

**Information Literacy Section
Minutes
2nd Standing Committee Meeting
San Juan, Puerto Rico, August 17th, 2011**

Standing Committee Members Present

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Members Sending Apologies

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Members Absent

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Visitors

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1. The chair convened the meeting at 11:35am and welcomed the attendees and noted one apology for absence from Sheila Webber. The chair and the outgoing secretary will review the committee membership roster and the attendance records to identify those who have a record of absences.
2. The agenda was approved with no changes.
3. **Division Leadership Forum**
A brief report on the forum was provided by the chair and the secretary. Major relevant points concerned funding and deadlines.

4. **Current Section Tasks**

- a. **UNESCO Open Session:** The chair reported on the UNESCO open session on Monday, August 15. Jesús presented the indicators. Maria-Carme and Jesús continued discussion at lunch with Stuart Hamilton, IFLA Senior Policy Advisor and Janis Karklins from UNESCO. The process for pushing the recommendations forward is:
 - (1) Albert will produce a draft of the recommendations from the working groups at the offsite meeting and will send to Maria-Carme, Jesús, and Lisa by September 1.
 - (2) After review, Maria-Carme will send to Stuart Hamilton.
 - (3) Recommendations will be sent to IFLA Governing Board for the December meeting; hope for endorsement in April.
 - (4) Recommendations sent to UNESCO.Members are asked to lobby for adoption of the recommendations with IFLA, relevant state, regional and country library associations and other contacts.

b. **Guidelines: Profile of the Information Literacy Professional**

Lisa reported on the brainstorming discussion Sheila had convened on Sunday. Three phases were identified:

1. Identify and gather documents from around the world on competencies. Committee members and others will be asked to contribute.
2. Determine how to have a global discussion, making use of technology.
3. Describe how to use the competency document (to make it a living document).

Project money probably won't be needed until the dissemination phase. Sheila sent meeting notes, with a proposed timeline for the project (see ATTACHMENT 1).

Assigned to: Sheila (lead), Lisa, Andonie (Spanish-speaking regions), Agnes (Francophone regions)

c. **Communication Media: Blog/Newsletter/Facebook**

The committee agreed at the first meeting to replace the section newsletter with a blog. Albert will set up the blog and will provide a progress report by September 15 and will provide directions for use.

The purpose of the different communication media were outlined. For internal section business and communications, we will use email. The blog and Facebook will be used to alert and communicate. The wiki and website will be the more "official" locations where documents will be stored. Lisa provided some illustrative examples: the Indicators

document would be on the website, but a summary of the indicators would be on the blog as a news item; the announcement of the conference program and a summary of the conference program can be on the blog, with a link to where the conference papers are (website).

Sean noted that Facebook can become a conduit for linking the sections together. Since many IFLA sections have Facebook pages, we can “friend” them and they in turn can “friend” us. Everyone was encouraged to “like” the IL Section page, because a larger number of followers will result in a shorter URL. Sean will draft definitions/descriptions for what we put in each area and who can contribute.

Responsible: Albert, Sheila, Sean

d. State of the Art Report Wiki

Franziska and Heike will set up the German report as a pilot, as discussed at the first meeting, and will aim for October/November to make it available. Will use email to alert committee members, who will be asked to provide comments.

Frances Kirkwood, guest from ATINA SIG, suggested that we may want to participate in the FAIFE IFLA World Report in the future, as it develops. Jesús noted that the two reports are different, with the IL reports being more descriptive. In the future, we can explore this opportunity to collaborate for data gathering.

5. Future Tasks: 2011-2012

a. Conference Programme 2012

Co-sponsorship with elearning SIG was approved. Jillian Hallam, who will be one of two convenors from the elearning SIG was in attendance. Agnes agreed to be one of the IL Section convenors; Maria-Carme will appoint a second convenor. Convenors from both groups will work together to decide on the theme.

b. Satellite Meeting August 8-10, 2012, Tampere, Finland

Lisa reported on the meeting with the Continuing Professional Development and Workplace Learning (CPDWL) Section. The deadlines will be much sooner than usual because the papers will be published as a book. The call for papers will go out in two weeks. Ruth Stubbings is one of the three editors for the book. The editors will serve as reviewers for the papers, and there will be a different review process for the posters.

