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Introduction

The Western Balkan Information Literacy Conference is supported by, inspired by and dedicated to the work and achievements of European Union Capacity Building in the Field of Higher Education (CBHE) project 561987 Library Network Support Services (LNSS): modernizing libraries in Western Balkan countries through staff development and reforming library services. This is a unique, pioneering European Union funded project which aims to reinforce and modernise libraries and improve the level of competencies and skills of library staff in the Western Balkan countries by developing innovative libraries as a support to education and lifelong learning. CBHE is the European Union’s programme which aims to support the modernisation, accessibility and internationalisation of higher education in the Partner Countries in regions such as Eastern Europe, Central Asia, the Western Balkans and the Mediterranean region, mainly through university cooperation projects. The wider objective of the LNSS project is to reinforce and modernise libraries and improve the level of competencies and skills of library staff in the Higher Education Institutions (HEI’s) and in Society by developing innovative libraries as a support to education and lifelong learning. The specific objectives of the project are to implement English for Specific Purposes (Libraries & library terminology) training for all target groups; to undertake in depth training needs detection and assessment with competency mapping; to implement an innovative Train the Trainers programme as part of an LNSS Curriculum incorporating a suite of quality, relevant and modern library staff development modules addressing the most urgent training needs of 21st century librarians and library staff in the Information Age. The project will develop and implement Information Literacy & Research Skills training programmes in libraries and in HEI’s to help learners identify, locate, evaluate, and effectively and ethically use information in their daily lives for lifelong learning and the Knowledge Economy. Other key objectives are to hold Library Training Seminars and Workshops involving all Stakeholders for exchange of experience to improve the competencies and skills of Librarians. Strategic planning issues are also addressed such as the development of a Consortium Strategic Plan for the effective future development of libraries in both Regions and to implement this plan. The project will also develop initiatives to ensure access to and democratization of libraries for people with disabilities. Development of Frameworks for Library Collection Development Policy to meet the needs of academic staff and students in each Institute/University in the project are also a key goal.

The Conference takes its inspiration also from previous European Union projects such as Tempus project 517117 Developing information literacy for lifelong learning and knowledge economy in Western Balkan countries. This was a unique, pioneering European Union funded project which developed information literacy for lifelong learning in the Western Balkans during the period 2011-2015.

The Western Balkan Information Literacy Conference is now listed among the most important Information Literacy Conferences of the World. Not only is there representation from the institutions and countries who are members of this CBHE project but also represented will be neighbouring countries such as Croatia, Serbia, Montenegro, Kosovo, Slovenia, Romania and Greece. An unexpected benefit has been that the Conference has attracted delegates from all over the world- apart from the representatives coming from Bosnia and Herzegovina there will be delegates for example from the United Kingdom, Canada, United States, United Arab Emirates, Kazakhstan, Iraq, Russia, Ireland, Bangladesh, etc. The concept of Information Literacy which prior to WBIL was almost completely unknown in the Western Balkan region has firmly taken hold and is now embedded in many universities in the Region. This year’s WBIL is very significant owing to the presence of two eminent keynote speakers. WBIL is honored to have as Keynote Speakers Professor Judith Broady-Preston BA MA PhD MCLIP FHEA-Professor of Information Management and Director, Institute of Professional Development, Aberystwyth University, Wales, UK, Editor-in-Chief of the Emerald journal, Library Review and European editor JoEMLS. WBIL are delighted also to welcome Irina Zhilavskaya- a member of the Russian Committee of UNESCO Programme "Information for All". Member of the Board of the National Association of Mass Media Researchers. Chief Editor of the scientific and educational magazine "Media. Information. Communication“ and President of the Association of Media Professionals. This conference presents Conference papers in two sections. First presented are
those papers by representatives from Universities who are partners in CBHE project 561987Library Network Support Services (LNSS): modernizing libraries in Western Balkan countries through staff development and reforming library services. Later in the proceedings are the papers of those representatives of universities who are not partners in the CBHE project but from many other parts of the world who recognise that the Western Balkans due largely to the work of this CBHE project and previous projects is now becoming an important centre and champion of information literacy globally. This is a region looking forward and striving for modern, accessible and quality library services, while recognising the importance of Information Literacy amidst the great power of the Internet; its immense challenges, benefits and possibilities.

Editorial Board WBILC2017
Uvodna riječ

Konferencija o informacijskoj podržani, inspirisana i posvećena radu i dostignućima Izgradnje kapaciteta Europske Unije na polju visokog obrazovanja (CBHE) i projektu 561987 Uslove podrške bibliotekarskoj mreži (LNSS): modernizacija biblioteka u zemljama zapadnog Balkana kroz razvoj osoblja i reformu bibliotekarskih usluga. To je jedinstven, pionirski projekt financiran od strane Europske Unije sa ciljem ojačavanja i modernizacije biblioteka te poboljšavanja nivoa kompetencija i vještina bibliotečkog osoblja u zemljama zapadnog Balkana kroz razvoj inovativnih biblioteka kao podrške obrazovanju i cjeloživotnom učenju. CBHE je program Europske Unije koji je cilj ima da podrži modernizaciju, dostupnost i internacionalizaciju visokog obrazovanja u zemljama partnerima u područjima kao što su istočna Europa, središnja Azija, zapadni Balkan i Mediteran, uglavnom kroz projekte univerzitetske saradnje. Širi cilj LNSS projekta je ojačavanje i modernizacija biblioteka i poboljšavanje nivoa kompetencija i vještina bibliotečkog osoblja u institucijama visokog obrazovanja (IVO), te u društvu kroz razvoj inovativnih biblioteka kao podrška obrazovanju i cjeloživotnom učenju. Specifični ciljevi projekta su provođenje obuke iz engleskog jezika za posebne namjene (biblioteka i biblioteka terminologija) za sve ciljne skupine; poduzimanje pravovaljane obuke zahtjevne otkrivanje i procjenu mapiranja sposobnosti; provođenje inovativnih programa osposobljavanja trenera u sklopu LNSS kurikuluma koji uključuje čitav niz kvalitetnih, relevantnih i savremenih modula razvoja bibliotekarskog osoblja, koji odgovaraju potrebama najhitnijeg osposobljavanja bibliotekara 21. stoljeća i bibliotekarskog osoblja u informacijskom dobu. Projekat će razviti i implementirati programe obuke informacijskih pismenosti & istraživačkih vještina bibliotekara i na IVO kako bi se moglo učenici identificiraju, lociraju, ocijenju pi univerzitetima i u razvoju obrazovanja i cjeloživotnom učenju. CBHE je program Europske Unije koji je cilj ima da podrži modernizaciju, dostupnost i internacionalizaciju visokog obrazovanja u zemljama partnerima u područjima kao što su istočna Europa, središnja Azija, zapadni Balkan i Mediteran, uglavnom kroz projekte univerzitetske saradnje. Širi cilj LNSS projekta je ojačavanje i modernizacija biblioteka i poboljšavanje nivoa kompetencija i vještina bibliotečkog osoblja u institucijama visokog obrazovanja (IVO), te u društvu kroz razvoj inovativnih biblioteka kao podrška obrazovanju i cjeloživotnom učenju. 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radove u zborniku Konferencije u dva dijela. Prvi predstavljeni radovi su oni koji su predstavljeni od strane univerziteta-partnera u CBHE projektu 561987 Usluge podrške bibliotekarskoj mreži (LNSS): Usluge podrške bibliotekarskoj mreži (LNSS): modernizacija biblioteka u zemljama zapadnog Balkana kroz razvoj osoblja i reformu bibliotekarskih usluga. Zatim su u Zborniku su radovi predstavnika sveučilišta koji nisu partneri u projektu CBHE, ali iz mnogih drugih dijelova svijeta koji su prepoznali da zapadni Balkan u velikoj mjeri zbog rada ovog CBHE projekta i prethodnih projekata sada postaje važno središte i prvak u globalnoj informacijskoj pismenosti – ovo je regija koja se raduje i teži ka modernim, pristupačnim i kvalitetnim bibliotekarskim uslugama, uviđajući važnost informacijske pismenosti while recognising the importance of Information Literacy amidst the great power of the Internet; its immense challenges, benefits and possibilities. usred velike moći Interneta; njene ogromne izazove, prednosti i mogućnosti.

Uredništvo WBILC2017
KEYNOTE SPEAKERS

Ирина Жилавская – Irina Zhilavskaya

She graduated from the Tomsk State University, Faculty of Philology. In 2008, at the Moscow State University, she defended her thesis on the problems of media education of the youth audience. A member of the Russian Committee of UNESCO Programme "Information for All". Member of the Board of the National Association of mass media researchers (NAMMI). Chief Editor of the scientific and educational magazine "Media. Information. Communication" http://mic.org.ru/. President of the Association of media professionals. Organiser and participant of many international conferences on media education and media and information literacy. Field of interest: the mass media education, media communications, all forms of literacy, media environment and media space, the Vernadsky’s theory of the Noosphere, the future of media. Author and developer of the Master's educational program "Media Education" and "Media and Information Literacy", as well as specialized courses "Introduction to MEDIIALOG", "Media and Information Literacy and Media Culture", "Media Educational Management", "Media Ecology". Supervisor of cluster Master's project "Russian Index of Media-Information Literacy" (2016-2018). The head of a number of sociological studies about the influence of media on young people. Developer of concepts of media theory and media education: Informal media, journalistic model of media education, media education activities of the media, media-behavior of the personality. She has published over 100 articles on Information Technology, Media Education, Media-behavior, Media and Information Literacy, including the monograph "Media Education for Youth Audience", "Youth Media Education", "Media-behavior of the personality."

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For more see:

https://www.aber.ac.uk/en/dis/staff-profiles/listing/profile/jbp
MEDIA AND INFORMATION LITERACY. RUSSIAN MI-COMPETENCE CHART

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ANNOTATION

Today in the environment of information risks, terrorism threats, wars and disinformation the problem of raising the level of media and information literacy is becoming more and more prominent. The article presents Russian experience of developing a competence-based model of media information literacy for teachers. A timely Median and Information Literacy Competence Chart was developed based on extensive research of Russian and international experts done by UNESCO Chair for Media Information Literacy and Media Education for Citizens researchers in alliance with UNESCO Institute for Information Technologies in Education. The Chart has become the foundation for developing a mobile application for MIL for school teachers and extracurricular activities teachers allowing media competence formation and testing the levels of knowledge and skills in the area. This is the Russian contribution to the global process of developing MIL on the international level.

Key words: media and information literacy, indicators, UNESCO, competence chart, mobile application

1. INTRODUCTION

Media convergence in multiple types of media, the convergence of their functions, genres, styles, and formats embraces all the areas of media environment, and it could not but lead to confluence of other elements of information system. For instance, early in the XXI century two types of literacy merged into single media and information literacy.

The most important aspect of this merger is the fact that media as a means of communication cannot possibly exist without information as content delivered by those means. Media and information are inseparable because they both are universal instruments of exercising communication, while communication ceases to exist with the absence of either one of them.

Media and information for society are similar to blood circulatory system of a human being supplying vital functions: vessels are media, blood is information. To have a body of a human being or society in general function in a correct and seamless manner, it’s necessary to maintain the entire blood circulatory system in proper order. It requires the knowledge of the system, its elements, what affects its condition, beneficial influences and those leading to tragic consequences. Besides the system it should be used sensibly and skillfully, with professionalism and caution.
This set of knowledge and skills is the media information literacy of a citizen described in the UNESCO concept in 2010. It is customary within the holistic approach to information perception in media environment to see two types of literacy – information and media – as redundant and, moreover, artificial. Information literacy cannot be unrelated to media, as well as media literacy always includes information literacy. Discrepancies among media and information experts are not conceptual in nature. Rather they separate researches into branches: libraries and other institutions connected with information storage are seen as an object of information literacy, mass media and everything integrated into the mass media sphere is associated with media literacy.

Meanwhile it becomes harder and harder to define the limits where one type of literacy ends and another starts. Moreover, considering the fact that media as a phenomenon is much wider than mass media and, particularly important, media and information are inseparable entities, it becomes evident that information learning and media education are essentially the same process with information and media literacy being the two sides of the same coin.

During the first international meeting of UNESCO and IFLA experts in Bangkok devoted to media and information literacy, the idea of merging, integrating these two branches into a single MIL entity was proposed. It required in depth analysis of different approaches to understanding media and information literacy formed in various countries, resolving contradictions and misunderstandings, large amounts of research and practical work. As a result, national catalogs, programs, study guides were created. Russia was also a part of the process.

2. RUSSIAN CONTRIBUTION TO MIL DEVELOPMENT

At the moment Russian Scientific electronic library eLIBRARY.ru contains mentions of 67 types of literacy ranging from algorithmic, hygienic literacy to scientific, teaching, visual, and written ones, but the key significance in understanding current communicative processes is found in media and information literacy.

One of consistent researches of information literacy in Russia is Kemerovo State Culture University professor N.I. Gendina. She led the team developing the concept of personal information culture. According to the concept personal information culture is one of the constituents of general culture of an individual, the sum total of informational world view and the system of competences and skills providing ground for purposeful independent activity in satisfying information needs of a person in the best possible way using both traditional and new information technologies. It is also the decisive factor of successful professional and daily activity, as well as social security of an individual in information society.

An important postulate of the personal information culture concept is the affirmation of the thesis that mass information culture level increase in a society is only possible with specially set up education for information consumers that is with organizing information education. The result of information education is information literacy. It is applied to any discipline, any educational environment and all educational levels.

An information-literate person can:
- define the amount of personal information needs and requirements,
- rationally and effectively access necessary information,
- critically assess the level of the discovered information and its sources,
- apply selected information into personally created information base,
- effectively use information to meet designated goals,
- comprehend economic, legal, and social aspects of information usage,
- follow ethic and legal norms in accessing and using information.
The issues of information literacy and culture in Russia are also researched by K.K. Kolin, A.A. Shtrik, V.I. Drozhzhinov, O.K. Gromova, V.A. Kravets, V.N. Kukharenko.

The notion “personal information culture” is quite inclusive and in Russia practically serves as a prerequisite for the international synthetic term “media information literacy.” The first papers reflecting on media educational technologies as toolsets for mass communication belong to the author of this article. We have developed a journalism-based model of media education based on media activity of mass media audience which is now both a global consumer and a mass producer of information product.

Media educational potential of journalism was also researched by Russian scientists S.G. Korkonosenko, I.M. Dzyaloshinsky, A.P. Korochensky, I.A. Fateeva, S.L. Strashnov, A.R. Kantor.

In June 2012, Russia hosted the first International Conference “Media and Information Literacy In Knowledge Societies” organized by the Ministry of Culture of Russian Federation, Federal Agency for Press and Mass Communications, Commission of the Russian Federation for UNESCO, Russian Commission for UNESCO “Information For All” Program, and Interregional Library Cooperation Center in collaboration with IFLA, UNESCO Institute of Information Technologies in Education and UNESCO Secretariat.

The Conference made a significant contribution to the theoretical argumentation of media and information literacy integration. The “Moscow Declaration On Media and Information Literacy” signed at the Conference documented the definition that later was accepted internationally as the fundamental one. According to the Moscow Declaration, “media and information literacy is the sum of competences, values, skills, and qualifications allowing to get access to information and knowledge, to analyze, evaluate, use, create, and distribute them with maximum efficiency in accordance with legal and ethical norms and human rights standards. Media and information literacy spreads beyond the skill set of using communication and information technologies and includes skills in critical thinking, comprehension, and interpreting information in various professional, educational, and social activity areas. Media and information literacy implies the skill to work with any sources of information (oral, written, hard copies, and digital), as well as all types and formats of information resources” (Moscow, 2012).

It is worth noting that the merger of two types of literacy is not a mechanical process of building a new structure from old elements, although initially media information literacy was perceived in this exact manner. Expert community was not ready for authentic integration, and it was the reason truly emergent qualities of MIL did not appear from the start. As Ralph Catts, Director of Allimar Community Diagnostics (Sydney, Australia), noted, the “ownership” of MIL was contested by two camps. But we need an integrated concept, not a “win”. It was essential to make sense of MIL as not two merging literacies, but a completely new concept as MIL suggests merging technologies, changes in education, as well as consequential changes in civic society. Media and information literacy is not a sum of components, but a new mature competence that sees previously existing components of other disciplines integrate into a new broad and global construct (Catts: 2012).

It is known that uniting parts into a system creates qualitatively new properties of the whole system not reduced to the sum of properties of separate elements. A system is bigger than a simple sum total of its parts. Thus integration created a new type of literacy that can be apprehended as the new literacy for XXI century. This merger on the front burner reflects the objective process of evolution of scientific knowledge and global technologies.

3. MEDIA AND INFORMATION LITERACY COMPETENCIES CHART

Russian UNESCO Chair for Media Information Literacy and Media Education for Citizens of Moscow Pedagogical State University in collaboration with experts of UNESCO Institute for Information Technologies.

WBIILC 2017
Technologies in Education has developed a relevant and timely Media and Information Literacy Competencies Chart based on extensive research of goals and tasks set by media teachers in the current conditions of information risks, terrorism threats, wars, and disinformation. The chart is also based on ideas, principles, and works of UNESCO, in particular “Global Framework on Media and Information Literacy (MIL) Indicators.”

Two groups of MIL indicators are identified:

1. **Tier 1 indicators meant to measure exogenous (connected to environment) factors stimulating media and information literacy development.** These indicators are separated into groups this way:
   a. **Category 1.1. Media and information literacy context.** It includes indicators describing media and information literacy, activities of government and non-government institutions, the state of research in the area.
   b. **Category 1.2. Information accessibility and distribution.** It includes indicators containing details about creating and distributing information: press, radio, TV, web, mass media, library, book publishing and distribution development indexes, and also indicators reflecting the ability of people to receive information in every given country in all the languages used in this country.

2. **Tier 2 indicators meant to measure competences of teachers, educators, librarians, students in the area of media and information literacy.** They are reflecting media and information skills in the following categories:
   a. **Category 2.1. Media and information access/searchability.** It includes indicators showing how well people can define their media and information needs.
   b. **Category 2.2. Media and information evaluation/comprehension.** In includes indicators reflecting how well people are able to evaluate quality of information and media content they can access, considering such factors as knowing mass media functions, entirety, accuracy, relevance, timeliness of received information.
   c. **Category 2.3. Media and information usage/creation.** It includes indicators of levels of using media sources and information by citizens: skills in using new communication methods offered by modern mass media and internet, adopting media and information as personal knowledge, creating own media and information products, understanding and acting on ethical norms and standards of behavior in information society.

Russian MIL Chart breaks down Tier 2 indicators measuring competencies of specific people. They can represent various social groups, any age groups and any professional circles. Competence-based MIL model used as the core of the Russian research is a result of analysis of domestic and international experience in describing indicators of media and information literacy. The work produced by UNESCO experts, other Russian and international professionals in the area has significantly advanced our search for exact definitions and exhaustive lists of competencies.

