

Bryant University

Bryant Digital Repository

Library Staff Publications, Presentations &
Journal Articles

Douglas and Judith Krupp Library Special
Collections

4-17-2019

Using Information Literacy to the Lead the Fourth Industrial Revolution

Rachael Juskuv

Bryant University, rjuskuv@bryant.edu

Maura Keating

Bryant University, mkeating@bryant.edu

Follow this and additional works at: https://digitalcommons.bryant.edu/libr_jou



Part of the [Information Literacy Commons](#), [Scholarly Communication Commons](#), and the [Scholarly Publishing Commons](#)

Recommended Citation

Juskuv, Rachael and Keating, Maura, "Using Information Literacy to the Lead the Fourth Industrial Revolution" (2019). *Library Staff Publications, Presentations & Journal Articles*. Paper 6.

https://digitalcommons.bryant.edu/libr_jou/6

This Presentation is brought to you for free and open access by the Douglas and Judith Krupp Library Special Collections at Bryant Digital Repository. It has been accepted for inclusion in Library Staff Publications, Presentations & Journal Articles by an authorized administrator of Bryant Digital Repository. For more information, please contact dcommons@bryant.edu.

USING INFORMATION LITERACY TO LEAD THE FOURTH INDUSTRIAL REVOLUTION



WHAT WE TALK ABOUT WHEN WE TALK ABOUT DATA

Data

Raw facts and figures.

Information

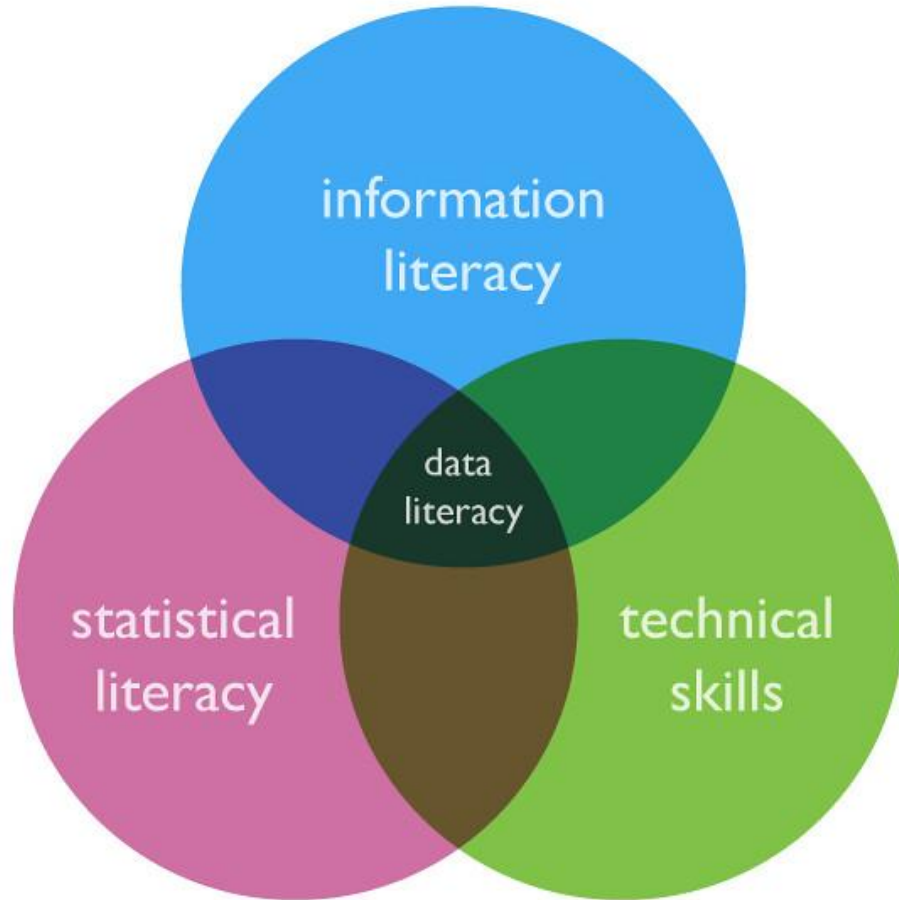
Data presented in a context so that it can answer a question or support decision making.

