IFLA Gothenburg 2010
Open access to knowledge – promoting sustainable progress

See You in Gothenburg!

Don't Wait to be Asked: Towards Next Generation Reference Services and Information Literacy
Presented by the Reference and Information Services Section and the Information Literacy Section
Wednesday, August 11, 13:45-15:45

Developing Inclusive Models of Reference and Instruction to Create Information Literate Communities
Sheila Corrall, Professor of Librarianship & Information Management and Head of the Information School, University of Sheffield, UK
Delivering information literacy programmes in the context of network society and cross-cultural perspectives
Huy Nghiem, Lecturer, College of Social Sciences and Humanities, Vietnam National University, Hanoi, Vietnam
Proof of Concept: The Fatal First Click: How do we hook them once we've got them to look?
Cathy Palmer, Kristine Ferry & Cynthia Johnson. Respectively Head of Education and Outreach, Director of Web Services and Head of Reference, University of California, Irvine, USA
Get the Edge, Get Ahead: QUT Library's approach to learning support
Vicki McDonald, Associate Director, Library Services, Client Services and Learning Support,
Queensland University of Technology, Australia
Embedding in the 21st Century Academy: Crossing curriculum and geography
Kaijsa Calkins & Cass Kvenild. Respectively English Reference and Instruction Librarian and
Distance Learning Librarian, University of Wyoming, USA

Making It Count: Social Science Data Literacy as an Information Fluency
Presented by the Social Science Libraries Section and the Information Literacy Section
Thursday, August 12, 09:30 - 12:45

Overview - the importance of understanding statistics
Lisa J. Hinchliffe , University of Illinois at Urbana-Champaign, Champaign, Illinois, USA
Training undergraduate students to search and use statistical information: a cooperation between professors and librarians
Raúl Aguilera, Tony Hernández-pérez, Mayte Ramos and Marina Vianello , Universidad Carlos III de Madrid, Madrid, Spain
Using web-based software to promote data literacy in a large enrollment undergraduate course
Harrison Dekker, UC Berkeley Libraries, Berkeley, California, USA
Respect, trust and engagement: creating an Australian indigenous data archive
Gabrielle Gardiner, Jemima Mcdonald, Alex Byrne and Kirsten Thorpe, University of Technology, Sydney, NSW, Australia
Skills development to assist data usage for policymaking in Africa
Lynn Woolfrey, DataFirst Resource Unit, University of Cape Town, Cape Town, South Africa
Adding it all up
Lynne M. Rudasill, University of Illinois at Urbana-Champaign, Champaign, Illinois, USA

The Information Literacy Section in Facebook? Your Feedback Requested!

IFLA Information Literacy Section and Facebook: modish or utility?
Facebook has became to be a mass phenomenon in which not only people but also enterprises, business, institutions, libraries, organizations have created their profiles. The entertainment value in Facebook has been joined together information search, experiences sharing and communication, as well as other social activities. People walking along streets see banks, shops, spectacles, parks, libraries, foundations, museums. When surfing the Internet, they should be able to do the same. If something isn't online, it doesn't exist. Facebook is a good showcase for an organization to create an online presence and sharing information with members.

How could Facebook be useful for an organization like ours?
• We would be in the showcase. This is marketing.
• We could sharing information with the people interested in information literacy, quickly and easily.
• We could receive information about different events around the world and share it.
• We would know the needs and desires of our stakeholders.
• We could hold open forums for discussing important subjects.
• We would have materials and ideas for our sessions, our satellites, our projects, our strategic plans, our newsletters linked from the profile.
• We could (with RSS) feed from the principle blogs (or other social networks) regarding information literacy.
• We could link the websites that are important for us.
• We would gain increased audience for our principle page on IFLA website and possibly candidates for the future Standing Committees.

In sum, we would have the tools in our IFLA website for our internal work and Facebook one for working with people. IFLA and IFLA Headquarters have Facebook profiles as do the IFLA New Professionals Special Interest Group and the IFLA Government Libraries Section.

How could we do it?
We have an Section account email in gmail. It could be the administrator key and we could name as possible administrators members of the Standing Committee.

The best option would be the Facebook option of a "page" because more tools are available and it isn't necessary to have a Facebook profile to see information. Fans of the page would be able to upload information (if there was some problems we could change it). Some of our colleagues in the Standing Committee have institutional pages working without problems, with their walls opened to the fans: Geography and History Library of the Complutense University (7.648 fans), Biblioteka Uniwersytecka w Warszawie (2.864 fans).

The lingua franca would be English, but we could use many other languages. Our Standing Committee members speak at least 14 languages. We come from all the continents and speak all the official languages in IFLA, excepting Arabic.

