Glossary of Information Literacy from A to Z

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ABSTRACT

This chapter embodies a glossary from A to Z, presenting specific terms in the field of information literacy. For that purpose, the vocabulary found in similar works and reference documents is analyzed and presented for specific, current, and detailed glossary as a result. The information collected was analyzed and organized alphabetically, seeking to mirror the evolution of concepts and terminology of the scientific production on the subject, and at the same time, framing an important consultation tool for all professionals in the area. For the development of academic and professional expertise and competence in a given disciplinary field, it is essential to understand the vocabulary and essential concepts, and Information Literacy is no exception. A glossary can be also a very useful aid for those who take the first steps in understanding the terminology applied to information literacy, particularly for students in an academic context.

Keywords: Information Literacy; Glossary; Concepts; Vocabulary.

Information is a difference which makes a difference.
Gregory Batson

A glossary* can be a very useful aid for those taking the first steps in understanding terminology applied to information literacy in an academic context.

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* The terms presented were compiled based on the documents referenced at the end of the Glossary. The citations in the text are numbered and refer to the list of references.

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A

ABILITY

Ability to apply knowledge and use acquired resources to complete tasks and solve problems. The European Qualifications Framework describes skills as cognitive (including the use of logical, intuitive, and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools, and instruments) [1].

ACTIVE LEARNING

It is a teaching methodology that has the objective of placing the student as the main focus of the entire teaching-learning process. In this way, the student gets actively involved in the acquisition of knowledge. This teaching methodology uses several educational techniques that promote the greater involvement of students during classes. Techniques used during this process: reading activities, discussion groups, case study groups, and the development of practical work [2].

ALEXANDRIA DECLARATION ON LIBRARIES AND THE INFORMATION SOCIETY IN ACTION: ON INFORMATION LITERACY AND LIFELONG LEARNING (2005)

This is the banner of the Information Society, which shares the common vision of an Information Society adopted by all at the World Summit on the Information Society and also in the final report of the IFLA Presidential Committee on the International Agenda for Lifelong Learning, which identifies lifelong learning as the main contribution of libraries and librarians in society by promoting and expanding awareness among key interest groups [3].

ASSESSMENT OF LEARNING OUTCOMES

Process to assess the theoretical and practical knowledge, skills, and/or competencies of a person, according to predefined criteria (expected results, measurement of learning outcomes). The assessment generally leads to certification. Note: in English, the term 'assessment' describes, in general, the assessment of students' competencies, while the term 'evaluation' refers preferably to the assessment of methods or training entities [4].

ASYNCHRONOUS LEARNING

Independent learning and the opposite of synchronous learning, where students learn at the same time through activities such as attending a lecture. During the training, the teacher or training program will deliver materials for reading, lectures for viewing, assignments for completion, and exams for evaluation, and the student can access and respond to the requirements in a flexible time schedule [5].

ASYNCHRONOUS TRAINING

Communication and learning process in which the interaction takes place in different time periods [6].

ATTITUDE OR VALUES

Ability and willingness to ensure good performance. Beliefs, feelings (or affections), and action trends that structure the personal identity, directly related to what the person believes, the general feelings he/she has, and the evaluation he/she makes about a situation [7]. | Willingness or tendency learned to evaluate things or react to ideas, people, or situations in certain ways, either consciously or unconsciously. Attitudes are supported by values and beliefs and influence behavior [8].

AUSTRALIAN AND NEW ZEALAND INFORMATION LITERACY FRAMEWORK: PRINCIPLES, STANDARDS AND PRACTICE

The document, dated 2004, updates some concepts and adapts them to the national reality of Australia, with examples for professionals. The vision is based on the idea of building a capacity for lifelong learning, in close alignment with the curriculum and learning objectives [9].

AUTHORITY

Experts understand that authority is a type of influence recognized or exerted within a community. Experts view authority with an attitude of informed skepticism and an openness to new perspectives, additional voices, and changes in schools of thought. Experts understand the need to determine the validity of the information created by different authorities and to acknowledge biases that privilege some sources of authority over others, especially in terms of others' worldviews, gender, sexual orientation, and cultural orientations [10].

AUTONOMY

Condition of the individual that does not depend on anyone, in this case, the student is autonomous to use the resources provided by the library, the information sources, and the tools that allow him/her to access the information [5].

B

BASIC SKILLS

Enable the student to integrate successfully into professional and social life (reading, writing, calculus, information technology, foreign languages, technological culture) [6].

BERLIN DECLARATION ON FREE ACCESS TO KNOWLEDGE IN THE SCIENCES AND HUMANITIES

Signed on 22 October 2003 by representatives of several of the most important European scientific institutions, including the Max-Planck Society (Germany) and the Centre National de la Recherche Scientifique (France). The declaration supports open access and encourages researchers and fellows to deposit their work at least in a repository [11].

BETHESDA DECLARATION ON OPEN ACCESS PUBLISHING

In April 2003, several personalities (scientists, editors, librarians, etc.) connected to information in the biomedical area met at the Howard Hughes Medical Institute's headquarters in order to stimulate discussion on how to achieve, as soon as possible, the objective of ensuring free access to scientific literature. The Declaration contains a definition of Open Access, as well as conclusions and recommendations of working groups on R&D funding bodies and institutions, libraries and publishers, scientific societies, and researchers [12].

BLACK ROUTE

Other channels, besides the golden and the green routes, to load and access scientific articles without subscription, payment, or bureaucracy. In contrast to repositories that generally apply the license rules, these new channels mostly offer the exact digital replicas of published journal articles and do so illegally. The two main players are the academic media, especially the Research Gate, and pirate websites like Sci-Hub [13].

BLENDED LEARNING OR B-LEARNING

Teaching model in which the tutor-trainer combines traditional face-to-face teaching with distance or off-site teaching. It uses the Internet and multimedia for online teaching and common tools for face-to-face sessions [14].

BOAI

See *Budapest Open Access Initiative*.

BOLOGNA DECLARATION

Joint document signed by the Ministers of Education of 29 European countries, meeting in the Italian city of Bologna on June 19, 1999. It marks a change in the policies related to higher education of the countries involved and seeks to establish a European Higher Education Area based on the commitment of the signatory countries to promote reforms of their education systems. The declaration recognizes the importance of education for the sustainable development of tolerant and democratic societies. Although it is not a treaty, the governments of the signatory countries commit themselves to reorganize the higher education systems of their countries in accordance with its principles [1].

BUDAPEST OPEN ACCESS INITIATIVE

An important initiative of the Open Access to Knowledge movement, a result of the meeting in Budapest at the end of 2001, promoted by the Open Society Institute. The approved declaration established the meaning and scope of Open Access and defined two complementary strategies for its promotion: green and gold [11].