### 4. RUSSIAN MIL CHART STRUCTURE

Media and information competencies (MI-competencies) chart, or MIL Chart, includes three educational modules corresponding to UNESCO-defined categories. Every module describes three steps of mastering MIL. Every step is organized as a set of questions to the user. We have all in all 9 steps and 9 questions.
MODULE 1. SEARCHING AND PROCESSING INFORMATION

Step 1. “What do I need, why and what for?”
Competencies:
- Apprehending personal information and communication needs, their finding and management
- Understanding/reflecting/constructing strategic and tactical needs
- Understanding information access process and information request

Step 2. “Where and how do I get it?”
Competencies:
- Knowing sources and distribution channels of information
- The skill to single out relevant properties and specifics of information sources
- Mastering techniques and tools of searching and obtaining information

Step 3. “How do I work with it?”
Competencies:
- The skill to classify and systematize obtained information
- The skill to analyze information when saving and sort it by short-term and long-term categories, by theme, format, functional use etc.
- The skill to consciously limit the number of sources and information channels to reach the necessary level

MODULE 2. “ANALYSIS AND EVALUATION OF DELIVERY CHANNELS AND INFORMATION QUALITY”

Step 4. “What does it mean?”
Competencies:
- Holistic understanding of media and its variety
- The skill to recognize genres, styles, and formats of media texts
- The skill to recognize genuine goals of content creators

Step 5. “What is the quality of this information?”
Competencies:
- The skill to critically evaluate obtained information, the skill of verifying information
- The skill to differentiate between high and low quality of information (fullness, timeliness, integrity, simplicity, and efficiency)
- Understanding how media transform the information they deliver

Step 6. “How does it affect my life?”
Competencies:
- General understanding of global challenges and international influence groups, the skill of considering them while working in media environment
- The skill to recognize manipulative information techniques by various groups and corporations serving their own interests
- The skill to control one’s own media behavior and practice information hygiene

MODULE 3. “COMPETENT AND SECURE USE AND PRODUCTION OF INFORMATION”

Step 7. “What do I create?”
Competencies:
- The skill to create personal information objects (references, annotations, quotes, analytical reviews, scientific articles etc.)
- The skill to create multiple formats of multimedia text
- The skill to create high quality media education product (study guide, methodology textbooks, media lessons, lecture series, webinars etc.)

Step 8. “What do I do with it?”

Competencies:
- Having the idea of target audience and distribution channels of final information product
- The skill to create and coordinate media communities in social media
- Having a skill set for distributing information in information environment
- The skills to use information to solve problems in personal, work, social, and political life

Step 9. “What can happen next?”

Competencies:
- The skill to project the consequences of media behavior via online images, other media content
- General understanding of means to create media image and brand, both personal and corporate
- Knowing techniques of forming virtual personal image and recognizing fakes

The MIL Chart has become the theoretical basis for creating a digital resource – a mobile application for school teachers and extracurricular education specialists enabling them to use this source for, first of all, mastering all the necessary competencies and secondly, test the quality of the obtained knowledge and skills. The mobile app was properly named “9 steps to media-information literacy”. It contains a variety of educational texts, questions, and tasks allowing users to acquire media-information literacy. Here they can also test themselves to check the acquired competencies.

The new digital resource is being developed at the moment and can be presented to the international media education community during the Global Media and Information Literacy week in October-November 2017 at the Seventh Media and Information Literacy and Intercultural Dialogue (MILID) Conference in Kingston, Jamaica. This will be the Russian contribution to the process of establishing and developing the social institution of media and information literacy that today gains more and more significance.

5. CONCLUSION

Evidently today the basic level of MIL (search, evaluate, use information with any means of communication) must be guaranteed to every person living on our planet. However the prospective development of media-information literacy is seen as a new round of divergence and separating competencies. Along with established basic, compulsory MIL competences new specialty media competence complexes should be developed to help citizens in their professional activities. This we will see the emergence of:

- MIL for government employees meant to develop open government systems, open data etc.;
- MIL for journalists, including obligatory media education technologies in engaging audiences;
- MIL for parents who must have the understanding of consequences of irresponsible online behavior of children, careless handling of personal data etc.;
- MIL for migrants needing fast and preferably seamless integration into the new media environment;
- Etc.
The pulsating process of convergence and divergence in communication systems never stops creating new original models and configurations. In this area Russia sees its task in widening the area of media and information literacy by providing to new groups of population.

6. SOURCES:


МЕДИА- И ИНФОРМАЦИОННАЯ ГРАМОТНОСТЬ. РОССИЙСКАЯ КАРТА МИ-КОМПЕТЕНЦИЙ

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АННОТАЦИЯ

Сегодня, в условиях информационных рисков, угрозы терроризма, войн и дезинформации задача повышения уровня медиа- и информационной грамотности становится все более актуальной. В статье представлен российский опыт разработки компетентностной модели медийно-информационной грамотности педагога. В результате анализа многочисленных работ зарубежных и российский экспертов исследователями Кафедры ЮНЕСКО медийно-информационной грамотности и медиаобразования граждан Московского педагогического государственного университета совместно со специалистами UNESCO Institute for Information Technologies in Education разработана актуальная Карта компетенций медиа- и информационной грамотности. На ее основе в настоящее время разрабатывается мобильное приложение по МИГ для школьных учителей и педагогов дополнительного образования, с помощью которого возможно формирование медиакомпетенций и тестирование уровня приобретенных знаний и навыков. Это российский вклад в глобальный процесс развития МИГ на международном уровне.

Ключевые слова: медиа- и информационная грамотность, индикаторы, ЮНЕСКО, карта компетенций, мобильное приложение

1. ВВЕДЕНИЕ

Конвергенция различных видов медиа, их функций, жанров, стилей и форматов, которая охватывает сегодня все сферы медиапространства, не могла не привести к слиянию и других элементов информационной системы. В частности, в начале XXI века произошло слияние двух видов грамотности, таких как медиа- и информационная грамотность. Важнейшим в этом объединении является то, что существование медиа как средства коммуникации невозможно без информации как содержания, которое транслируется с помощью этих средств. Медиа и информация неразделимы потому, что они являются универсальными инструментами, с помощью которых коммуникация осуществляется, и при отсутствии хотя бы одного из этих элементов коммуникация исчезает. Медиа и информация для общества подобны кровеносной системе человека, которая обеспечивает его жизнедеятельность: сосуды и капилляры – это медиа, а кровь – это информация. Для того, чтобы организм человека или общества в целом функционировал исправно и бесперебойно необходимо поддерживать всю кровеносную
систему в надлежащем порядке. Но для этого следует знать, как она устроена, из чего состоит, что и как влияет на ее состояние, что воздействует благотворно, а что может привести к печальным последствиям. Кроме того, следует разумно использовать данную систему, уметь обращаться с ней квалифицированно и безопасно.

Эти знания и навыки представляют ту медийно-информационную грамотность человека, концепция которой была сформулирована ЮНЕСКО в 2010 году. В русле целостного подхода к восприятию информации в медиасреде стало понятным, что разделение двух видов грамотности – информационной и медийной – представляется избыточным и, более того, искусственным. Информационная грамотность не может быть немедийной, также как медиаграмотность всегда включает в себя грамотность информационную. Причем рассхождения между экспертами в области медиа и информации не носят концептуального характера. Они разводят исследователей скорее по отраслевому принципу: библиотеки и все, что связано с сохранением информации относится к области компетенции информационной грамотности; СМИ и все, что интегрировано в среду массмедиа, так или иначе, ассоциируется с медиаграмотностью.

Между тем, все труднее становится определить, где заканчивается один вид грамотности и начинается другой. Более того, если учитывать тот факт, что медиа – это далеко не только средства массовой информации и, что особенно важно, медиа и информация есть неразрывно связанные понятия, то становится очевидным, что и информационная подготовка и медиаобразование – суть один и тот же процесс, а информационная и медиаграмотность – это две стороны одной медали.

В ходе первой международной встречи в Бангкоке экспертов ЮНЕСКО и ИФЛА по медийной и информационной грамотности была провозглашена идея объединения, интеграции этих двух направлений в единое целое – медиа- и информационную грамотность. Для этого потребовались серьезный анализ сложившихся в разных странах подходов к пониманию медиа и информационной грамотности, преодоление противоречий и непонимания, большая исследовательская и практическая работа. В результате этой работы возникли национальные каталоги, программы, учебные пособия по МИГ. Не осталась в стороне от этого процесса и Россия.

2. РОССИЙСКИЙ ВКЛЮЧЕНИЕ В РАЗВИТИЕ МИГ

Сегодня Российская научная электронная библиотека eLIBRARY.ru содержит упоминания о 67 видах грамотности в диапазоне от алгоритмической (Algorithmic), гигиенической (Hygienic) до научной (Science), педагогической (Teaching), визуальной (Visual) и читательской (Written), однако ключевое значение для понимания современных коммуникационных процессов имеют именно медийная и информационная грамотности.

Одним из последовательных исследователей информационной грамотности в России является профессор Кемеровского государственного университета культуры и искусств Н.И. Гендина. Под ее руководством разработана концепция информационной культуры личности. Согласно этой концепции, информационная культура личности – это одна из составляющих общей культуры человека; совокупность информационного мировоззрения и системы знаний и умений, обеспечивающих целенаправленную самостоятельную деятельность по оптимальному удовлетворению информационных потребностей человека с использованием как традиционных, так и новых информационных технологий.
Она является важнейшим фактором успешной профессиональной и повседневной деятельности, а также социальной защищенности личности в информационном обществе. Важным постулатом концепции информационной культуры личности является утверждение тезиса о том, что массовое повышение уровня информационной культуры общества возможно лишь при организации специального обучения современных потребителей информации, то есть при организации информационного образования. Результатом информационного образования становится информационная грамотность. Она имеет отношение к любым дисциплинам, любой образовательной среде, всем уровням обучения.

Информационно грамотный человек умеет:
- определить размер своих информационных потребностей и запросов,
- рационально и эффективно получить доступ к необходимой информации,
- критически оценить уровень полученной информации и найденных ресурсов,
- внедрить отобранную информацию в собственно формируемую информационную базу,
- эффективно использовать информацию в соответствии с поставленными целями,
- понимать экономические, правовые и социальные аспекты использования информации,
- соблюдать этические и правовые нормы при осуществлении доступа и использования информации.

Вопросами информационной грамотности и культуры в России занимаются также К.К. Колин, А.А. Штрик, В.И. Дрожжинов, О.К. Громова В.А. Кравец, В.Н. Кухаренко.

Понятие «информационная культура личности» является весьма емким и практически на российской почве выступает предпосылкой для появления международного синтетического термина «медийно-информационная грамотность».

Первые работы в России по осмыслению медиаобразовательных технологий как инструментов сферы массовых коммуникаций принадлежат автору этих строк. Нами была разработана журналистская модель медиаобразования, основанная на медийной активности аудитории СМИ, которая сегодня является не только глобальным потребителем, но и массовым производителем информационного продукта. Медийнообразовательный потенциал журналистики исследовали также российские ученые С.Г. Корконосенко, И.М. Дзялошинский, А.П. Короченский, И.А. Фатеева, С.Л. Страшнов, А.Р. Кантор.

В июне 2012 г. в России состоялась первая Международная конференция «Медиа- и информационная грамотность в обществах знания». Она была организована Министерством культуры Российской Федерации, Федеральным агентством по печати и массовым коммуникациям, Комиссией Российской Федерации по делам ЮНЕСКО, Российским комитетом Программы ЮНЕСКО «Информация для всех» и Межрегиональным центром библиотечного сотрудничества при участии ИФЛА, Института ЮНЕСКО по информационным технологиям в образовании и Секретариата ЮНЕСКО.

Эта конференция внесла большой вклад в теоретическое обоснование интеграции медиа- и информационной грамотности. В принятой на конференции «Московской декларации о медиа- и информационной грамотности» зафиксировано определение понятия, которое в дальнейшем было принято на международном уровне как основное. Согласно Московской декларации, «медиа- и информационная грамотность – это совокупность знаний, установок, умений и навыков, которые позволяют получать доступ к информации и знаниям, анализировать, оценивать, использовать, создавать и распространять их с максимальной продуктивностью в
соответствии с законодательными и этическими нормами и с соблюдением прав человека. Медиа- и информационная грамотность выходит за рамки владения коммуникационными и информационными технологиями и включает навыки критического мышления, осмысления, и интерпретации информации в различных областях профессиональной, образовательной и общественной деятельности. Медиа- и информационная грамотность предполагает умение работать с любыми источниками информации (устными, письменными, аналоговыми и электронными/цифровыми), а также со всеми видами и типами информационных ресурсов». (Москва, 2012)

Следует отметить, что слияние двух видов грамотности не происходит механически, когда новая структура складывается из старых элементов. Хотя на начальном этапе медийно-информационная грамотность воспринималась именно таким образом. Экспертное сообщество не было готово к подлинной интеграции, поэтому не сразу стали возникать по-настоящему эмерджентные (от англ. «возникать») свойства МИГ. Как заметил директор австралийской компании Allimar Community Diagnostics Ральф Каттс (Catts: 2012), «в борьбе двух лагерей происходило «присвоение» МИГ. Но нам нужна интегрированная концепция, а не «победа». Необходимо было осмыслить МИГ не как две слитые грамотности, а как совершенно новую концепцию, поскольку МИГ предполагает слияние технологий, изменений в образовании, а также последовательных изменений в гражданском обществе».

Известно, что объединение частей в систему порождает у системы качественно новые свойства, не сводимые к свойствам ее частей. Система есть нечто большее, нежели простая совокупность частей. Таким образом, интеграция породила новый вид грамотности, который можно оценить как новую грамотность XXI века. Ставшее сегодня крайне актуальным это слияние отражает объективный процесс эволюции научных знаний и глобальных технологий.

3. КАРТА КОМПЕТЕНЦИЙ МЕДИА- И ИНФОРМАЦИОННОЙ ГРАМОТНОСТИ

Российской кафедрой ЮНЕСКО медийно-информационной грамотности и медиаобразования граждан Московского педагогического государственного университета совместно со специалистами UNESCO Institute for Information Technologies in Education на основе изучения целей и задач, которые ставят перед собой медиапедагоги в современных условиях информационных рисков, угрозы терроризма, войн и дезинформации, разработана актуальная Карта компетенций медиа- и информационной грамотности. Она основана также на идеях, принципах и разработках ЮНЕСКО, в частности на «Global Framework on Media and Information Literacy (MIL) Indicators».

Как известно, МИГ имеет две группы индикаторов

1. Индикаторы первого уровня, предназначенные для измерения экзогенных (относящихся к окружающей среде) факторов, стимулирующих развитие медиа- и информационной грамотности. Эти индикаторы сгруппированы следующим образом:

   Категория 1.1. Контекст медиа- и информационной грамотности. Включает индикаторы, характеризующие медиа- и информационное образование; национальную политику продвижения медиа- и информационной грамотности; деятельность государственных и негосударственных институтов, состояние исследований в данной сфере.
Ирина Жилавская: МЕДИА- И ИНФОРМАЦИОННАЯ ГРАМOTНОСТЬ. РОССИЙСКАЯ КАРТА МИ-КОМПЕТЕНЦИЙ

− Категория 1.2. Доступность и распространение информации. Включает индикаторы, содержащие сведения о создании и доступности информации: показатели развития печати, теле- и радиовещания, интернета, СМИ, библиотек, книгоиздания, книгораспространения, а также индикаторы, отражающие возможность людей получать информацию в каждой конкретной стране на всех используемых в этой стране языках.

2. Индикаторы второго уровня, предназначенные для измерения компетенций учителей, преподавателей, библиотекарей, учащихся и студентов в сфере медиа и информационной грамотности. Они призваны отражать медиа- и информационные умения (навыки) людей по следующим направлениям:

− Категория 2.1. Доступ / Поиск медиа и информации. Включает индикаторы, показывающие то, насколько хорошо люди могут сформулировать свои медиа- и информационные потребности.

− Категория 2.2. Оценка / Понимание медиа и информации. Содержит индикаторы, отражающие то, насколько люди в состоянии оценить качество информации и медиаконтента, к которому они получают доступ, учитывая такие факторы, как знание функций СМИ, полнота, точность, актуальность, оперативность получаемой информации.

− Категория 2.3. Использование / Создание медиа и информации. Содержит индикаторы меры использования гражданами медийных средств и информации: умения пользоваться новыми способами общения, предоставляемыми современными СМИ и Интернетом, осваивать медиа и информацию как личное знание, создавать собственные медийные и информационные продукты, понимать и действовать на основе соблюдения этических норм и стандартов поведения в информационном обществе.

Российская карта МИГ раскрывает индикаторы второго уровня, которые измеряют компетенции конкретных людей. Это могут быть представители различных социальных групп, любого возраста и любой сферы деятельности. Компетентностная модель МИГ, положенная в основу российской разработки, явилась результатом анализа отечественного и зарубежного опыта в области описания индикаторов медиа- и информационной грамотности. Работа, проделанная экспертами ЮНЕСКО, другими российскими и зарубежными специалистами в этой сфере, значительно продвинула нас в поисках точных формулировок и исчерпывающих списков компетенций.

4. СТРУКТУРА РОССИЙСКОЙ КАРТЫ МИГ

Карта медиа- и информационных компетенций (МИ-компетенций) или Карта МИГ включает в себя три образовательных модуля, соответствующих категориям ЮНЕСКО. В каждом модуле описаны три шага для освоения МИГ. Каждый шаг представлен в форме вопросов, обращенных к пользователю. Всего 9 шагов и 9 вопросов.

МОДУЛЬ 1. ПОИСК И ОБРАБОТКА ИНФОРМАЦИИ

Шаг 1. «Что, зачем и почему мне нужно?»

Компетенции:

− Представление о наличии собственных информационных и коммуникационных потребностей, об их выявлении и управлении.

− Понимание / осмысление / конструирование стратегических и тактических потребностей.

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Шаг 2. «Где и как это получить?»
Компетенции:
- Знание источников и каналов распространения информации
- Умение отличать значимые характеристики и специфику источников информации
- Владение технологиями и инструментами поиска и получения информации

Шаг 3. «Как с этим работать?»
Компетенции:
- Умение классифицировать и систематизировать полученную информацию,
- Умение анализировать информацию при сохранении и сортировать на краткосрочную и долгосрочную, по тематике, формату, функциональной принадлежности и т.д.
- Умение сознательно ограничивать число источников и каналов информации до необходимого количества

МОДУЛЬ 2. «АНАЛИЗ И ОЦЕНКА КАНАЛОВ ПОСТУПЛЕНИЯ И КАЧЕСТВА ИНФОРМАЦИИ»

Шаг 4. «Что это значит?»
Компетенции:
- Целостное представление о медиа и их разнообразии
- Умение распознавать жанры, стили и форматы медиатекстов
- Умение распознавать истинные цели создателя контента

Шаг 5. «Какого это качества?»
Компетенции:
- Умение критически оценивать полученную информацию, владение навыками верификации информации
- Умение отличать качественную от некачественной информации (целостность, актуальность, достоверность, простота и эффективность)
- Понимание того, как медиа трансформируют передаваемую информацию

Шаг 6. «Как это влияет на жизнь?»
Компетенции:
- Наличие общего представления о глобальных проблемах и интересах международных корпораций и умение учитывать их при работе в медиафонде
- Умение распознавать технологии информационного воздействия различных групп людей и объединений, преследующих собственные интересы
- Умение контролировать свое медиаповедение и соблюдать информационную гигиену

МОДУЛЬ 3. «ГРАМОТНОЕ И БЕЗОПАСНОЕ ИСПОЛЬЗОВАНИЕ И ПРОИЗВОДСТВО ИНФОРМАЦИИ»

Шаг 7. «Что я создаю?»
Компетенции:
- Умение создавать собственные информационные объекты (реферирование, аннотирование, цитирование, аналитические обзоры, научные статьи и тд)
- Умение создавать мультимедийные тексты в различных форматах
- Умение создавать качественный медиаобразовательный продукт (учебно-методические пособия, медиауроки, серии лекций, вебинаров и тд)
Шаг 8. «Что я с этим делаю?»
Компетенции:
− Иметь представление о целевой аудитории и каналах распространения конечного информационного продукта
− Умение создавать и координировать работу медиасообществ в социальных сетях
− Владеть набором способов распространения информации в информационной среде
− Владение навыками использования информации для решения проблем в личной, производственной, общественной и политической жизни

Шаг 9. «Что может произойти потом?»
Компетенции:
− Умение прогнозировать последствия медиаповедения через сетевые образы, другой медиаконтент
− Наличие общего представления о способах формирования медийного имиджа и бренда личного и корпоративного
− Владение технологиями формирования виртуального образа личности и распознавания фальсификаций

Карта МИГ стала теоретической базой создания электронного ресурса в форме мобильного приложения для школьных учителей и преподавателей системы дополнительного образования, которые с помощью данного ресурса могут, во-первых, освоить необходимые компетенции и, во-вторых, протестировать себя на качество приобретенных знаний и навыков. Мобильное приложение получило название «9 шагов к медийно-информационной грамотности». Оно содержит в себе разнообразный набор обучающих текстов, вопросов и заданий, с помощью которых пользователи приобретают медийно-информационную грамотность. Здесь же они могут протестировать себя для проверки полученных компетенций.

