



Media and Information Literacy and Intercultural Dialogue Conference – MILID Conference/ Global Alliance for Partnerships on Media and Information Literacy – GAPMIL - 02 – 05 November 2016 - São Paulo, Brazil

Theme: “Media and Information Literacy: New Paradigms for Intercultural Dialogue” in cooperation with GAPMIL and the University of São Paulo.

**INFORMATION LITERACY AS A TRANSDISCIPLINARY RESOURCE
INITIATIVES TAKEN BY AREA OF INFORMATION SCIENCE IN BRAZIL**

Profa. Dra. Regina Célia Baptista Belluzzo (UNESP)

Profa. Dra. Marcia Rosetto (USP)

1 Introduction

UNESCO (2005) identifies that the free exchange of ideas and knowledge, participation and social integration, freedom of expression and the protection of democratic values would be totally dependent on access to information and, together with communication and knowledge, are humanity's progress heart in local, national, regional and global levels. Information and communication technologies, new and traditional, provide the high level that is expected to benefit thousands of people in all regions of the world. In this sense, the principles of free and universal access to information, the preservation of cultural diversity and access to quality education proposed by the "Millennium Summit " are the key elements for a sustainable world. According to Matsuura (2005, p.1), "Sustainability is a moral precept, and also a scientific concept. It is closely linked with the issue of peace, human rights and

equity, and including ecology and global warming. Being connected to the natural sciences, economic and political, is also a cultural issue. "¹

According to Barbieri (2010), in today's society the values linked to sustainable development and respect for environmental policies have been institutionalized to a greater or lesser extent in different countries, and in this sphere the area of education is included. In 2002, during the United Nations General Assembly was established the period 2005-2014 as the "Decade of Education for Sustainable Development (DESD)," in order to alert society about the importance of sustainability and opportunity to strengthen different areas of expertise that can be characterized as the individual provision for self-development that includes elements related to cognitive attitudes, affective, motivational and voluntary.

In a survey conducted by Wals (2014) it was identified that the issue of skills and professional performance stood out as key topics to be involved in development plans for organizations. In accordance with this alignment, the International Federation of Library Institutions and Associations (IFLA) identifies in the "Declaration on Libraries and Sustainable Development" that libraries and information services help people improve their educational and social skills, essential conditions essential to information society and sustainable participation in democracy. Libraries should foster reading habits, information literacy, which is a cross-action element to other actions, and promote education, public awareness and training opportunities. (IFLA, 2002). In this sense, multimedia centers, community telecentres, libraries, archives, information services and networks are the basis of this development, as well as the existence of information and communication professionals properly trained for, along with other professionals , provide the sustainability required for the organizational projects.

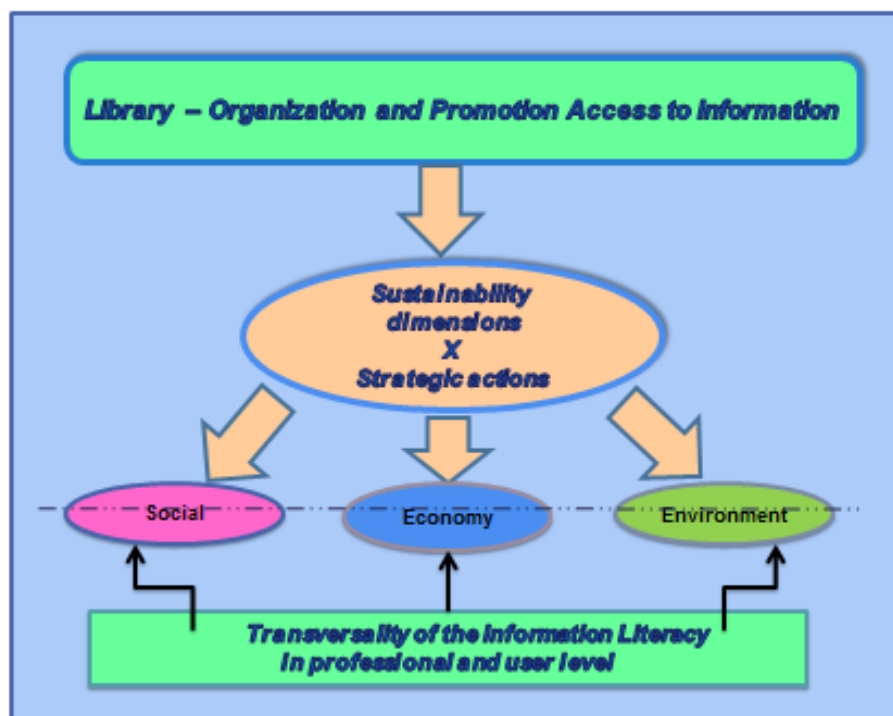
As Bernhard (2002), the Information Literacy includes a some of the necessary skills and that are inserted in ten (10) groups: 1. Identification of the information needs ; 2- Information creation and organization; 3- Strategies to information search; 4- Skills in information technology; 5- Evaluation and processing of information; 6- Information use and communication; 7- Social and ethical aspects; 8- Active attitude with the learning process throughout life; 9- Critical to the media; 10- Self assessment. However, for the development of an information literacy program it is necessary the existence of a qualified professionals to propose a project supported in pedagogical basis in order to include the study of the context, characteristics analysis and peculiarities of users, especially their information needs.

