

2 Method

2.1 Procedure

Several procedures were undertaken to ensure a high quality review of the literature on information literacy. First, peer-reviewed journal articles, not conference papers or reports, were used to ensure the quality of information. Second, to ensure that information was current, articles were selected between 2004 and 2013. Third, to form a comprehensive and relevant collection of articles, a wide range of keywords was used, including "information literacy", "information skills", "digital literacy", "new literacies", "information and technology literacy", "21st century skills and information literacy or skills", "information literacy and emotions", "information literacy and cognitive or metacognitive skills", and "information literacy and social skills". Fourth, a variety of well-established educational databases were searched including Scholars Portal, EBSCO Host, EDITLib, and Google Scholar. Fifth, the reference section of the key articles was searched in order to find additional relevant references. Finally, key online journals, such as the *Journal of Information Literacy*, *Communications in Information Literacy*, and *Information Research* were investigated independently to identify articles that might not have been indexed in the databases. The references were also closely examined to avoid duplications and irrelevant results. The search process produced 101 peer-reviewed articles.

2.2 Quality of Studies

An analysis of the 101 studies collected revealed three different areas of focus: academic (n=89), workplace (n=10) and general life experiences such as family life, and

refugee camps (n=2). In terms of method, qualitative or descriptive methods were the predominant approaches used in the studies on which the articles are based (n=78 studies). Twelve studies were survey-based; 10 studies used a mixed data collection approach; and one study concentrated on learning outcomes through assessment. Five studies reported both the reliability and validity of data collection tools; three studies reported only reliability; and three studies reported only validity.

2.3 Data Analysis

Using an Excel spreadsheet, each study in this paper was read and organized into theme, subtheme, and key details discussed. The theme was used to explore and analyze the most common dimensions or lenses in which information literacy was viewed in each paper. Key elements associated with each theme were identified and analyzed under subthemes. The analysis of 101 studies revealed five major themes, or dimensions, in which information literacy was viewed: affective, cognitive, metacognitive, social, and technological. Figure 1 illustrates the five most frequent dimensions explored in the current study.