

Words around Information Literacy:

Construction and use of concepts to support scholarship as conversation

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ABSTRACT

Inspired by Scholarship as Conversation, a frame from the conceptual ACRL Framework (ACRL, 2016), this study aims to reflect on Information Literacy concepts, expressed in a specific terminology, that the discipline, particularly in higher education, has been adding, contributing to the construction of this scientific area and dialogue in academy and profession. The work seeks to demonstrate how concepts of information literacy in higher education has evolved in parallel with the publication of theoretical frameworks, defined from guiding documents. This vision aims to clear knowledge of the discourse produced on information literacy, showing trends, and investigative clues. Terminology produced in Information Literacy strengthens the affirmation of the disciplinary field, benefiting the scientific community through a more assertive and understandable dialogue between researchers.

Keywords: Information Literacy; Concepts; Scholarship as Conversation; Academic dialogue; Professional learning.

Communities of scholars, researchers, or professionals engage in sustained discourse with new insights and discoveries occurring over time as a result of varied perspectives and interpretations. (ACRL, 2016)

INTRODUCTION

The circulation of scientific knowledge has been present since the foundation of universities and started from the need to establish an academic dialogue between researchers. The production and dissemination of knowledge found paths between the travels of researchers and their ideas, the mobility of students, and international collaboration, emerging from the increasing globalization of science (Charle et al., 2004).

The dynamics of authority and innovation and their impact on scientific content were based on theoretical formulations and multiple cross-references. Recently, social studies and history have been interested in understanding this circulation of knowledge, "its nexuses, contexts,

contingencies, networks, structures, place, circles of influence, network actors” (Bastos & Barreto, 2012, p. 16). The documentation produced by scientists, authors, and researchers creates roads for scientific knowledge to expand, reach a destination, return, and constantly reformulate itself. This gives rise to the creation and interpretation of this traffic made up of chronologies, successions, authors, findings, linearities, influences, contexts, which are embodied above all in a documentary mass based on the language of science.

The careful observation of the documentation produced can, therefore, open doors to an understanding of the phenomena of construction, diffusion, and appropriation of the discourses that regulate the ways of thinking and acting, becoming specialized knowledge, theories and conceptualizations where practices are based and renewed academic dynamics emerge (Ó & Carvalho, 2009). The circulation of current academic knowledge is played in this scientific field of specialization, whose hegemony has been asserting itself mainly through the communication networks provided by the world wide web and the scientific and technical publications that are found there and are published mainly in English. Alberch (1996) states that “the dynamics of communication, both at the level of flow and generation, maybe changing but one variable remains constant: English is the established language of the Internet” (p. 263). The existence of a lingua franca for scientific dialogue brings advantages and disadvantages, known since ancient times, with Latin serving as a classical language and local languages considered vernacular, and only for oral communication (Chartier & Corsi, 1996). The advantages of a universal language are centered on peer understanding, on the possibility of collaboration without borders, and on the exponential advance of knowledge based on the common language. Disadvantages include, among others, the loss of originality, idiosyncrasies, cultural identity, meanings, and interpretations linked to the particular reality of each linguistic community (Ortiz, 2004).

Currently, the strength of scientific communication takes on another dimension through the advent of Open Science and the public policies that support it, namely at the European Higher Education Area level. Koutras (2020) explains that open access practice became part of the European institutions' agenda in 2006 within the final report of the European Research Advisory Board. Since then, Europe has been aligning to free circulation of scientific knowledge and the dissemination of research results, particularly based on the Horizon 2020 program. This kind of regulation illustrates the importance of open access policies towards further dissemination of scientific information, sustaining the expansion of the discussion and the growth of knowledge. In the wake of this important evolution in the advancement of science, some of the weaknesses related to the hegemony of the English language are also highlighted. Therefore, bibliodiversity is defended, in a movement that claims, as we transition to open access and open science, an opportunity to reverse the decline of multiplicity in cultures and foster greater diversity in scholarly communication (Shearer et al., 2020).

Despite these challenges, it must be recognized that the circulation of scientific knowledge has greatly accelerated the sharing and adoption of concepts associated with disciplinary areas. Information Literacy (IL) is no exception.

The present work seeks to understand how this disciplinary area is expanding, promoting, and consolidating, through the circulation of its scientific knowledge. To this end, the issue is synthesized through two axes of analysis.

