

PERCEPTIONS OF LIS PROFESSIONALS ON ACRL FRAMEWORK

UNDERSTANDING AND FOSTERING CONCEPTS, SKILLS AND ATTITUDES IN ACADEMIC STUDENTS



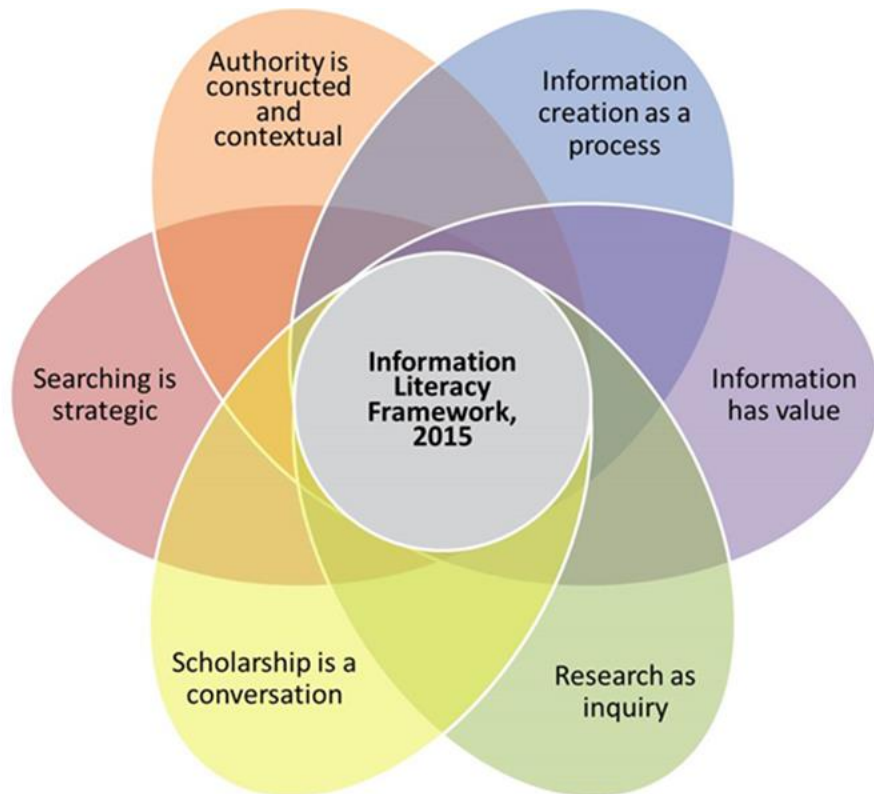
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CONTENTS



- Why this study
- Information Literacy Framework (ACRL) presentation
- Methods
- Questionnaire Survey
- Results
- Conclusions

WHY THIS STUDY?

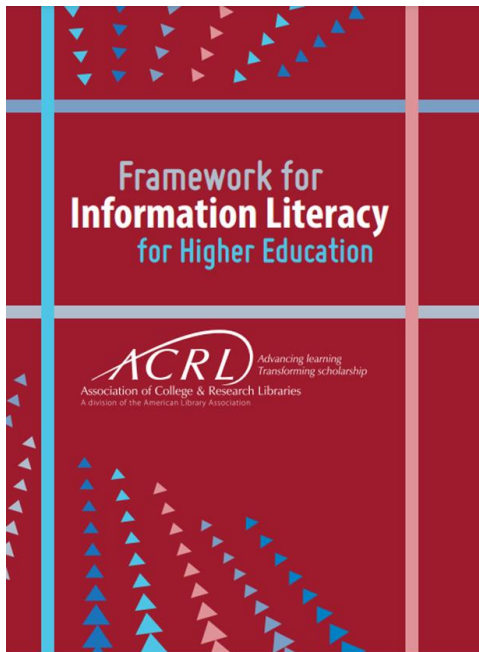


ACRL adopts the new [Framework for Information Literacy for Higher Education](#), in 2016, which opens space for pedagogical changes in education and training in Information Literacy.

In Portugal, only in 2022 this document was translated and in 2023 disseminated in large scale

- How do librarians understand and use the Framework?
- Are they able and willing to integrate it into their pedagogical practices?