Новый цифровой ресурс в настоящее время находится в разработке и может быть представлен международному медиаобразовательному сообществу в рамках Глобальной недели медийной и информационной грамотности в октябре-ноябре 2017 года на седьмой Конференции по медийной и информационной грамотности и межкультурному диалогу, которая планируется в столице Ямайки, Кингстоне. Это станет российским вкладом в процесс становления и развития такого социального института как медийная и информационная грамотность, которая сегодня приобретает все большее значение.

5. ЗАКЛЮЧЕНИЕ

Очевидно, что базовый уровень МИГ (искать, оценивать и использовать информацию с помощью любых средств коммуникации) сегодня должен быть обеспечен каждому жителю нашей планеты. Однако перспективы развития медийно-информационной грамотности нам видятся на новом витке дивергенции, разделения компетенций. Наряду с уже сложившимися базовыми, обязательными компетенциями МИГ, далее следует разрабатывать специализированные комплексы медиакомпетенций, которые будут помогать гражданам в их профессиональной деятельности. Таким образом, будут возникать:

− МИГ для государственных служащих, которые призваны развивать системы открытого правительства, открытых данных и проч.;
− МИГ для журналистов, в чьи функции должны войти медиаобразовательные технологии работы с аудиторией;
МИГ для родителей, которые должны иметь представление о том, какие последствия для ребенка могут возникнуть в результате сетевого бродяжничества, легкомысленного отношения к личным данным и проч.;
МИГ для мигрантов, кому необходимо быстро и максимально безболезненно интегрироваться в новую медиасреду;
и т.д.
Пульсирующие процессы конвергенции и дивергенции в системе коммуникаций не прекращаются, порождая оригинальные модели и конфигурации. Россия в этом плане видит свою задачу в расширении сферы медиа- и информационной грамотности за счет все новых и новых категорий граждан.

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DEVELOPING TRANSREGIONAL INFORMATION LITERACY FOR LIFELONG LEARNING AND THE KNOWLEDGE ECONOMY (DIREKT)

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ABSTRACT

This paper explores the work of a pioneering European Union funded project which aims to develop Information Literacy (IL) programs for use in curricula in Higher Education and Society at large in Russia, China and Kazakhstan under the European Union funded ERASMUS + Capacity Building in the Field of Higher Education Program (CBHE). This programme supports the modernization of higher education in the Partner Countries (PC’s) in Regions such as Eastern Europe, Central Asia, the Western Balkans, the Mediterranean region, South America and Asia, mainly through university cooperation projects. The paper will depict the work of the CBHE project Developing Trans-regional information literacy for lifelong learning and the knowledge economy (DIREKT). The major functions of the project will be explored particularly in areas such as Project Management, motivation and rationale for undertaking the project, the composition of the Project Consortium including the rationale for setting up the Consortium. We will also highlight important European Union themes within the project with regard to issues such as European Added Value and Innovative Character. Following this, the aims and objectives of the DIREKT project will be explored including project activities and methodology, mechanisms for quality control and monitoring as well as dissemination and sustainability strategy. The importance of Information literacy in the project will also be highlighted as well as the relationship between Academic writing and Information Literacy.

Keywords: Libraries, Information Literacy, Russia, China, Kazakhstan

1. INTRODUCTION

The DIREKT project aims to further the Bologna Process for a Europe of Knowledge by developing Information Literacy (IL) programs for use in curricula in Higher Education and Society at large (European Commission 2016). The project also aims to develop with Librarians and Faculty, curriculum-integrated IL programs (embedded in the three cycle system (bachelor/master/doctorate), quality assurance and recognition of qualifications for the development of lifelong learning in higher education and in Society at large. These innovative programmes and technologies will benefit all stakeholders such as undergraduate and postgraduate students, Librarians, Academic staff, Ministries, National and Public libraries, Local communities, non-academic members and society organisations. Libraries and information literacy (IL) are a precondition for lifelong learning, knowledge economy, labour markets and a key to fulfilling the Lisbon strategy of making the EU the most competitive.
economy in the world. The specific objectives of the DIREKT project are to develop IL programs for lifelong learning as part of the DIREKT Curriculum for Information Literacy. The project will also develop innovative online IL modules for lifelong learning. Harmonisation of the IL programs with those currently active in Russia, China and Kazakhstan is another important objective of the project and DIREKT also aims to strengthen the capacities of Higher Education Institutions for the strategic planning and implementation of IL programs to instill transferable skills for a competitive, dynamic, knowledge-based economy. As is common with many EU funded library projects, DIREKT will also develop IL policy, guidelines, goals, mission as well as disseminate about the approaches to IL development and ensuring their exploitation and sustainability. While CBHE projects tend to focus mostly on developing education quality in universities, CBHE also encourages developing lifelong learning in society in general through strong, involvement of non-academic partners, Associate Partners and society organisations. Non academic partners in the DIREKT project include those such as Inter Regional Library Consortiums in Russia, Computer Network Information Centres from China as well as the Central Scientific Library of the Ministry of Education and Science of Kazakhstan (European Commission 2016).

While the DIREKT project and Curriculum is primarily concerned with developing IL and Library skills, the project also features modules covering the Academic Writing field because as is agreed internationally by experts both disciplines are inseparable. As explained well by Kimmins and Stagg (2009) "effective writing and presentation skills are diminished if used to share flawed or incomplete information" hence good academic writing is dependent on the learner achieving a good level of Information Literacy". DIREKT will address critical problems and gaps that exist in University services provision leading to modern, relevant and accessible library and information services for all learners. Problems and needs in the Partner Countries (PC's) ascertained using survey and interview techniques prior to submission of the project application include the need to develop IL skills for successful integration into the international academic community and complete lack of quality with regard to academic writing regulations and standards, as well as poor awareness of Information Literacy and Plagiarism issues. The DIREKT Curriculum will address all these issues because in breath, scale, quality and relevance it will be the first programme of its kind held in these countries to address the Information Literacy and library training needs of librarians and academic staff with transfer to students and all other stakeholders via train the trainer activities.

2. MOTIVATION, NEEDS AND PROBLEMS

While in Russia-the State Program of the Russian Federation "Information Society 2011-2020" encourages citizens to seek out “opportunities to use the benefits of information”, in truth much development is needed in Russian universities to instill best Information Literacy practices in HE systems. Language issues are also driving the situation in Russia, Kazakhstan and China. Recent years are characterized by the English language penetrating intensively into academic discourse in PC countries (European Commission 2016). A new generation of Russian, Kazakh and Chinese scientists and researchers are becoming aware of the fact that speaking English fluently and having a good command of both information literacy and written English is not only a feature of modern times but is a necessary condition of their successful integration into the international academic community as well (European Commission 2016). Information Literacy is a vital transferrable 21st century skill in helping to ensure this integration also (Lau 2006).
Membership of the EU requires the existence of a functioning market economy and capacity to cope with competitive pressure and market forces within the Union. Information Literacy (IL) can make a positive contribution to the knowledge economy, labour markets and hence are key to fulfilling the Lisbon strategy by giving learners lasting transferable lifelong learning skills for Information Literacy and in their University career and in Society. Harnessed together and with reference to the Lisbon Agenda, Information Literacy and lifelong learning substantially improve the:

• Set of personal choices and options opened up for, and offered to, an individual in the context of personal, family and societal matters enhancing people’s role in Civil Society.
• Quality and utility of education and training in formal school settings preceding entry into the workforce, and later in informal vocational or on-the-job training settings.
• Prospects of finding and keeping a satisfying job and moving up the career ladder rapidly and with appropriate rewards, and making cost-effective and wise economic and business decisions (Lau, Jesus 2006- IFLA: The Hague).

Prior to submission of this proposal we undertook research through Survey, Interviews and by travels by EU partner representatives within PC countries to ascertain the State of Information Literacy in Russia, China and Kazakhstan. In Russia the main problems and needs DIREKT intends to solve are “the need to develop IL skills for successful integration into the international academic community… with “a course on Information Literacy and library skills of great demand”. The level of the information literacy is low, and needs improvement … IL courses are not part of regular curricula. There is a view that IL should be an important part of education at the university, with the main objectives of one of the universities being to integrate IL into the global educational and research community. There is a perception also that little is done to create Curriculum-integrated programs that would help students and the staff to develop the necessary IL skills. As per the results of the survey it was ascertained that in most Russian universities for example, there are “no regular IL and academic writing skills training in [the] university” however as highlighted by another Russian university “Information Literacy is one of the priorities in the university”.

There are various problems facing universities in Kazakhstan also. While “there are some guidelines on Academic Writing… these regulations do not provide any information on international requirements for scientific or academic work. In general, teachers in Kazakh universities have not been trained as a teachers in the Information Literacy field and particularly Referencing citation and avoiding plagiarism- one of the key elements of IL and important for quality academic writing. However in other Kazakh universities, "Information Literacy is one of the priorities of [the] university as an integral part of educational and research process”.

In Chinese universities, "information literacy is generally at a medium level, with the ability of teaching design the lowest” (Shujing 2015 p. 55). In some Chinese universities there is "great need for Information Literacy programs… to address the problem of plagiarism" and a "need for Library training programmes on how to search the internet for good resources". At other universities there are "no information literacy programmes at the University at all, however there is a belief that such programmes are very important "to ensure students have access to reliable, quality information resources".
The DIREKT project will address important Regional and National priorities as identified under the ERASMUS + CBHE funding programme. DIREKT will improve the quality of education and teaching through developing learning and teaching tools, methodologies and pedagogical approaches through the development of the 7 module DIREKT Curriculum for Information Literacy which will be embedded into curricula in Russian, Kazakh and Chinese universities. Under EU CBHE rules - Information Literacy and Lifelong Learning is a priority for all three countries. Information Literacy is vital skill for Lifelong Learning and continuing education - which is a Regional priority for Russia and a National priority for Kazakhstan. On the Regional level DIREKT addresses a hugely important priority - Information Literacy and libraries are recognised around the world as being key agents for promoting and facilitating access to and democratisation of education for people from disadvantaged groups such as people with disabilities and this is a vital regional priority for all three countries.

The problems that this project has chosen to address were chosen above others arising from considerable research conducted in the Region, through the collection of data through means such as surveys, interviews, initial visits to the Russian, Kazakh and Chinese partner universities in the project by EU partners from Ireland, Greece, Romania and Germany. DIREKT is offering something new compared to the existing situation - from our research we have learned that while some very basic IL training exists - DIREKT will deliver a new curriculum aimed at staff at all levels - a fully comprehensive 7 module DIREKT Curriculum with ECTS will be made available to all learners in PC institutions over the 3 year duration of the project from 2016-2019.

3. RATIONALE FOR SETTING UP THE CONSORTIUM

Prior to project application - the rationale for setting up the Consortium - a process led by Limerick Institute of Technology (LIT) in Ireland along with EU partners from Germany, Romania and Greece with support from the PC’s focused on assembling partners with the most appropriate innovative and/or complimentary skills, expertise and competencies directly related to the planned project activities. As is compulsory in CBHE projects, the Consortium in both projects consists of a combination of both EU partner institutions together with Partner Countries (PC’s) from Russia, China and Kazakhstan. EU partners from Limerick Institute of Technology (Ireland), Technische Universität Dresden (TU Dresden-Germany), The Pyramid Group (TPG- Germany) and Constantine the Philosopher University of Nitra (UKF-Slovakia), were selected because these partners are experts in areas such as the Library and Information Science field, curriculum and training design within EU projects, Marketing and have the qualifications and skills to lead the DIREKT project. LIT has an international reputation for developing and implementing innovative Library projects, products and services through its Library and Information Resources Centre and has led Tempus and CBHE projects in the LIS field dealing with Information, library staff development as well as developing services for people with disabilities in libraries (ASPIRE 2012; RINGIDEA 2013). LIT have also led important national library and IL projects such as the LNSS project from 2008-2011 which dealt with the roll out of vital IL initiatives nationally in Ireland (Cavanagh 2008). LIT project staff working on the DIREKT project are library and information professionals and are also proficient in the area of academic writing, having authored institutional and national policies in the field. UKF in Slovakia also specialise in Library and Information Science including IL and provide valuable support to the DIREKT project through its Department of Language Pedagogy and Intercultural Studies with its expertise in academic writing and Computer Aided Instruction. UKF have also experience of design
and delivery of IL Programmes and hence can contribute greatly to this aspect of the project also as well as experience of Quality Assurance (QA).

German partners TU Dresden and The Pyramid Group- were selected to participate in the DIREKT project due to their significant experience of designing quality Staff Development programmes and specifically the development of modular curricula and expertise in European Credit Transfer System (ECTS), QA and Bologna compliance. Both German partners in the DIREKT project use these skills to work closely with LIT to steer and guide the Development of IL training programmes that form the DIREKT Curriculum. TU Dresden have significant experience of Didactic and Scientific Organisation, Curriculum design, training, implementation, and piloting within CBHE projects. The Pyramid Group (TPG) has a long and fruitful relationship with TU Dresden providing hands-on tailor made courses and training modules within projects. TPG has strong connections with publishers and an ability to acquire experts to undertake short or long term training. TPG are also specialists in Web Design and design the DIREKT Web Portal with support from EU and PC partners particularly in the area of website content creation (European Commission 2016).

In order to ensure maximum effect of the project and as is common in many CBHE funded projects, the DIREKT project has not only focused on implementation of IL in Universities but also involves Associate partners ARBICON in Russia which is the largest inter-regional library network in the country. In the DIREKT project, ARBICON provide its information resources and information services for the PC Universities. The project also involves the Computer Network Information Centre from China as well as the Central Scientific Library of the Ministry of Education and Science of Kazakhstan (CSL) in order to ensure high impact of the DIREKT project, its results and initiatives. The CSL is a prominent stockholder of scientific literature in Kazakhstan carrying out the functions of the natural scientific depository with a book stock of over 5,6 millions of copies. DIREKT has a strong Regional Dimension also and hence involves partners not just from capital cities within the PC’s but partners also from the Regions as evidenced particularly in the case of the Russia with the involvement of partners from multiple regions from cities such as Vladivostok, Petrozavodsk, Kaliningrad, Saransk and Saint Petersburg. The same is true in Kazakhstan with partners involved from Almaty, Kostanay and Astana and in China with partner universities from Beijing, Nanjing, Xi’an participating as partners in the DIREKT project.

Partner Country (PC) universities in the project were selected to participate in DIREKT because they displayed the complimentary skills to aid successful implementation of the DIREKT project. Surveys undertaken prior to submission of the DIREKT application highlighted that Russian partners had developed the library skills training course “English for academics” as well as library training for teachers. Also in Russian universities, a clear commitment to Information Literacy could be seen due to creation of Academic Writing Centres in some Partner Universities and previous hosting of Academic Writing conferences. Other evidence gathered of complimentary skills among Russian partners prior to project submission highlighted that staff in the universities had participated in Regional webinars and seminars on the topic of ICT in research work. In another Russian university there is an obligatory class for graduates “Introduction to Scientific Research” while in another students of non-language specialties have a course on Business Foreign Language during which they study business written communication and the very basics of IL and academic writing. Chinese universities also displayed skills important for implementation of the project and a commitment to
adopting Library technology and innovative service offerings. Libraries in Chinese universities were shown to be capable of providing students with “information retrieval and scientific consults” as well as training in Electronic Resource Retrieval and Reference services. In Kazakhstan, library skills are taught within the basic of Research Work of the students but neither IL or academic writing are well developed within University structures and there are no guidelines for writing "scientific or academic works”.

4. EUROPEAN ADDED VALUE AND INNOVATIVE CHARACTER

At the time of project submission, we were cognizent of the fact that as voiced by the European Parliament (European Parliament 2011) European Added Value is a key test to justify spending at EU level. We also aware that the concept of European Added Value must not be limited to advanced cooperation between Members States but should also contain "a visionary aspect " (European Parliament 2011). We believe that in its aim to develop a DIREKT Curriculum for Information Literacy in Russia, China and Kazakhstan, the first programme of its kind in these particular countries that the DIREKT project has this visionary aspect. From our initial needs analysis and much prior contact with these PC’s much is needed in order to upskill academic staff, students and library staff - their transferrable pedagogical skills in the Information Literacy and Library field thereby developing capacity and affecting all stakeholders-through improved, more relevant University services and better awareness and improvements in teaching and learning. This is vital particularly in critical areas of IL such as Avoiding Plagiarism which of course has a knock on effect on other areas like Academic Writing. The DIREKT project will be a highly effective initiative in PC countries and we believe the project will have important European Added Value where EU action will get results by "creating missing links, avoiding 'fragmentation' in teaching and learning and University services in the PC’s. The DIREKT project promises efficiencies- the EU offers better value for money, because externalities can be addressed, resources or expertise can be pooled, and action can be better coordinated. The DIREKT project is keen to exploit important synergies and EU expertise from previous projects- to help harmonise ideas and materials to complement, stimulate, and leverage action to reduce disparities, raise standards of teaching, education, learning, libraries and the quality of Universities.

The DIREKT project has innovative character and offers much that is new in the context of EU funded projects. These include the DIREKT Modular Curriculum (7 modules) featuring a full range of Information Literacy modules and courses to suit all stakeholders in PC institutions- never before has such a Curriculum been designed and implemented in these PC’s. It is a new innovation in teaching and learning and delivery for Russia, Kazakhstan and China with a highly original programme and module design. As part of the DIREKT Curriculum -a suite of quality, relevant and modern Information Literacy courses addressing the most urgent training needs of 21st century librarians and staff in the Information Age and addressing critical needs to develop guidelines, standards, procedures and practices in PC countries in the area of Information Literacy will be implemented. A suite of Online Modular Information Literacy courses will also be designed, developed and implemented during the lifetime of the project. The DIREKT project will see the roll out of Information and Research Skills Training programmes to help learners find and use information effectively and ethically covering areas such as Referencing, citation and Avoiding Plagiarism, Web Search Strategies
and Tactics and many others. The project aims to capitalise on the diverse and often overwhelming range of information choices which learners are being confronted with by the power of the Internet.

The project sees involvement in PC countries of not only librarians but also academic staff, students and people from Disadvantaged groups (people with special needs) in the development of Information Literacy in PC’s. Due to the inextricable link, overlap and merging between both disciplines (e.g. Information Literacy and the Academic Writing area) DIREKT will focus particularly on ensuring collaboration between the Library staff (most closely associated with IL) and Academic staff (most closely associated with Academic Writing) in the delivery of Information Literacy and as has occurred with previous Tempus projects in the Information Literacy field (e.g. 517117) both Library and Academic staff can feature on each Working Group in the project. Development of quality, sustainable Information Literacy and Library services is reliant on good collaboration and communication between both Library and academic staff (The Library of Trinity College Dublin 2015).