On the one hand, observing the theoretical frameworks of this disciplinary area, through the analysis of its main referential documents, which support the internationally recognized teaching models. The attention given to these documents, in a chronological line, allows one to

understand a spectrum of concepts emanating from there that form the academic and professional discourse and thus support the theoretical field.

On the other hand, a reflexive view of IL is deepened, based on the concepts that circulate and that becomes the basis of the practices of performance of academic librarians, in a pendular movement between theory and practice and that embodies the idea “Scholarship as Conversation”, included in the *Framework for Information Literacy for Higher Education* (ACRL, 2016).

INFORMATION LITERACY AROUND THE WORLD

The understanding of the multiple ways in which IL has circulated the globe has already been the subject of reflection. Examples of this are longitudinal studies (Kolle, 2017; Lau et al., 2013; Pinto et al., 2019; Virkus, 2013), demonstrating how IL research has been diversifying topics of interest and penetrating higher education worldwide. In the study of Onyancha (2020), results reveal that IL has evolved from being a library-and/or librarianship-oriented concept to a multidisciplinary field and is no longer restricted to social sciences but is spread across 27 disciplines, confirming your broad spectrum of activity. Horton Jr. (2016) referred to the importance of the circulation of knowledge in IL, not only through scientific publications but also through education and training, professional associations, large conferences, small meetings, workshops, seminars and webinars, national and local government laws, regulations and policies, best practices and personal experiences.

At the same time, the discussion of terminology in IL has also been the subject of debate. Pinto et al. (2010) discussed this topic in a very in-depth way. In their study, a terminological, conceptual, and statistical analysis of the main subjects related to IL, as well as its evolution over the last 30 years, is provided to illustrate how IL has been progressively incorporated into the library and academic fields. Melo and Araújo (2007) frame informational competence as a prerequisite and an essential enabler for lifelong learning, associating its emergence to the disciplinary areas of cognition, education, and technologies. Gasque (2013) delves into the conceptual theme, detailing the concepts of informational skill, informational competence, IL, and IL and reflecting on the difficulties of stabilizing the vocabulary, since the subject under study is relatively new and, therefore, has prompted terminological discussions, especially concerning the translation of concepts from English into Portuguese. He also mentions that “the adoption of a conceptual framework is related to the researcher's conceptions, paradigms, and experiences. The differences between these concepts are presented considering the research carried out in the areas of Education and Information Science” (Gasque, 2013, p. 5).

In the article *Information literacy as a catalyst for educational change*, Bruce (2004) develops the argument that three topics should be considered in an educational change context involving IL – policies, professional development, and curriculum: “Clearly changes in educational cultures cannot be mandated; a valuing of IL and student-centered approaches to teaching and learning can be facilitated by changes to the policy, staff development and curriculum (...)” (p. 15). In this sequence, it can be said that for the success of an IL program there is a need to combine these three factors. In terms of policies, it is essential to ensure that there is a vision of IL as a strategic vector for academic development. Regarding professional development, librarians must invest in their qualifications, particularly in terms of teaching skills. As for the curriculum, an effort is needed to clarify how IL can contribute across the board to improve it, through the strategies it proposes and enables and that can be applied to different subject areas.

Based on this assumption, it is legitimate to consider that the guiding documents for the teaching of IL answer these premises, although other more comprehensive documents, in the political scope, may also be important (Dudziak, 2016). They provide librarians with the conditions to be policy agents, to develop professionally, as they instigate best practices, and promote the necessary curricular changes in the design of programs for teaching IL. Thus, they function as axes of professional discourse around IL and stabilizers of terminology and conceptual understanding.

Several authors have already dedicated themselves to studying and proposing models that adapt to different realities, with examples of these in Iannuzzi (1998), Rockman (2004), Du Toit (2010), Pierce (2009), and Middle States Commission on Higher Education (2003), who refer to successful training experiences in higher education or, still, the case described by De Boer et al. (2012), who refer to the implementation project at a University in Pretoria, South Africa. Success stories have been observed all over the world, such as the description of experiences in Ghana (Dadzie, 2009), or Hong Kong (Cmor, 2009).

The articles by Alves and Alcará (2014) and Spudeit (2016) in Brazil stand out for their pertinence, dealing with models and their applications in a university context worldwide, some of the little known, and which report experiences carried out in different universities and countries. Sanches (2016) also organized and presented a synthesis of the instructional models for IL, referring for example to the Big 6 Skills models (Eisenberg & Berkowitz, 1990, 1999), Marland's Nine steps (1981), James PLUS Herring (Herring et al., 2002), or Guided Inquiry (Kuhlthau et al., 2007).