C

CAPACITY

Attitude, talent, a quality that predisposes the individual to a good performance. Inherent or acquired ability to do or achieve something. In educational practice, the terms capacity and aptitude are used as synonyms to denote the potential of an individual to acquire and apply new knowledge or skills [15]. | Teachers usually use the term capacity associated with perceived skills and quality of the adaptation, that is, a student's ability to grow, progress, or improve [5].

CATALOG

Instruments that perform bibliographic searches through computational systems and developed with the purpose of facilitating the recovery of information in a faster and more efficient way. The online catalogs make possible the use of several resources, creating great dynamics in the use of the systems and the access to information, allowing the access of an item at the same time by a multitude of users. They work as an integral part of the virtual library [16].

CITATION

See *Quoting*.

CITE

See *Quote*.

CLOSED ACCESS

This type of access is objectively the opposite of open access. Direct and immediate access to the document is not allowed (only the institutional repository administrator will have access) [17].

COLLABORATE

Work with one or more people (teachers, associations...) to contribute and help others achieve a goal. In the case of libraries, to collaborate with the academic community for the proper use of information [6].

COLLABORATIVE LEARNING

Pedagogical approach to the teaching/learning process through which students interact and work in groups to achieve a certain goal. In this context, they share knowledge and take joint responsibility for the construction of knowledge and obtaining results [7].

COMMUNICATE

In order to facilitate the change of attitude, it is essential to adopt an interactive posture that encourages communication among the trainees. Nevertheless, it is inevitable that the trainer devotes some time to exposing concepts that are unknown to the students, and for this reason, he or she should try to have them assimilated in a clear and precise way. "The ability to convey an idea is as important as the idea itself" (Aristotle) [18].

COMPETENCE

Ability to mobilize learning outcomes appropriately in a defined context (education, work, personal or professional development). Proven ability to use knowledge, skills, and personal, social, and/or methodological abilities, in professional situations or in study contexts and for professional and/or personal development purposes. Competence is not limited to cognitive elements (use of a theory, concepts, or tacit knowledge), it also encompasses functional aspects (including technical skills), interpersonal (e.g., social or organizational skills), and ethical values [5] [19]. | Set of knowledge, competencies, and skills, both specific and transversal, to fully satisfy social requirements. Knowledge, skills, attitudes, and values mobilized to respond to a need, interest, situation, or problem (cognitive, social, practical, etc.). Knowing in use [7].

COMPUTER LITERACY

The set of skills, attitudes and knowledge necessary to understand and operate the basic functions of information and communications technologies, including devices and tools such as personal computers (PCs), laptops, cell phones, iPods, BlackBerrys, and so forth; Computer Literacy is usually sub-divided into Hardware Literacy and Software Literacy, the former referring to, for example knowing how to use basic PC and Laptop features and functions such as a mouse, connecting a monitor to a central processing unit, using a printer, and so on, whereas the latter refers to learning how to use various kinds of application software packages such as word processing, spread-sheets, graphics packages and PowerPoint for making presentations, or KidPix or HyperStudio [20].

CONSTRUCTIVISM

Student-centered learning process. The student uses skills to build his own knowledge, using search strategies, case studies, work teams (or collaborative work), and significant learning, among other pedagogical advances [3]. | Learning theory that puts the student at the center of the educational process by understanding that the student actively builds knowledge rather than passively receiving it. Thus, an individual's knowledge is a function of his previous

experiences, mental structures, and beliefs, which are used to interpret objects and events. It is a theory greatly influenced by the works of psychologists Jean Piaget and Lev Vygotsky [8].

CONTEXTUALIZATION

Application of what has been learned, in this case in the library, in other contexts, in the solution of information failures. It is necessary that the information literacy is allied and connected to the teaching program, which is transmitted when information is needed, ensuring its application, and identifying the meaning of the training. It is necessary to avoid the frequent mistake of not associating experiences with concrete needs. The objective is that the user perceives his need for information, that he searches for it, understands it, knows how to apply it and that he controls the information strategies effectively to apply the most appropriate ones in different situations [6].

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CRITICAL THINKING

Intellectual process of conceptualization, analysis, synthesis, and application of information generated from observation, experience, reflection, reasoning, or communication, with implications for ideas, knowledge, and practices [7].

CURRICULUM

Inventory of activities related to the design, organization, and programming of teaching or training activities, including the definition of learning objectives, contents, methods (also evaluation), and materials, as well as the requirements regarding the qualification of teachers and trainers. The term 'curriculum' refers to the design, organization, and programming of learning activities while the term 'program' refers to the implementation of these activities [19] [21].

D

DEMOCRATIZATION IN ACCESS TO INFORMATION

In an 'Information Society for all', libraries are in a privileged position to ensure the correction of inequalities and the fight against all kinds of barriers, not only digital but also social, cultural, and economic, if we consider culture as a basic element for personal development [6].

DESCRIPTOR

Word or group of words of a thesaurus chosen from a set of equivalent terms to represent unambiguously a concept in a document or in a search query for retrieval of information; it is fixed after elimination of synonyms and quasi-synonyms. Set of terms that allow expressing a unit of information. It is often used as a keyword descriptor, but the two words are not synonyms, as the second has the most restricted meaning [22].

DEVELOPMENT OF INFORMATION SKILLS

Facilitated process in educational institutions that focus their attention on students or faculty to develop skills in identifying, finding, accessing, retrieving, and using information [3].

DIGITAL AND INFORMATION LITERACY FRAMEWORK

The Open University document, dated 2012, stresses that both digital and computer literacy are supported by critical thinking and the evaluation of sources. It is built as a reference framework to measure the levels of development of digital skills from the practices and use of devices for access to information in digital media [23].

DIGITAL COMPETENCE

It is one of the eight core competencies and refers to the safe and critical use of digital technologies for information, communication, and basic problem-solving in all spheres of life. As a transversal competence, digital competence also helps to master other essential skills such as communication, language skills, or basic skills in mathematics and science. To better understand the nature of this competence, the European Commission has developed the "European Digital Competence Framework for Citizens" (DigComp) which is divided into five areas: information and data literacy; communication and collaboration; digital content creation; security; and problem-solving [24].

DIGITAL DIVIDE

Difference between connected and unconnected, both from a technological and social point of view [6]. | Associated with P. Bernhard's definition of literacy, information literacy is necessary to compensate for inequalities in access to information, avoiding, whenever possible, the creation of an elite [25].

DIGITAL EDUCATIONAL RESOURCES

The information educational resource, stored and transferred in digital form, the most general term, referring to the digital information facilities for use in education (digital video, sound file editor, digital book, etc.) [26].

DIGITAL FLUENCY

A set of skills and enablers are needed to support participation in networked and informal online activities and, through them, learning. Digital fluency is a prerequisite for acting confidently in these environments and learning through participation. People should be educated and trained for all these skills, and communities should also consider them, in order to support learning by their members and, through this, the development of the community [27].

