Universitat de Barcelona

Facultat
de Biblioteconomia
i Documentació

III International Seminar on LIS Education and Research (LIS-ER)

Barcelona, 4 - 5 June 2015

Information Literary at Schools…
A Possible Reality?

Ristol, Marcela Beatriz[1], Varela, María Segunda[2], Palacios, Claudia Marisol[3],
Schvindt Durand, Carlos Guillermo[4]
Research Group in Social Sciences (GICIS), of the School of Humanities at Universidad Nacional de Mar del Plata

Universidad Nacional de Mar del Plata
Facultad de Humanidades

[1]marcelaristol@gmail.com, [2]mariasegundavarela@hotmail.com.ar, [3]claumarisol@hotmail.com, [4]carlosschvindt@hotmail.com
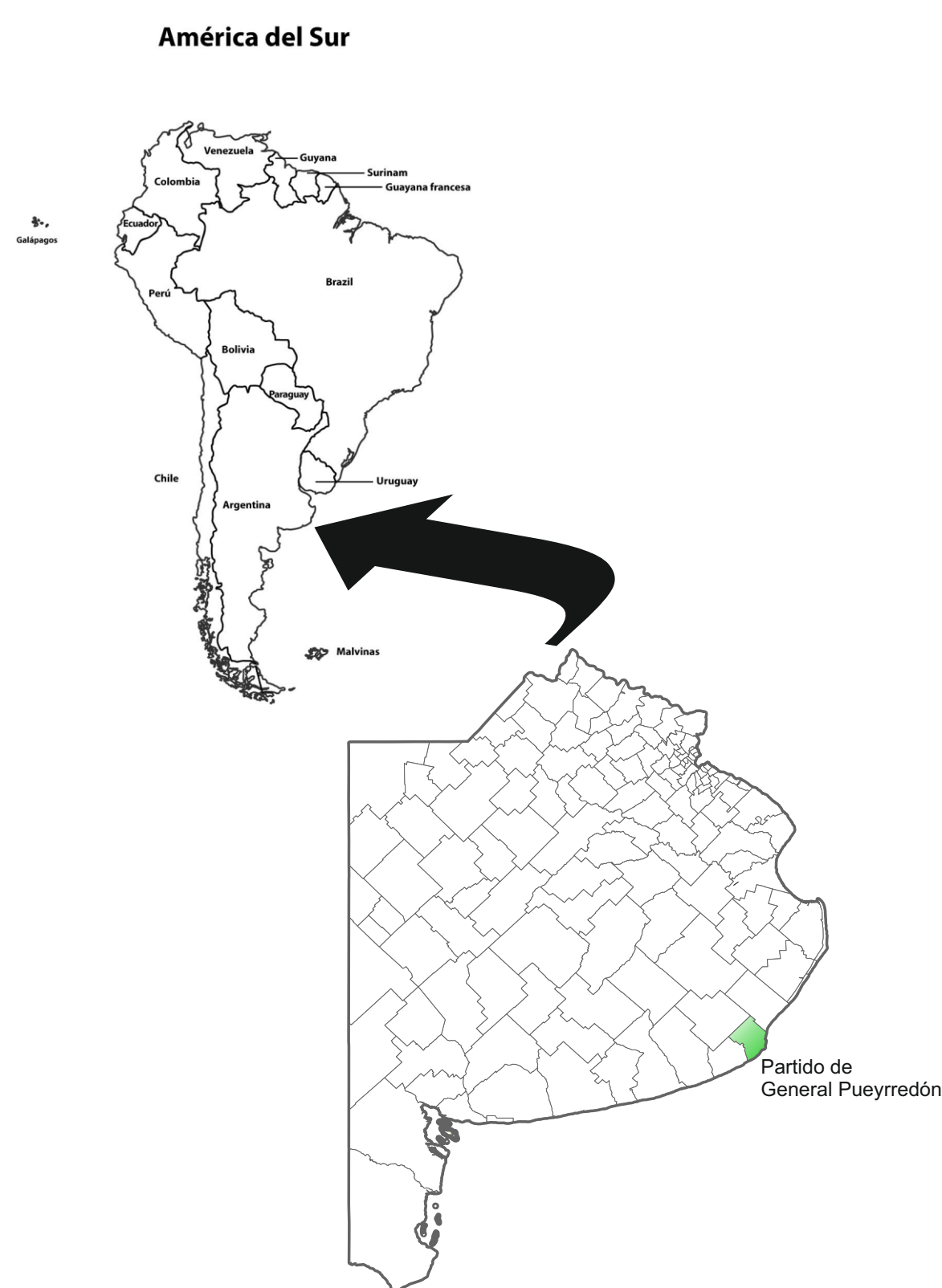
G.I.C.I.S.
Grupo de Investigación
de Ciencias Sociales

