

Substantive Public Comments Received During the 60-day Comment Period and NCES Responses

Docket: ED-2016-ICCD-0043

Comment on FR Doc # ED-2016-ICCD-0043-0001

International Computer and Information Literacy Study (ICILS 2018) Field Test and Recruitment for Main Study

General Comments

Document: ED-2016-ICCD-0043-0006

Submitter Information

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Comment

There are several major teaching and learning assumptions in our educational system which contribute significantly to our educational challenges as a nation and, ironically, have only been tangentially addressed in educational reform initiatives including the latest iteration of the No Child Left Behind Act, the Every Student Succeeds Act (ESSA).

The assumptions are the following:

1. Most K-20 learners know how to find, analyze, evaluate, synthesize, and communicate effectively the information needed to solve a problem or an information need.
2. Using the library and its information resources is commonplace practice among elementary, secondary, and post-secondary students, except, perhaps, for students from historically underrepresented groups.
3. Educational leadership including K-20 administrators, faculty, and paraprofessionals are prime advocates for the inclusion of information literacy practice within their educational cultures...not necessarily the case locally or nationally.
4. The library is the "heart" of the academic experience; so, "everybody" knows how to use a library. Pew Internet research studies have documented the contrary. Unfortunately, librarians, in general, are typically considered support staff and not as "instructional" members of the academic community.

These assumptions undergird current American educational perspectives. However, year after year, national report card after national report card on U.S. educational progress continues to reiterate the growing academic achievement gap among diverse P-20 learners.

Library and information science research studies continue to document the positive academic achievement impact of including information literacy practice within the academic curriculum. Yet, for the most part, only librarians are privy of this information.

Information literacy practice crystallizes critical and creative thinking skills, engages and empowers learners, and prepares them to compete more effectively in today's global marketplace.

Generally speaking, everyone seems to be aware of our transition from an industrial to an information society. The 3R's teaching and learning paradigm (reading, writing and arithmetic) has shifted dramatically, thanks to the development of the Internet and the World Wide Web.

Information literacy has yet to become a key member of the 3R club. Instead, it is often perceived as an insubstantial cornerstone of the ever expanding digital universe.

However, the worrisome voices of educators, employers, and policy makers continue to resonate loudly as they express their justified concerns about student college and career readiness to compete globally.

Information literacy is, by no means, the silver bullet. However, evidence does exist that its inclusion in any academic and/or workplace training enterprise, can enhance student achievement, workforce productivity, as well as enrich college and career readiness preparation.

This first U.S. ICILS 2018 study is a terrific opportunity to actually assess the level of information literacy practice currently incorporated within our various state and local curriculum frameworks.

This study not only opens the door for further examination of how we, as a nation, can systematize information literacy practice throughout our formal and informal educational systems, but also retain our status as first class nation.

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Submitter Information

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Comment

This is an extremely important and timely study which I fully support.

NCES Response

Thank you for your interest in and support of the new International Computer and Information Literacy Study (ICILS 2018).