DIGITAL LITERACY

Understands the socially mediated ways of generating and interpreting content online through various forms (e.g., static and moving images, sounds, gestures, performances). It requires an analysis of how information is consumed, produced and distributed online. The American Library Association refers to digital literacy as "the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills" [28].

DISPOSITIONS

Generally, a disposition is a tendency to act or think in a particular way. More specifically, a disposition is a cluster of preferences, attitudes, and intentions, as well as a set of capabilities that allow the preferences to become realized in a particular way [29].

DUBLIN DESCRIPTORS

Descriptors state the generic skills a student is expected to acquire during his/her education: a) possessing and understanding knowledge; b) applying knowledge and understanding; c) ability to express judgments; d) ability to communicate; e) learning ability [1].

E

ECTS

See *European Credit Transfer and Accumulation System*.

E-LEARNING

It is a distance learning methodology that enables self-learning, with the mediation of didactic resources systematically organized, presented in different technological information supports, and made available through the Internet. In the student's opinion, e-learning can also be considered as a process in which the student consumes content through a virtual learning environment, where there is a distance teacher who assists him/her in his/her tasks. As the information is made available through the Internet and can be accessed at any time and place in the world, e-learning is also a great promoter of the dissemination of knowledge and the democratization of knowledge [5].

EMBARGO PERIOD

It is the time described in the contract between the author and the publisher that establishes the exclusive rights for the use of the work and prevents the author from depositing his work in open access in digital format [11].

EMBARGOED ACCESS

It means that the content is unavailable for a limited period of time, after which it will be available in open access without restrictions [17].

E-PRINT

Digital version of a scientific article with peer-review, before or after evaluation and publication [11].

EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM

System that consists of describing higher education programs, assigning credits to all their components (modules, courses, internships, dissertations, theses, etc.) in order to: a) facilitate the legibility of the programs and establish comparisons between national and foreign students; b) promote student mobility and the validation of learning outcomes; c) help universities to organize and review study programs. The ECTS system is based on the volume of work to be done by the student to achieve the objectives of the program, defined in terms of mandatory learning outcomes. The workload of a student enrolled in a full-time study program in Europe amounts, in most cases, to about 1,500 to 1,800 hours per year, in which case a credit represents about 25 to 30 hours of work. People who can demonstrate similar learning outcomes obtained in other learning contexts can obtain recognition or credits from the certifying bodies [19].

EUROPEAN HIGHER EDUCATION AREA

It is the objective of the Bologna Declaration, space where: a) the national education systems are transparent and standardized; b) there is the mobility of students and teachers; and c) the recognition of qualifications occurs easily [1].

EVALUATION

Process to determine the value of something and make a judgment or diagnosis, analyzing its components, functions, processes, and results for possible improvements. As the plans may not be the expected ones, there are evaluation procedures and standards, so that the present plan can be verified and scrutinized with what is expected and so that the necessary corrections can be introduced. Both at the beginning of the training (diagnostic or initial evaluation), during (continuous or permanent evaluation), or at the end of the training (final or summative evaluation), a data survey must be carried out and, depending on its analysis, decisions must be made that determine the success or failure of the process, from the perspective of continuous improvement. It is necessary to rigorously evaluate the results of the formative actions and demonstrate their impact on the entire academic community [6]. | Integrated process of knowledge assessment in the work/learning process. This process comprises the intervention of the teacher and/or the librarian and the self-evaluation and hetero evaluation by the students. The evaluation is done through self-reflection, continuous feedback, and identification and monitoring of difficulties, with a view to progression in learning [7].

EVALUATIVE SKILLS

Oriented to foster the spirit of self-criticism and the student's ability to interact with the teaching-learning system [6].

F

FACILITATOR

Librarians should abandon the classic role of information providers (intermediates) to adopt the role of facilitators and trainers to ensure autonomy and users' independence in information use [6].

FORMAL LEARNING

Learning developed in educational institutions. Also called regular education (school, university) [6].

FORMATIVE EVALUATION

Evaluation conducted throughout the educational process with the objective of enhancing student learning. It involves seeking evidence about learning to close the gap between current and desired performance (to allow actions to close this gap); providing feedback to students; and involving students in the evaluation and learning process [8] [30].

FRAMEWORK FOR INFORMATION LITERACY FOR HIGHER EDUCATION

This ACRL document, dated 2016, opens the way for information professionals, teachers, and other institutional partners to reformulate the content of training courses and study plans to be developed in higher education. It also defines a new conception of the term information literacy (see Information literacy). It is a tool for instruction of Information literacy, based on a cluster of interconnected core concepts, with flexible options for implementation, rather than on a set of standards or learning outcomes, or any prescriptive enumeration of skills. At the heart of this Framework are conceptual understandings that organize many other concepts and ideas about information, research, and scholarship into a coherent whole [10].

G

GENERIC OR CROSS COMPETENCIES

Refer to functions and tasks. They are not associated with any discipline but can apply to a wide variety of areas, subjects, and situations (communication, problem-solving, reasoning, leadership skills, creativity, motivation, teamwork, and especially the ability to learn) [6].

GOLDEN ROUTE

It refers to the production and dissemination of articles from electronic scientific journals with free access on the Internet, without access or use restrictions [11].

GOOD PRACTICES

Practices that work as an example. Benchmarking: an expression that can be translated by good practices or their examples [6].

GREEN ROUTE

It means the creation of institutional repositories of free access for the organization and dissemination of scientific production. It is a green signal from the copyright holders for the archive of the scientific production, both of preprints, evaluated or not by peers, and post-prints, in a complementary process to the publication in scientific journals [11].

GUIDELINES FOR INSTRUCTION PROGRAMS IN ACADEMIC LIBRARIES

The ALA document, dated 2003, highlights the need not only to effectively and sustainably design a training course but also to measure the achievement of the learning objectives designed there [31].

GUIDELINES ON INFORMATION LITERACY FOR LIFELONG LEARNING

The 2006 IFLA document calls for the development or improvement of skills, knowledge, and values needed by citizens to become lifelong learners. The concepts of computer literacy and

media literacy are introduced, which in the aggregate act as catalysts for the overall process of learning information literacy [32].

I

INFORMAL LEARNING

Learning resulting from daily life activities related to work, family, or leisure. It is not organized or structured learning (in terms of objectives, duration, or resources). Informal learning usually has an unintentional character from the student. The results of informal learning can be validated and certified. It is sometimes called experiential learning or accidental/random learning [33].

INFORMATION

It is, nowadays, an economic product that gives a name to a society. | Data to which we attribute meaning within a certain context. When information is intellectually incorporated by the subject and has an impact on its action, it becomes knowledge [7].

INFORMATION BIAS

Preference to any point of view, prejudices regarding any information, its impact on the audience, their role in society, etc. [26].