Introduction

The academic purpose of the Research Group in Social Sciences (GICIS), ….of the School of Humanities at Universidad Nacional de Mar del Plata, is to analyze school libraries from different theoretical and practical perspectives.

In particular, the proyect "The school library: its organization and visibility to school directing teams" aims at discovering the significance that the library, its mission and its functions have in the conception of the head of the school as well as to analyse the criteria the authorities follow in order to asses the librarian performance and to measure the quality of the services provided by the libraries at elementary schools belonging to the state system.

Geographic Location

América del Sur

Partido de
General Pueyrredón

Overview

The school library, conceived as a learning environment, enables users to become independent learners in their future academic development.

Thus, it is the task of the librarians to devise services that foster the acquisition of those competences required for searching, retrieving and sensibly using the information available.

ALFIN in the school

The school, as an organizational unit, is a construct built by its members by means of social interaction. The media and the global quality of today's communication certainly challenge its capacity as social group, institution and individual persons to transform the consumers into active producers of knowledge.

ALFIN in the School Library

Any person is in the capacity to produce and deliver information, thus, learning can take place in any spatial and temporal circumstance. The school library (SL) must then develop its services for the development of informational literacy, becoming involved with users´ learning tasks as far as access and use of information is concerned, acknowledging them also as producers of knowledge.

Objectives

✓ To stimulate the interest of librarians in the proposals of ALFIN.

✓ To assess the informational literacy programmes devised by SL.

✓ To provide librarians with methodological proposals for the development of such programmes within educational institutions.

Methodology

The study is exploratory, qualitative and quantitative. Systematic surveys were carried out among school librarians. The analysis unit is state and private elementary schools in the District of General Pueyrredon, having school librarians in charge of a library within the official staff plant (POF).

Analysed variables

1. Regarding the assessment of the performance of librarians

✓ Frequency
✓ Models
✓ Instruments
✓ Assessed aspects

2. In service training received by librarians

✓ From official, state organisms
✓ From private institutions
✓ Other training
✓ Printed material or documents

