Research on Information Literacy Education of Public Security College Students in Information Era

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ABSTRACT

College information literacy has become an important subject for public security colleges in the information era. The thesis analyses the current situation of information literacy education in public security colleges, clarifies the connotation and content of information literacy and probes into the ways to cultivate information literacy of college students in public security colleges.

1. INTRODUCTION

With the further development of social and public security informationization, the team of public security needs talents with information literacy. As the basic quality that college students should possess, information literacy in the information era puts forward the requirement that college students must have the quality. In case of this, how to improve the information literacy of college students is an important subject for public security colleges.

2. CURRENT SITUATION OF INFORMATION LITERACY EDUCATION IN PUBLIC SECURITY COLLEGES

In view of this problem, public security colleges have done relevant theoretical and practical research on information literacy education. According to Zeng Gang's investigation and research, Public Security College Students’ awareness of information security is still lacking, in addition, they have the need to understand information security knowledge [1]. Li Haili put forward the problem-oriented and embedded teaching reform of information literacy education in the era of big data [2]. Based on the existing research, Ding Yu put forward that the information literacy content of public security college students is information consciousness, information
knowledge, information skills, information morality and information security [3]. At present, most colleges in China have carried out information literacy courses, such as Information Literacy and Information Retrieval, which have not formed a unified standard and content. In the other words, the information literacy education in public security colleges also shows uneven situation. Taking the author's College as an example, the university has set up Information Security Foundation as a public elective course, however, it has not systematically set up information literacy courses. Because of the lack of information literacy education, students have some problems in this aspect. For example, they do not know the data resources of the library, or even what the data resources are, that is to say, they lack the knowledge of information selection; They know that libraries have data resources, but they don't know how to use them, that is to say, they lack information acquisition methods; They know to use "Baidu", "Google" and other search engines to solve problems, but they do not know how to use professional data resources, that is to say, they lack knowledge about use information. To sum up, the contents and implementation approaches of information literacy education for college students in public security colleges need to be further explored.

3. THE MEANING AND CONTENT OF INFORMATION LITERACY

Information literacy has always been the focus of controversy among scholars at home and abroad that the meaning of it is not uniform in academic circles. In 1989, ACRL defined information literacy as people with information literacy understand when they need information, in addition, the people have the ability to retrieve, evaluate and use information effectively [4]. In 2015, the Framework of Information Literacy in Higher Education regards information literacy as "reflective discovery of information", "a group of comprehensive abilities ":[5]. In recent years, more and more scholars put forward critical information literacy. For example, Xu Yuanlin combed the foreign research. She believed that critical information literacy was not only specific and focused on content and technology, but also abstract and focused on methods. Critical thinking runs through all stages of learning, problem solving and innovation activities [6].

![Figure 1. The relationship between information literacy.](image-url)
According to the existing research, the thesis shows that information literacy refers to people's ability to select, acquire and utilize information in a dialectical and reflective manner using critical thinking. Information literacy includes basic ability of information literacy, information consciousness, information skills, information morality and information security. Among them, information skills include information selection, information acquisition and information utilization. In addition, the relationship between information literacy content is shown in Figure.

According to the content of information literacy, the thesis clarifies the content of information literacy education for public security college students as follows:

Basic ability of Information literacy. The basic ability of information literacy is the basis of information literacy and the precondition for the smooth implementation of other information literacy contents, of which includes computer ability, foreign language ability, and abstract thinking ability and so on.

Information consciousness. Information awareness is the cognitive process of people facing information. Importantly, all information literacy activities need the participation of information awareness. In addition, information consciousness requires college students to possess information sensitivity, information skill, morality and security consciousness. Information sensitivity requires that college students are aware of the importance of information and have a sense of access to information actively.

Information selection. It is an important source of solving information. Nowadays, information resources are becoming more and more diversified. In case of this, the reliability of information sources determines the validity of information. College students should understand information sources with dialectical thinking, correctly select information sources in combination with disciplines and using environment. Importantly, they need to learn to select effective information from a wide variety of information.

Information acquisition. Ways to solve the problem of information acquisition methods. The process of information acquisition, problem discovery, research and solution is synchronous, which is a process of continuous exploration. The process of information acquisition needs to define the needs, formulate strategies and analyze the results according to the progress of research issues. If problems are found in the process, of which will be adjusted again. That is to say, college students need to have the tools, strategies, steps, and methods of evaluating the results.

Information utilization. Ways to solve the problem of information utilization. In the process of information utilization, college students not only use information, but also produce and disseminate information. In this process, college students need to explore the integration of new information and knowledge and master the skills of information analysis and utilization, as well as information manufacturing and dissemination.

The knowledge of information morality. Ways to solve the normative problem of information acquisition and utilization. In the process of information acquisition and utilization, college students should understand relevant laws and regulations. They should use information reasonably, regularly and legally. At the same time, it can avoid such problems as information pollution and information crime caused by abuse, misuse and irregular use of information. Through the study of information ethics, college students can follow the ethical norms and conduct information acquisition and utilization without damaging themselves and others' rights.
The knowledge of information security. Ways to solve the security problem of information acquisition and utilization. The knowledge of information security includes information security influencing factors, information security technology and information security strategy. Through the study of this knowledge, the safety of information and the safety of information acquisition and utilization can be guaranteed.