INFORMATION COMPETENCE

AASL defined this competence as "the ability to recognize the need for information and the ability to identify, locate, evaluate, organize, communicate and use information effectively, both for problem-solving and for lifelong learning" [34]. | The term 'competence' implies a group of skills to identify a need for information, as well as to recover, evaluate, use, and reconstruct the knowledge contained in the sources of information recovered [3].

INFORMATION ECOSYSTEM

System with the capacity to manage information and build relationships between objects viewed into a specific context. Information environment in which individuals and communities interact in internet [35].

INFORMATION LITERACY

According to ALA, a person competent in the use of information recognizes when he or she needs information and has the ability to locate, evaluate and use the required information efficiently, allowing him or her to be an independent learner throughout life [36]. | The set of integrated abilities encompassing the reflective discovery of information, the understanding of

how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning [10]. | According to the OECD, it is the ability to understand and employ information in daily activities, at home, at work, and in society, to achieve goals and develop knowledge and the potential of oneself. When we speak of information literacy in international librarianship we are talking about a full capacity, important for all citizens: the ability to access, understand, evaluate, use and communicate information in a way that is reflective and appropriate to the objectives. This capacity is considered important for lifelong learning and for active and conscious participation in society. It can include everything from basic literacy to digital literacy, as a broad, inclusive concept that broadens and includes many of the contents of user training. For UNESCO, OECD, and IFLA it is a priority, a way to contribute to lifelong learning and provide opportunities for knowledge acquisition, which in turn is one of the objectives of libraries. In this way, it seeks to promote and put into practice information literacy library services [37]. | Information literacy is the awareness of knowing when information is needed and having the ability to locate, evaluate, and apply information effectively, regardless of support and purpose (academic, professional, personal, or social) [6]. | It is understood as the set of skills that an informed citizen needs to participate in a responsible, active, and critical manner in today's Information, Knowledge, and Learning Society. It is a vital attribute for the intensive and extensive world of information, which favors personal, economic, social, and cultural development [38]. | Domain of competencies of research, access, evaluation, production, and critical, ethical, and socially responsible use of information, regardless of its format or support [7].

INFORMATION LITERACY COMPETENCY STANDARDS FOR HIGHER EDUCATION

The ALA/ACRL document, dated 2000, defines five competence standards that are explored, deepened, and developed in performance indicators that originate measurable results (outcomes). The idea was to compare, measure and evaluate the levels of performance achieved in university libraries for information literacy [38].

INFORMATION LITERACY PROGRAMS JUST IN CASE OR PROACTIVE

Programs provided by the library in anticipation of the problems and information needs of its users. They respond to the theory of anticipation, based on a good study of users (i.e., training programs based on knowledge of needs are made available before the users formulate the request) [6].

INFORMATION LITERACY PROGRAMS JUST IN TIME, REACTIVE OR WITH LOW DEMAND

Programs not foreseen by the library and that it develops in response to the request of its users, offering them precisely at the time of need and request [6].

INFORMATION LITERACY PROGRAMS IN THE EUROPEAN UNION

VERITY, ILIERS, PLAIL, SOCRATES, LISTED, DERAL, SCONUL, CHILIAS and more recently TUNE (Training of Library users in a new Europe) [56], and PuLLS (Public Libraries in a Learning Society) [39].

INFORMATION PROCESSING

Process of processing and analysis of the information collected that leads to the establishment of connections, the identification, and organization of ideas and relevant information, and the elaboration of synthesis and communication of the information worked [7].

INFORMATION PROFESSIONAL

Animator or facilitator of learning processes related to information. Institutions should foster the permanent professional development of library staff to ensure their constant updating in information from all areas. Libraries should have a specific training policy for their staff that allows them to act in information literacy and that makes lifelong learning possible [40].

INFORMATION RESOURCES

Technological and documentary resources, either printed or electronic, used as a source of information and can be accessed or used locally or through the Internet [7].

INFORMATION SEARCH

Systematic process to locate information, manually or electronically. This expression is often used as a synonym for the global process of searching and using information, integrating several steps, from the identification and formulation of the search topic or question to the synthesis and evaluation of the information produced. The definition and nature of these steps have led to the creation of different search models [7].

INFORMATION SOCIETY

The main differentiating feature of this society is the articulation of intellectual capacities and technological resources for the treatment of information as key factors for the functioning of the economy and society. Having a computer is not enough to talk about the Information Society; citizens need to develop and learn skills to, in turn, develop in the Information Society. We are, therefore, in the Learning Society [33].

INFORMATION SOURCES

Designation that is assigned to any type of information, regardless of media. It is any work that is used to answer a question; it can consist of a document, a person, an institution, etc. whatever the format and the medium. An original document, chronicle, testimony, etc. from which the elements for certain studies and research are treated. Place where you can find the information

you want to consult. The information sources can be typed, printed, or audiovisual material, computerized databases, bibliographic records of libraries, etc. institutions, and people [22].

INFORMATIONAL ATTITUDES

The semantics of this sentence differs from 'informational competencies', in the sense that the 'competencies' imply a set of skills. However, they can be considered as synonyms. Competence is a skill, attitude, suitability to do; although the attitude is considered as the ability and disposition for something. In other words, informational attitudes can be defined as the ability to identify a need for information and the attitude necessary to satisfy it [3].

INFORMED USER

User who knows his information needs; how to present doubts and questions; knows the information sources (regardless of the support); how to use them and knows how to retrieve the information; how to select the information; how to apply it and how to communicate and disclose that information [6].

INFOXICATION

Exponential growth of information. Under these circumstances, it is clear the binomial: for more information, more training is needed [41].

INQUIRY

An approach to teaching that requires students to seek out answers to problems and questions based on their level of existing knowledge, and requires teachers to facilitate that learning. The act of questioning, probing, examining to obtain information. A process followed in which the goal is to create or acquire knowledge. A strategy of instruction that encourages activities where students investigate and study phenomena in order to develop knowledge and understanding of ideas based on systematic and empirical observation [35].

INSTITUTIONAL REPOSITORY

Information system to store, preserve, and disseminate the intellectual production of institutions (e.g., a university). It can be created and maintained on an individual basis or by groups of institutions working on a cooperative basis [11].

K

KEYWORD

Word or expression of the natural language extracted during the analysis of the content of a document and that characterizes this same content; the keywords are the object of a selection

that eliminates the synonyms and quasi-synonyms, the polysemic terms, the acronyms, the abbreviations, and the foreign words that have an equivalent in the language of the chosen keyword [22].

KNOW-HOW

Practical knowledge or experience in the exercise of an activity [33].

KNOWLEDGE

The result of the assimilation of information obtained throughout learning. Knowledge is a set of facts, principles, theories, and practices related to an area of study or work. Knowledge can be tacit and explicit [42]. | Tacit knowledge is defined as the knowledge (not necessarily expressed or conscious) acquired by the student and which influences the cognitive process [43]. | Explicit knowledge corresponds to knowledge that can be consciously mobilized by the student and comprises tacit knowledge, made explicit when it becomes an 'object of thought' [44]. | Result of the assimilation of information through learning, and within the European Qualifications Framework, knowledge is described as theoretical and/or factual [1].