Knowledge

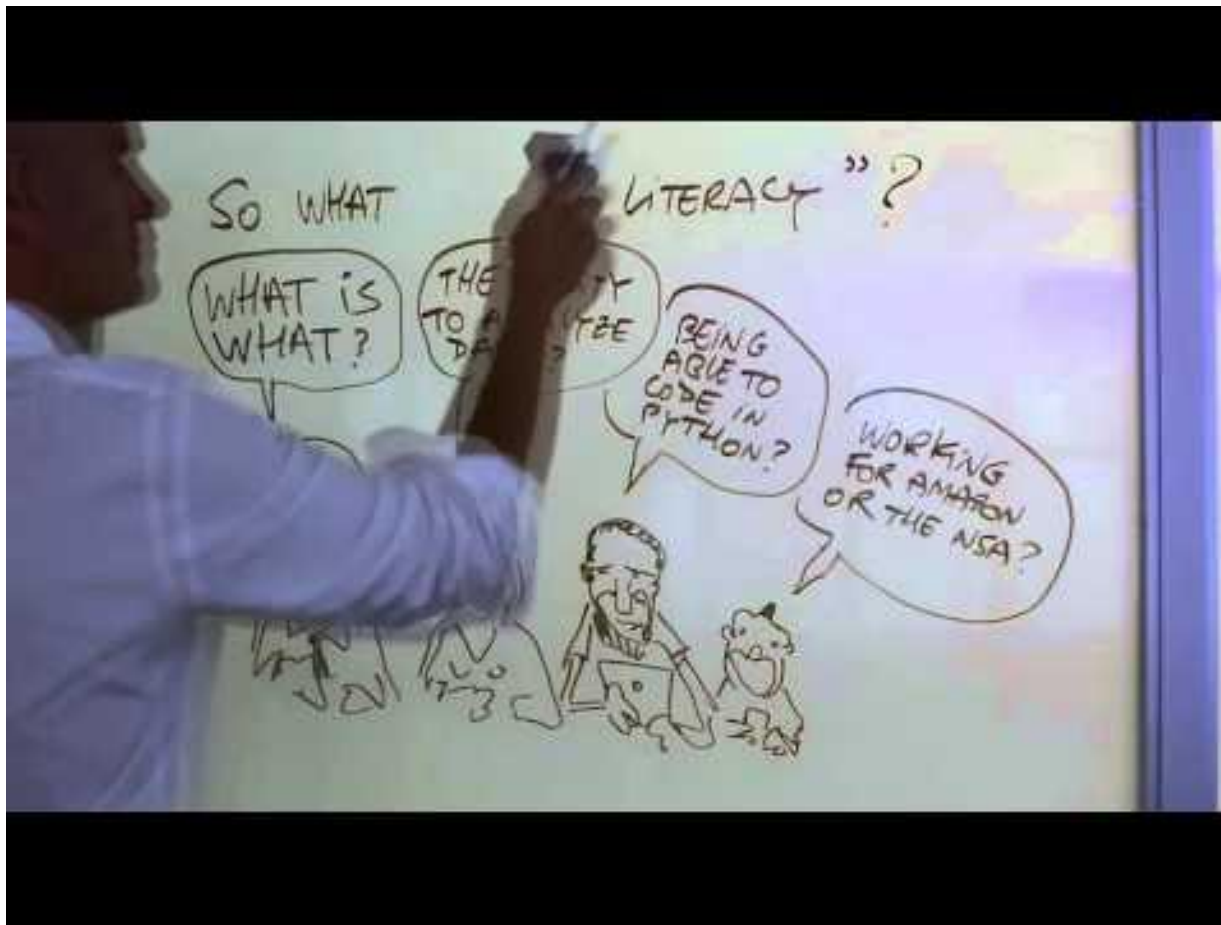
Insight derived from experience and expertise.



