Information Literacy in the Portuguese University Context: a necessary intervention

Carlos Lopes | Tatiana Sanches | Maria da Luz Antunes | Isabel Andrade | Julio Alonso Arevalo
Why the need to take action in Information Literacy in Portugal?

- Changes in the communicational paradigm
- Mass use of the internet and digital media
- Transversal training
- Loopholes/discrimination
- Political, economic, social and cultural consequences
- Globalization
Creative Loophole

New forms of authorship and publication

Creating scenarios that exclude those not familiar with social tools or incapable of building a solid digital identity
Informative / Digital Loophole

More information = More misinformation
Exponential growth of information

Leading to

manage large inflows of data and move around in a digital environment ->
capacity to articulate a credible, consistent discourse.
Cognitive Loophole

Digital and communication media, new digital reading and writing devices

Ways of knowing, interacting and thinking;

Against excess information, critical thinking is the challenge of information literacy to grasp different types of content with accuracy, rigour, concentration and in-depth understanding.
National Context - Portugal

Library professionals, especially those working in higher education contexts, asked themselves:

• How can we integrate transversal competences within the Bologna process?
• Which models should guide our training activities?
• In which competences should we invest to better teach information literacy?
How did we think of taking action?

It became clear that it was necessary to:

- Reaffirm the importance of competences in Information Literacy in the academic community

- Develop library professionals’ competences to support teaching and learning activities

So we sought to give a tangible response which would consolidate theoretical research and good practices, with a view to its replication in different contexts.
Building a book

The various works of the authors of this book come under three main areas:

- Competence models, tools and evaluation (Part 1)
- Good practices for integrating information literacy in academic curricula (Part 2)
- Information literacy trends and expectations in the university context (Part 3)
PART I

Competence models, tools and evaluation
Information literacy models and designing a programme for higher education libraries: a proposal

A report on the main instruction models in information literacy, based on international lines of action and the main guiding documents, creating a proposal that applies to higher education libraries
Self-evaluation of information competences in university students

A study based on the IL-HUMASS survey on information literacy, designed to evaluate information competences and to be administered to Social and Human Sciences students, teachers and information professionals (Spanish and Portuguese universities). IL-HUMASS’s psychometric features validate its use in Portugal in studies that require an evaluation of multiple indicators, showing to be particularly useful evaluating and diagnosing information literacy competences.
PART II

Good practices for integrating information literacy in academic curricula
The literacy information course of the NOVA Doctoral School: *The road to information literacy*

A practical example: the literacy information course of the NOVA Doctoral School: *The road to information literacy*. It describes the implementation project of this course, whose main goal is to equip NOVA University students with the information competences needed for a sound academic performance, ensuring that these competences have a positive impact on their personal and professional lives.
The integration of information literacy competences in academic curricula

A synthesis regarding the curricular unit Communication and Bibliographic Resources, which gives effect to training in information literacy and has been carried out in ISPA since the 2009-2010 school year. A very positive assessment is made of this experience, highlighting impactful results in the use of library services and resources and in students attaining transversal competences, shown in learning and research processes.
PART III

Information literacy trends and expectations in the university context
Information literacy: from digital identity to scientific visibility

This study takes us through a reflection about communication in the academic and scientific environment. The authors stress the importance of using 2.0 tools and digital information media to project and disseminate research. They also refer to the way technological changes have created new possibilities and challenges in evaluating the quality of research, regarding individual researchers and their professional development, thus sustaining the need for libraries to offer training in information competences and skills.
Information literacy in the academic context: trends and expectations

The main trends emerging from current studies on this topic, prospecting a horizon of expectations that we can and should prepare for. A comprehensive view of these trends is presented, based on three topics:

• the relationship between education, learning and higher education
• libraries, technology and virtual environments
• society and the individual and how emotions and cognition should be taken into account when reflecting upon information literacy
GLOSSARY

The book closes with the *Glossary of information literacy from A to Z*, for an understanding of the terminology applied to information literacy in the academic context, based on several sources.

INFORMATION RESOURCES

A list of online information and knowledge resources in the academic context was added to the book.

The purpose was to disseminate more ways of accessing information literacy-related content, providing readers with a vast scope of possibilities to explore the theme.

Antunes, M. L. & Lopes, C.
CONCLUSIONS

1st book in Open Access published in Portugal on Information Literacy

With over 1,300 downloads

This book aimed to:
• give ideas,
• share experiences,
• broaden horizons
• shed light on the national panorama
• encouraging better learning and academic success

with and for information literacy
THANK YOU!

Carlos Lopes
ISPA-Instituto Universitário, Lisboa, Portugal
clopes@ispa.pt

Tatiana Sanches
Universidade de Lisboa, Lisboa, Portugal,
tsanches@fpie.ul.pt

Maria da Luz Antunes
Instituto Politécnico de Lisboa, Lisboa, Portugal
mluz.antunes@estesl.ipl.pt

Isabel Andrade
NOVA University of Lisbon, Lisboa, Portugal
Isabel.andrade@ensp.unl.pt

Julio Alonso Arevalo
Universidad Salamanca, Salamanca, Espanha
jalonsoarevalo@yahoo.es

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