What do you think?
There are many other questions about this. Do you have some ideas?

Report of Activities: China

During 'The First Wuhan University International Exchange Camp of Wuhan University (China)' held from 12 – 18 July, the School of Information Management organized an iProfessional Leadership Development Summer Program. Part of this program was 'The International Students Information Literacy Contest.'

The test was developed by Dr. (Woody) Forest Horton jr cs. As reviewers were present (in alphabetic order: Prof.dr. Albert K. Boekhorst (Universiteit van Amsterdam and University of Pretoria), Mei-Ling Wang Ph.D. (Graduate Institute of Library, Information and Archival Studies, National Chengchi University, Taiwan) and mrs. Alease J 'Christy' Wright, Ed.D; MLS, New Horizons Information Age Services,US). 29 students participated in the test.

Results of the test will be published later in the 'Journal of Information Science' (http://ojs.lboro.ac.uk/ojs/index.php/JIL/index)

An Old New: A Resources Collection from TTT-Workshop in Spanish

In 2008 there was an initiative by UNESCO in which our Information Officer, Albert K. Boerkhorst had an important role. It was the Training-The-Trainer Workshop, with 13 events around world. One of them was in Granada (Spain). The organization decided to use an e-learning platform (The Library of the University of Granada's one) for working. It is the same platform which the 2nd meeting of IL managers of Spanish university library worked in.

There was a good gathering of materials and finally all these are free available in http://medina-psicologia.ugr.es/biblioteca/course/view.php?id=3

The information is divided into 20 points with more than 200 resources linked: articles, blogs, wikis, reports, presentations, tutorials, models, standards, guidelines and so on. Most of them in Spanish (when they have been translated) but they are by authors from all the world.

Report of Activities: Spain

By Antonio Calderón Rehecho

The 17th of June of this year the 2nd meeting of IL managers in Spanish university libraries (REBIUN) took place in the University of Granada. The 1st meeting was the last year in the Culture Minister of Spain and worked about all the question regarding information literacy and university libraries. Its conclusions and materials can be seen in ALFINREBIUN.
In this occasion the core have been the best practices and how to involve other stakeholders (teachers, informatics, administrative services…) in the IL work.

The meeting had two parts. In the first, online during two months, 118 colleagues from 36 universities, through a Moodle platform, put up materials, discussed subjects, proposed strategies and prepared the physical meeting. The second, in attendance, gathered 51 persons from 26 universities. The most part of the meeting was recorded and it will be able seen when the website will be opened.

These were the conclusions:

- The ESHE (European Space for Higher Education) is an opportunity for embedding IL into the curriculum subject.
- Information and informatics competences (jointly cooperative work competences) are a transversal competence with different ways for integration into the curriculum.
- All of us have the same problems and facing similar situations. As there isn't only a way, we must approach all opportunities and to learn one another.
- Planning IL is essential. It must take account the reality and to be ready to get solutions against any situation.
- The alliances are critically important, specially with the teachers and researchers but without forgetting Informatics Services, Students Services and so on.
- Students aren't the only goal for the IL. The teachers need recycling their competences and adapting their methodologies. The library can help them to get it.
- Librarians must face technologic changes, the new challenges they mean and their role as training officer or supporting training. They must be trained for being good trainers (Training the Trainers).
- Evaluating competences is important because it's the first step for improving and for checking if the objectives are being accomplished. The evaluation is a time process not only punctual.
- Marketing IL is a key. It must segment the stakeholders and spread the success for making the library visible.
- We must exploit all the useful tools: e-learning platforms, web 2.0, social networks, software for making tutorials…
- University libraries have to share experiences: all of them are valid and there are several possible models.
- We must continue using the meeting platform (see above) for including more experiences, fostering open access.
- It's important the Board of Rectors (CRUE) supports our vindications.
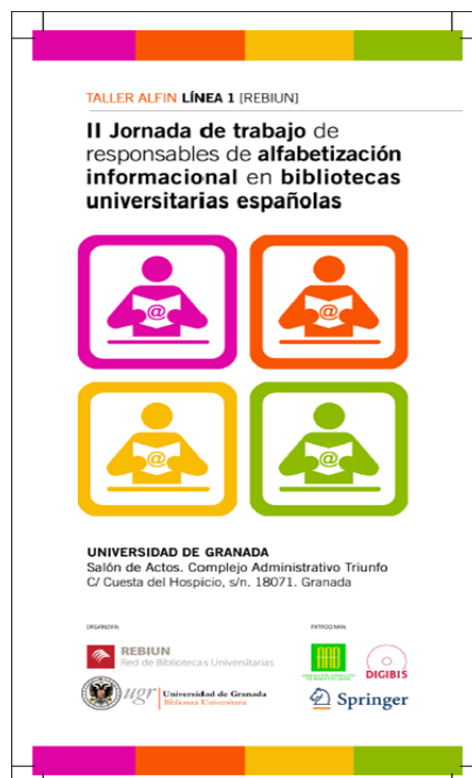
Upcoming Information Literacy Events