5. PROJECT PROGRESS, ACTIVITIES AND METHODOLOGY

Although the DIREKT project began in March 2017, already the project has shown good progress. The project commenced its activities with the Project Kick Off- Project Management Committee (PMC) meeting which was held in Petrozavodsk, Russian Federation in March 2017 where criteria and procedures for communications between partners, management and decision making structures and the functions of the Working Groups, contact persons, Local Committees, Library Access Liaison Librarian and local project coordinators were agreed. The Development phase of DIREKT has also commenced with the running of English for Specific Purposes (ESP) Training (Libraries and library terminology) held in Beijing, China with DIREKT Curriculum training occurring later during October 2017. At present the ECTS Module Training Programme and Training materials using EU Tuning Method is being designed ahead of DIREKT Curriculum Training to be followed by piloting and evaluation of piloting of DIREKT Curriculum in PC’s to be undertaken by EU partner representatives. DIREKT will see the development of training programmes supported by ECTS modules (both hard copy in script form and online on project website platform) and embedded in curricula in PC universities, public administration institutes and disseminated also through Public and National libraries to ensure maximum transfer effect to society at large. The training content and pedagogical approach, will see DIREKT determine in each case the required methodological approaches needed with respect to how to teach, and meet the needs of librarians and library staff. Each partner will design bespoke training programmes to best meet their target market (i.e. University library staff, academic staff, students and student teachers, policy makers, national and public librarians), enabling flexible and responsive solutions that stem from an agreed set of principles and enabling all areas of libraries to be addressed. The pedagogical approach will stress communicative and skills teaching approach. Following our needs analysis of the library situation in PC countries— the following modules were identified which will form the DIREKT Curriculum (detailed breakdown and content of each module is available on request):
DIREKT CURRICULUM MODULES:

Module 1: English for Specific purposes (Libraries, library terminology and library access): this is targeted at all partners and will be integrated into official university structures and where feasible public and National libraries.

Module 2: IL Marketing skills for Academic staff librarians- Theory and practice- Creating IL Awareness Campaign Strategies to address all Stakeholders

Module 3: Information Literacy 1- for Librarians to train them to help learners find and use information effectively and ethically

Module 4: Information Literacy 2: for Librarians to train them to help Learners access information online and in print, to liaise effectively with Library users and enhance their pedagogical and teaching skills

Module 5: Information Literacy 3: Innovative online library services for 21st Century Librarians: aimed at librarians to help them develop new innovative online library services for Information Literacy

Module 6: Information Literacy and Academic Writing 1

Module 7 Information Literacy and Academic Writing 2

In order to compliment the DIREKT Curriculum and for use in conjunction with the DIREKT Curriculum training, online information literacy modules will be created for each PC institution in the project and localised for the needs of the particular country, area or institution to complement regular classes using a blended learning approach involving the use of online assessment exercises and active learning. The DIREKT project is mindful of measurable indicators such as numbers of Library/Academic staff/students attending the courses and successful embedding and integration of IL into curricula at PC institutions.

6. THE IMPORTANCE OF INFORMATION LITERACY

There are many definitions of information literacy and as many scholars have tried to trace the birth of this essential 21st century skill (Bruce 2002). Information Literacy the ability to “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information” (ALA 2000 p. 2) has grown even more in importance in recent years (Bruce 1999). There are many definitions of information literacy and as many scholars have tried to trace the birth of this essential 21st century skill (Bruce 2002). Zurkowski is recognised as the first to mention the term information literacy in 1974 (Webber 2000 cited in Breen and Fallon 2005 p. 1) however, information literacy began to be discussed in the 1960’s as educators felt the phenomenal surge in knowledge and rapid technological change (Bruce 1997). Its emergence has propelled librarians from their traditional role as custodian, access and distributor (Carver 2008) into the world of teaching and training, a world where information literacy is now widely recognized as the “trademark pedagogy of librarianship.” (Kapitzke 2003 cited in Montiel-Overall 2007 p. 59). Traditional means of information literacy delivery such as induction, face to face group training, individual advice and consultation have blended with the
emergence of web based information literacy tutorials and suites, their inception and proliferation owing to a new demand for educational opportunities and information services that are increasingly no longer place based and hence demand for online support has multiplied (Xiao & Pietraszewski, et al. 2004).

IL is often linked with related literacies such as media literacy, internet literacy, digital literacy, computer literacy, technological literacy however as explained by Eisenberg (2010), information literacy is the “unifying” overarching literacy within which these other literacies fall under. While Sundin (2008 p. 27) states that “there is no consensus on how to define the concept…” Information Literacy- “the ability to recognise information needs and to identify, evaluate and use information effectively” has grown even more in importance in recent years (Bruce 1999). As librarians our visibility has increased dramatically as we increasingly work side by side with academic departments in the delivery of transferable IL skills to our students. We now perform the role of protector in warning our students of the dangers of misinformation and poor quality information as we live with the reality that “in many cases students rely solely on random internet searches rather than consulting quality information resources and make no judgments on the standard and authority of information gathered”. (University of Huddersfield 2004).

Reviews of information literacy literature have shown that the field is large and continues to grow (Loeryscher and Woolls 2002; Rader 2002; Tuominen et al 2005; Virkus 2003 cited in Sundin 2008). Recent years have also seen the emergence of many Information literacy standards such as those of SCONUL (Society of College, National and University Libraries), ACRL (Association of College and Research Libraries) and others as scholars have grappled to find a way to “create an information society” (Snavely 2001 p. 1) to help them “deliver information literacy skills to their learners”. (CONUL 2011 p. 2). Notable among these are the UK SCONUL standards popularly known as the Seven pillars of information literacy (2011) and also the Association of College and Research Libraries Information Literacy Competency Standards for Higher Education (American Library Association 2000). There has also been a focus on learning outcomes due to a concern for “when the students leave (this event session or course) what do I want them to know, or understand, or be able to do?” (Sconul 2004 p. 5) as well as on embedding IL into curricula in organisational structures as solidly explained by Peacock (2004) and her three pronged, progressive approach to embedding information literacy into higher education institutions through extra-curricular (supplemental), inter-curricula (integrated) and intra-curricular (embedded) means.

Recent years have seen the emergence of a flood of information literacy declarations, guidelines, reports, articles and books by influential authors dealing with such topics as the relationship between information literacy and lifelong learning, Media and information Literacy and also IL teaching. The Prague Declaration: Towards an information Literacy Society (UNESCO 2003) proposed six basic information literacy principles, firstly that “the creation of an Information Society is key to social, cultural and economic development of nations and communities, institutions and individuals in the 21st century and beyond” (UNESCO pg. 1); secondly “that IL is a prerequisite for participating effectively in the Information Society, and is part of the basic human right of life” (p.1). This declaration also emphasised the important role IL can play in reducing inequality “within and among countries and peoples” (p.1), the role of Governments in promoting IL for the creation of an “effective civil society and competitive workforce” as well as the importance of IL for society generally. It also emphasized the importance of IL to ensure Education for all in the context of the United Nations
Millennium Development Goals, and the Universal Declaration of Human Rights. Next came Beacons of the Information Society: The Alexandria Proclamation on Information Literacy and Lifelong Learning (IFLA 2005) which urges governments and intergovernmental organizations to “pursue policies and programs to promote information literacy and lifelong learning” (p.1) in areas such as professional development and the inclusion of information literacy into initial and continuing education.

Lau’s well known Guidelines on information literacy for lifelong learning (2006) have also been influential for its emphasis on promoting IL as a means to gain “full participation in a democratic society” (Lau 2006 cited in Corell 2007 p 1.). Lau’s work emphasises the importance of “curriculum integrated” IL programs for information literacy and lifelong learning (Lau 2006 p. 4) Lau outlines the importance of information literacy for lifelong learning and stresses that both concepts “have a strategic, mutually reinforcing relationship with each other that is critical to the success of every individual, organization, institution, and nation-state in the global information society”. (pg. 12).

Media and information literacy issues have also come to the fore with the publication of the Moscow Declaration on Media and Information Literacy (2012). This tried to address the “changing media landscape and the rapid growth in information” (IFLA 2012 p. 1) and how Media and information literacy (MIL) can help individuals and communities create new information and knowledge in different forms and how this literacy can improve quality of life. IFLA have published further documents in this area in recent years such as IFLA Media and Information Literacy Recommendations and its Information Literacy Section remains highly active in publishing various guidelines, Manifestos, State of the Art Reports and various other types of Information Literacy publications (Taken from Cavanagh & Kirby 2013). Very recent developments have seen Paul Zurkowski make further valuable contributions to Information Literacy with his theory of the “Networked Information Man” with “information literacy moving society to a new level” (p. 14) and “a growing need for training materials of all kinds.” (Zurkowski 2016 p. 14).

In the context of European Union funded projects, Information Literacy has started to feature in various EU funded programmes most notably Tempus- the European Union’s programme which supports the modernisation of higher education in the Partner Countries of Eastern Europe, Central Asia, the Western Balkans and the Mediterranean region, mainly through university cooperation projects as well as programmes such as CBHE- the programme that succeeded Tempus which ended in 2013. Examples of projects in the Tempus and CBHE funding programmes that deal with the Information Literacy area in their entirety or feature Information Literacy elements include the following:

**Library Network Support Services: modernising libraries in Western Balkan countries through staff development and reforming library services [LNSS] (CBHE Project 561987)**

Brief Overview: LNSS aims to modernise and reform libraries in Albania, Bosnia and Herzegovina, Kosovo and Montenegro focussing on the challenge of library development as a national issue requiring open and joint involvement of all affected parties, interaction and the readiness to strive for advanced library and information services in this Information Society.

Duration: 2015-2018

Grant awarded: €808,868
Other Partners: 12 Partner Universities from Albania, Bosnia and Herzegovina, Kosovo and Montenegro, Ireland, Greece, Romania, Germany
Led by: Limerick Institute of Technology, Limerick, Ireland

**Library Network Support Services (LNSS): modernising libraries in Armenia, Moldova and Belarus through library staff development and reforming library services (CBHE Project 561633)**

Brief overview: LNSS aims to modernise and reform libraries in Armenia, Moldova and Belarus focusing on the challenge of library development as a national issue requiring open and joint involvement of all affected parties, interaction and the readiness to strive for advanced library and information services in this Information Society.
Duration: 2015-2018
Grant awarded: €791,000

Other Partners: 13 Partner Universities from Armenia, Moldova, Belarus, Ireland, Romania, Greece and Germany.

**Structuring cooperation in doctoral research, transferrable skills training, and academic writing instruction in Ukraine's regions (DocHub) (CBHE Project 574064)**

Brief Overview: This project is aimed at fostering better transferrable skills such as Information Literacy skills including Referencing, citation and Avoiding Plagiarism in Doctoral students in the Ukraine.
Duration: 2016-2019
Grant awarded: €992,450

Other Partners: 15 partners from Ukraine, Ireland, Lithuania, Finland and France.
Led by National University of "Kyiv-Mohyla Academy", Kiev, Ukraine

**Communicative Approaches in University Vocational Teaching Methodology focusing on Improving Educational Yield and Sustainability [CATALYST] (CBHE project 573873).**

Brief overview: This project is focused on providing hands-on practical skills to promote university vocational teaching and training in universities in Vietnam and Laos.
Duration: 2016-2019
Grant awarded: €814,524

Other Partners: 13 partners from Vietnam, Laos, Ireland, Romania, United Kingdom and Germany
Led by Polytechnic University of Bucharest, Bucharest, Romania

**Access to Society for People with Individual Requirements- ASPIRE (TEMPUS project 530345):**

Brief overview: The ASPIRE program aims to foster the rights of individuals with special needs in Armenia and Georgia to access education and enjoy the right of participation in everyday society, to combat discrimination of the individuals with special needs by instilling awareness and acceptance in society as in line with Bologna Process and the UN Convention on the Rights of Persons with Disabilities.
Duration: 2012-2015 (**Completed project**)
Grant awarded: €788,983
Other Partners: 14 partners from Armenia, Georgia, Ireland, United Kingdom, Slovakia and Germany. Led by Ilia State University, Tbilisi, Georgia.

Developing Information Literacy for Lifelong Learning and Knowledge Economy in Western Balkan countries (TEMPUS project 517117):

Overview: The main features of this project include the identification of best information literacy (IL) practice, transfer of knowledge, development and implementation of information literacy programs and training including online information literacy e Learning module suites, development of IL policy and dissemination and exploitation of results.

Duration: 2011-2015 (**Completed project)

Grant awarded: €1.2 million

Other Partners: 13 Partners from Albania, Bosnia and Herzegovina, Kosovo, Montenegro, Ireland, United Kingdom, Romania and Greece.

Led by Limerick Institute of Technology, Limerick, Ireland.

7 QUALITY CONTROL AND MONITORING

Quality control within the DIREKT project has the objective to establish an internal operational framework, which will allow maximum flexibility while maintaining a clear distinction of roles and responsibilities of all partners involved. To this aim, the project will establish appropriate mechanisms and procedures involving all partners. These procedures address the whole range of administrative, financial and technical issues, including issues such as internal reviews at the WP level and standards for reporting, documentation, outputs and outcomes. The reviews will be carried out throughout the duration of the project, involving representation and commitment from all partners.

The quality control and monitoring process is guaranteed through the supervisory Project Management Committee (PMC) representing the EU partners, including Constantine the Philosopher University of Nitra (UKF) who lead the Quality Assurance Workpackage and "Lead" partners (one partner as representative for all partners in that country) in Russia, Kazakhstan and China. In addition to the PMC meetings involving all partners, the PMC holds regular monthly Project Management Meetings covering progress towards objectives, coordination, monitoring and financial control. These regular meetings are supplemented by further ad hoc contacts as necessary, helping to ensure timely procedures and purchasing and distribution of resources to all partner universities.

As is a feature of many EU Tempus and CBHE projects, an Evaluation Working Group (EWG) has been established as per the project plan composed of 5 experts in quality control and monitoring- who will liaise with PC institution staff working on the Quality Assurance WP and who are not involved in any other activity of the project and may with permission of the Education Audiovisual and Culture Executive Agency (EACEA) be from other institutions in the Consortium with expertise in IL and quality assurance to ensure impartiality or make for a more extensive peer review. The PMC measures the progress and results of the specific activities during the realisation of the project in each organisation using performance indicators established by the EWG. The role of the EWG is to evaluate all possible incoming problems, their impact on project activities. The EWG addresses and evaluates problems such as delays, lack of resources, underestimated necessary efforts and any other risks or problems which
inhibit the delivery of IL programs and proposes possible solutions to the PMC for Conflict Resolution. The EWG sets up methodologies, criteria and permanent indicators for the control of procedures and processes of the DIREKT Curriculum, assessment of DIREKT Training, Online Module development.

Monitoring of the quality of the initial training is ensured via the regular visits of EU partner experts, also via both self-evaluation and external evaluation. Monitoring of the quality and implementation of the new DIREKT curricula including the teaching processes at the partners is ensured initially via the visits of EU experts and increasingly, for future sustainability, via both internal self-evaluation and external evaluation by partners.

Quality indicators are evaluated by EU partners and the lead university of each Partner Country. The lead institution in each Partner Country monitors project effectiveness across the partners in their country reporting to the EWG and PMC. This monitoring is achieved via termly video conference and one monitoring visit per year. The monitoring visit is comprised of observations and inter-partner observations and interviews. Lead partners create Evaluation Reports which are forwarded to the Grant Holder after each termly monitoring video conference and after each monitoring visit. As part of the Quality assurance process, EU partners conduct termly video conference and one monitoring visit per year for each lead partner. Each EU partner creates evaluation reports which are forwarded to the Grant Holder after each termly monitoring video conference.

8. DISSEMINATION AND EXPLOITATION STRATEGY, SUSTAINABILITY

At the beginning of the project as part of the project plan a detailed plan of the dissemination was drafted outlining dissemination activities. The dissemination strategy is comprised of dissemination of the project process, the project results and promotion of DIREKT programs which will be promoted before, during and post project. The Dissemination strategy is aimed at all stakeholders and beneficiaries such as universities, public administration institutes, government employees in education and social services (especially public libraries, for support, implementation). Local communities and the General Public in Russia, Kazakhstan and China are systematically informed about the IL reforms through National Information Literacy Seminars.

Dissemination and Exploitation in the project is led by a Partner country institution from each of the three Partner Countries in the project who jointly lead the Dissemination and Exploitation WP along with German partner- The Pyramid Group (TPG), who steer the project and who have much involvement in the organisation of the national Information Literacy Awareness Seminars. These seminars are one of the main tools for Dissemination in the DIREKT project. Dissemination and Exploitation and cross border relationships in the project are aided by the Associate Partners in the project. As the largest inter-regional library network in Russia, ARBICON provide its information resources and information services for the partner countries Universities in the DIREKT project. ARBICON are involved in the dissemination, exploitation, mainstreaming and multiplication of the project results from the library network perspective using its network to promote DIREKT Academic Writing initiatives also. With its many links throughout 30 provinces, autonomous regions and municipalities of China and its highly influential place in Chinese Society, the Chinese Associate Partner in the project CNIC have “participated in every step of the early development of China’s
The role of the CNIC is to help multiply the results of DIREKT and disseminate about best IL practice and use of Internet. Associate Partner CSL from Kazakhstan uses its wide network of libraries and links with important library Associations in Kazakhstan to help embed the results of the project in Kazakh Society.

One of the main features of the Dissemination Strategy are the National IL Awareness Seminars whose aim is to target both Academia and society as a whole to include Local Communities in PC's and make the national radio television and appear in the national print media promoting Information Literacy and its value as a vital lifelong learning skill for success and employability. The Dissemination and Sustainability WP in the DIREKT project is the culmination of the Marketing Module of the DIREKT curriculum- Marketing Theory and Practice - Creating Awareness Campaign Strategies and production of strategic marketing plan (Module 2). Each Partner Country appoints an Action Group whose role is to create press-releases and arrange press-conferences for the local mass media at least twice between month 12 and month 36. Dissemination in the project also has the function of informing other non- Consortium universities (both public and private) and authorities (national, regional and local e.g. Public and National Libraries) and NGOs in the Russia, China and Kazakhstan about the practical range of benefits to all parties involved in the new library services. The initiatives and reforms available through the DIREKT project will enhance a sense of ownership of Libraries and motivation to use them during and after the project. The Dissemination strategy is supported by the website platform which is delivered by TPG- which incorporates information, downloadable modules, web forum, to enable delivery of all supporting documents e.g. reports, guidelines, guides. The DIRELT Online Platform will be available also as a link on all PC and EU websites.

The sustainability strategy, agreed with all parties, will be included in the final report on the implementation of the project to the EACEA. This is to ensure that the modules and initiatives developed by the project e.g. new materials, website, Information Literacy Awareness Seminars and DIREKT Action Groups and the role of the Subject Liaison Librarian in each PC country will continue to develop and improve following completion of the project. The following will be sustainable beyond the project lifetime:

- DIREKT Information Literacy (IL) modules integrated into the state institutional curriculum
- Online IL modules in each PC institution
- DIREKT online platform with downloadable module materials
- Specific intent to lead to new policy promoting Information Literacy and libraries in the PC’s
- National IL Awareness Seminars running for 10 years
- Subject Librarian Liaison role in each PC institution
- A culture of best practice with regard to appropriate Referencing citation and avoiding plagiarism
- DIREKT Network for Information Literacy (DIREKT)

An important element of the Sustainability strategy is the establishment of a DIREKT Action Group for Information Literacy in Russia, China and Kazakhstan that will outlive the project and consist of representation of all Stakeholders to target constant improvement and innovation in the delivery of University services for Information literacy. The creation of DIREKT national "IL Awareness
Seminars” – which involves participation of all stakeholders- Librarians, academics, students, local communities on an agreed day and running for 10 years is a key component of the strategy. These seminars which are national in scale involve active student participation of student unions, teacher unions with the support of national and public Libraries and Associate Partners to facilitate dissemination and sustainability to society at large.

9. CONCLUSION

As Information Literacy is a vital transferable skill for lifelong learning that transcends all academic disciplines what is truly special and unique about this project is that the results will benefit a huge learner group- University staff, students, and librarians. The effects will be felt beyond – in society generally in the PC’s through multiplication links established through help of the Associate Partners in the project. There will be different levels of impact. The results of the DIREKT project will aid reform and modernisation of IL and services which will involve target groups Librarians, Academic Staff, students, Administrative and other non-teaching staff as well as people with Special needs and disabilities and including National and public libraries. Stakeholders will benefit through having access to quality courses covering all aspects of IL which will transform Universities in PC’s into key Centres for excellence in IL in the Regions they serve thereby enhancing teaching and learning.