INFORMATION LITERACY FRAMEWORK (ACRL): WEBINAR PRESENTATION









- The *Portuguese Nacional Association of Librarians, Archivists and Information Professionals* promoted an online session to present the translated framework
- Displayed online the official document https://bad.pt/formacao/projetos/combater_desinformacao/
- And other supporting pedagogic documents

INFORMATION LITERACY FRAMEWORK (ACRL) PRESENTATION

The webinar presented each of the frames where pedagogical strategies for countering disinformation were associated. Then, some materials were presented, namely, bookmarkers, PowerPoint slides, and brochures which describe and explain:

- Main concepts of the Framework
- Knowledge practices
- Dispositions
- Initial questions to unleash training sessions
- Topics for reflection
- Further readings
- Strategies against disinformation

Materiais Formativos

 Autoridade é Construída e Contextual 3 MB DOWNLOAD	 Criação de Informação como um Processo 4 MB DOWNLOAD	 A Informação tem Valor 3 MB DOWNLOAD
 Investigação como Questionamento 3 MB DOWNLOAD	 Comunicação Académica como Diálogo 3 MB DOWNLOAD	 Pesquisa como Exploração Estratégica 4 MB DOWNLOAD



IL FRAMEWORK PRESENTATION

The presentation was developed by aligning the principles of critical thinking with each frame and based on the following ideas:

- Remain skeptical, but with an open mind!
(Authority is constructed and contextual)
- Recognize the meaning of the creation process!
(Information creation as a process)
- Understand rights and duties when integrated into an academic community!
(Information has value)
- Recognize that new discoveries occur as a result of various perspectives and interpretations!
(Research as inquiry)
- Promote in-depth debate and dialogue around knowledge!
(Scholarship as conversation)
- Understand that information research is a complex and contextualized experience that affects and is affected by the researcher's social, affective, and cognitive dimensions!
(Searching as strategic exploration)



METHODS



- Survey distributed in the webinar (January 2023)
- 70 (87.5%) female and 10 (12.5%) male; age average 48.3 years old (between 30 and 62)
- Professional background: 59 (73.8%) working in academic libraries
- Seven closed questions and one open question, which was distributed among the participants

QUESTIONNAIRE SURVEY

Information professionals were asked whether they usually provide IL training to students – 44 (55%) said yes.

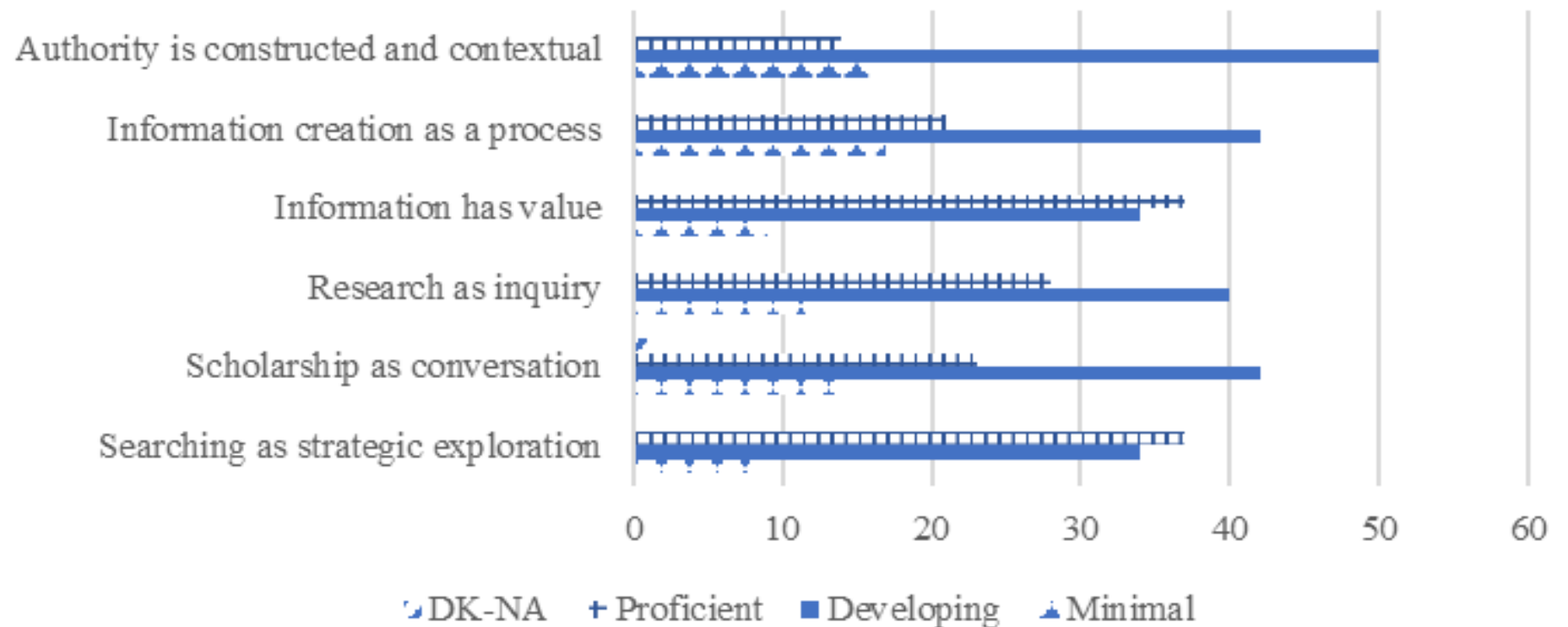
When asked whether they had prior knowledge of the Framework, the answer remains positive – 48 (60%).



