measuring the IL policy dimension and as variables for comparing European academic policies on IL.