At local level all Library users will benefit from the DIREKT project- for example students and academic staff will benefit from the DIREKT Curriculum because Library staff will be highly equipped to provide quality library IL training to all stakeholders on topics such as: Referencing citation and Avoiding Plagiarism, Using Online Information Literacy Modules for teaching Information Literacy, Introduction to the Literature Review, Using Electronic Databases, Web and Internet Search strategies; Mind the Information Gap! Knowing the critical information sources and resources, Bibliographic library software, conducting a literature Review.

Also at Local Level the DIREKT project will result in increased marketing and promotion of IL and instruction services in libraries and increased involvement of the stakeholders collaborating to deliver quality, library services to learners. All learners will benefit from the DIREKT project- for example students and academic staff will benefit from the DIREKT Curriculum and up skilling of librarians and academic staff because as a result of DIREKT, Library staff will be highly equipped to provide quality library training to other library staff, academic staff, student teachers, students. At the Regional Level- owing to the fact that we have selected partners from different Regions within the PC’s, the effect of the DIREKT project will not just be confined to the local level and we have selected partners from multiple regions in these countries. At National level the DIREKT project will leave behind a comprehensive framework for Information Literacy Training in PC countries and the DIREKT Curriculum- with the success of the programmes- can be replicated across multiple universities and institutions including National and public libraries and other universities in the PC’s and beyond through the involvement of other universities and Associate Partners.

At the European and indeed World level the amount of international engagement (via presentation at conferences and submission to international journals) will increase leading to increased visibility of librarians and academic staff from PC’s on the European and World stage.
10. LITERATURE


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A CRITICAL APPROACH TO THE GLOBAL RESEARCH OUTPUT EMPLOYING MAPPING AND SCIENTOMETRIC METHODS REGARDING PHYSICAL WORK CONDITION AND LONG TERM INCLINOMETRY AMONG DENTISTS

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ABSTRACT

We conducted a scientometric study to quantify the global research activity in the field of physical work condition and long term inclinometry among dentists -WCID. Hereby, the total research productivity, scientific output of countries, individual institutions authors, journals, their collaborative network was assessed. Results were visualised using VOS Viewer and CitNetExplorer, two software tools for constructing and visualizing bibliometric networks. Primary data were acquired as plain text files from Web of Science database. We found only 74 results, hence no current, detailed and comprehensive knowledge about WCID has been established until now. USA, Brazil and Italy play the leading role regarding scientific activity. Recently published studies predict that the scientific progress will be mainly international collaboration. Scientometric methods proved to be a useful methodological approach to evaluate aspects regarding WCID. This is the first scientometric approach in the field.

Keywords: scientometrics, network analyses, co-authors, citations, mapping, VOS Viewer

1. INTRODUCTION

During their daily activities dentists must also deal with physical work that sometimes sets challenges to the human body and various conditions might develop. Analyzing their working conditions and the most uncomfortable posture it becomes obvious that the inclined position of the body generates several health issues, which is a very well-known fact.
There are a lot of aspects that should be taken into consideration if we wish to better define the research area and establish if a scientific research concerning these problems would be of any interest. In order to accomplish an accurate analysis of the research domain we considered using scientometric methods.
ISI Web of Science (WOS) has built a reputation as the oldest citation resource, containing the most prestigious academic journals used for the purpose of citation analysis. (Adriaanse and Rensleigh 2013) The combination of scientometric analyses in terms of citation rates, impact factors or h-indices and novel visualisation techniques (e.g density-equalizing mapping) can be used to assess the quality and quantity of research activity related to distinct areas of science and to countries or institutions, time periods, or single scientists.
Since scientometric approaches offer objective data on the scientific output of single scientists or research groups, it provides the basis for the fair and transparent allocation of funding. Hence, there is a growing interest and awareness for scientometrics in the scientific community. (Hospital, Traerup, and Hospital 2012) Also research performance was analysed (Shari, Haddow, and Genoni 2012)(Galagan 2011)(Prathap, Mini, and Nishy 2016)(Adriaanse and Rensleigh 2013)(Sandström and Van Besselaar 2016) using scientometrics methods.
2. METHOD

A scientometric study was accomplished regarding physical work condition and long term inclinometry among dentists - WCID. Scientometric studies are the ideal instrument to search for the research directions of the intended domain, international connections, participant countries involved in research within the domain, how large the scientific productivity is and how disseminated the subject is. We are also able to identify the main authors, journals used for publishing results and citations network.

We employed the Thomson Reuters Web of Science (WoS) database for data collection. This is the only multidisciplinary database in the field of medical science that provides complete bibliographic data in combination with details on citation activity relevant to the topic of interest [11–13]. The following search term was created to specifically identify WCID- specific publications in the Core Collection of the WoS: Topic: (dentist* AND ergonomics AND inclinometry). Here, the asterisk (*) was used as a wildcard for a variable sequence of characters. We restricted our search to publications containing the search term in the “abstract” The investigation covered the timespan from 1900 until 2017 since the WoS does not index items published before 1900.

Then we used VOSviewer which is a software tool for constructing and visualizing bibliometric networks. These networks may for instance include journals, researchers, or individual publications, and they can be constructed based on co-citation, bibliographic coupling, or co-authorship relations. VOSviewer also offers text mining functionality that can be used to construct and visualize co-occurrence networks of important terms extracted from a body of scientific literature. (VOSviewer, 2017)

3. RESULTS

Only 74 results were found based upon the launched search, hence no current, detailed and comprehensive knowledge about WCID has been established until now. Screenshots from VOSviewer show as the important keywords (Figure 1,2) as: stomatognatic system, risk factor, orthodontist, musculoskeletal system, rapid upper assessment, body posture, head posture, mouth guard, tempomandibular joint.
Analyzing the results in the VOSviewer we determined that USA, Brazil and Italy play the leading role regarding scientific activity in the research area of interest. But unfortunately it seems there is not so much collaboration between the scientists, not too much team work, most of the researches are individual studies. (Fig.3)
Another interesting issue was to determine the most productive authors on WCID, as their work might provide the state of the art in the studied problem and also might be a starting point for new developments. Thus, according to the density map of the authors, the most productive are the following: Spiridonova, Teranova, Mazzoni, Grossi, Collini. (Fig.4) or universities involved in dentistry research (Fig.5).
Using CiteNetExplorer we were able to obtain results regarding collaboration between scientists in the studied research domain. Thus, the current network panel shows that the number of publication in the period 1991-2017 was 74 but there was no citation relation in the citation network.
4. CONCLUSIONS

Web of Science has a strong preference for scientific work published in English considered as scientific “lingua franca”. Overall, a major proportion of scientific items on WCID is authored in non-English languages (e.g., Brazilian, Italian). Hence, these works and their scientific impact might be underrepresented in our analysis.

Recently published studies predict that the scientific progress will be mainly achieved by international collaboration between scientists with interdisciplinary research directions. Therefore scientometric methods proved to be a useful methodological approach to evaluate aspects regarding WCID, as it offers valuable information regarding the areas, authors, and research networks involved in the domain we are interested in. The study we performed showed that there are few researches regarding WCID, the persons involved in this type of research do not seem to collaborate or are not aware of each other's results as no citations appear in the citation network.

We may say this is the first scientometric approach in the field opening new opportunities of starting a thorough research in the WCID area of interest and raising awareness about the need of collaboration between researchers, providing also the possibility of application in other research directions.

5. LITERATURE


Hospital, Bispebjerg, Jon Traerup, and Gentofte Hospital. 2012. “R P Fo Ee Ev Ie W on R P Fo Ee R R W.”


SUMMARY

The various quantitative and external assessments of academic libraries service quality were the concept of quality is defined as "totality of features and characteristics of a product or service that bear on the library's ability to satisfy stated or implied needs" (ISO 11620) should be followed by different and regular self-evaluation activities. Diverse self-assessment methods (questionnaires, benchmarking etc.) are also important assumption of improvement of the quality in academic library performance in terms that they can help academic librarians to additionally and more effectively advance services and programs on a continuous basis. In this regard, the aim of this paper is to determinate the existence and forms of self-evaluation tools for librarians employed at the University of Sarajevo in their formal education, information literacy but in related segments as well, by using the method of questionnaire and finally suggesting basic self-assessment questionnaire (SAQ) that is adapted to specifics of Bosnian and Herzegovinian academic librarianship context.

Keywords: quality, self-assessment, academic libraries, academic librarians, University of Sarajevo

1. INTRODUCTION

In providing library and information services “the major objective for academic libraries, especially in an environment of increasing economic pressure, structural change, and technological innovation, must be to align themselves with the structures of higher education and criteria by which those institutions are judged” (Pritchard, S. M. 1996). In this regard, the various quantitative and external assessments of academic libraries service
quality, were the concept of quality is defined as "totality of features and characteristics of a product or service that bear on the library's ability to satisfy stated or implied needs" (ISO 11620), are important assumptions of the improvement of the wide spectrum of functionalities of the academic libraries. Diverse self-assessment methods (questionnaires, benchmarking etc.) are also significant preconditions of further improvement of the quality in academic library performance in terms that they can help academic librarians to more effectively advance services and programs on a continuous basis. During the process of structuring the evaluation elements for quality self-assessments of any type, legal regulations governing the area of academic librarianship must be consulted, but academic librarian professional competencies as well since continuous professional training of academic librarians is a precondition of library performance quality. Acknowledging the indisputable fact that quality self-assessments can strengthen academic library performance, encourage librarians to develop their professional competencies on lifelong basis, and can contribute to the development of the library and information profession in general, the aim of this paper is to determinate the existence and forms of self-evaluation tools for librarians employed at the University of Sarajevo (UNSA) in their formal education, information literacy but in related segments as well, by using the method of questionnaire and finally suggesting basic self-assessment questionnaire (SAQ) that is adapted to specifics of Bosnian and Herzegovinian academic librarianship context

2. RESEARCH METHOD

Survey on the quality self-assessment of academic libraries of the University of Sarajevo was realized by the online questionnaire that was created at the Google Docs platform. The online questionnaire consisting of 15 questions was sent to all 23 regular members of the University of Sarajevo.

2.1 RESEARCH FINDINGS

The aim of this research was to determinate the existence and forms of self-evaluation tools for librarians employed at the University of Sarajevo. A total of 15 respondents participated in the online survey. Respondents distribution according to respondents gender is 93,3% feminine and 6,7% masculine, where 40% of the respondents work in respectable libraries up to 10 years, 33,3% up to 20 years, and 13,3% up to 5 and / or more than 30 years. Analysis of respondents answers concerning their professional promotions reveals that in recent period 71,4% of the respondents were promoted to senior librarian, 14,3% to librarian assistant, and 14,3% to librarian consultant. An analysis of remaining questions about the professional and scientific development of academic librarians, their use of information and communication technology in everyday work, and their implementation of information literacy courses, etc. revealed great similarities in submitted responses. Most of the respondents, that is 86,7%, have pointed out that they publish professional and scientific
papers, 13.3% of respondents publish papers more than twice a year, 46.7% of respondents publish papers on a periodic basis, and 6.7% of respondents once a year. Most of the respondents are also members of relevant professional associations, 53.3% of them, and 40% of respondents are members of different professional boards on their institutions as well. Qualitative analysis of responses about librarian professional development suggests that most of the librarians are self-educated learners or/and are attending various trainings, seminars, courses, conferences, etc. on a continuous basis. In this regard, an analysis of the librarian answers about means of acquiring new technology skills also points out that librarians in most cases, that is 73.3%, are self-educated learners (Table 1).

**How you acquire new technology skills?**

<table>
<thead>
<tr>
<th>Through formal education</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>By attending courses, seminars, workshops, trainings, etc.</td>
<td>66.7%</td>
</tr>
<tr>
<td>Self-education</td>
<td>73.3%</td>
</tr>
</tbody>
</table>

Table 1: Librarian technology skills

Librarians have characterized their technological skills on a scale from 1-4 (excellent, good, limited, inadequate) as mainly excellent or good in almost every predefined aspect (Table 2), and 100% of the librarians answered that they use web tools on a daily basis (e-mail, social networks, WEB 2.0 tools, CMS, etc).

**Technological skills and their use**

<table>
<thead>
<tr>
<th>I use e-mail, social networks, and other WEB 2.0 tools in communication with users</th>
<th>Excellent</th>
<th>Good</th>
<th>Limited</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>7</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I search OPAC by using advanced search options</th>
<th>Excellent</th>
<th>Good</th>
<th>Limited</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I search the deep web</th>
<th>Excellent</th>
<th>Good</th>
<th>Limited</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>5</td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I search databases</th>
<th>Excellent</th>
<th>Good</th>
<th>Limited</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I am familiar with work in different CMS</th>
<th>Excellent</th>
<th>Good</th>
<th>Limited</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>5</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Table 2: Use of web tools

When it comes to educating student, academic and non-academic staff, most of the respondents answered that such educational programs are being implemented on a regular basis (Table 3 and Table 4), and 60% of respondents are implementing information literacy
programs in their libraries by using SCONUL model (6.7%), IFLA standards (60%), and other standards and models (33.3%).

### I educate student

<table>
<thead>
<tr>
<th>Continuous</th>
<th>53,3 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Periodically and individually</td>
<td>40,0 %</td>
</tr>
<tr>
<td>I'm not doing it because it’s not in my job description</td>
<td>6,7 %</td>
</tr>
<tr>
<td>Students are not interested in this type of education</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 3: Education programs for student

### I educate academic and non-academic staff

<table>
<thead>
<tr>
<th>Continuous</th>
<th>26,7 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Periodically and individually</td>
<td>66,7 %</td>
</tr>
<tr>
<td>I'm not doing it because it’s not in my job description</td>
<td>0</td>
</tr>
<tr>
<td>Academic and non-academic staff is not interested in this type of education</td>
<td>6,7 %</td>
</tr>
</tbody>
</table>

Table 4: Education programs for academic and non-academic staff

### 2.2 RESEARCH ANALYSIS AND DISCUSSION

Analysis of the answers provided in this research indicate that academic librarians of UNSA are following higher education trends on regular basis and providing wide range of library and information services for student and academic and non-academic staff but their more active participation in different institutional and other relevant boards is missing. Librarians are quite active in publishing professional and scientific papers in the field of library and information science, and they are developing their information and technology skills by attending different conferences, seminars, training, courses etc. Librarians are motivated and self-educated learners and most of them are implementing information literacy programs in their libraries but without application of a unique information literacy model on the University of Sarajevo level. Regardless to those practices, it is necessary to have additional and more formal education of academic librarians for example about use of various CMS in organization of library performance, about digital age terminology, etc. UNSA librarians also need to know exactly how to set the desired goals in the workplace and how to oversee and evaluate those goals. In this regard, there is an evident need for application of a unique and basic self-assessment questionnaire that would follow annual work reports in academic libraries and which could be composed from the following questions: 1. List the three most important activities you implemented in your library? 2. Did you improve any of these activities and how? 3. Did you attend various trainings, seminars, courses and how many of
them? 4. What are your weaknesses and how can you improve them? 5. How can you initiate new activities to improve the quality of library services for users? The application of this basic self-assessment questionnaire at the University of Sarajevo could be implemented with the help of the UNSA's Library and Information System Committee that is an advisory body devoted to improvement of the quality of academic library services.

3. CONCLUSION

Self-assessment is part of a comprehensive assessment of the academic libraries value and services and it should be recognized as part of the quality management in libraries and higher education institutions. Academic libraries of the University of Sarajevo still do not have a unique strategy or tools for permanent evaluation of the library performance or unique self-assessment tools on institutional level. The analysis of the collected data discovered the existence of self-assessment elements of academic librarians (formal education, informatics competences, involvement in the teaching process and promotion of information literacy) but these activities are not standardized in the quality system that is uniform for all UNSA regular members and that is followed by documents that regulate this area. It should also be noted that librarians in the promotion of information literacy concept are not familiar enough with the Permeation Components Model that is adapted to our environment. Importance of this questionnaire is that it can become a part of the strategy of evaluating the quality of library performance at the University that should be developed by the UNSA's Library and Information System Committee and that can contribute to improvement of the perception of library relevance and the status of the library profession.

LITERATURE


ODNOSI S JAVNOSTIMA U BIBLIOTEKAMA U CRNOJ GORI

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SAŽETAK

Savremene informacijsko-komunikacijske tehnologije, novi mediji i njihov uticaj na društvo izazov su za sve institucije. Potreba izlaska u medijski prostor zahvata sve oblasti javnih djelatnosti pa i kulturu, nauku i obrazovanje. U tom kontekstu rad problematizuje potrebu i značaj online odnosa s javnostima u bibliotekama u osvajanju medijskog prostora. Biblioteke su postavljene u diskurs u izlasku iz Platonove pečine a u cilju promovisanja vlastitih i osvajanja novih vrijednosti. Ciljevi i pravci razvoja modernog bibliotekarstva su odavno prevazišli asocijalnost demonstriranu u čuvarima znanja čiji je predstavnik Ekov Malučić. Mapiranje bibliotekarstva u savremenom okruženju podrazumijeva i medijsku promociju, kreativni izraz i prilagođavanje novim pravilima kompetitivnosti komuniciranjem bibliotečkog sadržaja i znanja uopšte.

Ključne riječi: biblioteke, komunikacija, odnosi s javnostima

1. UVOD


2. ODNOSI S JAVNOSTIMA

Prema jednoj od mnogobrojnih definicija odnosi s javnostima su „posebna vrsta komunikacije i drugih oblika aktivnosti koje savremene društvene strukture preduzimaju u području reguliranja odnosa sa okruženjem a u cilju postizanja razumijevanja, povoljnog imidža, međusobnom povjerenja, dobre volje, opće prihvaćenosti i naklonosti ciljanih javnosti“ (Kurtić 2016. p. 34). Odnosi s javnostima reflektuju
organizacionu kulturu kao stil i prepoznatljivost u djelovanju prema okruženju, vanjskom i unutrašnjem, dok identitet same organizacije čine istorija, vrijednosti, strategije, stil upravljanja, zaposleni, razvojna dostignuća i imidž (Kurtić 2016) po kojima je ona prepoznata. U odnosu na komuniciranje s javnostima organizacije se dijele u dvije „velike grupe: 1) organizacije kod kojih prevladava asimetričan odnos naspram okruženja i 2) organizacije koje teže ka simetričnom odnosu naspram okruženja“ (Kurtić, 2016. p. 28). Karakteristike ove dvije vrste organizacija presudno određuju njihove komunikološke aktivnosti u eksternom obračanju javnosti i u internoj komunikaciji.

**Asimetrični tip organizacije.** Prvi tip organizacije, asimetrični, karakteriše autokratska organizacijska struktura koja veću pažnju pridaje efikasnosti i kontroli, tradiciji naspram inovativnosti. *Status quo* je cilj kako menadžmenta tako i većine izvršilaca, dok se nove ideje i kreativnost pojedinača posmatraju kao subverzija. U skladu sa tim je i način komunikacije sa javnostima. Menadžment asimetrične organizacije smatra da sve zna najbolje i da nije shvaćen na pravi način od strane javnosti od koje očekuje da „prihvati posljedice organizacijskog djelovanja“ bez obzira na pogrešne i pogubne aktivnosti koje sprovodi kako u poslu, tako i u oblasti ljudskih prava i sloboda. Ova vrsta komuniciranja se naziva asimetrični ili monološki model (Kurtić 2016).

**Simetrični tip organizacije.** Drugi tip organizacije nazvan je simetrični. Karakteristike simetrične organizacije su poželjne za poslovanje u doba ICT a čine ih timsko upravljanje sa „visokim stupnjem decentralizacije“, podsticanje inovativnih i kreativnih ideja pojedinaca, „fleksibilnog mišljenja u odnosu na tradiciju i efikasnost“, jednak tretman zaposlenih uz pažljivo rješavanje konfliktnih situacija (Kurtić 2016.). Organizacijski menadžment karakteriše izraženu odgovornost kako u poslovnom odlučivanju i djelovanju, tako i prema zaposlenima i njihovim pravima i slobodama. Komuniciranje simetrične organizacije ima „dijalošku formu komunikacije“, otvoreno je prema eksternoj i internoj javnosti, transparentno je i uliva povjerenje javnostima (Kurtić 2016. p. 29).