In this sense, the area of Information Science has introduced the information literacy as an important element in professional and user training

¹ This theme in 1968 was included in the Intergovernmental Conference on the Environment. First, of the several other events held by UNESCO in 1992, it was established the "Agenda 21" for sustainable development as a result of the event "Rio Earth Summit" (Rio de Janeiro, Brazil). From the XXI century, the events were held "Millenium Summit" in 2000 (New York, United States), and the "Johannesburg World Summit on Sustainable Development" in 2002 (Johannesburg, South Africa). (UNESCO and Sustainable Development, 2005).

programs to the appropriate use of information, as can be seen in a survey conducted by Zins (2007). Thus, the professionals need to know the social, national and international level, the organizational processes of teaching and research programs, linked to learning processes and quality assessment as well as the forms of continuous improvement must be presupposed to work in educational institutions aligned with educational programs with the dimensions: social, economic and environmental, which comprise the pillars defined in sustainability plan. As a result, libraries, as proposition in Figure 1, should develop a strategic actions to integrate these dimensions and inserting the information literacy as a cross-action to all other actions and as part of the ongoing training of trainers of a learning community (teachers from different disciplines, librarians, computer, etc.), and students.

Figure 1 - Development Information Literacy Programs versus the UNESCO Sustainability Proposal Tripod



Source: prepared by the authors.

2 Information Literacy and Initiatives in Brazil

From the guidelines issued by UNESCO and IFLA programs on the issue of sustainability is evidenced the importance that the people and organization has a compatible information literacy skills (IL) like a cross-strand other necessary skills in the a changing world requires. The IL comprises one of the areas where the process of teaching and learning is focused and constitutes a set of actions that promotes interaction and internalization of conceptual, attitudinal and specific skills fundamentals. These actions are essential to the understanding of information, and its scope, seeking fluency and skills needed

to generate new knowledge and its application to the daily lives of people and communities throughout the life (BELLUZZO, 2004).

Skills are potential to be developed in meaningful relationships contexts, and in a specific field of expertise. They provide the condition to exercise intellectual autonomy, an essential condition for the demands of capacity: initiative, decision, the cultural field (general and technical), logical domain (how to think and solve) and psychological (understand the meanings and significances), allowing learning to learn, assimilating, criticizing and improving expertise. In the sphere of information area, UNESCO (2014) identifies a number of different types of outlined skills as "Media and Information Literacy (MIL)" with emphasis in Information literacy that should be considered to support the development of training programs and continuous recycling.

In Latin America about the state of the art in this area can be found on the website "Alfin Iberoamerica"². In Brazil studies and practices that have been made since the 2000 are recorded in journal articles, congress papers, among other sources. Examples of such documentation can be cited³:

- "Information competence: reflections on lessons learned" organized in three areas: 1- Trajectories of the Information Literacy Theme in Brazil as part of FEBAB (Brazilian Federation Library Associations) management lines; 2- Training and Information Professional Practices and the transversality of the Information Literacy; 3 Applications and the Lessons Learned like a Institutional Programs in the Brazilian context. Published in 2013.
- "Information Literacy: theory and praxis", that presents the results of the discussions and reflections presented in the IV Hispano Brazilian Seminar in Information Research, Documentation and Society; and IV Information Literacy Seminar. Published in 2015.
- "Using qualitative approaches in research on Information Literacy". Published in 2015.
- "Knowledge and Information Literacy Networks : interface to management, mediation and use of information." Published in 2015.