The maximum cost is estimated at 150 euros, including meals and conference dinner. Tampere is about 2 hours from Helsinki, with trains running every hour. It is possible to use up to 50% of the section’s administrative funding for sponsoring first time presenters.

We agreed that we want to participate in the mentoring initiative. Volunteers for mentors: Lisa, Almuth, Jesús, Sharon.

Another satellite on women’s issues will be held in Tampere at the same time and the mayor will be hosting a joint reception. There will also be library visits and an optional morning tour of the town (for a cost).

c. Satellite Meeting in Riga with ATINA SIG & Africa Section (August 8-10, 2012)

Francis Kirkwood from the ATINA SIG was present to provide an update. The intent is for African, Russian, European, and Scandinavian librarians to come together to discuss possible train the trainer programs concerning how librarians help people form their civic consciousness and to help them recognize propaganda and controlled information. Franziska and Antonin are the liaisons from the IL Section. This will overlap with the satellite in Tampere.

The first organizing meeting was at the Crimea Conference in June, with Dalia, Natalia, and Ellen Tise, among others, in attendance. The second organizational meeting was in San Juan August 16 and included the head of the Riga Central Public Library. There is support also from the Latvian State Library. Another preparatory meeting will be held in Riga in October, with the call for papers in October-November.

A major funding challenge will be the cost of flying in the African participants. Adequate time will be needed to acquire visas for the Africans. Possible sources of funding include the African Union, Scandinavian libraries, the Goethe Institute, the Association de la Francophonie. The meeting will be trilingual (English, French, Russian), so there will be costs for translation equipment. The Latvian Library will provide the facilities. Francis will know by the end of January if there is adequate funding.

d. Section Action Plan 2011-2012

Maria-Carme and Sharon will do the Action Plan (target date September 15) and the Annual Report (target date December 31).

6. New Projects

a. Train the Trainers proposal (Chihfeng)

Chihfeng proposed having a "Train the Trainers" event in Taipei in conjunction with the 2013 conference. She can get support and funding from the government. English would be the language of the training.

b. Project Proposal (Sheila)

Although she was unable to attend this second meeting, Sheila sent an email this morning with a project proposal to develop additional information literacy modules to add to the *Media and Information Literacy Curriculum for Teachers*, which was published by UNESCO in July 2011. Members can send comments to Sheila and she can draft a proposal to submit for project funding (October deadline). (See ATTACHMENT 2.)

c. Possibilities for 2013 Conference

Education and Training Section has contacted us about a joint program. Lisa was asked to follow up with that section to explore the possibilities for a program or offsite meeting during the conference.

Maria-Carme talked to the outgoing chair of the Literacy and Reading Section about a program which would also involve the School Libraries Section. Albert was designated as the contact person. Need to get in touch with the new chair of School Libraries Section.

7. IL Section Activity Reports for San Juan

a. 2011 Conference Programme Report

Zuza reported that the program was ½ multicultural, ½ information literacy, and consequently some participants might have been disappointed. The programme finished one hour early, which might have been welcome, given the frigid temperature of the room. Attendance was reported at approximately 115, with 39 evaluations returned. Zuza asked members to vote for the best paper which will then be submitted for consideration for publication in the *IFLA Journal*. She noted that the session time slot was too long (over 3 hours) and that we should try more innovative ways to encourage audience interaction instead of just paper presentations. It was also suggested that we might ask for longer abstracts to get a better idea of the content.