3. Needs regarding training / updating on the topic
4. Familiarity with the concept of ALFIN
5. Existence of ALFIN programmes or proyects
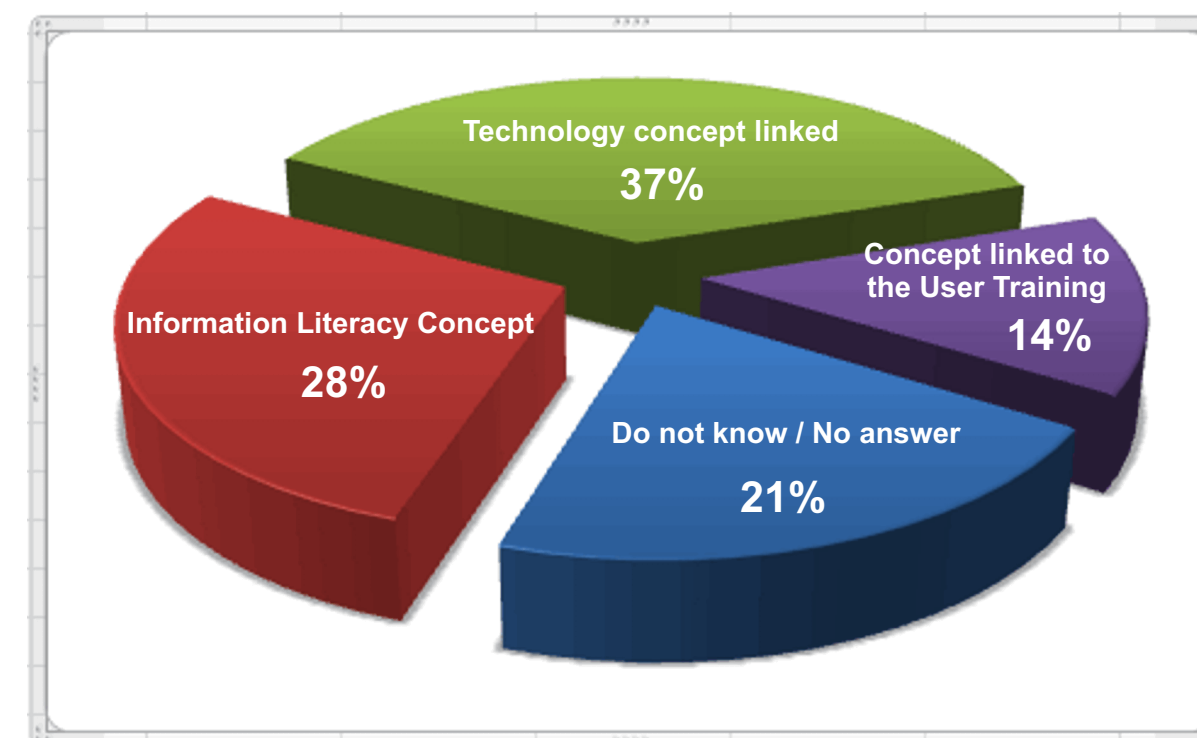6. Needs of training/updating regarding ALFIN

Results

1: What do you understand by Informational Literacy?

The concept of ALFIN is referred to as " knowing when and why one needs information, where to find it, and how to evaluate, use and communicate it in an ethical way" (CILIP, 2004).
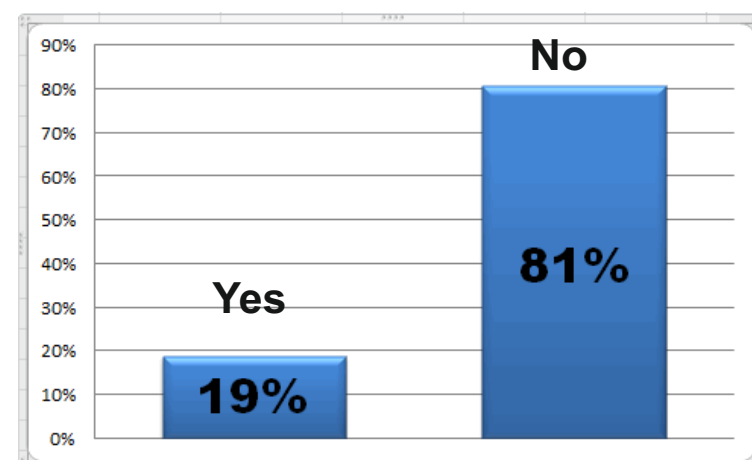A 28% elaborated a concept close to this definition, within that percentage, only 1% emphasized the concept of continuous learning. 21% did not answer or the answer was not even close to a conceptualization of the term.

CONCLUSION: 80 % of the surveyed librarians elaborated a definition on the basis of their previous knowledge where the idea of Informational Literacy is reflected. 37% associated the term with technologies 14% linked it directly to users training.
This shows school librarians have an approximation to the concept.
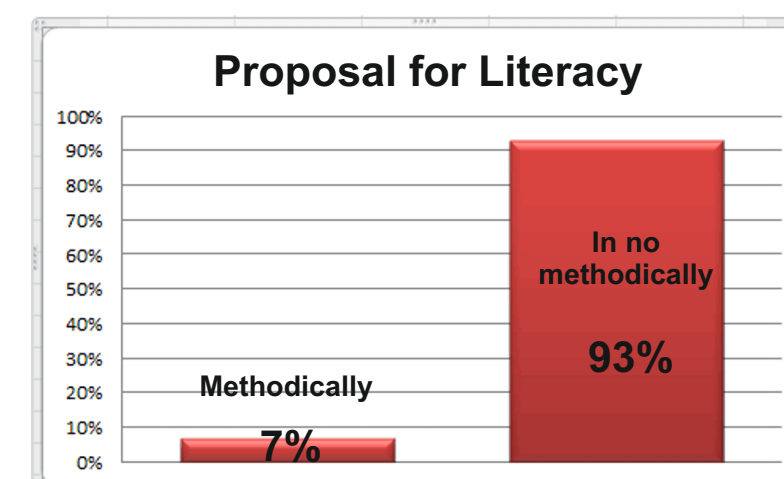