Various types of meetings are also being held, as shown in Table 1, providing differentiated spaces so that professionals can analyze in greater depth the subject, and in some of them, manifestos of proposals and letters were presented consolidating its position as indicators to subsidize policy development and learning practices. Among the events is the "Letter of Marilia" issued in September 2014, and that among the listed topics, expresses the need to share experiments and experiences applicable to the Brazilian reality with the purpose of drawing up guidelines for the inclusion of Information

² Available in: <http://alfiniberoamerica.blogspot.com.br> Accessed on: August 10, 2016.

³ These publications are available on the website: <http://www.labirintodosaber.com.br/>

Literacy in the various educational levels, including in the process units and information services.

Table 1 – Information Literacy Events held in Brazil

Year of realization	Event Title
2004	<ul style="list-style-type: none"> • Workshop FEBAB - <i>O desenvolvimento da competência em informação: desafios e perspectivas</i> - São Paulo (SP). • IV Ciclo de Palestras FEBAB - <i>Competência em Informação (Information Literacy)</i> - São Paulo (SP). • FEBAB - 1º. Seminário sobre Competência em Informação (Information Literacy Seminar) - Bienal Internacional do Livro – São Paulo (SP). • Sistema Estadual de Bibliotecas Públicas da Secretaria da Cultura do Estado de São Paulo - Organização de cinco Oficinas de Trabalho sobre Competência em Informação: um diferencial das pessoas no século XXI para a rede de bibliotecas públicas paulista e realizadas nas regiões: Área Metropolitana de São Paulo, Bauru, São Carlos, Sorocaba, Vale do Paraíba (participação de aproximadamente 500 bibliotecários)
2005	<ul style="list-style-type: none"> • Continuidade das Oficinas iniciadas em 2004 • FEBAB/CBBD – Palestras: Competência em informação – cenário internacional • Workshop Competência em Informação (Coordenação da Profa. Dra. Regina Célia Baptista Belluzzo) - Curitiba (SP).
2006	<ul style="list-style-type: none"> • FEBAB/ INTEGRAR – Lançamento da Revista RBBB v. 2, n. 2 (2006) – edição especial sobre Competência em Informação – São Paulo (SP).
2008	<ul style="list-style-type: none"> • FEBAB - Palestra Construção de Cidadania em Cidades Multiculturais, com destaque para as atividades realizadas em Competência em Informação (In: X Congresso Internacional de Cidades Educadoras, São Paulo (SP).
2009	<ul style="list-style-type: none"> • FEBAB/CBBD - Atelier 2 – Competência em informação – Bonito (MS).
2010	<ul style="list-style-type: none"> • I Seminário Brasil-Espanha sobre Alfabetização em informação - Brasília (DF). • SNBU - Capacitação de agentes multiplicadores da competência informacional (<i>Training the trainers in Information Literacy IFLA/UNESCO</i>) – Rio de Janeiro (RJ).
2011	<ul style="list-style-type: none"> • FEBAB/CBBD - I Seminário Competência em Informação: Cenários e Tendências – Maceió (AL). Lançamento da Declaração de Maceió –
2013	<ul style="list-style-type: none"> • FEBAB/CBBD - II Seminário Competência em Informação: Cenários e Tendências - Florianópolis (SC) - Lançamento do Manifesto de Florianópolis • II Encontro Hispano-Brasileiro de Ciência da Informação – Brasília (DF).

2014	<ul style="list-style-type: none"> • III Seminário Competência em Informação: Cenários e Tendências - Marília (SP)- Lançamento da Carta de Marília • I Seminário ENANCIB sobre Competência em Informação - Belo Horizonte (MG).
2015	<ul style="list-style-type: none"> • IV Seminário Hispano Brasileiro de Pesquisa em Informação, Documentação e Sociedade e IV Seminário de Competência em Informação – Marília (SP) • Oficina “Competência em Informação & Comunidades de Práticas: uma construção de conhecimento” – São Paulo

Source: prepared by the authors.

