



Research on Information Literacy Education in Colleges and Universities under the Mode of Innovative Talent Training

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Abstract

As a quality that must be possessed in the development of information society, information literacy can directly affect people's innovative thinking and innovation ability, and is an important aspect of cultivating innovative talents in the new era. To this end, as a university, in order to deepen educational reform and cultivate innovative talents, we must fully realize the importance of information literacy education for college students, optimize and adjust education and teaching, so as to better cultivate innovative talents through the effective implementation of information literacy education, and cultivate more innovative high-quality comprehensive talents suitable for the development of the information age for the society. Based on this, this paper first introduces the main contents of information literacy education in colleges and universities, then summarizes the current status of information literacy education in colleges and universities, and puts forward suggestions for the optimization of information literacy education in colleges under the model of innovative talent training on the basis of analyzing the relationship between innovative talents and information literacy.

Keywords

Innovative Talents, Information Literacy Education, Content, Optimization Recommendations Are Omitted

With the rapid development of information digital technology, we have entered the information age. The rapid development of modern technologies such as cloud computing and the Internet of Things has put people in an information-based environment, which has greatly changed our work, learning, thinking and lifestyle. The rapid increase in the total amount of information knowledge and the rapid shortening of the cycle have made the content of information more and more abundant, but it has also led to uneven information quality, and information pollution is even very serious. How to effectively capture and use effective information is an important issue in the development of the new era, and it is also an important prerequisite for a country to be in an advantageous position in the international market competition. As a quality necessary for the development of information society, information literacy can directly affect people's innovative thinking and innovation ability, and is an important aspect of cultivating innovative talents in the new era (Valley wisteria, 2017). To this end, as a university, in order to deepen educational reform and cultivate innovative talents, we must fully realize the importance of information literacy education for college students, optimize and adjust education and teaching, so as to better cultivate innovative talents through the effective implementation of information literacy education, and cultivate more innovative high-quality comprehensive talents suitable for the development of the information age for the society.

1. The main content of information literacy education in colleges and universities

1.1 Information literacy education

Information knowledge is the main aspect and composition of information literacy education in colleges and universities, but also the foundation of college students' information literacy, as college students, only by mastering the corresponding information knowledge, can we better grasp the application methods, principles and functions of modern information technology, and can we have a more comfortable application. Specifically, information knowledge mainly includes network-related knowledge, computer-related knowledge, multimedia and database knowledge (Jia Haili, 2013).

1.2 Information awareness education

Information awareness refers to the sensitivity of college students in information, the insight and judgment generated by the value of information, not only including college students' information cognitive ability, information need and information response level. The main goal of the development of information literacy education for college students is even if college students can truly realize the importance of information in their thinking, realize that information is a resource, that is, wealth, establish correct information values, and then cultivate students' keen observation ability, so that they can get effective information in the complex and numerous information, understand the new requirements of talent literacy in the information age, and then fully realize the important function of information literacy in its innovative development and lifelong learning.

1.3 Information proficiency education

The so-called information ability education refers to students' ability to acquire, process and use information. Specifically, information capability mainly includes two aspects, the first is the ability to obtain information, that is, through the use of advanced information technology, professional learning and relevant information required by social development can be effectively and timely obtained. The second is the ability to process information, which refers to the use of analysis and judgment to eliminate falsification and authenticity of information based on information acquisition and related knowledge of the profession learned, so that the information is more orderly and professional, and convenient for analysis and application. Third, the ability to apply information. The application of information is the most important content of information capabilities. Whether it is acquiring or processing information, the ultimate goal is to use it. The full and effective use of effective information can point out the direction for college students' learning and scientific research, so that they can deepen their knowledge learning through the application of previous research results. In addition, through the use of relevant information in social production, it can also promote the transformation of science and technology into productive forces (Yang Fulai, 2013).

1.4 Information ethics education

Information ethics, that is, the basic moral qualities that should be observed in information activities, is the basic premise for regulating the behavioral norms between information processors, creators, users and disseminators. With the rapid development of network technology, network socialization shows an increasing degree, everyone may obtain information and release information on the network, and even sometimes release some reactionary, filthy and illegal information, information pollution, information crime and information theft often occur, especially network hackers and other lawbreakers make the network and user information security is seriously threatened. Therefore, strengthening information ethics in information literacy is particularly important for the healthy development of the network and the promotion of social networking. To cultivate the information literacy of college students, it is necessary to attach importance to the development of information ethics education, the purpose of which is to strengthen the compliance of college students' information norms, and at the same time have a certain ability to screen, judge and select, and analyze, and be able to obtain the valuable information required in a large number of good and bad information, so as not to lose themselves in the complex network, let the network be used for themselves, and meet their own learning and development needs.