COMPONENTS OF DATA LITERACY



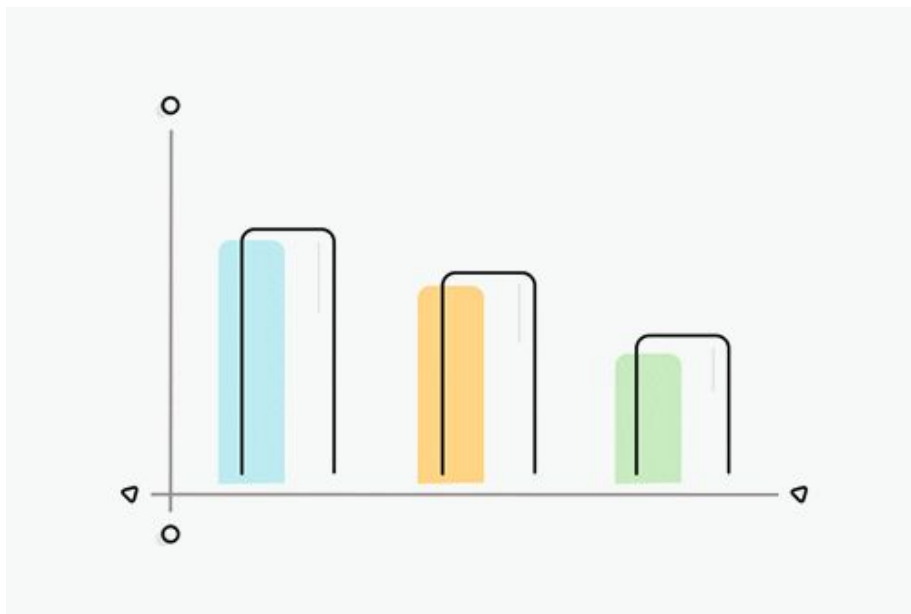
WHAT IS DATA LITERACY?



DATA LITERACY DEFINED

*“Just as literacy refers to “the ability to read for knowledge, write coherently and think critically about printed material”, data-literacy is the **ability to consume for knowledge, produce coherently and think critically about data.** Data literacy includes statistical literacy but also understanding how to work with large data sets, how they were produced, how to connect various data sets and how to interpret them.”*

WHAT IS STATISTICAL LITERACY?



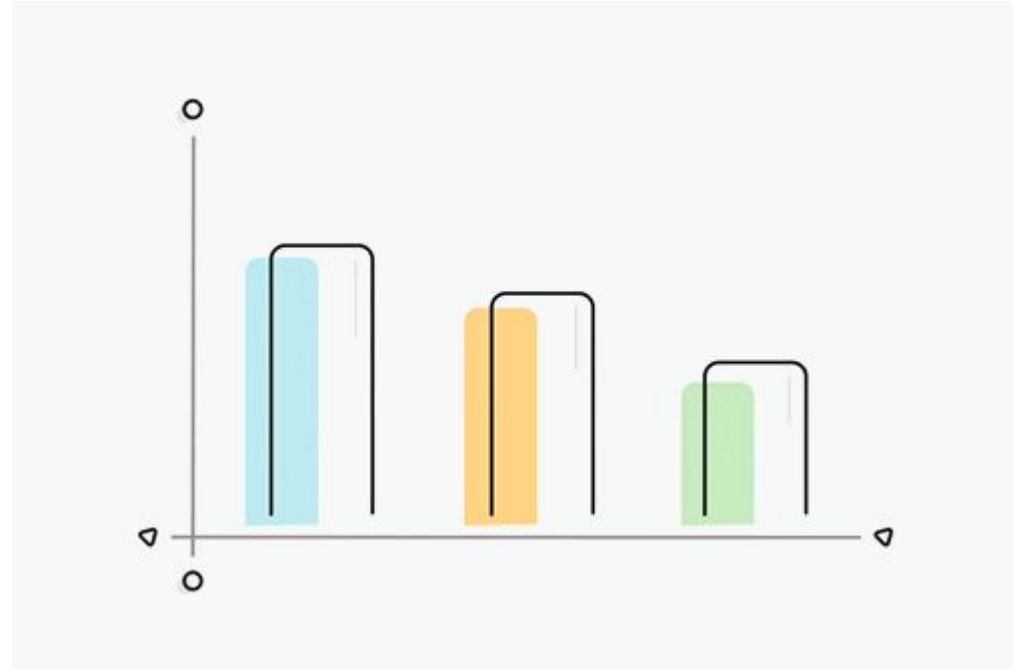
giphy.com

Statistical literacy requires the ability to interpret aggregate statistics and is a baseline skill for understanding and navigating information

Also can be called [Quantitative Reasoning](#)

DATA LITERACY, MEET INFORMATION LITERACY

- **Who** is the creator of the statistics?
- **What?** What indicators are most interesting? What population is most relevant? What figure is being displayed (i.e., is it a percentage, an average, an index number?)
- **When?** When were the statistics compiled? What time frame do the statistics cover? What is the periodicity?
- **Where?** Which geographies are most appropriate to help answer the research question? Do students need state level or county level statistics? Which levels are realistically available?
- **How?** How can the statistics be accessed? Does the library have the resources on hand? Do the statistics need to be accessed from another library or website?



giphy.com

WHAT IS INFORMATION LITERACY?