There was not enough time for the following activity reports:

b. UNESCO open session report (from Monday 15 August)

c. President-elect planning session: *Libraries – A force for change* (Heike)

d. Information Coordinators/Web editors meeting report (Albert)

e. IFLA Publications Session report (Franziska)

After the conference, Franziska sent a report by email on the session: *“There were 5 presentations of publications from the "green" LIS series, most of these being proceedings of IFLA Preconferences or Satellites; 3 presentations of publications from the "red" bibliographical series. All DeGruyter Publications have both print and online editions. There is a new IFLA cooperation with publisher Emerald, UK, regarding LIS-journals.*

The publications most related to IL-matters are the following publications from the "green" series:

- N. 148: Lisa Marquardt (et al.), Ed. : Global Perspectives on School Libraries

- N. 146: Ingeborg Verheul /et al., Ed.: Digital Library Futures

f. Section Lunch: Choices Restaurant, Sheraton, 1:15pm following the meeting

8. Other business

None was presented.

9. Adjournment

The meeting was adjourned at 1:10 pm.

ATTACHMENT 1: The profile of the Information Literacy professional (Sheila Webber, 16 August, 2011)

Initial goal: To publish sector-specific profiles of the Information Literacy Professional (sectors to be finalised, but likely to be: Academic sector; Schools sector; Public Library sector; Workplace library sector), and also to create through this process a resource of material organised by country and/or language and by sector. (Possible further goals, once this initial goal has been achieved, are outlined at the end)

Timeline: At our discussion on 14th we were talking about having the profiles finalised for this time next year, but that now seems too ambitious, so for the last few phases below I have simply put “???” as the timing, as I’d like other people’s opinions on this – and obviously on all the rest of what I’ve put below!

Draft outline of timetable to meet initial goal

Date	Phase	Aim	Tools/ channels	Responsibilities
Sept 2011 – Jan 2012	Phase 1a: Gathering	Identifying existing material for each sector: 1. Formal profiles or competency lists (e.g. from professional associations 2. Research studies (articles and publically accessible dissertations into roles, identity, competencies etc.) 3. Interviews, “day in the life” narratives, substantial opinions: from professional press, blogs, videos etc. Material can be in any IFLA language	1. A place which enables people to see what has been suggested already, and to add links or references if they want. One idea is something like spruz which would allow people very interested in the project to create profiles, and there could be discussion threads for different sectors/languages. 2. Discussion lists, our Facebook page, blogs, direct contact, discussions at relevant events etc. could all be used to ask for input. 3. Some formal searches (e.g. of Infolitglobal, LISA, Library Literature) would be useful.	1. SW taking lead in identifying tool (to gather links etc.) mentioned on the left. Will want backup admins (e.g. for moderation of new members/ comments) 2. Will need leaders to take responsibility for contacting discussion lists etc. (and preferably monitor relevant section of “gathering place” discussion) 3. Need people to identify proactively formal frameworks in their own country and/or language. 4. Need people to search Infolitglobal etc. Could be same people as in 2, or different. Also might be role here for LIS students.
Dec/Jan	Phase 1b	To provide a rough summary / organisation of the material for participants in the workshop To finalise what	As above	Leaders being willing to e.g. at least produce a list of the key material in their language and/or from their country, to help workshop participants orientate

		we want out of the workshop		<p>themselves</p> <p>Other material (e.g. facilitator guidelines for specific sessions; Introductory presentation; translation of key guidance)</p>
Jan/ Feb 2012	Phase 2: Refining stage: online workshop	<p>To assess what is there already</p> <p>To identify gaps</p> <p>To identify what should be in a profile (e.g. structure, media)</p> <p>To identify how many profiles are needed and what they will be</p> <p>To plan with more precision the next steps</p> <p>To identify teams to take forward the next phase [Perhaps too much for one workshop!!!]</p>	LH has suggested using Eluminate, with online break out and reporting back sessions. Would be useful to have two workshops at different times to accommodate different time zones (with one facilitated from Australia or an Asian country?)	<p>LH and SW, plus helpers to e.g.:</p> <ul style="list-style-type: none"> - identify goals and structure - prepare material beforehand - facilitate sessions - troubleshoot - document actions etc.
Feb- June/July 2012	Phase 3: Drafting profiles	To produce drafts for each profile	To be identified. If (for example) we want profiles to include multimedia, it might require a different approach than if they were purely textual.	A leader would be identified for each profile
June/July 2012	Phase 4: Discussing drafts: online workshop	To critique and refine the drafts	As for phase 2	As for phase 2
??	Phase 5: testing profiles with sectoral representatives	To make it more likely that the profiles will have buy-in from the target communities	Probably by approaching individuals? Do not want to get the initiative totally bogged down by starting to consult all the possible sector/country associations at this	Profile leader for each profile – where possible the same as for previous phases.