2. The current status of the implementation of information literacy education in colleges and universities

According to the actual situation of information literacy education in colleges and universities, there are certain problems in the current implementation of information literacy education in colleges and universities, which are mainly

reflected in the following aspects:

2.1 The content of teaching is disorderly and arbitrary

Because the status of information literacy education in various colleges and universities is different, and there is a lack of good guidance and standardization, the teaching content presents a variety of basic concepts, basic knowledge, basic library application knowledge, and information skills related to information literacy; Training in computer use, reference management software, information retrieval in Chinese and foreign language databases, and submission writing; The comprehensive literacy and ability of papers related to the major and the writing of projects are the content of information literacy education in different universities, but when to teach which module content and which teaching material should be selected as the basis, there is no authoritative guidance, each university is arbitrarily selected according to its own situation, so it is set. In addition, there are also certain problems in the construction of teaching materials for information literacy education in colleges and universities, and there are various versions of teaching materials, and what teaching materials should be selected as the basis for teaching, and there is no authoritative and normative syllabus as guidance. As the main basis for the development of the curriculum, the content of the current information literacy textbook in China's colleges and universities is mainly connected with information retrieval, equating information literacy and information ability, occupying a large number of chapters in computer-related knowledge and information retrieval, although some textbooks are called information literacy, but the focus of its content is still on the application of introduction methods and tools, and the information awareness, information access and information ability contained in information literacy education are more neglected. In addition, there is a lack of a sound system between information knowledge and skills as a whole, the lack of focus in the content of teaching materials, the lack of a perfect system for content modules, and the lack of standardization of teaching material standards, resulting in chaotic and disorderly information literacy teaching (Li Hongli, 2017).

2.2 The teaching mode is unitary

In terms of the mode of information literacy education in colleges and universities, many scholars have explored, and it can be seen that the current teaching mode of information literacy education in colleges and universities mainly includes general education and embedded education. However, in the actual teaching process, which or several methods are used, most of the lecturers have not carried out more research, but mainly combined with the school's own hardware facilities to set up, if the school has good network facilities, the use of the network to teach, and if the network foundation is poor, the traditional face-to-face mode of knowledge is used. When embedded teaching prevailed abroad, some universities began to imitate it, but because the model of educational integration is still in the exploratory period, it requires cooperation between multiple departments, and the higher and higher the requirements in terms of teachers, so it is still not popularized.

From the perspective of the education model adopted by developed countries, British universities mainly adopt the method of selecting information diversified skills guidance in information literacy education, which is a combination of "combination of teacher teaching and student self-study guidance" and "on-site, online and + subject librarians", and there is no provision for credit requirements in terms of courses. From the perspective of the University of Sydney, its library information literacy education courses are mainly three types, namely individual training, education courses of various departments and general topic education. From the mode of information literacy education in China and abroad, it is easy to find that there is a close relationship between the teaching object, the teaching content, and the selection of teaching methods and modes, and foreign education is richer and more mature in comparison. Due to the limitations of teaching conditions, due to the constraints of teacher quality, cognitive level, teaching facilities, management methods and assessment methods, the information literacy education in colleges and universities in China is relatively weak in the process of teaching, and the teaching mode is single, resulting in unsatisfactory results of information literacy education (Sun Hui, 2014).

2.3 The course content is not closely integrated with professional knowledge

In the process of talent training, many colleges and universities attach importance to the cultivation of students in practical application, with the aim of cultivating compound talents with both practical ability and innovation ability required for educational development and social development. However, from the actual point of view of information literacy education in many universities, it is mainly set up according to a separate course, and its content is mainly library information science, and it is rarely integrated with professional knowledge in other disciplines. In addition, most of the lecturers are also library teachers, and there is a lack of communication between professional teachers, resulting

in a lack of sufficient connection between information literacy education and subject construction, and showing a state of independent existence.

2.4 The applicability of the curriculum still needs to be improved

Information literacy education is the main aspect of cultivating innovative talents, and innovative talents must have good innovation and practical ability, so information literacy education should have good application and practice. However, from the current reality of information literacy education in colleges and universities, the professional ability and literacy of some teachers are relatively insufficient, resulting in the information literacy education mainly focusing on theoretical learning and information retrieval, although in recent years many universities have increased the proportion of practical teaching in information literacy education, but it is still seriously formalized. In the practical activities, it is mainly based on visits, and most of the students are to complete the task by swallowing dates, and they lack the accumulation of practical experience. This leads to the fact that when students encounter practical problems in the course of professional courses, it is difficult to solve the problems through the application of practical skills and knowledge, and it is difficult to apply what they have learned, let alone improve their ability to innovate. Therefore, the application of information literacy education in colleges and universities needs to be strengthened and valued (Fan Jie, 2010).