Information literacy is the set of integrated abilities encompassing the **reflective** discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating **ethically** in **communities** of learning.

Discovery

Understanding

Knowledge

WHAT IS INFORMATION LITERACY?

Information literacy is the set of integrated abilities encompassing the **reflective** discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating **ethically** in **communities of learning**.

How

Might

We

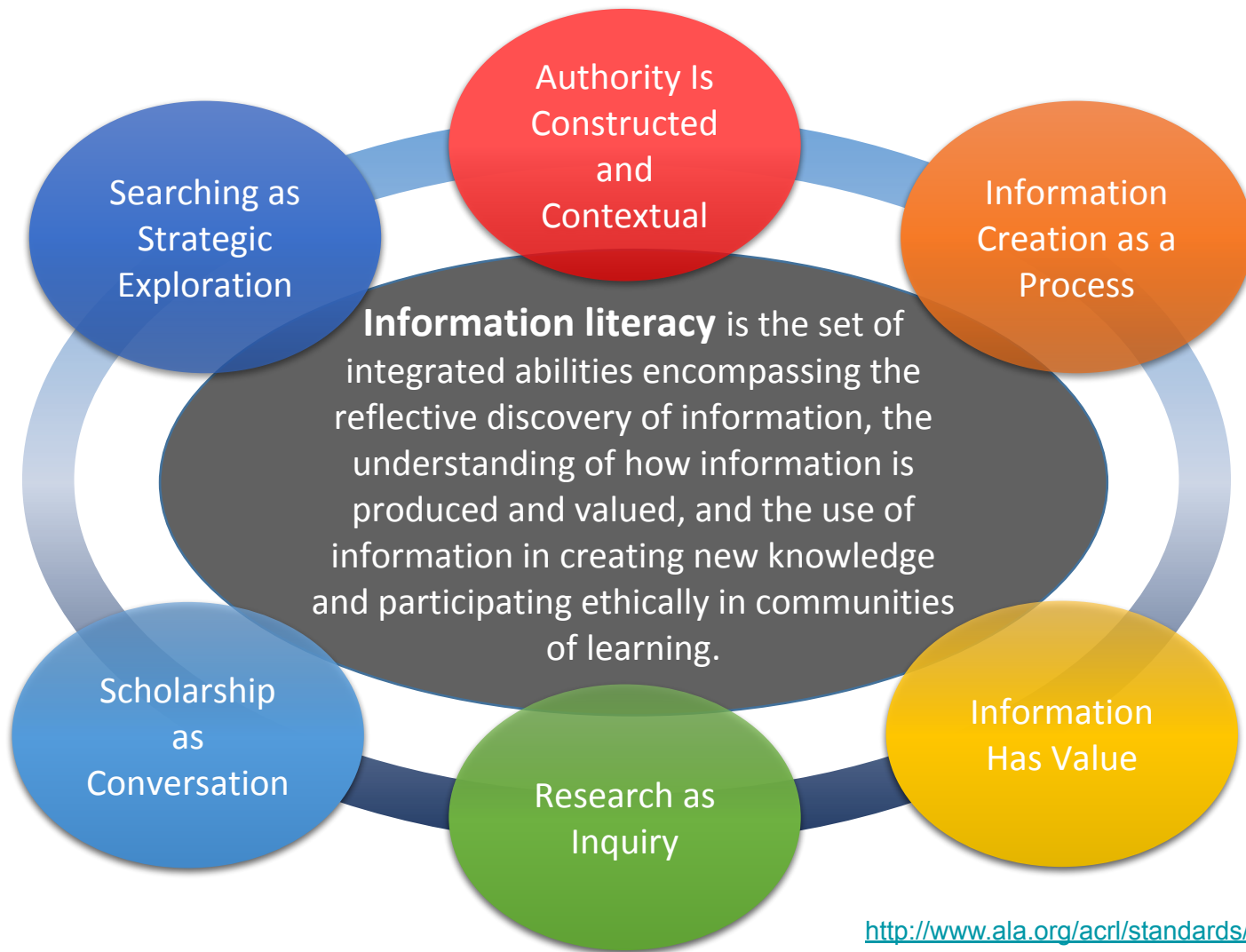


The unknown unknowns

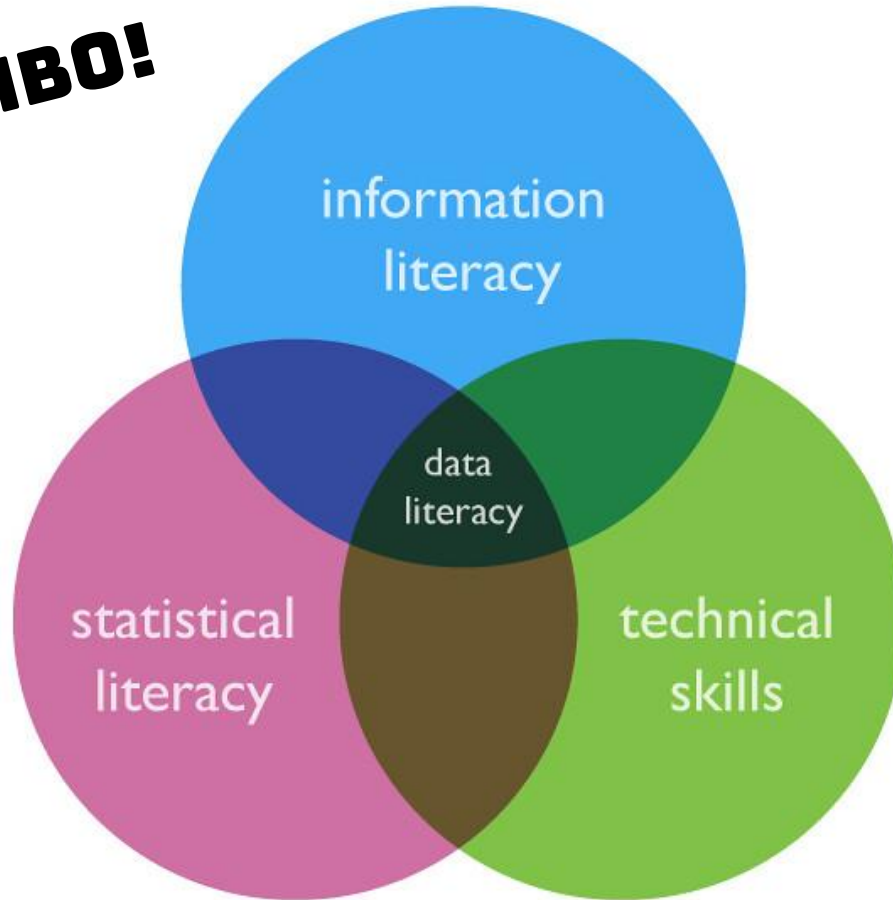
*A poem by
Donald Rumsfeld
US Secretary
of Defense*