Conference on sharing good practice in Evidence-Based Information Literacy (EBIL)

London Metropolitan University is hosting the second conference on 'Sharing good practice in Evidence-Based Information Literacy (EBIL)' in London on 3 November 2010. EBIL is a conference organised 'by practitioners for practitioners' and aims to explore the experience of evidence-based practice from the perspective of the IL facilitator. The purpose of this event is to bring together IL educators drawn from NHS (National Health Service), university-related health centres and libraries, and independent health libraries.

By bringing together these diverse communities of practice we aim to establish an over-arching network of IL practitioners and a wealth of examples on the impact of information literacy education on evidence based medicine and patient care. For further details please contact the local organizer: Susie Andretta, Senior Lecturer in Information Management, Faculty of Applied Social Sciences, London Metropolitan University.

6th Creating Knowledge Conference - *Information Literacy and Diversity in Higher Education: Mapping the Learning Environment*

https://ck-vi.uib.no/ - September 8, 2010 - September 10, 2010 - Bergen, Norway

Higher education institutions are characterised by increased diversity, with a growing emphasis on internationalisation and interdisciplinarity in research and teaching. Students not only represent different social, ethnic and cultural backgrounds: there is also a great diversity in their ages, their motivation for learning and their educational needs. Renewed models of teaching and learning are needed in response to this diversity. This situation involves both possibilities and challenges for academic institutions as they embark on planning and re-developing their learning environments.

Creating Knowledge is an international conference and is one of the initiatives of the NordinfoLIT. It is arranged every other year in one of the Nordic countries and has information literacy in higher education as its general topic.

Report of Activities: Italy

By Laura Ballestra

XIII Teca del Mediterraneo Library Workshop was held in Bari, South of Italy, on June 24-25 2010. It was devoted to informal education, information literacy, lifelong learning and librarian teaching roles.Teca del Mediterraneo is the government library of Regional Council of Puglia and is one of the most proactive library of the South of Italy, with a special vocation to the Mediterranean area. More than 300 librarians were present to this event that is the biggest conference devoted to LIS in the South of Italy. More than 30 speakers, half Italian, half coming from Mediterranean countries, discussed about knowledge workers and their role in information literacy education for lifelong learning.

Valdemaro Morgese, Teca chief librarian, introduced the Conference referring to informal education and information literacy as necessary to develop an educated citizenry and libraries as one of the most relevant setting in which information literacy education takes place. Different types of libraries best practices in information literacy instruction were presented, coming from public, university and school libraries.
Two sessions were devoted to IL experiences in Italy and in other countries.

Piero Cavaleri (M. Rostoni" Library - Cattaneo University), introduced the first session describing the different faces of information literacy instruction in the Italian context and the importance for Italian libraries for playing a role in IL education.

IFLA Information literacy Section activities were presented by Laura Ballestra, the Italian Library Association (AIB) delegate in IFLA Information literacy Committee.

Spanish experiences in University of Valencia were presented by Celi Argon and a very interesting case of information literacy activities in Iran came from Sedighe Shakeri, from National library of Iran.

Franco Neri, from the "Alessandro Lazzerini" library of Prato, presented public library experiences in informal education. They have a long tradition in Prato Library in formal and informal education to citizens.

The city of Bari was represented by different experiences in IL, taking place in Bari university libraries and in Teca del Mediterraneo and presented by Lucia di Palo and Domenica di Cosmo.

Other experiences in IL, introduced by Patrizia Luperi from Pisa University, came from school context (Ester La Torre from the Liceo Scientifico "Galilei" of di Mondragone), institutional libraries (Nicoletta Cerrani, from the Library of the Lombardy Regional Council) and workplace (Company "Piaggio & Co" group of Pontedera).

All the speakers referred to IL education as essential for libraries to become a fundamental service both for students and citizens in the present society. During the conference, the 5th meeting of Mediterranean libraries took place. Directors of National libraries of Albany, Bosnia-Herzegovina, Egypt, Greece, Macedonia, Malta, Montenegro, Serbia, Turkey presented the role of training and information literacy in their libraries. Library of Alexandria was present with Dina Youssef, that is the IFLA representative for the libraries in Arabic-speaking countries. She described both the many experiences of the Library of Alexandria in IL and IFLA action for Arabic speaking libraries.