**2.1. ONLINE ODNOSI S JAVNOSTIMA**


Predmet istraživanja i analize u kontekstu odnosa s javnostima i u odnosu na model komuniciranja s javnostima su tri, po tipu i organizacijskoj strukturi, različite biblioteke: Nacionalna biblioteka „Đurđe Crnojević“ - Cetinje, Narodna biblioteka „Radosav Ljumović“ - Podgorica i Centralna univerzitetska biblioteka - Univerzitet Crne Gore. Biblioteke su analizirane kroz dva najpopularnija i najfunkcionalnija oblika online javnog komuniciranja: web prezentacije samih biblioteka i portale pet najvažnijih crnogorskih medija kao moćnih alata za razvoj online odnosa s javnostima (portali Analitika, Antena M,
2.2. BILIOTEKE – WEB PREZENTACIJE

Za razliku od davnašnje forme razgovora kao jedinog načina komuniciranja, preko pisanih, štampanih, zatim i elektronskih medija, danas se komuniciranje s javnostima i medijsko prezentiranje sadržaja dominantno oslanja na web prezentacije i online medije za masovno komuniciranje. Web prezentacija je „glavni alat savremenih odnosa s javnostima uopće“ (Kurtić 2016. p. 336). Prisustvo biblioteka na webu je nužno i s tim u vezi analizirana su mrežna mjesta na uzorku navedena tri tipa biblioteka. Analiza sadržaja web prezentacija biblioteka je zasnovana na sljedećim pet skupovima podataka\(^3\) kojima bi komuniciranje biblioteka s javnostima zadovoljilo kriterijume bibliotekarstva u kontekstu ICT: opšte informacije; bibliotečki servi; online katalozi i elektronska grada; informacijska služba i novosti; obrazovanje, uputstva, pomoć.

2.2.1. Nacionalna biblioteka „Đurđe Crnojević“ – Cetinje


2.2.2. Narodna biblioteka „Radosav Ljumović“ – Podgorica

Pristupna strana web prezentacije [http://www.nbpg.me/](http://www.nbpg.me/) sadrži najavu budućih i pregled impozantnog broja prošlih aktualnosti, link ka elektronskom katalogu i podmenije sa sljedećim sadržajima: istorijat, kadrovska struktura, vodič za korisnike, odjeljenja i područja, novosti. Na...

---

1 Web strana dnevnih novina Dan koja služi kao platforma za isporuku sadržaja objavljenog u tradicionalnoj, štampanoj formi.
2 Web strana dnevnih novina Dan koja služi kao platforma za isporuku sadržaja objavljenog u tradicionalnoj, štampanoj formi.
3 Primijenjujući sugestiju autorki, podaci/grupe kao parametri za deskripciju i analizu web prezentacija crnogorskih biblioteka su prilagođene ovom istraživanju: „Nazivi skupina i sama njihova struktura podložni su promjenama i prilagodbama koje nameće stalni razvoj i promjene u području knjižničarstva i informacijskih znanosti“, (Stojanovski, Pažur 2002)
pristupnoj strani izdvojene su informacije o novim knjigama, date su preporuke za čitanje, informacije o najčitanijim knjigama, galerija fotografija i korisni linkovi, a postoji i opcija za pretragu web prezentacije. Jasno su istaknuti kontakt podaci i podaci o radnom vremenu, ispod kojeg je dat za korisnike značajan servis „pitaj bibliotekara“. Prezentacija zadovoljava kriterijume za analizu sadržaja.

2.2.3. Centralna univerzitetska biblioteka – Univerzitet Crne


2.3. BIBLIOTEKE - ONLINE ODNOSI S MEDIJIMA

Medijsko predstavljanje bibliotekarstva definisano je prvenstveno društvenim okvirom i dvosmjernim, ponekad letargičkim, odnosom medija i menadžmenta samih biblioteka. Mediji se donekle nekritički odnose prema zbijanima u bibliotečkoj djelatnosti prezentujući informacije isključivo u obliku vijesti, odnosno kao najave promocija, izložbi, predavanja i drugih aktivnosti, čime se završava njihov zadatak. Sa druge strane, bibliotekarstvo ne zahtijeva veću pažnju medija od spomenute. Ovakav koncept komunikacije je prilično dosadan i nedinamičan čak i u situacijama kad su u pitanju događaji vanredno interesantni i za širu javnost.

Medijski diskurs tri bibliotekarstva posmatran je u toku mjeseca aprila koji je izabran zbog obilja sadržaja i obilježavanja značajnih datuma i događaja u tom periodu, kao što su Svjetski dan knjige i autorskih prava i manifestacija Noć knjige, različite promocije, skupovi i ostali sadržaji. Aktivnosti tri bibliotek analizirane su pregledom prisustva na pet najznačajnijih portala i online izdanja periodičnih publikacija zbog njihove interaktivnosti, multimedijalnosti i hipertekstualnosti.

2.3.1. Nacionalna biblioteka „Đurđe Crnojević“ – Cetinje


2.3.2. Narodna biblioteka „Radosav Ljumović“ – Podgorica

Narodna biblioteka se takođe pridružila obilježavanju 23. aprila, Dana knjige i autorskih prava, akcijom „Učlani se i čitaj“ u Podgorici i područnoj jedinici Tuzi, kojom je obezbijen besplatno učlanjenje dacima, studentima i penzionerima. Na Dječjem odjeljenju Biblioteke održana je Edukativna radionica sa djecom iz Dječijeg vrtića „Mali princ“ u cilju popularizacije knjige i čitanja. Ove aktivnosti su medijski predstavljene na portalima Vijesti (u online izdanju dnevnih novina i u televizijskom programu Vijesti) i na RTCG.


2.3.3. Centralna univerzitetska biblioteka – Univerzitet Crne

Odjeljak Centralne univerzitetske biblioteke, Pomorska biblioteka u Kotoru obilježila je Dan knjige i autorskih prava učešćem u manifestaciji Noć knjige 2017. Tom prilikom su svi studenti, odnosno korisnici koji su posjetili Biblioteku dobili na poklon udžbenike, izdanja Pomorskog fakulteta i Fakulteta za turizam i hotelijerstvo. Vijest nije objavio ni jedan od pet portala.

3. ZAKLJUČAK

Uvid u online komuniciranje tri tipa biblioteka, Nacionalne biblioteke „Đurđe Crnojević“, Narodne biblioteke „Radosav Ljumović“ i Centralne univerzitetske biblioteke, daje jasnu sliku ili predstavu o njima i njihovom prilagodavanju, prije svega novom tipu publike (javnosti). Pomjeranjem publike od tradicionalnih ka novim mrežnim medijima, online komuniciranje u odnosima s javnostima za svaku
Radmila Rašović, Dubravka Odalović: ODNOSI S JAVNOSTIMA U BIBLIOTEKAMA U CRNOJ GORI

biblioteku predstavlja nužnost. Jer cilj svake biblioteke jeste skretanje pažnje na svoje resurse i ciljanu publiku. Ako odnosi s javnostima treba da posluže kao predstavljanje vlastitog identiteta i dobrog institucionalnog imidža u svom okruženju, onda su Nacionalna i Narodna biblioteka uspjele, i to u prvom redu zato što i jedna i druga imaju veoma uspješne, dinamične, pregledne, interaktivne i jednostavne web prezentacije, privlačnog dizajna. S aspekta komuniciranja s javnostima i jedna i druga biblioteka razvijaju timski rad - dijaloški model - iako nemaju profesionalni PR (en. Public Relations). Od značaja je podatak da su obje biblioteke samostalne u organizacionom smislu, te da su i ranije imale razvijene odnose s javnostima i da je ovo samo jedna uspješna transformacija u osvajanju novih

medija. Sa druge strane, Centralna univerzitetska biblioteka je u organizacionom smislu, kroz nedavno sprovedene integrativne procese, postala dio Rektorata Univerziteta Crne Gore i u fazi je konsolidacije svojih resursa i mogućnosti. S aspekta organizacije poslova u svom djelokrugu ona je sasvim samostalna. Univerzitet je kao institucija, koja promoviše akademske slobode i demokratske vrijednosti jednog društva, zapravo idealan okvir u kojem Centralna univerzitetska biblioteka može izraziti puni potencijal svih svojih kapaciteta i odgovarajućim komunikacijskim vještinama promovisati kako instituciju u kojoj djeluje, tako i svoje resurse, materijalne, duhovne i ljudske. Kao dio web prezentacije Univerziteta Crne Gore, Centralna univerzitetska biblioteka ima mogućnost da dopunjava sadržaje i svojim aktivnostima učestvuje i utiče na izgradnju imidža Univerziteta Crne Gore, kao složene organizacije. Kroz online predstavljanje izražena je osobenost svake od navedenih biblioteka ili ono što je označeno kao identitet organizacije. Kad su u pitanju online odnosi s masovnim medijima, oni su uglavnom vezani za objave događaja gdje su dvije od tri navedene biblioteke, Nacionalna i Narodna, kao alat za prenos poruka do masovnih medija uglavnom koristile saopštenja kojima najavljaju događaje. Drugi komunikacijski alati, kao što su konferencije za stampu, informativni materijali, članci, nijesu zastupljeni ili ih ima u neznatnom broju. Obje biblioteke su kroz većinu svojih aktivnosti fokusirane na pridobijanje korisnika. Treća, Centralna univerzitetska biblioteka za sada nema izgrađene odnose s javnostima, eksternim ili internim. Dobru priliku za izlazak iz asocijalnosti sada joj pruža kompetentna PR služba Univerziteta Crne Gore u kojoj su afirmativni programi i aktivnosti službi i jedinica Univerziteta dobili odgovarajući prostor i vrlo dobro su prepoznati u online masovnim medijima u Crnoj Gori. Ako podemo od toga da „kultura postoji na dva blisko povezana nivoa, na nivou društvenih praksi i na nivou predstava koje one ostavljaju u duhu pripadnika zajednice“ (Todorov 2014. p. 42) onda je jasno da su Nacionalna biblioteka „Đurđe Crnojević“ i Narodna biblioteka „Radosav Ljumović“ uspjele da koristeči nove medije i razvijajući kreativne prakse u odnosima s javnostima izgrade svoj imidž i identitet. Važno je da biblioteke ne ostavljaju utisak čuvara znanja nego da se okreću suštinskim ciljevima savremenog bibliotekarstva: pridobijanje publike i komuniciranje svojim resursima. Mapiranje bibliotekarstva u savremenom okruženju podrazumijeva podrazumijeva i medijsku promociju, kreativni izraz i prilagođavanje novim pravilima kompetitivnosti komuniciranjem bibliotečkog sadržaja i znanja uopšte. S obzirom na raznovrsnost sadržaja, svaka od tri biblioteke ima bezbrojne mogućnosti, a to je već stvar kreativnosti i čuđenja kao filozofije komuniciranja i pokretača u otkrivanju novih svjetova.

4. LITERATURA


**INFORMACIJSKO PONAŠANJE STUDENATA**
**IN LOCI 
RANJU, 
PRETRAŽIVANJU I VREDNOVANJU INFORMACIJA**

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**SAŽETAK**

Informacijsko-komunikacijska tehnologija je uzrokovala krupne promjene u funkcioniranju društva u globalu, a najčešći nazivi za tako nastale društvene procese su informacijsko društvo, društvo znanja i društvo koje uči. Njegova bitna osobina je odnos prema znanju, a proces učenja i obrazovanja kao načina stjecanja znanja i prilagođavanja promjenama produžava se na cijeli život svakoga pojedinca. Od obrazovanja se zahtijeva i očekuje stjecanje manjeg obima trajnih znanja kroz savremene modele učenja, koji se zasnivaju na modelu izgradnje znanja kao partnerskog odnosa između nastavnika i studenata. Kako je naglasak na samostalnom učenju i izgradnji znanja, a ne na poučavanju, generacije udrasle uz tehnologiju moraju biti osposobljene za samostalno stjecanje znanja razvijanjem i usvajanjem znanja, vještina i sposobnosti za samostalno učenje. To podrazumijeva poboljšanje njihove informacijske pismenosti i razvoj vještina kritičkog mišljenja. U tjesnoj vezi sa informacijskom pismenosti je informacijsko ponašanje. Informacijsko ponašanje je predmet mnoštva istraživanja u svijetu u okruženju visokoškolskih biblioteka kako bi se stekao uvid u sposobnosti, znanja i vještine studenata i definirali sadržaji i metode programa informacijske pismenosti. Istraživanje prezentirano u radu je također istraživanje u okruženju visokoškolske biblioteke i obuhvatilo je informacijsko ponašanje studenata svih osam javnih univerziteta u Bosni i Hercegovini u lociranju, pretraživanju i vrednovanju informacija potrebnih za izvršavanje nastavnih zadataka. Cilj istraživanja je bio utvrditi da li postoje razlike u informacijskom ponašanju studenata različitih godina studija i različitih grupacija nauka kojim pripadaju fakulteti na kojima studiraju, te je sačinjen online upitnik kako bi se dobio što veći odziv i obuhvatile različite kategorije studenata. Rezultati ovoga upitnika su predstavljeni i analizirani radu. U poboljšanju informacijskog ponašanja i informacijske pismenosti studenata u visokoškolskom okruženju istaknuto mjesto pripada visokoškolskim bibliotekama i bibliotekarima, a njihov rad će biti značajno unaprijeđen kroz ERASMUS + Projekt Umrežena biblioteka – službe podrške: Modernizacija biblioteka u zemljama Zapadnog Balkana kroz razvoj osoblja i reformu bibliotečkih usluga.”

Ključne riječi: informacijsko ponašanje, studenti, online upitnik, javni univerziteti, visokoškolske biblioteke, Erasmus + projekt, Bosna i Hercegovina

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4Pojam podrazumijeva u isto vrijeme studente oba spola.
ABSTRACT

Information and communication technology has caused huge changes in the functioning of society in general. The most common names for the resulting these social processes are the information society, knowledge society and learning society. Its essential feature is the relation to knowledge. Process of learning and education as a mean of acquiring knowledge and adapting to changes extended to the whole life of every individual. It is required and expected from the education the acquisition of small scope of permanent knowledge through contemporary models of learning. It has been based on the model of building knowledge as a partnership between teachers and students. The emphasis is on independent learning and knowledge building rather than on teaching. Generations grew up with technology must be trained to acquire knowledge independently by developing and adopting knowledge, skills and abilities for independent learning. This includes improving their information literacy and the development of critical thinking skills. Information behaviour is closely related to information literacy. Information behaviour is the subject of many worldwide studies in the academic libraries’ environment with aim to assess the abilities, knowledge and skills of students and to define the contents and methods of information literacy programs. The study reported in this paper is also exploring the academic libraries environment and included information behaviour of students of all eight public universities in Bosnia and Herzegovina in locating, searching and evaluating information. The aim of the research was to determine whether there were differences in the information behaviour among the students coming from different years of studying and different groups of science which belong to their respective faculties. Online questionnaire was made in order to obtain a greater response and cover different categories of students. The results of this survey were presented and analyzed in the paper. In improving the information behavior and information literacy of students in the higher education environment an important place belongs to academic libraries and academic librarians, and their work will be significantly improved through the project Erasmus + Capacity Building in the Field of Higher Education (CBHE) Project 561987 “Library Network Support Services: modernising libraries in Western Balkan counties through staff development and reforming library services”.

Keywords: information behavior, students, online survey, public universities, academic libraries, Erasmus+ project, Bosnia and Herzegovina

1. UVOD

Od svih naziva za društvene procese koje je pokrenuo i proizveo razvoj informacijsko-komunikacijske tehnologije i njenih servisa, informacijsko društvo, društvo znanja, a povezano s tim i društvo koje uči, su najviše i najčešće danas u upotrebi.Bez obzira koji od ovih naziva nam se činio opravdaniji i prihvatljiviji, suština je u tome da je njihova određujuća osobina odnos prema znanju. Informacijsko društvo, društvo znanja ili učeće društvo je novi tip društva koga karakterizira učenje i stjecanje znanja kroz cijeli život svakoga pojedinca i zajednice kao cjeline što u suštini govori o tome da se brišu tradicionalne granice između vremena i mjesta stjecanja znanja i naobrazbe. S vremenskog aspekta gledano, važeća podjela na doba učenja kad se obrazujemo u školi, doba primjene stećenih znanja u poslu i na radnom mjestu i doba kad se ide u zasluženu penziju, nije više održiva u savremenom
društvu. S druge strane, formalno obrazovanje također prestaje biti jedino mjesto gdje se mogu stjecati znanja i vještine i razvijati sposobnosti. Kako je savremeno društvo u procesu kontinuirane promjene i kretanja, „buduća društva znanja će određivati čitav niz neodredljivih sitnica, neočekivanih preokreta i neprijatnih iznenadenja“ (Stehr, 2001:92). Za opstanak u društvu ovakvih karakteristikaprisutna je stalna potreba za prihvatanjem novog i za učenjem novih sadržaja, što nužno ima za posljedicu da se proces obrazovanja i učenja produžava na cijeli čovjekov život i čini ga u svakom momentu aktivnim. Preovlađujuća orijentacija savremenog društva je cjeloživotno učenje, pa jestoga ulaganje u obrazovanje, bilo da je ono formalno, neformalno ili informalno, ključ društvenog i ekonomskog napretka. Vještine i sposobnosti povećavaju produktivnost i dohodak i omogućavaju svakome učešće u ekonomskom i društvenom životu. Obrazovanje i naobrazba omogućavaju pojedinim načinima i korištenju tehnologije, ali i posjeduju debeltiju i marginalizacije, a organizacije, ulazne u ljudske potencijale, postaju produktivnije i konkurentnije na svjetskom tržištu.