			point, so I was thinking more of identifying some “critical friends”, some of whom may be in relevant associations.	
???	Phase 6: Key translations	To ensure that key profiles are available in key languages	Mostly via email etc, identifying specific people	Volunteer translators
???	Phase 7: Finalising profiles	To publish key profiles in key languages in a professionally designed format	IFLA website; if the “community” has life in it, may also wish to publish there	Publication coordinator for each language at least (i.e. who can spot mistakes in the language) Graphic designer (or other professional), if we have project funding. This would be e.g. to produce any diagrams, help in developing a professional house style for the profiles.
???	Phase 8: Consolidating organisation of materials [this phase may in fact parallel some of the previous ones]	To maximise the use of the material gathered in previous phases	To be decided: e.g. to ensure that all relevant links and references were at least on Infolitglobal, but there may be some other way of using the material.	Could be same people as previously, or (e.g. if input to Infolitglobal) volunteers for a specific project
???	Phase 9: Next steps	To decide what further goals to pursue (including whether/how to update the profiles)		Leaders from past phases & anyone interested in leading the next phases!

Further possible goals:

- To develop guidance for individuals on how to use the profiles (e.g. in planning Continuing Professional Development (CPD); with employers)
- To identify implications for formal library and information programmes
- To identify implications for providers of short courses (e.g. Training the Trainers)

ATTACHMENT 2: Email of August 16, 2011 from Sheila Webber

Proposed project: modules for the MIL Teachers Curriculum

I only very recently read the The **Media and Information Literacy Curriculum for Teachers** which was published by UNESCO in July 2011. "This UNESCO model MIL Curriculum and Competency framework for teachers is intended to provide teacher education systems in developed and developing countries with a framework to construct a programme for turning out teachers who are media and information literate." It consists of an outline of competencies and some core and optional module outlines.

Since making teachers aware of IL is so important, a lot of effort has evidently gone into producing them and there is some very interesting material, I welcome this curriculum.

However, the modules deal (in my view) in a LOT more complexity and detail with media literacy issues, and to a much more limited extent with information literacy explicitly. There is one of the nine core modules which provides some useful information and ideas for exercises for the teacher-learners on information & information literacy. However, I think that more information literacy modules would provide a better and balance, and, more importantly, be valuable for the teachers!

Therefore my PROPOSAL is that we develop additional modules, on the same model as the existing ones, to add to the curriculum. I think a very obvious one is "information literacy in different disciplines/subjects" since the teachers will be teaching a subject, and it is important that they benefit from the research and practice that would help them develop information literacy effectively in their subject.

Further ones that spring to mind are about approaches to teaching, learning and assessment of information literacy (e.g. the work by Kuhlthau and Todd), and also developing different kinds of information behaviour through classroom activities.

If people do see this before the 2nd section meeting (sorry!) what I would hope for would be endorsement of this as a future project and then I could work up a project proposal with anyone interested, to submit for the next project proposal deadline (October, I think?)

Reference is:

Wilson, C. et al. (2011) **Media and Information Literacy Curriculum for Teachers**. Paris: UNESCO.
<http://unesdoc.unesco.org/images/0019/001929/192971e.pdf>

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