RESULTS

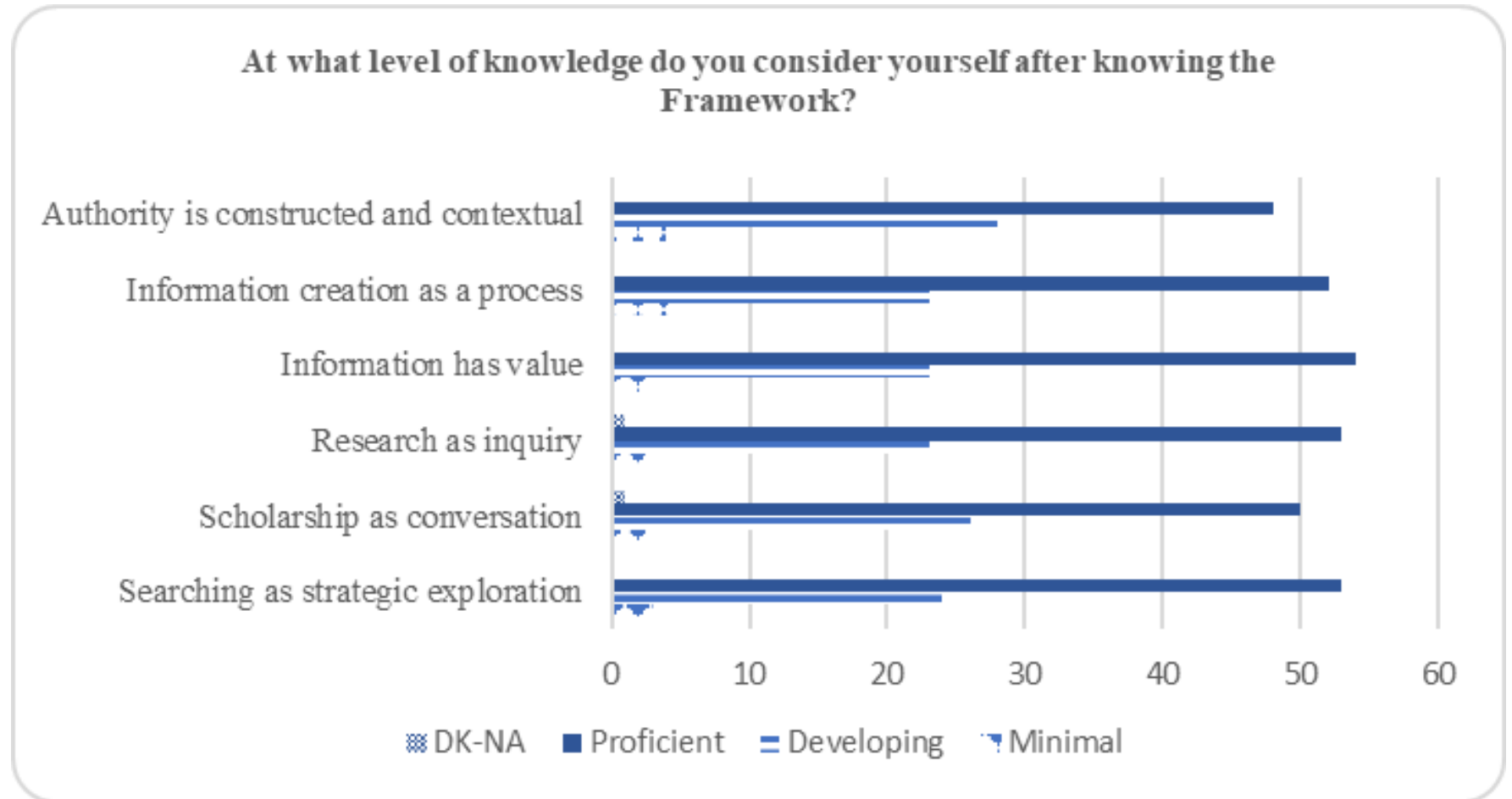
We ask information professionals their previous understanding of each frames