KNOWLEDGE PRACTICES

Knowledge practices are the proficiencies or abilities that learners develop as a result of their comprehending a threshold concept [10].

KNOWLEDGE SOCIETY

Post Industrial Society, where knowledge is considered the main strategic factor of wealth and power of individuals, organizations, and countries, with a particular impact on education and the need for lifelong learning [7].

L

LEARNING

Process by which people assimilate ideas and values and acquire knowledge, skills, and competencies. Learning is accomplished through personal reflection, reformulation, and social interaction. Learning can develop in formal, non-formal, and informal contexts. | Learning process effect, which can be defined as a permanent transformation and produced in an individual's behavior or abilities through practice or other forms of experience [33].

LEARNING COMMUNITIES

Community that promotes a learning culture through the development of effective cooperation between all community sectors and that supports and motivates individuals and organizations to learn [4].

LEARNING MEDIATOR

Any person who facilitates the acquisition of knowledge and skills, creating an environment favorable to learning, including people who perform a function of teaching, training, supervision, or guidance. The mediator not only helps students develop their knowledge and skills, but also provides them with instructions, comments, and advice throughout the learning process [4].

LEARNING OUTCOMES

Set of the knowledge, skills, and/or competencies that a person has acquired and/or is able to demonstrate upon the conclusion of a formal, non-formal, or informal learning process. | The statement of what a learner knows, understands and is able to do upon the conclusion of a learning process, described in terms of knowledge, skills, and competence [19] [45]. | What an individual should know and be able to do at the end of the learning process. It is an expression often used in an academic context but is also used to describe knowledge and skills acquired through an individual's work and experience [46]. | The totality of information, knowledge, understanding, attitudes, values, skills, competencies, or behaviors that a student dominates at the end of an educational program [8].

LEARNING SOCIETY

Information (understood as a set of structured data) and knowledge are two very different factors from each other, as knowledge requires information understanding skills, requiring a learning process. In today's information society, the use of information constitutes an important axis of social development, but this trait is not innate to the individual, since, like others, it must be acquired and, in order to acquire it, the individual must possess capacities, motivation, and opportunities. This capacity and motivation must be promoted and enhanced through libraries. Information literacy helps in the transformation of information into knowledge. But, for this process, information literacy is not enough; it is necessary that the user has other knowledge to enable the information relationship and generate new knowledge. Only then can we talk about the Knowledge Society, composed of individuals who know how to look for and use information when they need it [6].

LEARNING TO LEARN

Repositioning education, directed towards the development of autonomy in learning. We must learn to think, speak, and write clearly. It is about reasoning critically and systematically, knowing how to conceptualize and solve problems, thinking independently, learning how to distinguish what is important from what is not, acquiring theoretical and methodological training, knowing how to interconnect several disciplines, and showing motivation for lifelong learning. It is also possible to talk about meta-learning [6].

LIBRARY

Libraries contribute to the maintenance and improvement of community educational levels, thanks to their resources and services, as well as to the training actions developed. Libraries and documentation centers know how to design and implement training activities effectively and in coordination with the institutions responsible for training in basic skills. Libraries are multifunctional centers of permanent and informal learning [6].

LIFELONG EDUCATION AND TRAINING

See *Lifelong training*.

LIFELONG LEARNING OR LIFELONG EDUCATION AND TRAINING

All learning activity is undertaken throughout life, with the aim of developing knowledge, skills, competencies, and/or qualifications from a personal, social, and/or professional perspective [19]. | Term that designates a broad field such as continuing education. It occupies different periods throughout life, being a factor of personal fulfillment, social integration, and complement of professional activity. It derives from the obsolescence of the application of knowledge and the development of new technologies [6]. | The expression puts the emphasis on time: learning during a lifetime, continuously or periodically. The newly expression 'learning in all areas of life' (life wide) has enriched the issue, drawing attention to the dissemination of learning, which can take place in all dimensions of our lives at any stage of them [47].

M

MEANINGFUL LEARNING

Differently from automatic learning, it is a process that leads to the development of conceptual networks (i.e., conceptual mapping), which can be applied in different situations to support creativity and problem-solving. According to cognitivist and constructivist approaches, it also refers to learning that makes sense to students, since it is connected to their personal experiences and is practically oriented [8] [48].

MEDIA AND INFORMATION LITERACY: POLICY AND STRATEGY GUIDELINES

This UNESCO document, dated 2013, frames and explains the concept composed of Information and Media Literacy. It seeks to correspond to the convergence trends of radio, television, Internet, newspapers, books, archives and physical and digital libraries in a single platform, understood, for this reason, all of them, as means to access information, without distinction of the channel [49].

MEDIA LITERACY

It consists of the ability to access, analyze, evaluate, produce and disseminate varied mediatized messages, whether printed or digital (writing, audio, film, video, Internet, etc.). Media education aims to train for critical analysis and understanding of the nature of different media and products, communication techniques, and media messages used by them, as well as their impact on individuals and society [7].

MENTORING

Guidance, and support provided in various forms to a young person or student (e.g., when entering a new community or learning organization) by an experienced person who assumes the role of guide, tutor, tutor, or confident [6].

METACOGNITION

Designates at the same time a domain of specific knowledge, namely, our knowledge about cognition and the processes and strategies of cognition regulation. The object of study is not the explicit knowledge that subjects have of such control, but the functioning of cognitive regulation itself [50]. | Metacognition refers to the ability to reflect on one's own thinking or cognitive processes. In general, it is understood as the ability to contemplate one's thinking, to observe oneself when processing cognitive tasks, and to organize the thought and learning processes involved in those tasks. Students who engage in metacognitive thinking can monitor and regulate their learning and, as a result, take greater responsibility for their progress. Metacognitive thinking involves evaluating or reviewing current and previous knowledge, identifying gaps, planning strategies to fill them, determining the relevance of new information, and potentially reviewing beliefs. In psychological terms, metacognition includes: metacognitive knowledge (what a person knows about his/her own knowledge and behavior), metacognitive abilities (how a person behaves or acts in relation to a given task), and metacognitive experiences, in terms of a cognitive and/or emotional judgment of his/her current situation. Metacognitive knowledge can also be separated into two main classes: a) declarative metacognitive knowledge includes knowledge about one's own thinking, as well as that of other people, and knowledge about requirements about one's own cognition; b) procedural metacognitive knowledge refers to the control and regulation of the execution processes involved in performing learning tasks. Metacognition depends on general intellectual capacities developed over a long period of time, based on confrontations with many different types of problems. From a metacognitive point of view, students are the managers of their own general and specific knowledge. However, they should not only possess general and domain-specific knowledge relevant to the transfer of learning; they should also know how to apply that knowledge in the context of new problems [8] [48].