Despite listing application and instructional models of IL, for the present study, it is important to make a current observation of the evidence-based on international documents considered as references for academic librarians in teaching Information Literacy. This idea assumes, already defended by several authors (eg. Belluzzo & Feres, 2013), that information competence is an important worldwide movement to promote knowledge and its application, providing opportunities for citizens to assert themselves in their value and contributing to the development of society as a whole.

METHODS

The present work lists the main instruments that regulate and guide the systematic planning of teaching programs in IL. We seek to obtain a comprehensive overview, to create a basis for reflection on the concepts arising from these documents.

As a selection criterion, we sought to perceive national and international acceptance and its potential adoption by the professional community, providing the actors with guidelines within their performance, particularly in the teaching of IL in higher education.

Data collection begins in 2000, with the publication of the foundational document *Information Literacy Standards in Higher Education* (ACRL, 2000), and ends in 2020.

RESULTS

The results make it possible to list the main documents, presented in chronological order, as well as the organizations, bodies, or producer associations, associating each of them with the countries of origin (Table 1).

Table 1. Information Literacy: reference documents for teaching models

ORG.	DOCUMENT / YEAR	ORIGIN/INFLUENCE AREA
ALA / ACRL	<i>Information literacy competencies standards for higher education (2000)</i> https://alair.ala.org/bitstream/handle/11213/7668/ACRL%20Information%20Literacy%20Competency%20Standards%20for%20Higher%20Education.pdf?sequence=1&isAllowed=y	USA
ALA	<i>Guidelines for Instruction Programs in Academic Libraries (2003)</i> http://www.ala.org/acrl/standards/guidelinesinstruction	USA
CAUL / ANZIIL	<i>Australian and New Zealand Information Literacy Framework: principles, standards and practice (2004)</i> https://www.utas.edu.au/_data/assets/pdf_file/0003/79068/anz-info-lit-policy.pdf	Australia
IFLA	<i>Guidelines on Information Literacy for Lifelong Learning (2006)</i> https://www.ifla.org/files/assets/information-literacy/publications/ifla-guidelines-en.pdf	World
UNESCO	<i>Understanding information literacy: a primer (2008)</i> https://unesdoc.unesco.org/ark:/48223/pf0000157020	World
SCONUL	<i>The SCONUL Seven Pillars of Information Literacy: core model for Higher Education (2011)</i> https://www.sconul.ac.uk/sites/default/files/documents/coremodel.pdf	UK / Ireland
The Open University	<i>Digital and information literacy framework (2012)</i> http://www.open.ac.uk/libraryservices/subsites/dilframework/	UK
UNESCO	<i>Media and Information Literacy: Policy and Strategy Guidelines (2013)</i>	World
ACRL / ALA	<i>Framework for Information Literacy for Higher Education (2016)</i> http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/infolit/framework1.pdf	USA

A more detailed analysis of each of the documents in question is then carried out, which includes the terminology associated with the main concepts emanating from each of the documents.

Information Literacy Competency Standards for Higher Education (ALA/ACRL, 2000)

It will be worth clarifying how IL skills are characterized. The American Library Association (ALA), through its Association of College and Research Libraries (ACRL, 2000) section, states that an individual trained with information skills must be able to determine the need for information and its extent, access information efficiently and effectively, critically evaluate the information and its sources, incorporate the selected information into your knowledge base, use the information effectively to fulfill a specific objective, understand the economic, legal and social implications around the use of the information and know-how to access it and use it ethically and legally. These course lines were drawn given the definition of five standards of competence

(standards) that, in this same document, are explored, deepened, and developed in performance indicators (performance indicators) that originate measurable results (outcomes). The idea of establishing these *Information Literacy Competency Standards for Higher Education* is related to the need felt by the community of librarians to compare, measure and evaluate the performance levels achieved in academic libraries concerning IL. According to Farias and Belluzzo (2017), “standards can be considered as a set of dimensions, concepts or variables approved by a recognized body that provides, through common and repetitive use, rules, guidelines or product characteristics, processes or services, whose compliance is not mandatory; or, still, a concept, norm, principle established by agreement, by an authority, custom, and generally used as a model example to compare measuring the quality of the performance of a practice or procedure. In turn, the indicators correspond to the measurable variables used as a representation of a pattern or quantity factor” (p. 117). This intention is based on the idea, expressed in this same document, that the development of skills in the field of IL will make individuals more capable of dealing with information in the various spheres of action throughout life (ACRL, ALA, 2000).