*News briefing
Feb 12, 2002,*

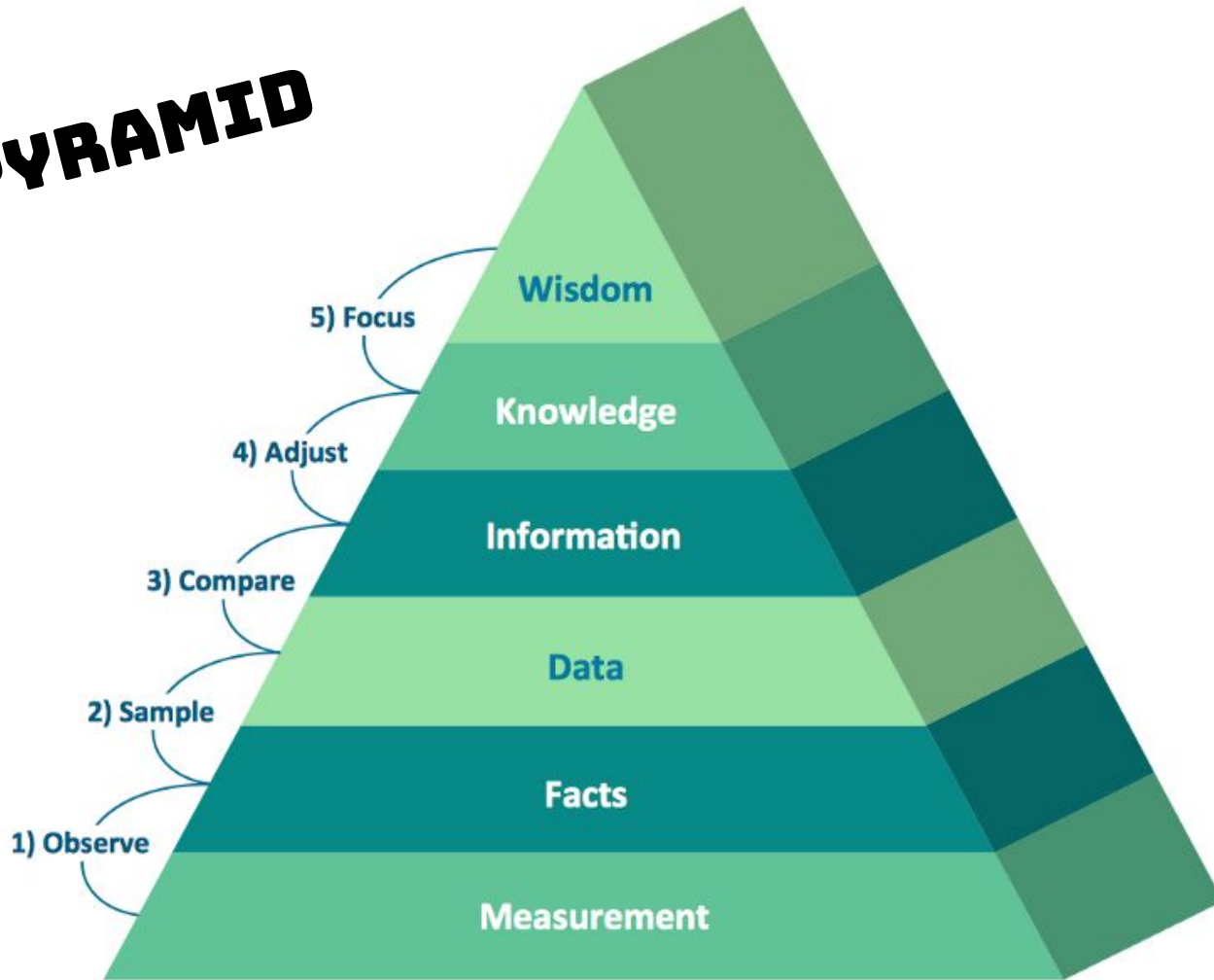
*As we know,
There are known knowns.
There are things we know we know.
We also know
There are known unknowns.
That is to say
We know there are some things
We do not know.
But there are also unknown unknowns,
The ones we don't know
We don't know.*



