

Definitions – Collaboration and Information Literacy

Collaboration (Association of College & Research Libraries)

Two or more partners bringing different strengths and perspectives to a task with shared goals, a shared vision, and a climate of trust and respect.

Collaboration (*Shared Minds*)

“Collaboration, says Michael Schrage, in his book, *Shared Minds* (1990, p. 40) is the process of *shared creation*: two or more individuals with complementary skills interacting to create a shared understanding that none had previously possessed or could have come to on their own. Collaboration creates a shared meaning about a process, a product, or an event. In this sense, there is nothing routine about it. Something is there that wasn’t there before...the right questions can spark a dialogue that gives the parties the glimmer of an idea that neither could have seen individually. Collaboration occurs when ideas just rub up against one another...”

“Nothing new that is really interesting comes without collaboration.” (p. 34)
James Watson, double helix collaborator with Francis Crick

“Collaboration,” Schrage says, is a “*purposive* relationship. At the very heart of collaboration is a desire or need to

- solve a problem,
- create, or
- discover something

within a set of constraints. These constraints include:

- expertise
- time
- money
- competition
- conventional wisdom” (p. 36-37)

“Why collaboration now? Not only because we don’t really have a choice—but because it’s the best choice we’ve got.” (p. 7)

Information Literacy (Association of College & Research Libraries)

Information literacy is the set of skills needed to find, retrieve, analyze, and use information.

- allows us to cope
- improves our quality of life
- is needed to guarantee the survival of democratic institutions

Standard One: Know – The information literate student determines the nature and extent of the information needed.

Standard Two: Access – The information literate student accesses needed information effectively and efficiently.

Standard Three: Evaluate – The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.

Standard Four: Use – The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.

Standard Five: Ethical/Legal – The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.