Znanje je resurs koji počiva na različitim izvorima informacija i informacijama pohranjenim u njima. Kako je razvoj tehnologije dovelo do usložnjavanja informacijskog univerzuma, promjene u njemu su česte i brze, pa se od naobrazbe zahtijeva fleksibilnost, interdisciplinarnost i kreativnost, odnosno stjecanje manjeg obima trajnih znanja koja će omogućiti samostalno učenje, a ono je temelj cjeloživotnog učenja. Ova trajna znanja predstavljaju skup sposobnosti, vještina i mentalnih procesa, što je, zapravo, interdisciplinarni okvir različitih vrsta pismenosti, koje se zajednički imenuju informacijskom pismenošću. Prihvatavanje i savladavanje nepredvidljivih turbulencija savremenoga društva upravo je u izravnoj vezi sa razvijenom svijesti o povezanosti informacijskih pismenosti i savladavanja kompleksnosti svijeta informacija i savremenog načina življenja. Ovakvo poimanje obrazovanja i naobrazbe jednaku važnost pridaje osavremenjivanju sadržaja učenja kao i metoda učenja. Mijenja se obrazovna paradigma, napušta se tradicionalni model reprodukcije znanja (Aparac, 2004), a afirmira aktivno učenje i konstruktivistička i konektivistička pedagogija. Savremeni modeli učenja uz informacijsko-komunikacijsku tehnologiju zasnivaju se na modelu izgradnje znanja kao partnerskog odnosa između nastavnika i studenata u kome zajednički otkrivaju izvore znanja, aktivno ga usvajaju i vrednuju (Špiranec i Banek, 2008). Naglasak je na samostalnom učenju i izgradnji znanja, a ne na poučavanju, pa nastavnik ima ulogu moderadora procesa učenja. „Prvo načelo savremenoga nastava postaje učenje utemeljeno na istraživanju, a nastavni proces zasniva se na pripremanju studenata za kritičko propitivanje i ovladavanje vještinama argumentacije“ (Petrak, Aparac, 2005:15). Usvajanje velike količine činjenica, također, nužno ne vodi do usvajanja znanja, a obzirom na brze i stalne promjene u količini i vrsti znanja, u formalnom se obrazovanju za vrijeme školovanja, studentima ne mogu dati sva znanja, koja će im biti potrebna u budućnosti. Veliki dio znanja, oni će morati, kasnije u odrasloj dobi, samostalno stjecati kroz različite oblike informalnog učenja. Nove generacije studenata su rođene i odrasle uz tehnologiju, te su izuzetno vješt u njoj upotrebi, ali ih korištenje tehnologije same po sebi ne čini sposobnim za pronalaženje kvalitetnih izvora informacija i izgradnju znanja. „Motiviranje internetske generacije uporabom dodatnih tehnoloških alata možda nije toliko učinkovito i presudno kao poboljšanje njihove informacijske pismenosti i razvoj vještin kritičkog mišljenja“ (Barnes, Marateo, Ferris, 2007). Zbog toga je neophodno „poučavanje usmjeriti u dva pravca: stjecanje znanja i razvijanje sposobnosti kritičkog mišljenja, te stjecanje vještina i/ili jačanje sposobnosti pretraživanja izvora informacija, njihove evaluacije i interpretacije, odnosno predstavljanja i priopćavanja znanja i informacija“ (Petrak, Aparac, 2005:15). U tijesnoj vezi sa ovim znanjima, vještinama i sposobnostima je informacijsko ponašanje.
2. INFORMACIJSKO PONAŠANJE

Informacijsko ponašanje je vrlo usko povezano sa informacijskom pismenostima, jer se informacijsko ponašanje bavi pojedinačnim koracima koje fizički slijedi neki korisnik informacija, dok se informacijska pismenost bavi kognitivnim i afektivnim aspektima (znanjem/emocijama/stavovima) koji su potrebni za izvođenje tih koraka" (Špiranec, Banek, 2008:41).

U promijenjenim obrazovnim paradigrama, učenje i poučavanje je usmjereno prema studentima, koji postaju centar procesa učenja, a kako nova generacija rođena uz tehnologiju, uči na drugačiji način, to se mnoštvo istraživanja povezanih sa konceptom informacijske pismenosti u svijetu najčešće odnosi na istraživanje potreba, znanja i vještina studenata, odnosno njihovog informacijskog ponašanja. Informacijsko ponašanje najčešći je predmet istraživanja i u okruženju visokoškolskih bibliotekakako bi se stekao uvid u znanja, sposobnosti i vještine informacijske pismenosti studenata i polazište je za definiranje sadržaja i metoda programa informacijske pismenosti.


Rezultati jedne studije koju je proveo CIBER – Centre for Information Behavior and the Evaluation of Research London a koja se smatra najutjecajnijom u području ispitivanja informacijskog ponašanja mladih u obrazovanju i učenju (prema Lasić-Lazić et al., 2012:134), otkrivaju da se informacijska pismenost mladih nije usavršavala istovremeno sa razvojem tehnologije, brzina pretraživanja interneta ostavlja malo vremena za vrednovanje sadržaja, uvodi se pojam informacijskog promiskuiteta, jer se mladi rijetko vraćaju istim stranicama, ne razumiju svoje informacijske potrebe što za posljedicu ima neučinkovite strategije pretraživanja, a pri tome upotrebljavaju prirodni jezik. Također se utvrdilo da tražilice kao glavno sredstvo u procesu istraživanja proizvode nove poteškoće, a mladi uz to nemaju jasnu predodžbu o tome šta je internet, te nisu svjesni da se radi o umreženim izvorima koji potiču od različitih pojedinaca, organizacija i institucija.

Na tragu ovakvih spoznaja, provedeno je istraživanje čiji su rezultati predstavljeni u radu, a obuhvatio je informacijsko ponašanje studenata svih osam javnih univerziteta u Bosni i Hercegovini5 u lociranju, pretraživanju i vrednovanju informacija potrebnih za izvršavanje zadataka postavljenih u nastavi i studiranju. Cilj je bio utvrditi da li postoje statistički značajne razlike u informacijskom ponašanju studenata različitih godina studija i različitih grupacija nauka kojima pripadaju fakulteti na kojima studiraju, te je sačinjen online upitnik kako bi se dobio što veći odziv i obuhvatile različite kategorije studenata.

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5Univerzitet u Sarajevu www.unsa.ba
Univerzitet u Tuzli http://www.untz.ba/fakulteti/fia1.htm
Univerzitet u Zenici www.unze.ba
Univerzitet u Bihaću www.unbi.ba
Univerzitet u Mostaru www.unmo.ba
Sveučilište u Mostaru www.sve-mo.ba
Univerzitet u Banja Luci www.unibl.org
Univerzitet u Istočnom Sarajevu www.unssa.rs.ba
3. ONLINE UPITNIK ZA STUDENTE

U formuliranju upitnika konsultiran je Vodič (International information literacy survey IILS, guidelines) Boekhorsta i Hortona Jr. (2009, 2010). Preporuke su se mogle samo djelomično usvojiti, jer je Vodič zasnovan na opsežnom istraživanju na nacionalnom nivou i u sredinama gdje informacijska pismenost spada u jedan od zahtjeva za akreditaciju univerziteta. Formuliran je skromniji strukturirani upitnik koji više odgovara potrebama ovog istraživanja i sastoji se od dva demografska pitanja6 i petnaest čestica sa petostupanjskom skalom Likertova tipa7, a čestice su osmišljena tako da vode ispitanike kroz segmente ACRL (American Library Association. Association of College and Research Library)standarda informacijske pismenosti, ali ne istim slijedom. U realizaciji istraživanja, koristio se softver Survey Console, koji je omogućio kreiranje online upitnika i distribuciju preko elektronskih adresa. Preko studentskih organizacija prikupljene su mail adrese 771 studenta svih osam javnih univerziteta u Bosni i Hercegovini, među kojima je softver SurveyConsole prepoznalo neaktivne i neispravne, pa je upitnik poslao na 697 adresa. Od 697 ispitanika, upitnik je kompletirao 251 ili 36,01 %.

U obradi rezultata upitnika, u tabelama su se pojavila polja sa vrijednostima manjim od pet, pa su, kako to preporučuju metode inferencijalne statistike, ta polja kolapsirana i umjesto petostupanjske skale usvojena je trostupanjska8. Analiza je izvršena che-kvadrat testom i metodama deskriptivne statistike. Petnaest čestica prema ACRL standardima informacijske pismenosti sadržavale su sljedeće tvrdnje:

1. Pri izradi radova najviše koristim podatke sa interneta.
2. Informacije sa interneta su vjerodostojnije od knjiga i časopisa.
3. Koristim recenzirane online naučne baze podataka
4. Glavni kriterij za upotrebu informacija sa interneta je da one odgovaraju mojoj temi.
5. Koristim Booleove operatore za pretraživanje
7. Uzimam podatke sa web stranica bez obzira na domenu
8. Znam kako su organizirani bibliotečki katalozi
9. Koristim OPAC Online javno dostupan bibliotečki katalog
10. U biblioteci se nalaze samo knjige.
11. Knjiga sa istim naslovom kao moja tema je najbolji izbor
12. Citiram jer to od mene traže moji profesori
13. Sve informacije sa interneta mogu slobodno upotrebljavati bez obaveze poštivanja autorskih prava
14. Bibliografija je skup biografskih podataka neke osobe

6Demografska pitanja su se odnosila na godinu studija i grupaciju nauka kojoj fakultet pripada
7potpuno se slaže
uglavnom se slažem
slažem se i ne slažem
uglavnom se ne slažem
nikako se ne slažem
8slažem se
slažem se i ne slažem
ne slažem se
15. Članci iz časopisa su intelektualno vlasništvo izdavača.

4. ANALIZA REZULTATA ONLINE UPITNIKA

Najveći broj respondenata, kad je u pitanju struktura po godinama studija od prve do šeste godine, je sa četrte godine, njih 78 ili 31,07% (n=240) što je razumljivo jer je to na mnogim fakultetima/akademijama završna godina studija, te se rade diplomski/završni radovi. S obzirom da je među odgovorima bilo polja sa vrijednostima ispod 5, u toku che-kvadrat test analize i ova polja su kolapsirana i svedena na dva polja: 1. i 2. godina kao mlađe godine studija i 3., 4., 5. i 6. godina kao starije godine studija. Ovo je napravljeno i zbog različitih programa i različitih kombinacija u okviru Bolonjskog načina studiranja.9

Kad je riječ o grupacijama, najviše ih je iz Grupacije društvenih nauka10 121 respondent ili 48,21 % (n=244), a najmanje iz Grupacije umjetnost 6 ili 2,39%.

Prvi set tvrdnji u online upitniku odnosio se na stavove o korištenju informacija sa interneta, stavove o njihovoj istinitosti, poznavanje strategija pretraživanja informacija u mrežnom okruženju, definiranje informacijske potrebe i korištenje naučnih baza podataka.

Istraživanjem je utvrđeno da u korištenju interneta kao glavnog izvora informacija pri izradi radova u toku studija nema statistički značajne razlike između mladih i starijih godina studija, kao ni među studentima različitih grupacija, jer se s ovom tvrdnjom ne slaže samo 11,39% studenata po godinama studija (n=237) i 11,57% (n=242) po grupacijama.

Statistički značajne razlike nema ni kod tvrdnje da su informacije sa interneta vjerodostojnije od knjiga i časopisa s čim se slaže 9,62% (n=239) studenata po godinama i 9,43% (n=244) po grupacijama, ali je veliki broj neodlučnih (slažem se i ne slažem); po godinama 46,44% i 46,31% po grupacijama, što zapravo znači da više od polovine anketiranih studenata informacije sa interneta smatra istinitijim od knjiga i časopisa. Kod tvrdnje o korištenju recenziranih online naučnih baza podataka, također, nema statistički značajne razlike između studenata mladih i starijih godina studija, s čim se ne slaže 20,25% (n=237) studenata, niti među grupacijama, gdje se sa ovom tvrdnjom ne slaže isti procenat (n=242).

Broj onih koji se „i slažu i ne slažu“ je 30,80% kod godina studija i 30,99% kod grupacija, što opet znači da više od polovine studenata, zapravo, ne koristi recenzirane naučne baze podataka.

U pristupu informacijama, internet je prvi izbor, informacije pronađene na internetu su vjerodostojnije od onih iz knjiga i časopisa, a kriterij vrednovanja informacija je da one odgovaraju zadanoj temi, a ne da su iz relevantnih izvora, kao što tome svjedoče i odgovori na tvrdnju da je glavni kriterij za

9 Negdje ciklusi studija iznose 4+1, 4+2, negdje 3+2, a neki studiji traju 9 semestara (5 godina) u prvom ciklusu, kao npr. studij medicine.
10 Na bosanskohercegovačkim univerzitetima uobičajena je podjela na šest grupacija:
1. Grupacija društvenih nauka
2. Grupacija medicinskih nauka
3. Grupacija humanističkih nauka
4. Grupacija tehničkih nauka
5. Grupacija prirodno-matematičkih i biotehničkih nauka
6. Grupacija umjetnost

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upotrebu informacija sa interneta da one odgovoraju temi. S ovom se tvrdnjom slaže 68,20% studenata po godinama studija (n=239) i 68,44% (n=244) po grupacijama i nema statistički značajne razlike. Interesantni su odgovori na tvrdnju o korištenju Booleovih operatora, koji, također, pokazuju da su strategije pretraživanja informacija na internetu, kojeg najviše koriste, iste i kod različitih godina studija i kod različitih grupacija, jer ne postoji statistički značajna razlika u odgovorima na ovu tvrdnju. Ove operatore ne koriste podjednako ni mlade, ni starije godine studija, ukupno 62,13% (n=235), a podjednako ih ne koriste ni studenti različitih grupacija, ukupno 62,50% (n=240). U velikom broju ih ne koriste i studenti tehničkih, prirodno-matematičkih i biotehničkih nauka, kojima bi ovi operatori morali biti bliski, što pokazuje da nema razlike u strategijama pretraživanja među studentima, bez obzira na godinu studija i grupaciju nauka.

Definiranje informacijske potrebe i strategije pretraživanja ispitane su i kroz tvrdnju o pretraživanju preko ključnih riječi, koja glasi „Pretraživanje preko ključnih pojmova predstavlja mi problem“. Izmjerena tvrdnja o rješenju, ne postoji statistički značajna razlika u ovom pitanju, a 22,03% studenata se slaže s ovoj tvrdnjom, dok je 23,30% neodlučnih. Ni među studentima različitih grupacija ne postoji statistički značajna razlika, iako se 21,58% (n=241) slaže s ovom tvrdnjom, a 23,65% je neodlučnih, što sažimanjem ovih rezultata i po godinama studija i po grupacijama, čini gotovo 45% onih kojima pretraživanje po ključnim pojmovima predstavlja problem. Dakle, definiranje informacijske potrebe je problem za veliki procenat studenata čime su upitne i njihove strategije pretraživanja, a u konačnici i izbor informacija i njihovo korištenje za postizanje postavljenog cilja (izrada rada, donošenje neke odluke i sl.).

Ni kod tvrdnje „Uzimam podatke sa web stranica bez obzira na domenu“ ne postoji statistički značajna razlika između studenata različitih godina studija i različitih grupacija: 40, 93% studenata (n=237) različitih godina studija se slaže s ovom tvrdnjom, a 22,36% su neodlučni, što sažimanjem predstavlja preko 63%, a kod grupacija se s ovom tvrdnjom slaže 41,32% (n=242), dok je 22,31% neodlučnih, što, također, u zbiru predstavlja više od 63% respondenata kojima nije važno koju domenu ima web stranica s koje uzimaju podatke, što znači da je njihov kriterij procjene i vrednovanja kvaliteta informacija upitan. Sljedeći set tvrdnji se odnosi na bibliotečku pismenost u cilju utvrđivanja nivoa bibliotečke pismenosti studenata s obzirom da je bibliotečka pismenost integralni dio informacijske pismenosti. U odgovorima na tvrdnju „Znam kako su organizirani bibliotečki katalogi“ nema statistički značajne razlike ni među različitim godinama studija, niti među grupacijama. Po godinama studija 41,28% (n=235) respondenata ne zna kako su organizirani bibliotečki katalogi, jer se ne slažu s ovom tvrdnjom, a 24,26% je neodlučnih, dok se kod grupacija ne slaže 42,08% (n=240), a neodlučnih je 23,75%, što sažimanjem rezultata predstavlja preko 65% onih koji nemaju takvih znanja. Sa tvrdnjom o korištenju OPAC-a (Online javno dostupnog bibliotečkog kataloga), ne slaže se 70,04% (n=237) studenata po godinama studija, a 16,88% je neodlučnih. Kod grupacija OPAC ne koristi 69,83% (n=242) studenata, a neodlučnih je 16,94%, što sažimanjem rezultata čini preko 87% studenata koji ne koriste elektronske kataloge bilo koje biblioteke. Kroz tvrdnju „U biblioteci se nalaze samo knjige“, nastojalo se utvrditi poznavanje različitih izvora informacija, te ni ovdje nije utvrđena statistički značajna razlika između mladih i starijih godina studija, iako se 60,91% mladih studenata (n=110) ne slaže s ovom tvrdnjom za razliku od 45,74% starijih studenata (n=219). Neodlučnih je također manje među studentima mladih godina studija 15,45%, za razliku od starijih godina studija među kojima je 23,26% neodlučnih, pri čemu se sažimanjem postotaka onih koji se slažu i neodlučnih, dobije 39,09% među studenatima mladih godina studija i 54,27% studenata starijih godina studija. Ni kod grupacija ne postoji statistički značajna razlika, pri čemu se sabiranjem broja onih koji se slažu i onih koji su
neodlučni dobije 43,80% (n=121) studenata iz Grupacije društvenih nauka i 42,86% iz Grupacije tehničkih nauka (n=21) koji ne poznaju različite izvore informacija koje biblioteka posjeduje, nego su za njih svi izvori informacija u bibliotecii knjige. U ukupnom rezultatu, 47,54% studenata (n=244), zapravo ne poznaje različite izvore informacija.

Sposobnost definiranja sadržaja i opsega informacijske potrebe, ispitanja je i kroz tvrdnju „Knjiga sa istim naslovom kao moja tema je najbolji izbor“, a rezultati istraživanja pokazuju da nema statistički značajne razlike među godinama studija, pa se ukupno 45,38% (n=238) studenata slaže sa ovom tvrdnjom, dok je 31,09% neodlučnih. Unutar grupacija, s ovom se tvrdnjom najviše slažu iz Grupacije društvenih nauka 48,33% (n=120). Ukupno se, po grupacijama, 44,86% (n=249) studenata slaže s ovom tvrdnjom, dok je 31,28% neodlučnih, što i po godinama studija i po grupacijama predstavlja preko 75% studenata koji zapravo i ne definiraju svoju informacijsku potrebu, nego se oslanjaju isključivo na publikacije sa istim naslovom kao zadana tema.

Posljednji set tvrdnji se odnosi na etičnu i legalnu upotrebu pronađenih informacija, pa se u odgovorima na tvrdnju „Citiram jer to od mene traže moji profesori“, također, ne pokazuje statistički značajna razlika između mladih i starijih godina studija, iako se s ovom tvrdnjom slaže (n=110) 34,55% studenata mladih godina, a 45,74% (n=129) starijih godina studija, ali se u ukupnom broju 40,59% studenata (n=238) po godinama studija slaže s ovom tvrdnjom, a 25,94% je neodlučnih, što je više od 65% onih koji citiraju samo zato jer moraju. Slična je situacija i po grupacijama gdje se 40,16% slaže (n=244), a 26,23% je neodlučno, što je, u zbiru, također, preko 65% onih kojima etično i legalno korištenje informacija nije blisko. To je pokazala i tvrdnja „Sve informacije sa interneta mogu slobodno koristiti bez obaveze poštivanja autorskih prava“ s kojom se slaže 30,38% studenata po godinama studija, a 24,89% (n=237) ih je neodlučnih, što je preko 55% onih kojima poštivanje autorskih prava nije blisko. I po grupacijama je ista situacija, pa se ukupno 30,17% (n=242) slaže s ovom tvrdnjom, a 25,21% je neodlučnih, pa je to, također, preko 55% studenata različitih grupacija koji ne poštuju autorska prava. Vrlo je interesantna situacija kod tvrdnje o tome što je bibliografija, pa po godinama studija 24,79% (n=238) studenata smatra da je bibliografija skup biografskih podataka neke osobe, a 16,39% je neodlučnih, što je preko 41%. Po grupacijama, 30,17% (n=243) studenat ima isto mišljenje, a 25,21% ih je neodlučnih, što zapravo znači da je preko 55% onih koji ne znaju što je bibliografija, pa time ni njezin značaj sa aspekta etičkog i legalnog korištenja informacija i sa aspekta poznavanja izvora informacija i strategija pretraživanja.

Tvrdnja „Članici iz časopisa su intelektualno vlasništvo izdavača“ je posljednja u ovom setu i u upitniku. Iako postoji razlika između mladih i starijih godina studija, pa se 35,78% (n=109) studenata mladih godina studija, a 46,51% (n=129) starijih godina slaže s ovom tvrdnjom, ukupno se po godinama studija slaže 41,60% (n=238), a 23,52% je neodlučnih, što je, zapravo, preko 65% onih kojima intelektualno vlasništvo nije blizak pojam. I među grupacijama postoji razlika, pa se s ovom tvrdnjom najviše slažu iz Grupacije humanističkih nauka 75% (n=8), ali ukupan broj studenata po grupacijama koji se slaže je 24,69% (n=243), dok je neodlučnih 16,46% što u zbiru čini preko 41% onih koji ne poznaju pojam intelektualnog vlasništva.