Guidelines for instruction programs in Academic Libraries (ALA, 2003)

This document is part of a set of tools built by the ALA to better assist academic librarians in the preparation and development of effective instructional programs. Thus, guidelines were designed to guide specialists in the design of their programs, aimed at library users for the good use of information. This document highlights the need not only to design an effective and sustained training course, but also to measure the fulfillment of the learning objectives outlined there.

Australian and New Zealand Information Literacy Framework: principles, standards, and practice (CAUL/ANZIIL, 2004)

In this document, the same guiding principle that the ALA foundational document advocates in the teaching of IL are applied: it is necessary to understand IL as a whole, but to detail its application in practice. In this document, some concepts were updated and adapted to the national reality of Australia, with tangible examples so that professionals could use it as a living tool. In this document, special focus is given to the importance of considering IL as a set of transversal competencies that contribute to strengthen the attributes that are expected of academic students. The vision is based on the idea of building a capacity for lifelong learning, in close alignment with the curriculum and learning objectives.

Guidelines on information literacy for lifelong learning (IFLA, 2006)

In the document *Guidelines on information literacy for lifelong learning*, published by the International Federation of Library Associations and Institutions (IFLA), information skills are a key factor in lifelong learning, constituting the first step towards achieving goals educational. It is emphasized that the development of these competencies must occur throughout the life of citizens, especially during the school years, where librarians must assume the fundamental role of facilitating IL, through the creation, with the faculty, of integrated programs in the curriculum, for effective use of information. This action will actively contribute to the students' learning

processes, particularly in the search for the development or improvement of the skills, knowledge, and values necessary to become lifelong learners. The concepts of computer literacy and media literacy are introduced, when aggregated, act as catalysts for the global process of learning IL.

Understanding Information Literacy: a primer (UNESCO, 2008)

This document defines itself in its presentation as “an easy-to-read, non-technical overview explaining what” IL “means, designed for busy public policy-makers, business executives, civil society administrators and practicing professionals” (p. xx). Thus, the ambition is to take the idea of IL as far as possible, to bring it about, not only with populations and trainers and teachers but essentially with government and decision-makers, advocating this concept. The author also mentions, regarding conceptual issues, that “information literacy has become a new paradigm in the information and communication landscape. Sometimes other synonyms such as 'information fluency' or 'information competency' are being used instead. How the concept is defined, understood and applied differs at this early stage in the concept's development from one nation, one culture or one linguistic group to another” (p. xx), emphasizing the universal way in which IL should be appropriated and used by all countries for education, culture, and development.

The SCONUL Seven pillars of information literacy: core model for higher education (SCONUL, 2011)

SCONUL is the model developed in the United Kingdom by the Standing Conference of National and University Libraries (SCONUL). This working group of a state agency has developed a tool that looks at IL stratified into seven areas of competence (or pillars) that can be developed in progression, from the most basic (the ability to recognize an information need) to the more complex (ability to synthesize and build on previous information, contributing to the creation of new knowledge). According to Webber and Johnston (2000), the authors of the report that formalizes this model sought to give the following perspective: undergraduate students (undergraduate) will be positioned at the level of the basic pillars (basic skills), while graduate students and researchers already aspire to more advanced levels (SCONUL Advisory Committee on Information Literacy, 1999). Regarding this model, the SCONUL Working Group on Information Literacy (2011), in the guiding document *The SCONUL Seven pillars of information literacy core model for higher education*, mentions:

Developing as an information literate person is a continuing, holistic process with often simultaneous activities or processes which can be encompassed within the Seven Pillars of Information Literacy. Within each 'pillar' an individual can develop from 'novice' to 'expert' as they progress through their learning life, although, as the information world itself is constantly changing and developing, it is possible to move down a pillar as well as progress up it. The expectations of levels reached on each pillar may be different in different contexts and for different ages and levels of the learner and are also dependent on experience and information need. Any information literacy development must therefore also be considered in the context of the broad information landscape in which an individual operates and their personal information literacy landscape. (Bent, 2008, p. 3)

Digital and information literacy framework (OPEN University, 2012)

In this document, coming from a University that is based on distance learning, the focus is on digital literacy. It is said that it includes the ability to find and use information, but it also includes communication, collaboration, and teamwork, social awareness in the digital environment, understanding of electronic security, and the ability to create new information. The document emphasizes that both digital and IL are supported by critical thinking and evaluation. Hence, it is constructed as a frame of reference that can be used to assess the levels of development of digital skills from the practices and use of devices and means for accessing information in digital media, confirming proficiency, that is, being digital.