METADATA

It means, literally, data about data. It is data associated with objects or information systems for purposes of description, administration, use, preservation, etc. They can be classified as descriptive (for identification and location), administrative (for creation, identification of rights, access control, etc.), and structural (for relating digital objects) [11].

METALITERACY

The student is at the center of the model and all learning objectives within each domain are oriented to the active preparation of the student in dynamic information environments. Through metaliteracy, the student is a participant, communicator, and translator of effective information in multiple formats. The student is the author of texts, images, audio records, and multimedia materials and is able to make a critical consumption of information. At the same time, metaliteracy enables the student to become an expert in sharing the knowledge acquired in different social environments. It requires independent thinking, teamwork, and the performance of multiple roles of collaborator, producer, and information editor. As a result, the student is an informed researcher, an expert in asking good questions and expressing ideas in many forms (e.g., oral, textual, media) that contribute to their participation in academic conversations, both formal and informal [51].

MOBILE LEARNING

Using mobile devices like personal digital assistants (i.e., a portable device with communication and computing capabilities that can function as a personal organizer, Internet browser and phone) or cell phones in learning activities, anywhere and at any time, bringing information and knowledge to situations and places where learning activities take place [8] [48].

MODEL OR REFERENTIAL

It is an archetype or reference point to imitate or produce. Theoretical scheme of a system or of a complex reality elaborated to facilitate its understanding and the study of its behavior. In the field of information literacy, the most representative models are: Big Six Skills [52]; SCONUL – Information skills in higher education [53]; CAUL – Information literacy standards [9]; Big Blue – Information skills for student [54]; C. Bruce – The seven faces of information literacy [55].; ACRL/ALA – Information literacy competency standards for higher education [38], and the Framework for information literacy for higher education [10]; AASL/ALA – Information literacy standards for student learning [56].

MOTIVATE

Action through which the trainer-librarian-facilitator highlights the usefulness of training for the improvement of some aspect of the trainees' lives: professional performance, duties, or quality of life. It is convenient to ask the trainees what their interests and objectives are and to explain how the course can help them or not. Motivated student-users are those predisposed to learn and to try to achieve the goals initially set. It is a matter of captivating the attention of the student, awakening interest, and stimulating the desire or need to do so [6].

MULTIPLE LITERACIES

They are equally important in society: from the basic, which prepares for reading, writing, and comprehension of texts, to the audiovisual and digital. The objective of the population formed in the various literacies necessary for the functioning of today's society is an obligation and a

function of all institutions and professions related to the preparation of citizens so that they know how to learn in all areas throughout their lives [6].

N

NEED FOR INFORMATION

State that leads to the search for information for later application, whatever the scope. It is the basis of information literacy. When this condition is not conscious there is no need to search for information, nor to analyze it, evaluate it and, therefore, there would be no talk of information literacy. As important as solving the information needs of our users is the process of teaching them to solve them autonomously (training focused on how, which legitimizes information literacy) [6].

NON-FORMAL LEARNING

Integrated learning in planned activities that are not explicitly designated as learning activities (in terms of objectives, duration, or resources). Non-formal learning is intentional by the student. Non-formal learning outcomes can be validated and lead to certification. It is sometimes defined as semi-structured learning [19].

O

OAI

See *Open Archives Initiative*.

OBJECTIVE

Describes, after a period of training, the expected behavior of the trainees. They are guidelines, scripts, or recipes for the trainees. The classification of objectives allows trainers to clarify their work and obtain the first clues for decision-making about strategies to follow: general objectives describe the overall result that trainees are expected to achieve at the end of the training, while specific objectives describe the skills and knowledge needed to achieve these final results. The objectives must be practical, adaptable to reality, and measurable. A good pedagogical objective is never formulated from the point of view of the trainer but must describe the competence the learner must acquire at the end of the training or in an intermediate phase. There are several formats for writing the objectives, all valid whenever they comply with a minimum of information that contains an objective, action, conditions, and reference standards. The action identifies what one should know, what one should do, or how one should act at the end of the course. Normally, the training form presents the verbs in the infinitive ("At the end of the action, the learner should be able to..."), so the objective assures that the conditions to reach a new competence are met [6].

OPEN ACCESS

Availability on the internet of academic or scientific literature, allowing any user to read, download, copy, distribute, print, search, or reference the full text of documents [11]. | Access to the document is direct and immediate and there is no obstacle. Open access means making academic and/or scientific literature available online without access restrictions. It covers communications in conferences, reports, theses and dissertations, articles, book chapters, etc. allowing any user, anywhere in the world, to download, read, print, search, at a 'click' distance [17].

OPEN ARCHIVES INITIATIVE

It was launched in 1999 and created under a simple platform to allow interoperability and search of scientific publications from several disciplines. This initiative arose within the e-prints community and started from an essentially technical approach (which resulted in the OAI-PMH protocol), without much philosophical concern. But, by providing a stable basis for open file interoperability, and given the growing number of servers that implement it, it contributes to giving greater visibility and encouragement to the Free Access to Knowledge movement [11].

OPEN LEARNING

Learning that leaves the student certain flexibility in choosing the subjects, the place, the rhythm, and/or the method used [19].

OPEN SCIENCE

Knowledge is a greater good, a public good, belonging to all, and that should benefit and be granted to all. Society in general and the communities associated with the production and curating of knowledge have a responsible and fundamental role in promoting, valuing, disseminating, and sharing knowledge. Knowledge belongs to all. In this sense, it is imperative that science resulting from public funding be made available and that the results of research carried out with public funding be made available openly has significant social and economic benefits [57]. | Open Science is associated with themes such as open access to scientific results, open data, citizens' science, and open peer review systems [58].

P

PARAPHRASE

Reformulation of a text, using different words from the originals without, however, changing its meaning or point of view [22] [59] [60].

PEDAGOGY OF INFORMATION

Consists of a new pedagogical environment whose objective is to facilitate the teaching-learning process from the correct use, assimilation, and processing of information. Learning for life implies the use of information in all its dimensions: access, analysis, interpretation, evaluation, production, etc. [6].

PEER-REVIEW

Peer review is the process of evaluating and certifying the quality of research and its results. Articles from major scientific journals are subject to this evaluation and review process before being published [11].

PIMIENTA LAW

Any investment in ICT infrastructures and equipment must be supported by an investment in the training of support staff and the creation of relevant contents, and if this is to be successful from the point of view of social profitability, another investment in the training of recipients is required for the effective use of these contents and instruments [61].

PLAGIARISM

Using a text or a passage without mentioning its author and presenting them as if they were written by the person who uses them [60]. | Literary, scientific, or artistic theft. Serving a copy of another person's work, a highly reprehensible and ethically wrong practice. The citation of the information source is imposed, especially in the scientific, technical, and journalistic universe [22].

PLAGIARIZE

Subscribe or present as your own, in full or partially modify it, an artistic or literary work of someone else [22] [59].