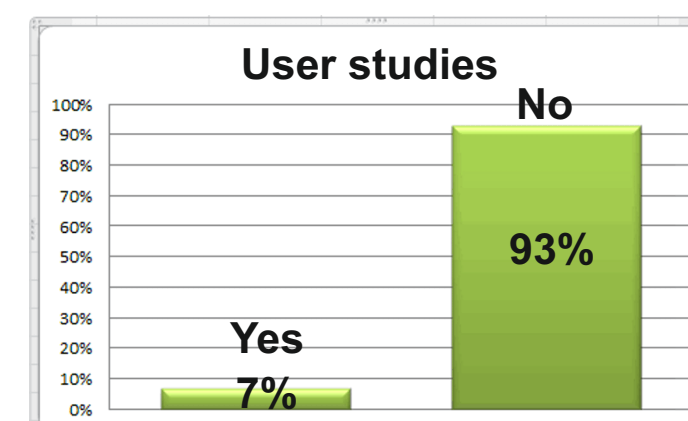### 2: Have you ever developed an ALFIN programme or project?

19% expressed they did have an ALFIN related project.

A 93% is not systematically developing any ALFIN- related project, while they acknowledge the importance of such projects.
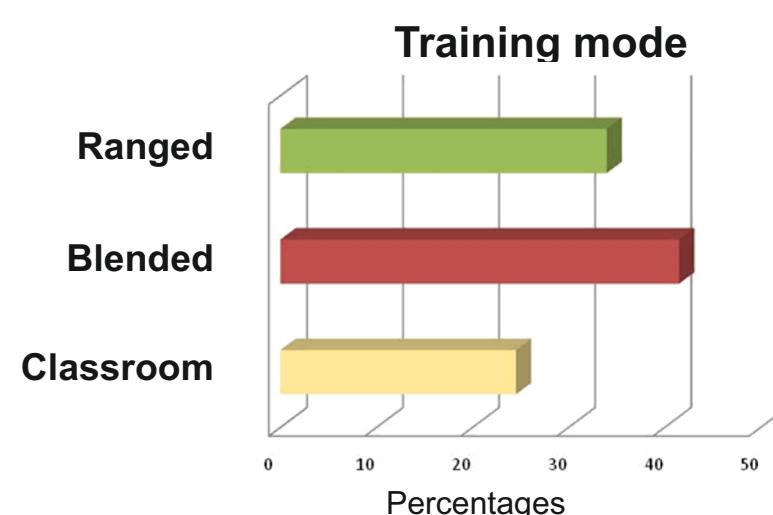

Do you carry out user surveys?

Only a 7% do, by means of interviews, work meeting, questionnaires, etc.

3: Would you be interested in receiving further training regarding ALFIN?

Librarians expressed their interest and concern on the topic. 67% would prefer distance or blended forms of training.

Conclusion

From this study, it is inferred that school librarians with roles in primary schools of the city of Mar del Plata do not, on the whole, carry ALFIN projects. The issues to be dealt with are: the lack of understanding on side of these professionals of the Information Literacy question; the absence or lack of infrastructure in most school libraries -especially regarding access to the web and online services; insufficient training programs for teachers and librarians in the field of ICT and in the production of digital educational materials or content.

ALFIN should represent for libraries a movement towards change, so that the educational function constitutes one of the backbones of its management. It is of utmost importance to understand and use the information under the premise that continuous learning is key to the knowledge society.