The workshop ended with a concert performance by Angela Annese, who played in a masterly fashion unpublished or not very known pieces by Apulian composers of operas, like Nicola Cassano, Pasquale La Rotella, Ottone Pesce, Nicola Scardicchio, Niccolò van Westerhout.

Workshop prodeceedings are availabe in italian here: http://www.bcr.puglia.it/tdm/ws10-programma.htm
Abstracts will be available in English.

Report of Activities: Germany

By Heike vom Orde

The 4th "Congress on Information and Libraries" in Leipzig is a well-known and renowned venue of the German information literacy community. As in previous years, the sessions on information and media literacy were the best attended ones of the conference. In 2010, four panels on "Promoting Media Literacy to the Young Generation – Perspectives and Limitations", "Information Literacy Instruction in Higher Education: Practical Experiences", "Information Literacy Instruction in Higher Education: the State of the Art" and "Libraries as Partners in Education: Empirical Findings and Practical Strategies" took place and caused lively discussions among the participants.

During the two panels on "IL and higher education" there was a strong focus on the expertise and the competencies university librarians have to achieve to perform quality IL instruction. (Cross-cultural) Communication skills, strategies on improving partnership relations to other educational institutions, and IL instruction in the current *context of digitalization* and technologies convergence were the predominant issues of the speeches.

The presenters in the two sessions which focussed on the IL/ML demands of the young generation delivered interesting empirical findings of current youth media studies. The popular stereotype of a web 2.0 savvy generation was confronted with survey data of Germany's most comprehensive study on youth media consumption ("JIM" and "KIM" study). Research shows that, against a widely held belief, pre-teens and teens consume web 2.0 media and social media in a predominantly passive way. Active creation of web 2.0 content (e.g. podcasts, texts for Wikipedia or Tweets) is only performed by a minority of adolescents.

Though self-expression and profiling in social media is highly relevant to young people they suffer from a significant lack of knowledge in data privacy and IT literacy. Media educators presenting relevant projects on media literacy reported that adolescents tend to overrate their expertise in IT skills or effective information search strategies which is also a major issue in IL instruction.

In conclusion, there was a strong agreement that information professionals should improve their knowledge in media behaviour of the young generation and that they have to foster learning processes whenever the media consumption of young people tends to become harmful.

Report of Activities:
NordINFOLIT Information Literacy Summer School

By Leena Toivonen

NordINFOLIT Information Literacy Summer School 2010: hard work, learning, fun, and nature experiences

The 9th NordINFOLIT Information Literacy Summer School took place in the beautiful surroundings in the southwestern archipelago of Finland in June 2010. The course was a hands-on training for trainers on teaching and learning tools in digital worlds. Seventeen participants and five teachers from Denmark, Finland, Iceland, Norway, Sweden spent a busy week full of experimenting, learning, and laugh.

The instructors came from the LATINA/lab, a laboratory for R&D and production of e-learning for the Oslo University College, Norway. The participants explored various learning and teaching tools on the web and got to know such things as each others' virtual self, cloud computing, and making photo stories and videos. The course ended with the visits to the University of Turku and the Åbo Akademi University.

The social program included a boat trip to Konungskär Island in the Archipelago National Park and a sauna evening. The picture of the Konungskär Island is from the collaborative web album created by the course participants. More pictures and stories will be published on the web site of the course.

After the course, each one has the challenge how to incorporate the new skills into the daily work and how to keep up with learning new tools and staying up to date. That is much harder than spending a summer week in the archipelago with the Nordic colleagues.

Further information:
NordINFLOLIT Summer School 2010
www.helsinki.fi/infolukutaito/ILajankohtaista/2010summerschool.html
NordINFOLIT
www.nordinfolit.org/

Information Literacy Conference in Georgia, United States

http://ceps.georgiasouthern.edu/conted/infolit.html

7TH ANNUAL
Georgia Conference on Information Literacy
OCTOBER 1 & 2, 2010
COASTAL GEORGIA CENTER, SAVANNAH, GA

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IFLA Information Literacy Section

This IFLA section existed previously as the User Education Roundtable but due to increasing interest in information literacy activities worldwide the Roundtable became the Information Literacy Section in 2002. The primary purpose of the Information Literacy Section is to foster international cooperation in the development of information skills education in all types of libraries. The Section focuses on all aspects of information literacy including user education, learning styles, the use of computers and media in teaching and learning, networked resources, partnerships with teaching faculty in the development of instructional programmes, distance education, and the training of librarians in teaching information and technical skills. It is the mission of the Section to disseminate information on information literacy programmes and trends. The Section is very willing to work closely with other IFLA bodies and other organizations in the development of programmes, workshops and projects related to information skills instruction. (from our section web site.)

Our website is:
http://www.ifla.org/en/information-literacy