PLANNING

Action inherent to any human activity in which are presented and answer the following questions, common places for all: why, for what, when, how, and with what means. In the present case, user training or information literacy must obey careful planning (which includes the analysis of the situation, the concrete needs of different groups of users, and the establishment of concordant goals), with training and learning objectives and a clear program, with well-designed application strategies and instruments for measuring the results of the activity carried out with a view to the continuous improvement of the training program. In libraries, user training plans have changed: the stable and permanent service must vary, improve, and evolve as new needs arise. They should not be static plans, but flexible, with à la carte designs and adaptable to each group and should be in line with the library's mission. The information literacy plan must exist, even if it is not fulfilled, but to be applied if necessary [6].

PORTFOLIO

Usually started during academic life it consists of a dossier where the work done by the student is grouped chronologically. The inserted works must reflect the student's path over time and must be selected to highlight the most significant learning and acquired skills. The portfolio adds value to the individual and is a continuous, progressive, and dynamic construction. Its content can be improved, altered, or increased. It also works as an evaluation element. The portfolio should constitute an opportunity to learn and reflect on the activities developed and to improve learning through the effective exercise of revision and reformulation. From this perspective, the portfolio is fundamentally a task of learning and training the student [62].

POSTPRINT

It is the digital text of an article evaluated, reviewed (peer-reviewed), and accepted for publication by a scientific journal. It includes the author's final digital draft, reviewed, and accepted; the editor's revised and proofread version, usually in PDF; and any subsequent revision, with corrections to the final peer-reviewed draft [11].

PRAGUE DECLARATION 'TOWARDS AN INFORMED SOCIETY' (2003)

It is specified that information literacy encompasses knowledge of one's own needs, information problems, but also the ability to identify, locate, evaluate, organize, and create, use, and communicate information effectively in order to resolve issues or problems posed. It is also stated that information literacy is a requirement for effective participation in the Information Society and that it is a basic human right to ensure lifelong learning [6].

PREPRINT

It is the digital text of an article not yet evaluated and reviewed (peer-reviewed) and not yet accepted for publication in a scientific journal [11].

PROGRAMMATIC CONTENT

Developed a set of themes or subjects offered in a discipline, module, or any other type of course [1].

Q

QUOTE OR CITE

Indicate or write down the authors and texts that refer to what is written. The quote is always a written exercise, something that allows us to verify. Orality does not allow it. Indicate as authority or example [22] [59].

QUOTING OR CITATION

Act or effect of quoting. It is the mention in the text of information extracted from a documental source that has the purpose of clarifying or substantiating the author's ideas. It is a brief form of reference placed in brackets inside the text or attached to the text as a footnote and that allows identifying the publication where the idea, excerpt, etc. were obtained and indicate its exact location in the source. The source from which the information was extracted must be cited, respecting the copyright [25].

R

READABILITY

Quality of what can be read easily. Level of easiness that has a text to be read, understood, and memorized [22]. | The easiness and precision with which the reader captures and perceives printed texts. During the reading, the reader converts characters into concepts; readability is the set of characteristics of a particular text; of characteristics that facilitate decoding. Readability is an empirical value that can be translated into numbers [6].

RECOGNITION OF LEARNING OUTCOMES

Formal recognition: a process that consists in formally recognizing the value of knowledge, skills, and competences through: a) validation of non-formal and informal learning; b) granting equivalences, credit units, or dispensations; c) the issuing of qualifications (certificates, titles or diplomas). | Social recognition: recognition of the value of knowledge, skills, and competencies by economic and social agents [19].

REFERENCE

Set of bibliographic elements to identify a document or part of it [22] [59].

REFERENTIAL

Set of elements whose content is defined between the different actors. Different types of referential can be distinguished: a) the competency benchmark describes the knowledge, skills, and competencies required to perform a professional activity; b) the training benchmark describes the learning objectives, program contents, and access conditions, as well as the resources required to achieve the defined objectives; c) the employment benchmark describes the activities and tasks related to a given profession and its practice; d) the assessment benchmark describes the learning outcomes to be assessed, as well as the methodology used; e) the validation benchmark describes the level of success to be achieved by the person assessed, as well as the methodology used; f) the certification benchmark describes the rules for obtaining the certificate or diploma, as well as the rights they confer. According to the systems, the referential can be defined separately or together in the same document [19]. |

Quality level or reference, pre-determined by some agency, accredited organization, or institution [6].

RESOURCES

Those that guarantee the possibility of bringing information literacy to a successful conclusion. There are three types of fundamental resources: a) human resources: the people necessary for the execution of information literacy activities; each one of them will have a specific responsibility in the whole operation and execution. It is undoubtedly the most important resource since without personnel, motivated, prepared, and willing to carry out the training programs, they will not be successful; b) material resources: facilities, materials, tools, team, audiovisual material, etc.; c) financial resources: costs associated with the development of the project [6].

RESTRICTED ACCESS

It means that direct and immediate access is only allowed to a restricted group of users, and direct and immediate access to the entire content of the document is not allowed to the public. Open access to the document can be defined, for example, for a group of users in the institution's domain (access control validated by IP address) [17].

S

SCONUL SEVEN PILLARS OF INFORMATION LITERACY: CORE MODEL FOR HIGHER EDUCATION

This document, dated 2011, looks at stratified information literacy in seven skill areas (or pillars) that can be developed in progress, from the most basic (the ability to recognize a need for information) to the most complex (the ability to synthesize and build on previous information, contributing to the creation of new knowledge) [63].

SELF-EVALUATION

Also called self-study or internal evaluation. It is an internal participatory process that seeks to improve quality. It gives rise to a report on the functioning, processes, resources, and results of a training program [6].

SELF-TRAINING, SELF-LEARNING, AND SELF-DIRECTED LEARNING

In which each one organizes their own learning, deciding the time and pace of that learning. Libraries must provide sufficient resources and virtual spaces (e-learning and online training) and on-site to enable and foster this learning [6].

SKILL GAP

Situation where a person does not have the level of skills required to do their job properly. The skills gap can be analyzed at an individual level (through a skills balance/skills audit), at the company/sector level, or at regional, national, or international levels. It may be associated with an insufficient level of qualification; it may also refer to situations where the workforce has the appropriate level of qualification but lacks the specific types of skills (such as management skills) or experience required to perform the task or activity properly [64].

SKILLS

Instrumental capabilities both numerical and specific (reading, writing, public speaking, computer science, mathematics). They relate to the professional profile of the study programs [6]. | Ability to perform tasks and solve problems. It is the ability, proficiency, or dexterity to perform tasks, derived from education, training, practice, or experience. It can enable the practical application of theoretical knowledge to particular tasks or situations. More broadly, it includes behaviors, attitudes, and personal attributes that make individuals more effective in certain contexts, such as education and training, employment, and social engagement [65].