Based on the numerous proposals made in those meetings, it was the importance of performing a specific *website* that could gather information literacy, including study groups and communities of practice foresight and interactive way. Thus, it developed the project organization *website* “Labyrinth of Knowledge” (www.labirintodosaber.com.br) with a main mission to be a "Center for Research and Learning in Information Management, Knowledge Management and Information Literacy". Formed by a group of professionals with experience in research and teaching in the context of coordination between different areas of knowledge: information science, communication, education and administration, search to achieve social development and innovation *in continuum* supported by knowledge and application of instruments and methodologies that help professionals to act as policy makers, managers, and entrepreneurs to address the multiple realities and challenges, as the outlined dimensions.

Also aims to promote spaces for reflection and training in different dimensions and modalities establishing links and interactive and collaborative relationships between people, organizations, areas of knowledge in different contexts and levels, and contribute to learning in ethical management, critical and effective of information and knowledge in contemporary society. To do this, set the space "Observatory" composed of a community of practice and research group with the participation of people who can share common interests and exchange of expertise and experiences among its participants, stimulating learning and generation of new knowledge. With the contribution of these strategic actions are expected to contribute to an effective cooperation with the managers of libraries to adopt the Information and Media Literacy as guiding parameters of its mission, vision and values in the mediation of information to build knowledge in the community.

Besides that, it is being organized the “Interdisciplinary Research Group on Information Literacy”, in order to initiate studies in a systematic way in conjunction with other researchers and be an instrumental support to the managers of libraries and information units, so that they can be considered as multifaceted organizations with new proposals that are directly related to the accumulated skills, insertion and integration with the environment, in addition to the innovative capacity to participate in the social environment as a whole

(Arruda, 2009).

3 Considerations partial / final

Taking as march the beginning of the twenty-first century, through the systematization of information and knowledge involving studies and experiences on Information Literacy in Brazil, expected to inspire and contribute to a better understanding of this issue in the country. As explained the mission of the “Labyrinth of Knowledge”, is expected to inspire professionals working in the management of libraries, individuals and communities in general to develop their potential through access and intelligent use of information to build knowledge with innovation in different contemporary realities: citizenship, learning throughout life with quality, social responsibility, participation and sharing, self-development, ethics and legality, considered strategic points in the dimensions established in sustainability programs.

4 Bibliographic references

ARRUDA, R. G. Unidades de informação e sustentabilidade: requisitos para organizações do conhecimento, o caso Embrapa. **Revista Brasileira de Biblioteconomia e Documentação**, Nova Série, São Paulo, v.5, n. 1/2, p. 28-41, jan-dez. 2009.

BARBIERI, J. C. et al . Inovação e sustentabilidade: novos modelos e proposições. **RAE**, São Paulo, v.50, n. 2, p. 146-154, abr./jun. 2010.

BELLUZO, R.C.B. et al. Information literacy: um indicador de competência para a formação permanente de professores na sociedade do conhecimento. **Educação Temática Digital**, 6, no. 1(2004): 81-99.

BERNHARD, P. La formación en el uso de la información: una ventaja en la Educación Superior. **Anales de documentación**, n. 5, 2002.

IFLA. Declaración acerca de las Bibliotecas y el Desarrollo Sostenible, 2002. Disponível em: <http://www.ifla.org/ES/publications/declaracion-acerca-de-las-bibliotecas-y-el-desarrollo-sostenible> Acesso em: 30 de março 2016.

MATSUURA, K. Sustainable development, our common task. In: **UNESCO and Sustainable Development**. Paris: UNESCO, 2005 p. 1.

UNESCO and Sustainable Development. Paris: UNESCO, 2005.41p.

UNESCO. **Overview of information literacy resources worldwide**, 2014. Disponível em: <http://infolit.org/wp-content/uploads/2014/10/UNESCO-IL-ResourcesEd.2.pdf>. Acesso em: 10 abr. 2016.

WALS, A.E.J. Sustainability in higher education in the context of the UN DESD: a review of learning and institutionalization processes. **Journal of Cleaner Production**, n.62, p.8-15, 2014.

ZINS, Chaim. Knowledge map of information science. **Journal of the American Society for Information Science**, v. 58, n. 4:p. 526-535, 2007.