At what level of knowledge were you before learning about the Framework?



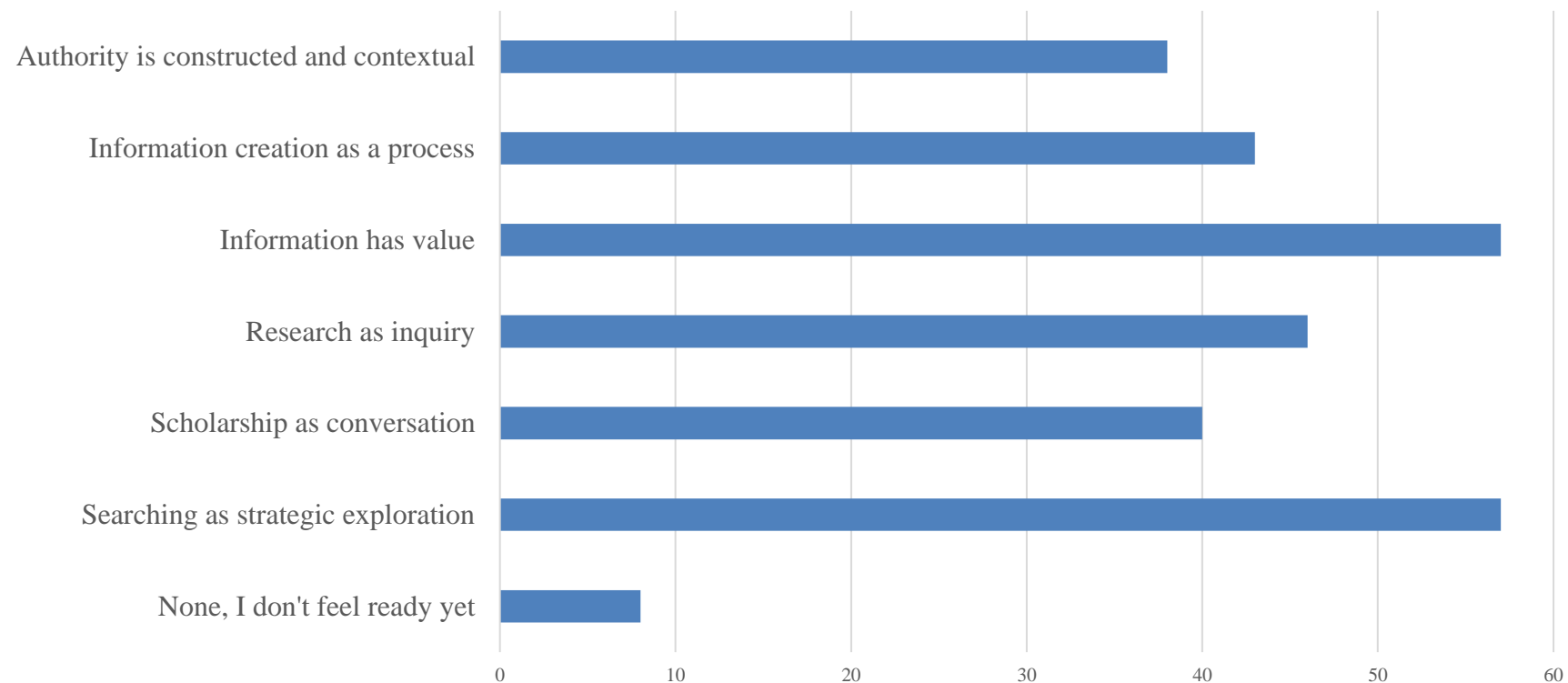
RESULTS

And because they had just attended the webinar, were then asked about their level of knowledge after learning about the Framework



RESULTS

Which frames do you intend to incorporate in your training?