SYNCHRONOUS LEARNING

Learning where students and teacher interact in a specific virtual place, in a web environment, at a specific time. The learning methodology includes video conferences, teleconferences, lectures and live conversations [5].

SYNERGY

Action of two or more causes, whose effect is greater than the sum of the individual effects. Cooperation, teamwork [35].

SYSTEMIC SKILLS

Related to the identification of existing knowledge, the mapping of concepts, the development of group techniques for analysis and information sharing, the capacity to solve problems and make decisions, the capacity to undertake improvements and propose innovations [6].

T

TEACHING OR TRAINING PROGRAM

Set of activities, training contents, and/or methods implemented to achieve the pedagogical objectives defined (acquisition of knowledge, skills, and/or competencies) and organized according to logical order and for a determined period. The term 'program' refers to the implementation of learning activities, while the term 'curriculum' refers to the design, organization, and programming of these activities [19].

THESAURUS

List of terms referring to a certain area of knowledge that is arranged alphabetically and systematically with semantic associations between them [22]. | It refers to a book and a database feature. The book lists alternate terms with similar meanings to the one you look up. In a database, a thesaurus uses the terms you choose to search on to lead you to other terms you may not have considered (related terms). While the book-type thesaurus presents you with a larger variety of words to choose from, the goal of a database thesaurus is to 'funnel' your search into the unique, official language of the database 'subject headings'. For example, a database thesaurus might suggest that you use 'automobiles' instead of the words car, cars, autos, vehicles, etc. [66].

THRESHOLD CONCEPTS

Basic or fundamental concepts that, once understood by the student, create new perspectives and ways of understanding a discipline or a domain of knowledge. These concepts produce a transformation in the student; without them, the student does not acquire knowledge. Threshold concepts can be thought of as portals that the student must overcome in order to develop new perspectives and a broader understanding (e.g., photosynthesis in Biology) [10]. | The major concepts encountered on the journey of learning about online teaching and course design, from a faculty's point of view, can be seen as threshold concepts [35].

TOLEDO DECLARATION ON INFORMATION LITERACY: LIBRARIES AND LIFELONG LEARNING (2006)

Announces information literacy as an essential tool for the acquisition of information skills as well as for the development, participation, and communication of citizens. It highlights the need for knowledge about access to information and its effective, critical, and creative use [6].

TRAINING SESSIONS

Library time periods dedicated to direct or semi-direct teaching and information skills practice. This time should be specified in the planning of the library's general schedule, as it helps in the distribution of time for the performance of other tasks in the library and facilitates the general organization of its staff. The number of sessions, their duration, and the spacing between each one these are aspects that the librarian in charge will determine considering the users (age, characteristics, problems, needs, requests...), the objectives to be achieved in each session, the planning and general organization in the library as a whole and the library resources [6].

TRANSFER OF LEARNING

Refers in general to the influence of learning in one situation on learning in another. It assesses how learning in one subject affects subsequent learning in the same subject, or in another, or how learning influences out-of-school performance. There are at least three basic forms of transfer. Lateral transfer occurs when students are able to solve different but similar problems of equal complexity as soon as they have learned to solve one of them. It involves a learning outcome at the same level as initial learning but in another context. The concept of sequential

transfer corresponds to the observation that most of the content learned at school is organized in large subjects and is taught sequentially. It takes place in a single context, that is, both are organized horizontally. Vertical transfer, on the other hand, requires learning at a lower level to be transferred to a higher level of cognitive skills. Thus, it is identified as the ability to solve similarly and, at the same time, more complex or elaborate problems, with the help of previously acquired knowledge [8].

TRANSFER OF LEARNING OUTCOMES

The degree to which knowledge or skills can be used in a new context, be it professional or educational, and/or be validated and certified [19].

TUTORIAL

User-oriented teaching system with the most important features and functions of certain applications (e.g., how to move around in the library, how to use a catalog, a database, or any other electronic resource). A tutorial usually consists of a set of steps that increase the level of difficulty and understanding. For this reason, it is advisable to follow the tutorials by their logical sequence, so that the user assimilates all the information. Although the tutorial can be presented in paper format, the term is generally used for online learning programs, via the Internet [35].

TUTORING

All the counseling, orientation, or supervision activity of a learner by an experienced and competent professional. The tutor supports the learner throughout the learning process (at school, training center, or workplace). Tutoring covers different activities: a) teaching subjects (to improve school results); b) career guidance (to facilitate the transition from school to working life); c) personal development (to encourage the student to make relevant choices) [35].

U

UNDERSTANDING INFORMATION LITERACY: A PRIMER

In this UNESCO document, dated 2008, the ambition is to take the idea of information literacy as far as possible, in order to make it a reality, not only among populations and trainers and teachers but essentially among governments and decision-makers, advocating this concept [20].

USERS STUDY

Process designed to know exactly the characteristics, interests, or needs of the users and trainees of training actions. Information to recover: the profile, characteristics, and needs, through interviews, questionnaires, meetings, observation, etc. It is a matter of defining an inventory of current and future needs (theory of anticipation), to achieve the training objectives [6].

USERS TRAINING

Set of activities and actions that allow users to use the library, services, and resources. It is beneficial both to users, as it makes them independent and autonomous users, and to libraries, which promote better use of their resources and greater efficiency of the library itself. Information literacy programs should continue to include user training activities [6].

V

VALIDATION OF LEARNING OUTCOMES

Confirmation by a competent authority that the learning outcomes acquired by an individual (knowledge, skills, and competencies) in a formal, non-formal and informal context, have been assessed according to pre-defined criteria and meet the requirements of a validation standard or benchmark. Validation normally leads to certification. | Process by which an authorized body confirms that an individual has acquired learning outcomes assessed against a particular standard. The validation consists of four distinct phases: a) identification, through dialogue, of the specific experiences of an individual; b) documentation to make individual experiences visible; c) formal evaluation of these experiences; and d) certification of the evaluation results that may lead to a partial or complete qualification (diploma) [19] [67].

VALUE OF INFORMATION

The value attributed to information produced or acquired by organizations, entities and persons, and delivered in the form of an information product or service. Information has no implicit value in itself since it depends on its use, purpose and context. Its value is related to the results that it will allow obtaining and it's dependable on its context [35].

VALUES

See *Attitude*.

W

WORLD SUMMIT ON INFORMATION SOCIETY

Sponsored by the United Nations, in December 2003, the Declaration of Principles, entitled "Building the Information Society: a global challenge for the new millennium", reveals the commitment to building a people-centered information society where everyone can create, access, use and share information and knowledge, enabling individuals, communities and peoples to reach their maximum potential in promoting their sustainable development and improving their quality of life, respecting and sustaining the purposes of the United Nations Charter and the Universal Declaration of Human Rights. The text of the Declaration also relates

access to and sharing of information and knowledge with the development of peoples in accordance with the Millennium Development Goals [68].

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