From the results of this project the Extension Department of the Faculty of Humanities together with the Department of Documentation and the Center for Documentation and Educational Information (CENDIE - Region XIX) has developed an extension project entitled "Encounter of School Librarians : in-service training and updating ". This aims at generating a space where to analyze, discuss and pool activities, projects and concerns of our profession, in addition to promoting and encouraging the training of trainers in information literacy and providing school librarians with methodologies for the development of information literacy programs.

Bibliography

• Aguerrondo, Inés. (2014) La calidad de la educación: ejes para su definición y evaluación. Calidad y equidad para la educación. Organización de Estados Iberoamericanos para la educación, la ciencia y la cultura. Recuperado de : http://www.oei.es/calidad2/aguerrondo.htm
• Albornoz, Marcelo. (2010) Particularidades de la Institución educativa. Recuperado de : http://mayeuticaeducativa.idoneos.com/index.php/368115
• Álvarez, M; Gazpio, D y Lescano, V. (2001) La biblioteca escolar: nuevas demandas... nuevos desafíos. Buenos Aires : Fundación CICCUS.
• Area Moreira, Manuel ; Alfonso Gutiérrez, Martín y Vidal Fernández, Fernando (2012). Alfabetización digital y competencias informacionales. Recuperado de : https://idv.uil.es/users/manarea/public/libro_%20Alfabetizacion_digital.pdf

• Argentina. Ministerio de Educación, Ciencia y Tecnología. (2006). Gestión de Calidad en Unidades de Información: Bibliotecas Escolares y Centros de Documentación. Buenos Aires: Biblioteca Nacional de Maestros. (La Biblioteca Escolar en la Escuela de Hoy) Recuperado de :
http://www.bnm.me.gov.ar/redes_federales/publicaciones/doc/cuadernillo_3.pdf
• Baró, M, Mañá. (2002). La formación de usuarios en la Biblioteca Escolar: educación secundaria. Consejería de Educación y Ciencia. Recuperado de :
http://www.juntadeandalucia.es/averroes/bibliotecaescolar/images/MisPdf/monografico/mon03%20fub e1.pdf
• Benito Morales, F.(2000) ¿Qué es alfabetización informacional. Pinakes, nº 3, noviembre. Recuperado de :
http://pinakes.educarex.es/numero3/descargas/colaboraciones2.pdf
• Cassany, Daniel. (2008) Bibliotecas en la era digital. EN Bibliotecas y escuelas : retos y posibilidades en la sociedad del conocimiento (pp. 311-337) Barcelona : Océano Travesía
• CILIP (2004) Information Literacy. Recuperado de : http://www.cilip.org.uk/professionalguidance/informationliteracy

• Declaración de la Habana : 15 acciones de ALFIN… Seminario Lecciones aprendidas en programas de ALFIN en Iberoamérica . La Habana, 19 de abril de 2012. Recuperado de : http://files.obl.cu/editor/home/files/2012/04/declaracion-ALFIN-rev-1.pdf
• DECLARACIÓN de Praga: Hacia una sociedad alfabetizada en información. Recuperado de : www.ALFINred.org/blog/2005/contenido/40
• DECLARACIÓN de Toledo sobre alfabetización informacional: Bibliotecas por el aprendizaje permanente. (2006). Recuperado de :
http://travesia.mcu.es/S_ALFIN/index.html
• Faros para la Sociedad de la Información: Declaración de Alejandría sobre la alfabetización informacional y el aprendizaje a lo largo de la vida Recuperado de :
http://archive.ifla.org/III/wsis/BeaconInfSoc-es.html
• Gómez Hernández, José A. (2007) Alfabetización informacional: cuestiones básicas. Anuario Recuperado de : http://www.thinkepi.net/alfabetizacion-informacional-cuestiones-basicas
• La MISIÓN de la biblioteca escolar y la función del bibliotecario en las instituciones educativas del Sudeste de la Provincia de Buenos Aires: Informe Final. (2006) Grupo Gicis. Buenos Aires : Universidad nacional de Mar del Plata. Departamento de Documentación.