

Abstract

The purpose of this study is to develop a framework for an understanding of information literacy in the 21st century. A comprehensive search was conducted among the peer-reviewed journal articles, published between 2004 and 2013, to detect the major research themes and trends in developing the notion of information literacy in the 21st century. An analysis of 101 peer-reviewed articles reveals that information literacy is taking new directions and entails more dimensions than have been envisaged before. First, a new model, called the “5Ps”, was proposed to analyze the new directions of information literacy. The 5Ps model reveals that information literacy is moving from an information seeking approach to an information producing approach, which calls for higher-order thinking skills. Then, a framework, called the “multidimensional framework”, was developed to present the key themes and elements that are essential to gain an understanding of information literacy in the 21st century. The multidimensional framework captures the most relevant themes and elements, and organizes them into five dimensions: cognitive, technological, social, affective, and metacognitive. This framework sets the foundation for further exploration and research on the interconnections and integration among various dimensions.

Keywords: information literacy, digital literacy, digital information literacy, information literacy models, information literacy framework, digital technology and education