

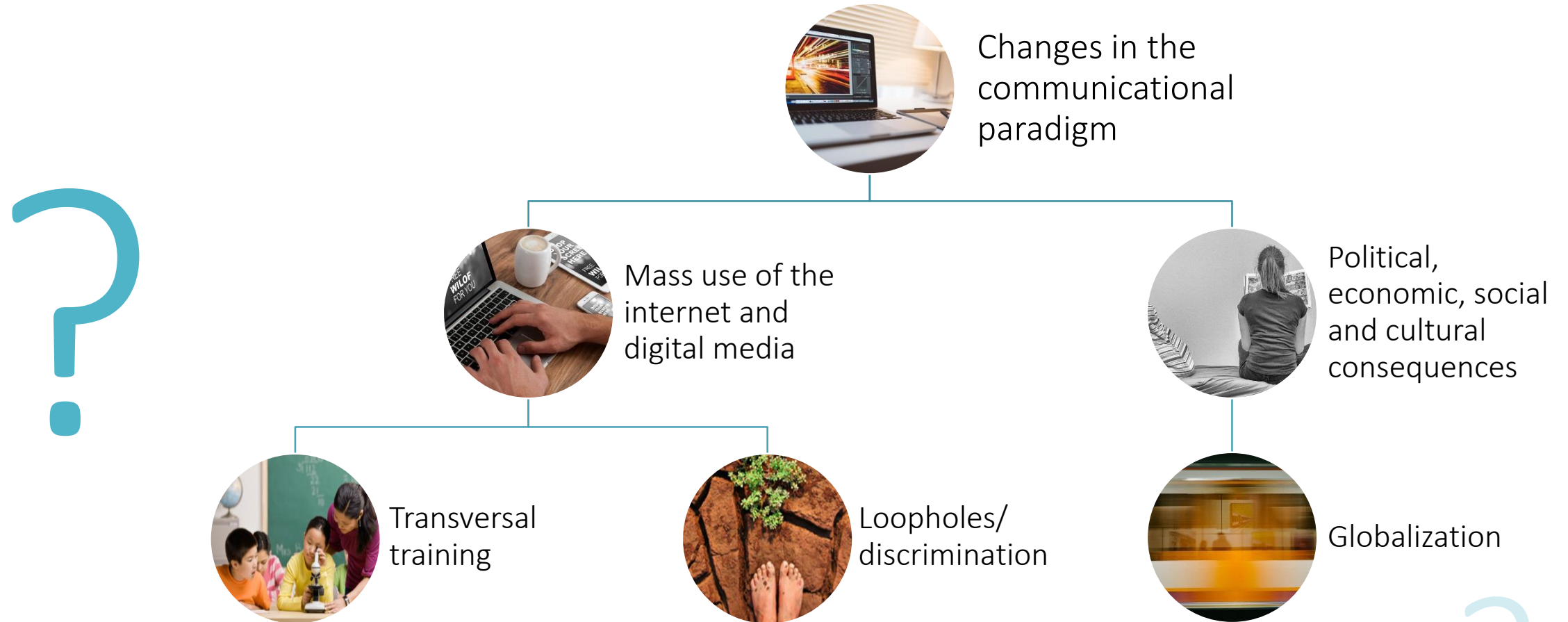


# Information Literacy in the Portuguese University Context: a necessary intervention



Carlos Lopes | Tatiana Sanches | Maria da Luz Antunes | Isabel Andrade | Julio Alonso Arevalo

