**Macpherson, K. (2004). Undergraduate information literacy: a teaching framework. *Australian Academic & Research Libraries*, 35(3), 226-242.**

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As the amount of information and the channels available to access that information increase, today’s graduates need to be able to navigate these channels. Information that cannot be retrieved is useless. It is, therefore, critical that students be able to locate, analyze, and evaluate the value of information. Macpherson (2004) found that many second year undergraduate students were unable to conduct a simple search.

Information retrieval and information literacy go hand in hand. In order for the retrieval process to be effective, critical thinking and analysis should be involved. An appropriate model of the information needed and an understanding of the ways through which it can be retrieved, are essential to successful information retrieval. As new information is retrieved, critical thinking skills come into play and are used to modify the search procedures and strategies.

There are three components to information retrieval: the ability to locate, analyze and articulate the significance of the information found as it relates to the information needs. A student, who can successfully interpret a question and formulate a search strategy, will not locate the appropriate information if the ability to analyze is not there.

Macpherson (2004) found that teaching strategies were effective in improving both question interpretation and search strategy formulation. When a concept based

approach to teaching information retrieval was used and critical thinking was taught,

search success also improved.

Information retrieval is no longer the domain of the expert searcher. The end-user is now expected to do the searching. Teaching strategies aimed at the end user, which can

have many varied characteristics, need to be designed.