Media and Information Literacy: policy and strategy guidelines (UNESCO, 2013)

UNESCO drew up the official proposal that frames and explains the composite concept of Informational and Media Literacy, publishing a set of documents that associate IL with media literacy, that is, the ability to deal with information from the media in a critical and informed manner. Some concepts such as digital literacy, internet literacy, basic literacy, or library literacy, circulate as satellites attached to this larger concept. UNESCO's commitment to fostering informational and media literacy is visible not only in these guiding documents but also in the document *Media and Information Literacy Curriculum for Teachers* (Wilson et al., 2011), recently translated into Portuguese. This document was produced to provide a practical tool for the member states, in their continuous work towards the achievement of the objectives related to media and IL. The document presents itself as a prospect, as it seeks to correspond to the current trends of convergence of radio, television, Internet, newspapers, books, archives, and physical and digital libraries on a single platform, understood, therefore, all of them, as means of accessing the information, regardless of channel.

Framework for Information Literacy for Higher Education (ACRL, 2016)

The Association of College and Research Libraries (ACRL) adopted the *Framework for Information Literacy for Higher Education* in January 2016. This document opens the way for information professionals, teachers, and other institutional partners to reformulate training course content and plans of study to be developed in higher education. Professionals are urged to link basic information skills for which satisfactory results have been obtained and to invest in initiatives such as collaboration in pedagogical research to involve students in it. This tool also seeks to develop and expand the debate on the teaching-learning process and, on all topics, reflect on the current process of creating and using information.

The Framework (ACRL, 2016) defines IL as a standard of integrated competencies that contemplates the reflexive discovery of information, the understanding of how information is produced and valued, and the use of information in the ethical and legal creation of new knowledge.

The main changes are related to the nature of the document, which has ceased to be a normative and guiding document (guidelines) to become a theoretical-conceptual framework (framework) that focuses on establishing coherent, but flexible, direction lines that develop around a set of frames (core concepts). Each of these core concepts includes a section of knowledge practices used to demonstrate how the mastery of the concept leads to its

application in new situations and the creation of more knowledge; it also includes a set of provisions that work the know-how in teaching-learning processes, encompassing the student's preferences and attitudes about the way he learns. Each conceptual framework aims to involve information professionals in exploring an original concept underlying IL, which ideally will enable students to understand the underlying notions in information, in addition to the mere mechanics of locating, using, or citing it.

Like the previous models, the Framework thus presents a new terminology: provisions and practices of knowledge, but also the concepts of threshold and metaliteracy. The threshold concepts refer to the central ideas and processes that in any discipline define the discipline itself, but that are so ingrained that they are tacitly conceived or are not recognized by the practitioner. It is interesting that students understand them, that they encourage them to think and act like the professionals themselves – they imply the student's commitment to the discipline. The concept of metaliteracy has numerous points of intersection with the threshold concept. Metaliteracy is based on decades of theory and practice of IL, while evidencing the necessary knowledge for a complete and interactive information environment (Alonso-Arévalo et al., 2016). Those who interact in these contexts communicate, create, and share information across a wide range of emerging technologies. Metaliteracy thus broadens the reach of traditional information skills to include collaborative production and the exchange of information in digital environments, a particularly important issue in the field of scientific communication (Mackey & Jacobson, 2011).

SYNTHESIS OF CONCEPTS

Throughout this analysis, it is possible to understand not a radical cut between each publication, but a gradual evolution, which often overlaps, repeats, or deepens conceptual relationships associated with IL. This evolutionary vision allows us to understand that international documents use each other, citing each other, using recognized terminology, disseminating and consolidating the theoretical framework that is not watertight, but rather fluid and communicative. Thus, it is confirmed that in the scientific and professional community there is also an asynchronous dialogue established through reference documents, but also through the articles that study them and the conferences, meetings, training, and other events that echo these recommendations.

