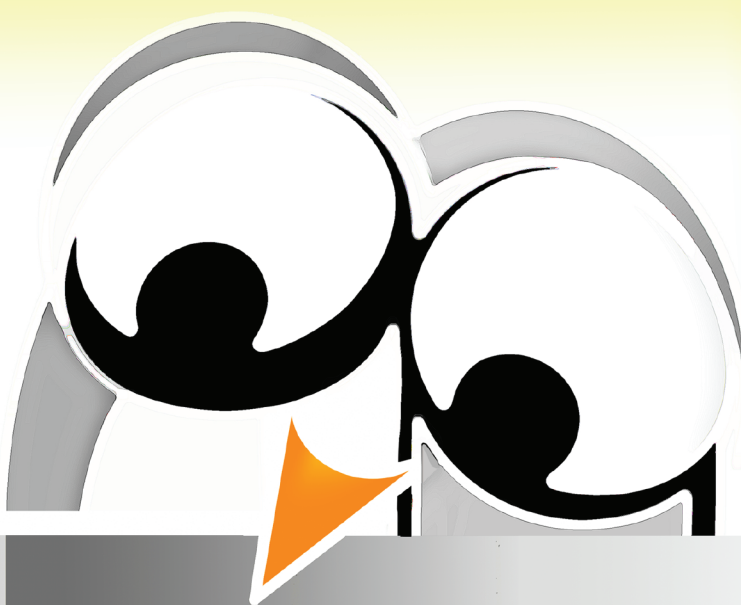


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**Abstracts**

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Editors:

Sonja Špiranec, Serap Kurbanoglu, Maija-Leena Huotari, Esther Grassian,  
Diane Mizrachi, Loriene Roy, Denis Kos

University of Oulu

Department of Information and Communication Studies

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# Foundations of Information Literacy Trends: A Textual Data Based Analysis on International Frameworks

Florent Michelot and Bruno Poellhuber

Université de Montréal, Canada, {florent.michelot, bruno.poellhuber}@umontreal.ca

Since the concept's emergence during the 1970s, an amazing quantity of literature has been developed on and about information literacy, especially in Anglo-Saxon countries (Bruce, 2011; Rader, 2002; Sparks, Katz, & Beile, 2016). But the globalization of the debate about the scope and meaning of the phrase 'information literacy' contributed to the appearance of non-Anglo-Saxon frameworks. Furthermore, they contributed to the identification of local and cultural particularities. For example, standards of culture informationnelle or culture de l'information (Information culture or Culture of information) appeared in French authors' considerations since the 1990s (Baltz, 1998; Serres, 2007). This approach builds bridges with information literacy concepts, while nurturing a debate which involves media education (Kerneis, 2010; Kerneis & Lanhers, 2015) or a criticism of utilitarian visions (Simonnot, 2009). That said, these concepts have not been fully adopted in other French-speaking countries, like in Québec. Considering this conceptual evolution, this presentation will review some of the cleavages in recent literature. For this, we studied texts based on lexical proximity in English (73%) and French (27%) skills frameworks. 135 documents (related to 21st century skills or information literacy and digital literacy) have been selected based on their relevance. They have been chosen among professional or school standards, academic frameworks as well as "meta-frameworks" (frameworks based on frameworks) or scientific reviews of frameworks. We will explain how they have been manually categorized according to their origin, language, nature of the audience, educational level and hierarchical organization type. In addition, we will also expose how this review was operated with IRaMuTeQ (Ratinaud, 2017), a statistical and textual analysis free software (GNU/GPL): frameworks have been systematically prepared and coded for IRaMuTeQ, which allows us to schematically bring out recurrence frequency and lexical proximity to analyze use contexts of major expressions or concepts. Finally, results seem to reflect significant differences depending on the language of the model (in French or in English). For example, French-speaking countries frameworks emphasize teachers and the use of technology, whereas those in English-speaking countries highlight learners and learning. These results appear to qualify or contradict some assumptions made in the early 2000s, for example, the fact that digital solutions are considered much more a panacea in Anglo-Saxon countries than other countries (Bundy, 2002). In conclusion, this review proposes several hypotheses to explain these inclinations considering trends that reflect cultural and organizational specificities in literacy models.

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