# Why the need to take action in Information Literacy in Portugal?



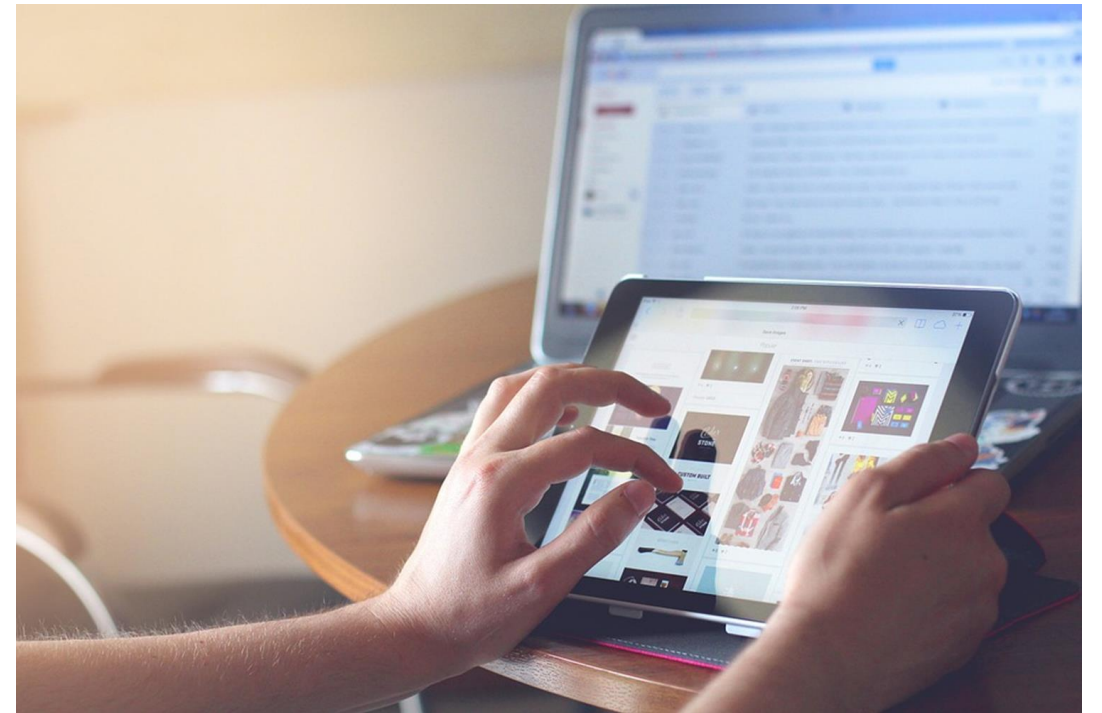
# Creative Loophole

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

Influence access

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



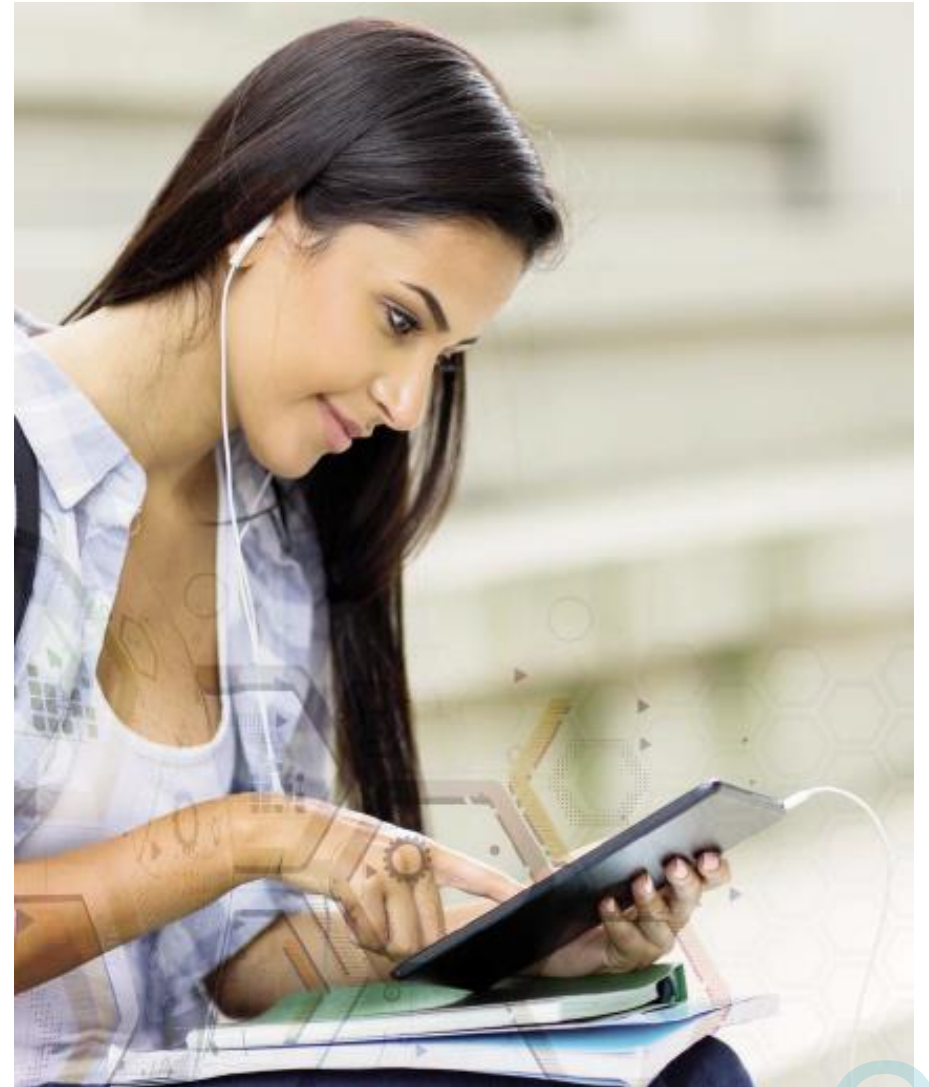
The various works of the authors of this book come under three main areas:

- 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



Sanches, T.