4. DEVELOPING INFORMATION LITERACY EDUCATION BASED ON LIBRARY

The Regulations for Library of Ordinary Institution of Higher Education points out that "Library of Ordinary Institution of Higher Education is an academic institution serving personnel training and scientific research" [7]. The library not only undertakes the functions of information provision and service, but also undertakes the functions of teaching and research. The research founded that information literacy education has become one of the main tasks of university libraries [8]. In case of this, the information literacy education in public security colleges can improve the information literacy of college students by establishing an information literacy education mechanism centered on Libraries and radiating outwards. Relying on the library platform, information literacy education can be carried out from the following aspects. As follows:

4.1 Provide Information Resources

Information resources of libraries, which are the basis of teachers’ and students' learning, scientific research and information literacy cultivation of college students. In addition, colleges can reasonably increase the investment of information resources according to specific circumstances; the library should make reasonable use of funds to build information resources, such as books, periodicals and databases, which meet the needs of teachers and students in public security colleges.

4.2 Hold New Students' Admissions Lectures

Newly-enrolled college students are not familiar with the resources and services provided by the library. Through the introduction of knowledge lectures, freshmen can grasp the methods of using library resources and services more quickly. It will improve their ability of using information correctly, and integrate them into the study and life of university campus as soon as possible.

4.3 Hold the Course of Information Literacy

Public security colleges can offer the "Information Literacy” course as a public compulsory course for all specifies. Because the cultivation of information literacy must be based on its basic ability. In case of this, the time for the library to provide the Information Literacy course should be after the Computer Basics course, which should in the second semester of the freshman year or the first semester of the sophomore year. The course content is set up strictly in accordance with the information literacy
content. Importantly, the principle of the course should follow that Information Literacy is not only a "retrieval" skill course, but also having the integration of information consciousness, information morality, information security and other knowledge.

### 4.4 Hold Education Activities About Information Literacy

With the rapid development of knowledge in the information era, in addition to offering the course "Information Literacy" to teach information literacy related knowledge, libraries also need to carry out various forms of information literacy education activities aiming at the problems encountered by college students. For example, hold activities about information literacy reading, recommendation of information literacy related bibliographic, thematic lectures of graduate thesis writing and so on; In order to facilitate students to understand and learn information literacy through multiple channels, the information literacy topic could be introduced on the library homepage or in the form of media, such as Weibo and Official accounts in WeChat.

### 4.5 Improve the Information Literacy Of Librarians

As an important force of information literacy education in colleges, the critical information literacy of librarians is the key to become qualified information literacy teachers in the information era. As librarians, they should not only confine themselves to the provision and service of library information resources, but also broaden their horizons and knowledge, which can improve their information literacy ability in teaching content and methods. In case of this, libraries can enhance the information literacy of librarians by requiring them to participate in information literacy-related meetings and trainings, as a result, it can carry out exchanges with relevant professional teachers.

### 5. WAYS TO TRAIN STUDENTS' INFORMATION LITERACY IN PUBLIC SECURITY COLLEGES

#### 5.1 Colleges, Libraries, Teachers and Students Should Cooperate with Each Other

In terms of the collage, all aspects of software and hardware resources should be supported in the whole process of information literacy education activities. Colleges can set up information literacy teaching and research departments in libraries or educational offices, establish information literacy standards and evaluation systems suitable for Public Security College students, and ensure the effective organization and development of various information literacy education activities. In addition, the Institute can force the improvement of information literacy of college students from the system. The College can implement a strict thesis examination system and incorporate thesis integrity into college students’ integrity files as the basis for college students’ graduation.
In terms of the library, it should cooperate with the institute to ensure the effective implementation of various activities; urge librarians to keep in touch with other information literacy education-related courses, such as Computer Application and Public Security Information System Application, to explore and promote the improvement of information literacy together; and provide students with various forms of clothing, to guide students to use the library as an important learning place besides classroom teaching.

In terms of teachers, in order to play the role of experience sharing, demonstration and guidance for college students, they should pay attention to the improvement of their own information literacy. In the other words, teachers should be aware that the task of the teacher is not only to impart knowledge, but also to act as inspirers and supervisors, which needs demonstration and guidance to enable college students to learn how to access and use information.

In terms of the students, they should cooperate with the requirements of colleges and teachers, such as, participating, training and thinking in the process of cultivating information literacy. In addition, college students should cultivate the need to search for problems. Because only by searching can we learn to sort out problems, analyze problems, actively seek knowledge and solve problems independently.

5.2 Combine Theory with Practice

Information literacy is a highly practical course, which needs to be gradually integrated with theoretical knowledge in practice and gradually improved. The cultivation of information literacy requires the students of public security colleges to combine study, thinking and life while studying theory. In practice, they constantly sum up experience and develop the ability to discover, analyze and solve problems.

5.3 Guide the Public Security Work

College students in public security colleges, especially those in public security majors, should be trained in information literacy. On the basis of learning information literacy courses in lower grades, college students combine the application of public security information system with the study of Public Security Informatics and public opinion analysis courses in middle and senior grades. In case of this, they learn to collect, process, transmit and feedback all kinds of public security information, so as to enhance their awareness and ability of public security information literacy.

5.4 Multidisciplinary Integration in Course Design

Information literacy as a comprehensive ability, of which content determines that information literacy involves many disciplines. That is to say, how to integrate multi-disciplinary content is the difficulty of information literacy education. For example, when it comes to the content of information consciousness, attention and cognitive style in psychological literacy and big data thinking in data literacy should be integrated; When it comes to the content of information ethics, it should incorporate privacy protection and the popularization of intellectual property knowledge; When it comes to information security content, it should incorporate knowledge about network information security.
6. CONCLUSIONS

Information literacy is the core of lifelong learning [9]. College students, trained in public security colleges, should have the ability of lifelong learning that they can use literacy to obtain and use information efficiently in public security positions. In addition, the cultivation of college students' information literacy cannot be accomplished at one stroke, which requires the joint efforts of colleges, libraries, teachers and students, especially the knowledge and attention of college students on information literacy. Only in this way can the students of Public Security Colleges become the high-quality talents, who needed by the public security team in the information era. More importantly, they also can play an active role in the future public security work.

REFERENCES