These observations are in line with what other authors refer to in more in-depth analysis, such as Pinto et al. (2010) when they refer: "The emergence of the Internet and the widespread use of the Web by professionals in particular and citizens, in general, have acted to revitalize the generation of articles and contributions of a diverse nature on different aspects of information literacy. The problems deriving from the new information models and the need to deal with them from an instructional perspective coincides with a considerable increase in the citations received by articles on the subject in the last five years" (p. 17).

For this study, we chose to highlight the most relevant terms associated with each previously selected guiding document, thus achieving a global view of the evolution of the thematic interests associated with IL at each chronological moment.

The following table presents IL terminology expressed on that reference documents.

Table 2. Information Literacy terminology associated with reference documents

DOCUMENT	MAIN CONCEPTS
<i>Information literacy competencies standards for higher education (2000)</i> https://alair.ala.org/bitstream/handle/11213/7668/ACRL%20Information%20Literacy%20Competency%20Standards%20for%20Higher%20Education.pdf?sequence=1&isAllowed=y	Standards Performance indicators Outcomes
<i>Guidelines for Instruction Programs in Academic Libraries (2003)</i> http://www.ala.org/acrl/standards/guidelinesinstruction	Program design Objectives
<i>Australian and New Zealand Information Literacy Framework: principles, standards and practice (2004)</i> https://www.utas.edu.au/_data/assets/pdf_file/0003/79068/anz-info-lit-policy.pdf	Attributes Capacity for lifelong learning Curriculum alignment
<i>Guidelines on Information Literacy for Lifelong Learning (2006)</i> https://www.ifla.org/files/assets/information-literacy/publications/ifla-guidelines-en.pdf	Effective use of information Computer literacy Media Literacy
<i>Understanding information literacy: a primer (2008)</i> https://unesdoc.unesco.org/ark:/48223/pf0000157020	Advocacy Empowering Knowledge societies
<i>The SCONUL Seven Pillars of Information Literacy: core model for Higher Education (2011)</i> https://www.sconul.ac.uk/sites/default/files/documents/coremodel.pdf	Skills and competences (ability) Attitudes and behaviors (understanding) Pillars Novice and Expert
<i>Digital and information literacy framework (2012)</i> http://www.open.ac.uk/libraryservices/subsites/dilframework/	Being Digital Digital practices
<i>Media and Information Literacy: Policy and Strategy Guidelines (2013)</i>	Media and Information Literacy Policies
<i>Framework for Information Literacy for Higher Education (2016)</i> http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/infolit/framework1.pdf	Dispositions Knowledge practices Metacognition Metaliteracy Threshold

The analysis of the terms highlighted in each document shows a change in focus. We can reflect on the assumptions that emerge from the understanding of how scientific discourse circulates, particularly in a European context. The implementation of the Bologna Process brought with it the agreement between states for a political hegemony around higher education and, in that sequence, a common discourse and its terminology. Upon agreeing to establish a set of assumptions that shape higher education, at the national level, some common principles and tools were adopted that have been developed and implemented over the years in several European countries.

The main principles of the Bologna Declaration are based on the following ideas (Eurydice, 2005): “Facilitating the readability and comparability of qualifications; Implementing a system based essentially in two main cycles; Establishing a system of credits, such as ECTS; Developing arrangements to support the mobility of students, teachers, and researchers; Promoting European cooperation in quality assurance; Promoting the European dimension in higher education (in terms of curricular development and inter-institutional cooperation)” (p. 11). In

this way, the Bologna Process implemented a set of measures that affected teaching and learning, measures that have been implemented to improve the student experience. For example, the move to the modular system, the focus on learning outcomes and student-centered learning (Sursock et al., 2010). Thus, it is understood that the “Commission is in many ways dominating the discourse, but it has also played a significant part in opening up the discussion of the challenges facing higher education on the European level” (Kelling, 2006, p. 216).

We can therefore observe in this analysis, similar to what happened with the education system in Europe with the Bologna Process, which centered student learning, this trend is also relevant in the guiding documents. In the present analysis, we can see that, from the notions most associated with the curriculum, that is to the contents, structure, and design of courses and training for IL, we moved on to more subjective notions, linked to the subject of learning and the skills he can develop from IL. Thus, there is an influence of supranational discourse on disciplinary discourse and academic practices in a more restricted scope – that of IL –, but embedded in the same paradigm, where the student gained prominence.