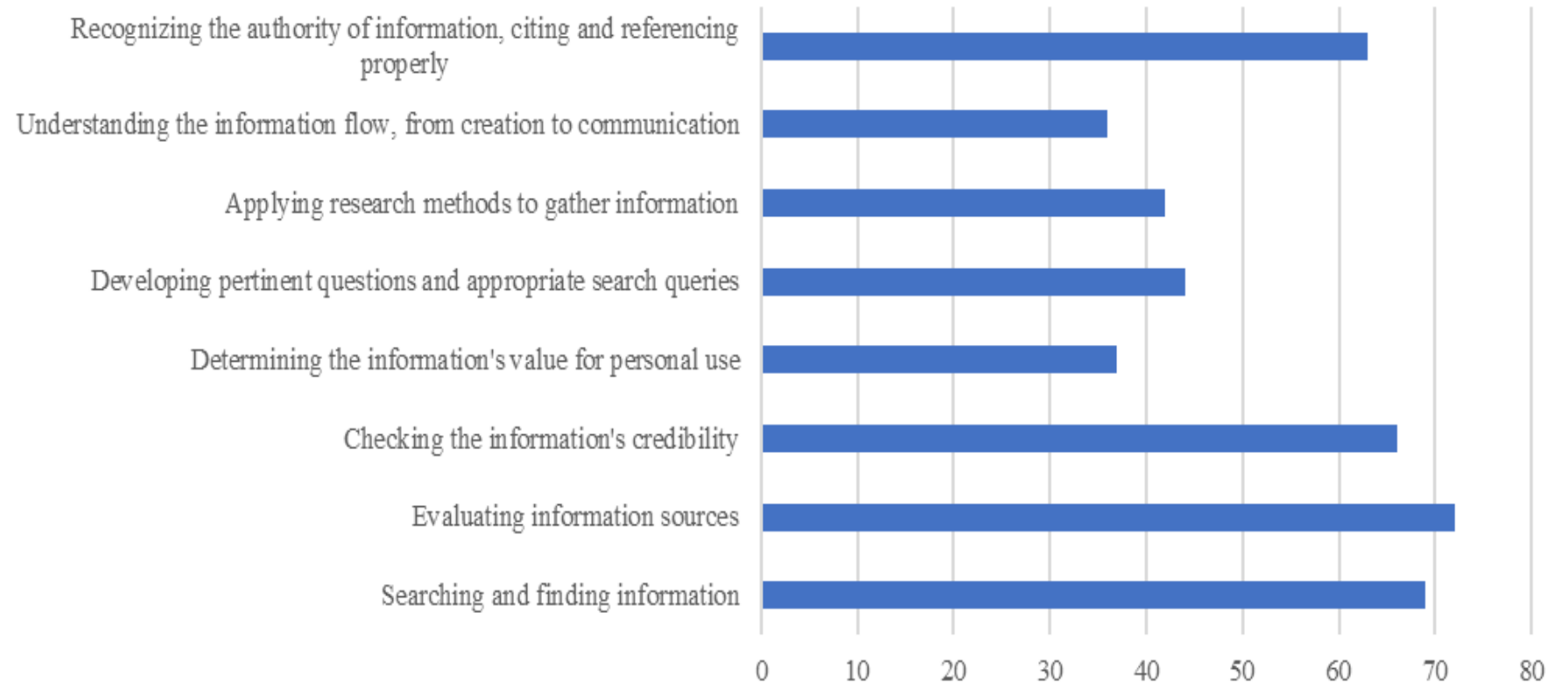


They were also asked about the intention to adopt the frames in their regular training offer

RESULTS

We then tried to determine which knowledge practices information professionals consider most important for students to develop