3. Analysis of the relationship between innovative talents and information literacy

3.1 Information literacy education is a basic quality necessary for the development of innovative talents

In the context of the information society, whether it is economic development or the progress of science and technology, it is more and more dependent on the development of the information industry, information technology and information resources, which requires innovative talents to have good information literacy, have the ability to obtain and apply information resources, so that they can better adapt to the needs of the information society through the mastery of information technology. Good information literacy is the embodiment of innovative talents' information awareness, innovation ability and acquisition of innovation awareness, and it is an important skill for innovative talents to survive and develop in the era of information society and knowledge economy (Pei Junqing, 2007).

3.2 Information literacy is the driving force for innovative talents to learn and innovate

Innovation is the soul of knowledge economic and social development, which requires people to have erudite knowledge, and information literacy is an important foundation for people's thinking expansion and knowledge enrichment, which helps students expand their own knowledge level through the enhancement of information literacy, and integrate it well into their own knowledge structure, and construct their own views through the use of critical thinking to achieve innovation. At the same time, innovation and college students' information literacy have a close relationship, and good information literacy is a booster for innovation and development. Therefore, in the cultivation of innovative talents, the development of information literacy education is very important, which is not only the key to the development of the knowledge economy, but also closely related to the development of the country (Tan Liang & Huang Na, 2020).

4. Suggestions on the optimization of information literacy education in colleges and universities under the model of innovative talent training

Under the innovative talent training model, the effective development of information literacy education in colleges and universities should be based on the correct understanding of the relationship between innovative talents and information literacy, and corresponding strategies should be adopted, so as to promote the effectiveness of information literacy education in colleges and universities and the improvement of students' comprehensive ability.

4.1 Standardize the content of information literacy education

In order to ensure the effectiveness of information literacy education in colleges and universities under the innovative talent training model, attention must be paid to standardizing the content of information literacy education. Based on this, first, as a university, we can learn from the mature experience of advanced countries in this regard, formulate relevant standards for information literacy competencies, set educational goals and content in combination with standards,

and carry out teaching in accordance with information literacy education standards. At the same time, universities should set up special departments, cooperate with subject teaching experts and library staff, and on the basis of following standards, standardize the content structure of information literacy, and modularize the content of information literacy according to professional categories or subject categories, so as to make the content of information literacy education more standardized and orderly (Zhang Zhe, 2021).

4.2 Adopt appropriate models to carry out information literacy education at different levels

The development of all courses should follow the principle of shallow to deep and step-by-step, which requires that the development of information literacy education teaching content in colleges and universities should also be systematically divided into teaching according to the teaching plans and receptive ability of students in different grades. First of all, for first-year students, we should pay attention to the cultivation of their information awareness, so that they can understand the basic information knowledge and concepts, master the basic skills of information retrieval, basic knowledge of search engines, relevant rules and regulations, etc., and at the same time understand the characteristics of the information age and information society, which is the interest and needs of students. Secondly, we should attach importance to the teaching of literature retrieval course content, carry out professional skills training for students, and guide students based on the teaching of majors and courses, so that they can retrieve and process information, so that students can master the ability to apply information. Finally, it is necessary to cultivate the ability of information innovation, so that students can master scientific research projects, project declaration, thesis writing and software application, so that students can apply the theoretical knowledge they have learned in study and life, and can enhance information ethics, learn to screen from a variety of complicated information, consciously resist bad information, and maintain intellectual property rights. Therefore, as a teacher, it is necessary to choose different teaching modes according to the different teaching content, for example, the general education mode can be used to teach basic knowledge, and the embedded mode can be used to teach professional knowledge (Yao Zhiyou & Yu Chun, 2010).

4.3 Promote the improvement and perfection of the form of information literacy education through the use of modern means

In the Web 2.0 network environment, the development of information literacy education in colleges and universities should pay attention to the introduction of modern information technology, the innovation and reform of educational forms and content, and the application of new media to carry out information literacy education. For example, teachers can embed games into general education to make learning content fun and motivate students to learn. You can also put the 360° panoramic navigation of the library into the library's homepage, so that the Children's Palace can tour the virtual library in the game, explore the corresponding collection in the search goal, and promote the continuous improvement of its information literacy (Li Yi, Zu Zuwei, & Zhu Shunxin, 2016).

5. Epilogue

In short, the development of information literacy education in colleges and universities under the model of innovative talent training should correctly understand the relationship between innovative talents and information literacy on the basis of facing up to the current situation and existing problems, and adopt corresponding strategies, such as regulating the content of information literacy education; Adopt appropriate models to deliver information literacy education at different levels; Through the use of modern means, promote the improvement and perfection of information literacy education forms, so as to promote the enhancement of college students' application practice and innovation ability, improve information literacy, and lay a good foundation for the cultivation of innovative talents.

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