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

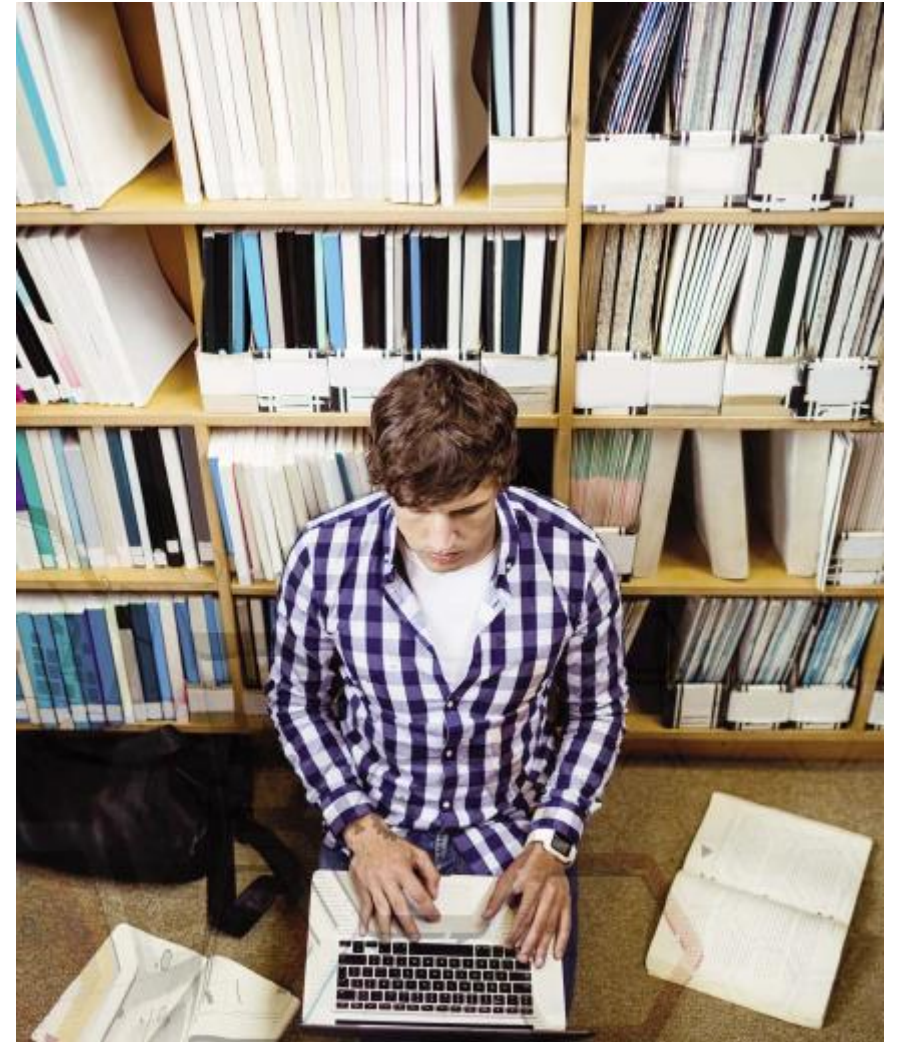
Lopes, C. &  
Pinto, M.



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*



Andrade, I.