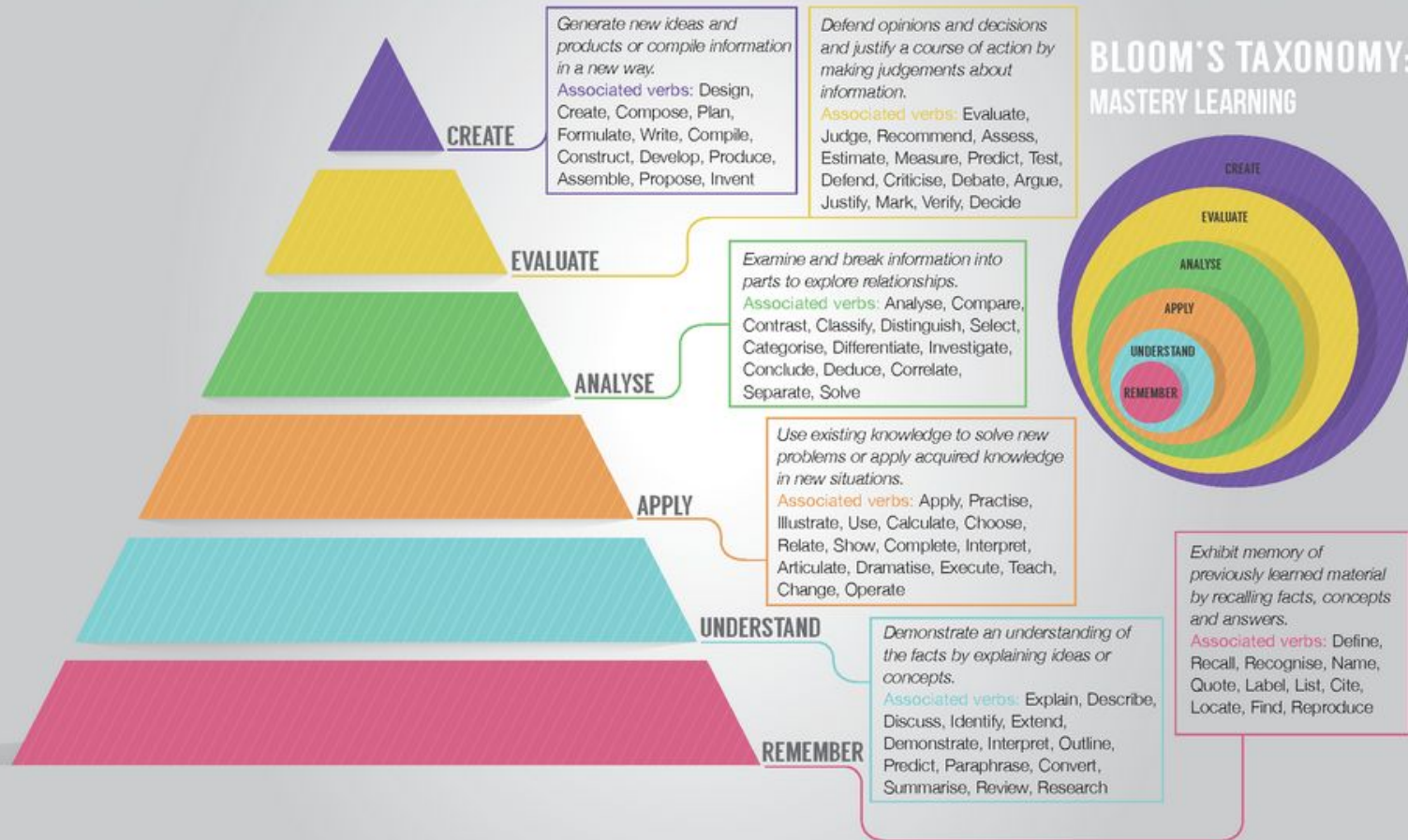
POWER COMBO!



DIKW PYRAMID



BLOOM'S REVISED TAXONOMY: RELATED VERBS



SO WHAT WILL WE VALUE IN THE FUTURE?



STARTING WITH WHY LET'S EXAMINE OUR WHY BRYANT STATEMENT?

“Bryant educates and inspires students to become innovative leaders of character who are prepared to be successful and make a difference around the world.”

Achieving your success starts here

Bryant educates and inspires students to become innovative leaders of character who are prepared to be successful and make a difference around the world.



99% EMPLOYED

Of Bryant's Class of 2018 graduates, 99% were employed or in graduate school within 6 months of graduation



\$60,000 SALARY

Median starting salary of Bryant's class of 2018 graduates



94% AGREE

Of Bryant's Class of 2018 graduates, 94% agree Bryant prepared them well for success



A+ RANKING

for Mid-Career Post-Graduation Earnings — College Factual/USA Today 2016

[FIND OUT WHY](#)



*Meaning, belonging,
self-understanding, maturity,
resilience, empathy,
sympathy, wisdom, love,*

*Freedom, companionship,
status, indulgence,
achievement, travel,
entertainment, sex, hygiene.*

*Shelter, calories,
communication, money,
safety.*

The Ladder of Needs

“The big prediction for the coming century is that enormous opportunities will open up for businesses that can skilfully address our Flourishing Needs. Technology, the wealth of nations and the shift in public taste will make this very likely. A great many of the multi-billion dollar companies of the future will be those focused on the fulfilment of flourishing needs: our need for self-knowledge around love, our desire for a satisfying social life, or our need for resilience. Bits of the tech sector are already nibbling at the borderline between Comfort and Flourishing needs, a trend aided by the forthcoming development of Artificial Emotional Intelligence. This, rather than the economies of developing nations, are what constitute the truly ‘emerging markets’ of the future.”

DISCUSSION

- Are we asking the right questions?
- Bias in the data: collection, interpretation, etc.
- Who gets to decide the truth?
- Are we teaching the tools, or are we teaching the analysis/evaluation/reflection?

**THANK
YOU!**