DISCUSSION ON SCHOLARSHIP AS A CONVERSATION

After the analysis of the main documents and the mapping of the associated concepts, it was possible to verify that the pedagogical and cognitive dimension, connected to the learner, surpassed the importance previously given to the evaluative and quantitative dimension, more linked to the contents. It is time to return to the discussion of academic dialogue as an engine of knowledge production, which is based exactly on the sharing and communion of notions, concepts, and terminology. This understanding of ideas and concepts should start immediately in the classroom, and there must be a conscious effort by librarians and teachers who teach IL in this regard. It is essential that towards specific terms, students must understand in a context to effectively access and use the resources of the academic library and to become information literate. Otherwise, as stated by Schaub et al. (2017), “students do not understand this language, [and that] can interfere with their comprehension of how information is created, disseminated, and used in research, making it difficult for students to become information literate” (p. 3).

Therefore, it can be said that it is from a broad understanding of what is said and meant in each scientific area that there can be peer dialogue.

The academic and scientific community is constantly making new contributions and discoveries that only make sense as long as there is a space for dialogue, where ideas are formulated, debated, discussed, and published. For Hyland and Jiang (2019), language becomes a form of technology that presents interpretations and positions participants, both writers, and readers, in particular ways to establish knowledge.

To fulfill this objective, it is necessary to develop transversal skills, combining coping with information needs with search strategies to identify suitable research tools, as well as to demonstrate persistence, adaptability, and flexibility (ACRL, 2016).

Scholarship as a Conversation is the conceptual framework that expresses these premises and proposes the dispositions to act appropriately to its operationalization. Scholarship as a Conversation refers to the idea that communities of scholars, researchers, or professionals engage in sustained discourse with new insights and discoveries occurring over time as a result

of varied perspectives and interpretations. So, it is clear that experts understand that a given issue may be characterized by several competing perspectives as part of an ongoing conversation in which information users and creators come together and negotiate the meaning.

On the other hand, according to ACRL Framework (2016) experts seek out many perspectives, not merely the ones with which they are familiar. These perspectives might be in their discipline or profession or maybe in other fields. Developing familiarity with the sources of evidence, methods, and modes of discourse in the field enables learners to enter the conversation. Providing attribution to relevant previous research is also an obligation and an ethical commitment to participation in the conversation.

This concept thus represents the platform for dialogue where the researcher develops his work and shares it, promoting a spiral of feedback and the production of new knowledge. Information users and creators come together to discuss meaning, with the effective researcher adding his or her voice to the conversation.

For the disciplinary area of IL, it is important to consider that the commitment of the professional and the researcher to their professional, academic and scientific community, is established by the continuous participation in new contributions and discoveries. This active participation fosters dialogue between members of the community, in an ecosystem in which ideas are presented, discussed, and can be reviewed, criticized, refuted, or adopted (Antunes et al., 2020). Therefore, it is legitimate to mention the importance of adopting concepts and understanding them extensively. You can't stay on the surface. Dudziak (2016) states that “simply importing concepts and applying foreign practices to different contexts without proper care results in artificialities, with little real use” (p. 46). It is, therefore, essential to understanding the social and educational needs of the recipients, as well as their diversity, so that librarians can act in the consolidation of consequent actions for IL, adopting concepts, incorporating terminology, knowing the themes, and participating in the academic dialogue.

CONCLUSIONS

Scholarship as a Conversation is only possible when there is an understanding between the communicating parties, based on a common vocabulary. Terminological problems arising from translation, in countries like Portugal or Brazil, raise additional difficulties, but it is necessary that researchers reinforce this dialogue seeking to publish in English, but also in their native languages, to universalize concepts, and for their application is more effective. Only in this way will scholarship as a conversation become not a distant goal, but an effective practice among professionals dedicated to this disciplinary field.

In carrying out this study, it was reflected in the concepts that support the disciplinary area of IL. These concepts are expressed in a specific terminology, which the discipline, mainly in higher education, has been aggregating, contributing to the consolidation of knowledge in the academic, scientific, and professional community. The work sought to demonstrate how the concepts associated with IL in higher education evolved in parallel with the publication of theoretical references, which in turn accompanied the transformations in higher education resulting from the Bologna process.

The terminology produced in IL embodies the discourse that circulates and strengthens the affirmation of the disciplinary field, benefiting all participants in the academic dialogue, which becomes more assertive and understandable among researchers and professionals, effectively substantiating Scholarship as a Conversation.

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