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



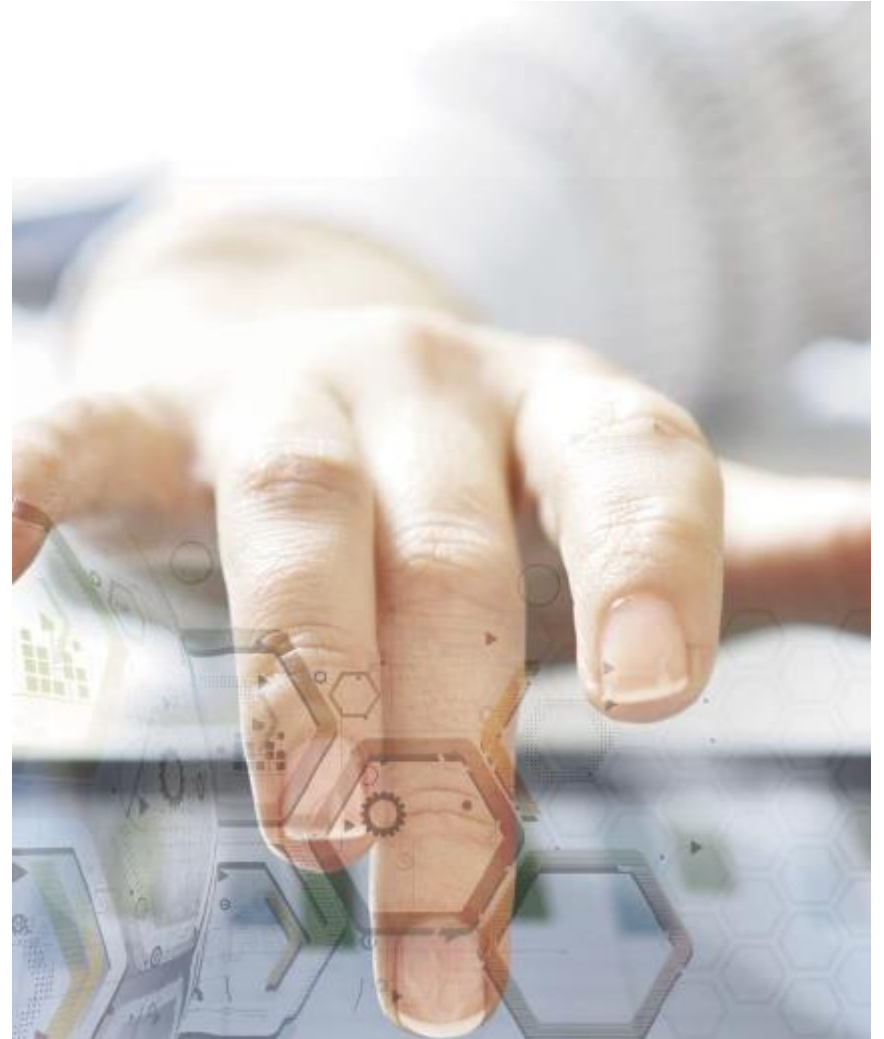
Lopes, C.

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

Arevalo, J.,  
Lopes, C. &  
Antunes, M. L.



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



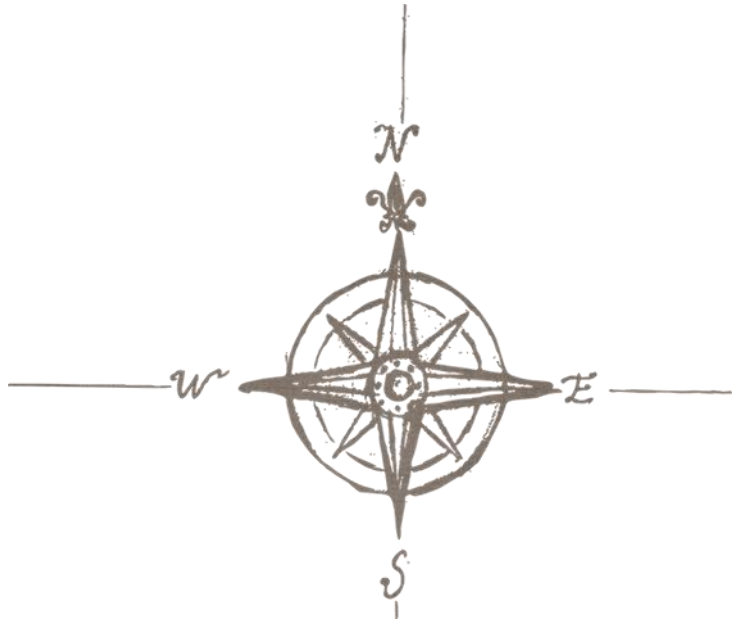
Sanches, T.

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



Antunes, M. L.  
& Lopes, C.



## 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

# CONCLUSIONS

1<sup>st</sup> 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](mailto:clopes@ispa.pt)

**Tatiana Sanches**

Universidade de Lisboa, Lisboa, Portugal,  
[tsanches@fpie.ul.pt](mailto:tsanches@fpie.ul.pt)

**Maria da Luz Antunes**

Instituto Politécnico de Lisboa, Lisboa, Portugal  
[mluz.antunes@estesl.ipl.pt](mailto:mluz.antunes@estesl.ipl.pt)

**Isabel Andrade**

NOVA University of Lisbon, Lisboa, Portugal  
[Isabel.andrade@ensp.unl.pt](mailto:Isabel.andrade@ensp.unl.pt)

**Julio Alonso Arevalo**

Universidad Salamanca, Salamanca, Espanha  
[jalonsoarevalo@yahoo.es](mailto:jalonsoarevalo@yahoo.es)

Link to the ebook: <http://repositorio.ispa.pt/handle/10400.12/5067>