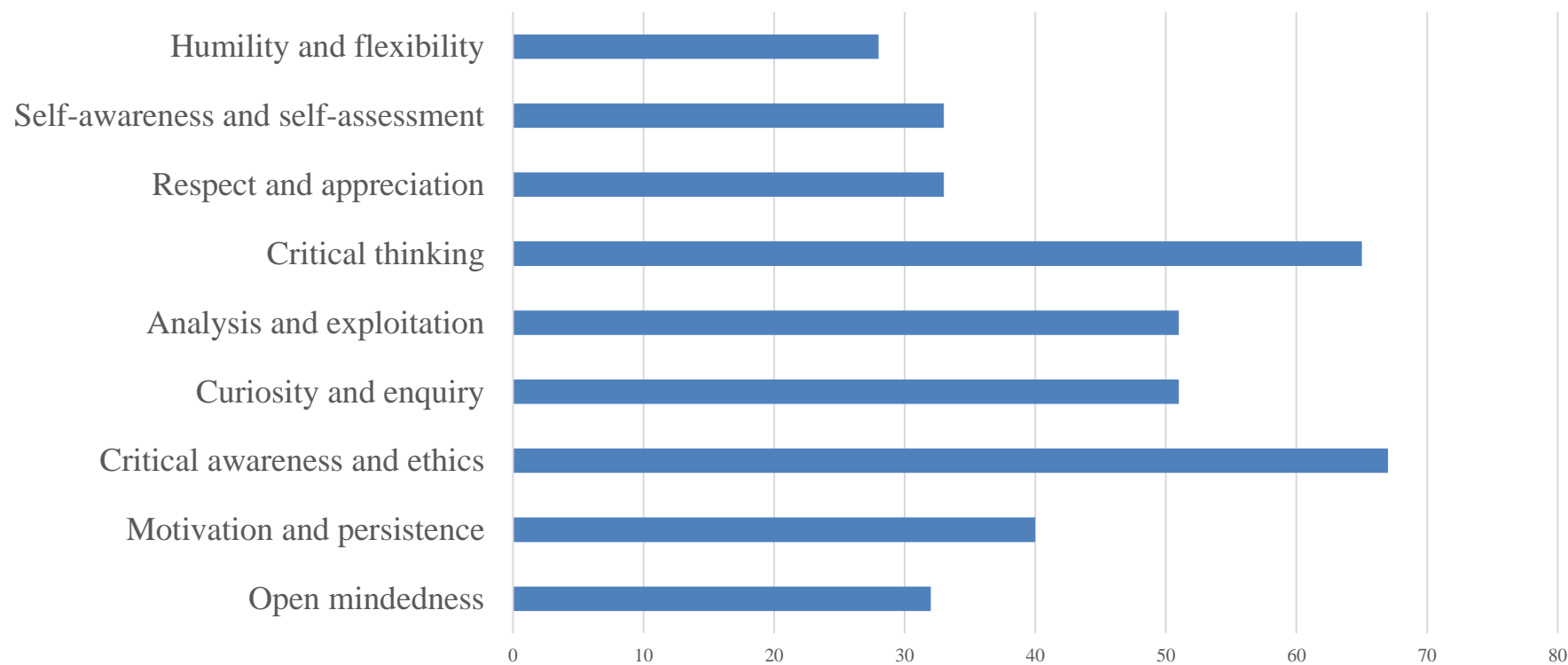
Which knowledge practices do you consider most important for students to develop?



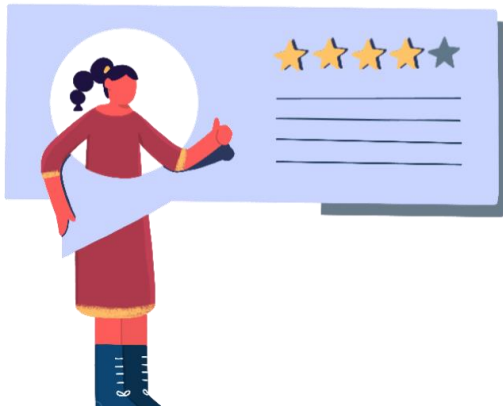
RESULTS

Which dispositions/attitudes do you consider most important for students to develop?

Asked about the dispositions or attitudes they consider most important for students to develop, information professionals highlighted the notion of critical awareness and ethics and critical thinking



CONCLUSIONS



Fostered by the Framework translation a project of practical and programmatic application of IL teaching was developed in Portugal.

The Framework offers information professionals a model for reflection on training and learning strategies.

Academic students were not forgotten; they have here a unique opportunity to also reflect on their learning.

As a guiding document, the introduction of the Framework in academic students' education allows for the renewal of the information literacy assessment program towards a new assessment model based on strategies and outcomes.

ACKNOWLEDGEMENTS

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THANK YOU!



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