5. ZAKLJUČAK

Rezultati online upitnika pokazuju da ne postoji statistički značajna razlika, niti među studentima različitih godina studija niti među različitim grupacijama nauka kojima pripadaju fakulteti/akademije svih osam javnih univerziteta u Bosni i Hercegovini na kojima studiraju, u informacijskom ponašanju
Beba E. Rašidović: INFORMACIJSKO PONAŠANJE STUDENATA U LOCIRANJU, PRETRAŽIVANJU I VREDNOVANJU INFORMACIJA

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u pristupu, pronalaženju, upotrebi i vrednovanju informacija i izvora informacija. U nekim segmentima se pojavljuje djelimična razlika između mladih i starijih godina studija, u korist mladih godina. Unatoč tome, informacijsko ponašanje studenata različitih godina studija i različitih grupacija nauka kojima pripadaju fakulteti/akademije na kojima studiraju, te različitih javnih univerziteta u Bosni i Hercegovini, je slično. Informacijska pismenost studenata je na gotovo identičnom nivou i bez obzira na godine studija i grupacije nauka, studenti pokazuju u velikom postotku poteškoće i neznanje u svim segmentima informacijskih pismenosti, od definiranja prirode i opsega svoje informacijske potrebe i strategija pretraživanja, do kritičkog propitkivanja i procjene kvaliteta i vjerodostojnosti pronađenih informacija, i njihove etične i legalne upotrebe. Poboljšanju informacijskog ponašanja i informacijskih pismenosti studenata javnih i drugih univerziteta u Bosni i Hercegovini značajno mogu doprinjeti visokoškolske biblioteke i bibliotekari/informacijski stručnjaci kroz implementiranje programa informacijske pismenosti uključene u kurikulum, ali i kroz poboljšanje usluga i edukaciju u okruženju visokoškolskih biblioteka. To u isto vrijeme podrazumijeva modernizaciju biblioteka i njihovih usluga osobito unapređenje pristupa i kvaliteta e-usluga za šta bibliotekari visokoškolskih biblioteka, ali i akademski kadar trebaju biti edukirani. Povećanje razine kompetencija i vještina bibliotekarstva i osoblja visokoškolskih biblioteka u području upravljanja bibliotekama, strateškog planiranja razvoja zbirke, znanja engleskog jezika, informacijske pismenosti i istraživačkih vještina, upravljanja elektronskim sadržajima i pružanja e-uslugajedan je od glavnih ciljeva ERASMUS + projekta Umrežena biblioteka – službe podrške: Modernizacija biblioteka u zemljama Zapadnog Balkana kroz razvoj osoblja i registračkih usluga. Ovaj će projekt ostvarenjem svojih širih ciljeva kroz razvoj kurikuluma i njegovu primjenu sigurno značajno doprinijeti podizanju svijesti na širem društvenom planu o novim ulogama, zadacima i mogućnostima biblioteka, te svojim modulima, treninzima, radionicama i drugim oblicima poučavanja bibliotekare/informacijske stručnjake, a i druge pripadnike akademskih zajednica spreman odgovoriti profesionalnim izazovima i trendovima vremena koje dolazi.

6.LITERATURA


Informacijska pismenost kroz kurikul MEFMO se provlači od samog početka već u kolegiju na prvoj godini studija „Znanstvena metodologija i medicinska informatika“ i dalje kroz obavezni modul “Temelji znanstvenoistraživačkog rada” na prvoj godini doktorskog studija. Rezultati uspješne primjene osnovnih ciljeva informacijske pismenosti su vidljivi i prate se kroz znanstvenu produktivnost studenata (diplomski radovi), doktoranada i nastavnog osoblja.

Ključne riječi: informacijska pismenost, kurikul, studenti medicine, knjižnica, znanstvena produktivnost,

1. UVOD


2. KURIKUL – VEZA SA IP

Obrazovno i informacijsko okruženje oduvijek su uzajamno povezani budući da je informacija temeljna sastavnica učenja. Nakon definiranja kurikularnog okvida pristupilo se stvaranju detaljnih nastavnih planova ili silabusa MF. Kurikul za to vrijeme ambiciozno koncipiran uspio se održati do
Štefica Dodig: PREGLED IP KROZ KURIKUL MEDICINSKOG FAKULTETA SVEUČILIŠTA U MOSTARU

danas uz neke manje izmjene i dopune kao što je uvođenje poslijediplomskog magistarskog znanstvenog studija i doktorskog studija. Već tada je prepoznata informacijska pismenost kao vješta koju treba imati svaki student ako želi biti stručnjak u svom području rada u današnjem globalnom informacijskom društvu, te i liječnik mora ovladati tom vještinu kako bi mogao preživjeti u informacijskom dobu. Na prvoj godini studija se susreću sa predmetom „Uvod u znanstveni rad” koji se izmjenjen/dopunjen pojavljuje i kasnije i kroz izborne predmete, te na doktorskom studiju.

U prve dvije godine studija student se upoznaje sa liječničkom profesijom (Uvod u medicinu), s osnovama znanstvenih istraživanja, medicinske informatike i načinom učenja na medicini te s fizičkim, kemijskim i biološkim osnovama života, s gradom i funkcijom čovjekova tijela (anatomija, histologija i embriologija, fiziologija, biokemija i dr.), s novijim spoznajama o molekularnim mehanizmima bolesti, s psihološkim pristupu bolesniku te osnovama engleskog jezika. Na kraju studenti izrađuju diplomski rad koji ima odlike originalnog istraživanja i kojega brane pred stručnim povjerenstvom.

Kao što je spomenuto, nastavni plan i program MF je utemeljen na iskustvima svjetskih i europskih medicinskih fakulteta, a posebice onoga u Heidelbergu, u njegovoj jakoj orijentaciji prema poduci i provedbi znanstvenih istraživanja, visokim kriterijima za izradu diplomskog rada i fleksibilnosti obavljanja kliničke nastave i napose kliničkih rotacija. Stalne promjene u medicinskoj znanosti i praksi traže doživotni studij i stalno praćenje novosti i inovacija. Stoga su vrlo važni programi koje provodi MF kroz veliki broj tečajeva i druge oblike profesionalnog liječničkog razvoja.

Stalne promjene u medicinskoj znanosti i praksi traže doživotni studij i stalno praćenje novosti i inovacija. Stoga su vrlo važni programi koje provodi MF kroz veliki broj tečajeva i druge oblike profesionalnog liječničkog razvoja. Na tom području Medicinski fakultet je postigao značajnim pomak osnivanjem Centra za stalno medicinsko usavršavanje u sklopu kojeg se provode tečajevi trajne medicinske izobrazbe.

Na prvoj godini studija studenti kroz nastavu iz kolegija ZNANSTVENA METODOLOGIJA I MEDICINSKA INFORMATIKA koja se sastoji od dva predmeta koji se zajednički izvode i čine jednu cjelinu, a vrednjuju se i odvojeno i zajedno imaju priliku susreti na IP ne samo teorijski, nego i praktično. Osnovni je cilj nastave da studenti steknu znanstvenoistraživačku pismenost kroz upoznavanje s načinom znanstvenog razmišljanja, vrstama znanstvenih istraživanja, znanstvenim djelom i pretraživanjem znanstvenih informacija koje će im trebati tijekom čitavog studija za učenje i pronalaženje informacija tako i kasnije u životu čeka kao liječnike u svakodnevnom stručnom radu i znanstvenom istraživanju. Cilj je kolegija da se studenti, osim usvajanja znanja, vještina i stavova, osposobe za cjeloživotno učenje.

NASTAVNE CJELINE:
1. Znanstveni način mišljenja (4 sata)
2. Znanstveno istraživanje (15 sati)
3. Znanstvena informacija (15 sati)
4. Znanstveno djelo (7 sati)
5. Znanost u pretkliničkoj i kliničkoj medicini (4 sata)
6. Vlastiti znanstveni rad (15 sati)

Ukupno 60 sati

Prilikom za produbljivanje stečenog znanja je u okviru obaveznog modula „TEMELJI ZNANSTVENOISTRAŽIVAČKOG RADA” na 1. godini doktorskog studija.

Sredstvima EU-Tempus projekta „Medical Library Development” u suradnji sa Heidelberg University School of Medicine 2000.godine MF je dobio knjižnicu koncipiranu na suvremenim osnovama iako uz skromne postojče infrastrukturne kapacitete postignuti su glavni ciljevi:
1. stvaranje osnovnog fonda udžbenika-obavezne literature
2. zbirk znanstvenih časopisa pretežno u elektronskoj formi.
3. uspostava međuknjžišne posudbe „Document Delivery System“ (SUBITO)
4. pristupi biomedicinskim bazama podataka (OVID, SPRINGER, HINARI)

Svjesni siromašne disemina
cije postignutih rezultata, kao i gotovo nikakve komunikacije sa
međunarodnom znanstvenom zajednicom, prva generacija sa svojim diplomskim radovima neupitne
znanstvene kvalitete dobiva profesionalnu pomoć i podršku uredništva CMJ (Croatian medical Journal)
i dolazi do objave prvih radova. Medicinski fakultet je ciljano svoje studente podučavao od prve godine
studija kroz nastavu kako bi dobio kritičnu masu akademski educiranih liječnika koji će biti sposobni
razumjeti, obaviti i prezentirati biomedicinska istraživanja.

Npr. 2003/2004 godina objavljeni radovi diplomanta Prve generacije MF:
1. Learning through the community service
By: Duzel, G; Kristo, T; Parcina, M; et al.
CROATIAN MEDICAL JOURNAL Volume: 44 Issue: 1 Pages: 98-101 Published: FEB 2003
2. Breastfeeding practices in Mostar, Bosnia and Herzegovina: Cross-sectional self-report study
By: Simic, T; Sumanovic-Glamuzina, D; Boranic, M; et al.
CROATIAN MEDICAL JOURNAL Volume: 45 Issue: 1 Pages: 38-43 Published: FEB 2004

Doktorski studij dio je poslijediplomskog sveučilišnog usavršavanja (treći ciklus u Bolonjskom pro
cesu). Od akademske 2009./2010. godine na Medicinskom fakultetu se organizira i provodi doktorski
studij Biomedicina i zdravstvo. Uspjeh ponajprije znači objavljivanje rezultata disertacije u časopisima
s visokim čimbenikom odjeka.

Slika 1: Raspodjela znanstvenih radova sa SVEMO po ključnoj riječi „University of Mostar“, po
međunarodnoj suradnji i sastavnicama SVEMO
Pretraživanjem Wos (engl. Web of Science) baze podataka gledali smo objavljene radove naših djelatnika s najvećim čimbenicima odjeka, redosljedom autorstva, te afilijacija „University of Mostar“.


3. ZAKLJUČAK

U okviru vrednovanja rada (Quality Assurance) Medicinskog fakulteta u Mostaru od strane europskog tima u okviru tempus – projekta DICTUM Design of an Integral Curriculum to Undergraduate Medical Education in Bosnia & Herzegovina (2005.), Medicinski fakultet u Mostaru je najbolje ukupno ocijenjen među fakultetima u BiH.

Kompetencije doktora medicine koji su završili studij na Medicinskom fakultetu Sveučilišta u Mostaru su ekvivalentne kompetencijama stečenim na drugim sveučilištima u Europi. Naime, ne mali broj mostarskih doktora medicine danas su prepoznatljivi liječnici u Hrvatskoj, ali i u drugim europskim centrima. Kao što je u prvom poglavlju navedeno MF je utemeljen na iskustvima svjetskih i europskih medicinskih fakulteta, te u nastojanju postizanja izvrsnosti i dalje nastoji slijediti (u okviru svojih mogućnosti) preporuke istih.

Stalne promjene u medicinskoj znanosti i praksi traže doživotni studij i stalno praćenje novosti i inovacija pritom visokoškolske knjižnice imaju važnu ulogu u poticanju razvoja vještina pronalaženja, probira i ocjene potrebnih informacija i njihova korištenja, s naglaskom na samostalnom učenju, kritičkom razmišljanju i rješavanju problema. Stoga su vrlo važni studijski programi koji provodi MF kroz veliki broj tečajeva i druge oblike profesionalnog liječničkog razvoja. Iako je na tom području MEFMO postigao značajan pomak izvijetan Centra za stalno medicinsko usavršavanje u sklopu kojeg se provode tečajevi trajnog medicinskog obrazovanja u prosjeku oko 3 tečaja godišnje, još uvijek je nedovoljno iskorištena knjižnica koja bi mogla biti više uključena u sve obrazovne aktivnosti matične ustanove. Na tragu toga je nedavno završeni TEMPUS Projekt RINGIDEA koji promovira informacijsku pismenost u vidu on-line modula i priručnika koji su na „dohvat ruke“ studentima i nastavnom osoblju kao stalni podjednik stečenog znanja u pokrajini studija, ali i nadopuna već stečenog znanja. Visokoškolska izobrazba važna je stepenica u stjecanju cjeloživotnih navika i stavova, pa tako i onih koji se odnose na odgovornost prema stjecanju znanja, ispravnoj uporabi objavljenih informacija i poštivanju intelektualnoga vlasništva. Uloga je knjižnice u informacijskoj pismenijanju studenata ključna i prihvaćenje te uloge jedan je od načina suzbijanja pokušaja minoriziranja djelovanja knjižnice u matičnim ustanovama.

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REALIZATION OF THE UNIVERSITY OF SARAJEVO
ACTIVITIES ON QUALITY ASSURANCE AND PREVENTING
PLAGIARISM

REALIZACIJA AKTIVNOSTI UNIVERZITETA U SARAJEVU NA
OSIGURANJU KVALITETA I SPREČAVANJU PLAGIJARIZMA

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SUMMARY

Giving a short review of the University of Sarajevo's activities led by its professional bodies, that continuously and transparently take care of the quality and introduction of systematic approach to preventing plagiarism, in this paper the author presents the activities realized by the University of Sarajevo on strengthening the capacities for understanding the problem of plagiarism and phenomenon of plagiarism in students works as well as in teachers and associates works. Active participation of the University of Sarajevo in international and domestic projects connected to quality assurance through preventing plagiarism, reflected in implementation of its outcomes.

Key words: quality assurance, plagiarism, education, University of Sarajevo, international and domestic projects

SAŽETAK

Dajući kratak osvrt na dosadašnje aktivnosti stručnih tijela Univerziteta u Sarajevu koja kontinuirano i transparentno vode brigu za kvalitet i uvođenje sistemskog pristupa sprečavanju plagijarizma, u ovom radu autorica predstavlja aktivnosti koje realizira Univerzitet na jačanju kapaciteta za razumijevanje problematike plagijarizma i pojave plagijata kako kod studentskih radova, tako i kod naučnih radova nastavnika i saradnika. Aktivno učešće Univerziteta u Sarajevu u međunarodnim i domaćim projektima koji su u vezi sa osiguranjem kvaliteta kroz sprečavanje plagijarizma, ogleda se u implementaciji njihovih ishoda.

Ključne riječi: osiguranje kvaliteta, plagijarizam, obrazovanje, Univerzitet u Sarajevu, međunarodni i domaći projekti

1. INTRODUCTION

Declarative commitment of academic community to quality assurance, excellence and prevention of plagiarism in the field of higher education, nowadays is insufficient and unacceptable. It is necessary
to realize the modern requirements, which require constant, transparent and continuous concern for quality and introducing of systematic process which enables the effective quality assurance.

According to the fundamental definition, the term quality and its implementation are directly related to quality management, and it represents the constant improvement of the basic processes in the field of higher education (European Association for Quality Assurance in Higher Education, 2009). In a broader sense, this term includes all activities relevant to the general social progress, protection of intellectual freedom, orientation to all members of academic community encouraging them, according to their abilities to work constantly on improving the quality.

In general, quality assurance systems can be internal and external. Internal systems are implemented at institutions to improve the processes, based on the transparency of the procedures, while the external quality assurance is based on assessment of independent agencies or experts. University of Sarajevo is continuously in the process of taking numerous activities on the implementation of internal and external quality assurance system.

After the analysis of the report by the Expert Commission and taking into consideration, the recommendation of the Agency for Development of Higher Education and Quality Assurance of Bosnia and Herzegovina, Ministry of Education, Science and Youth Sarajevo Canton assessed that University of Sarajevo has met all legal requirements for the receiving of institutional accreditation. The Cantonal Ministry therefore issued on 18 September 2014 a Decision on granting the institutional accreditation to the University of Sarajevo. Based on the conclusions of 17th Expert Board Session of the Agency of 29 September 2014, the Agency for Development of Higher Education and Quality Assurance of Bosnia and Herzegovina decided to issue the formal decision to enter the University of Sarajevo into the State register of accredited higher education institutions in Bosnia and Herzegovina.

As a leading university in Bosnia and Herzegovina, the University of Sarajevo does not stop at the domestic institutional accreditation. The University of Sarajevo has taken significant steps towards international accreditation of its study programs. As successful examples of program accreditation, we would like to point out the accreditation awarded to the UNSA School of Economics and Business by several accrediting institutions: Bureau Veritas (ISO 9001: 2008), AQA, EFMD (EPAS). Also, it is successfully complete the international accreditation for study programs at the UNSA Faculty of Electrical Engineering by ASIIN, a German accreditation agency. In addition, the UNSA Faculty of Medicine has been investing appropriate efforts in getting the international accreditation for their study programs.

On the University of Sarajevo’s website is available the Register of study programs.

2. THE WORK OF EXPERT AND ADVISORY BODIES OF THE UNIVERSITY OF SARAJEVO ON QUALITY ASSURANCE AND PREVENTION OF PLAGIARISM

Quality Management Board, Publishing Board and the Board for the library and information system are expert and advisory bodies of the University of Sarajevo, which continuously and synergistically work to strengthen the quality assurance and prevention of plagiarism.
Through the Rule on Quality Assurance at the University of Sarajevo, the questions of all processes, resources, organizational structure and responsibilities are regulated, that include educational activities and ensuring the quality of human resources, procedures for student assessment, human resources development, utilization and development of natural resources and development of information systems. Considering the implementation of quality standards and developing quality indicators that objectively and professionally evaluate the process of the University’s work, and through the process of institutional evaluation, the Quality Management Board together with other expert advisory bodies of the University improves the overall performance of universities, taking into consideration all its activities and outcomes.

The bodies responsible for assurance and quality management system, development and preparation of plans and programs of publishing activities, especially on prevention of plagiarism, and improving the visibility of the University of Sarajevo in the Webometrics list (Ranking Web of Universities list), work integrated in all areas of the University work and include all existing services at the level of the University and its members.

Recent researches in the field of plagiarism have shown that in Bosnia and Herzegovina 70% of all students' works have elements of plagiarism. The educational process in our country is faced with the growing emergence of plagiarism, as well as the inability of professors to adequately respond to this issue. Arslanagić and Kadić-Magljić, Ed. (2011) state: "In the wider academic community plagiarism represents a serious violation of ethical standards and causes disciplinary liability and sanctions.” Through the improvements of IT technologies, unauthorized download other people's thoughts and ideas is easier, but it is also possible and easier to detect theft of intellectual property.

In 2014 Publishing Board of the University of Sarajevo has initiated the establishment of norms and sanctions of plagiarism and in cooperation with the Board for the library and information system has been formed a working group that prepared the material which defines plagiarism, giving its types, quoting and paraphrasing, intellectual property, plagiarism and scientific-research work, education and sanctioning of plagiarism. The working group has made a model proposal of Codex of good academic practice in scientific-research work. The Senate of the University of Sarajevo adopted documents Instructions on plagiarism and Declaration on the authenticity of works that are available on www.unsa.ba.

Education of teachers and associates as well as students of the University of Sarajevo is the way to solve this problem. Activities to improve the academic public knowledge and informing about the problem of plagiarism are undertaken, that enable to raise the general awareness of dishonourable activities emergence of academic behaviour.

3. THE ROLE OF NATIONAL AND INTERNATIONAL PROJECTS ON QUALITY ASSURANCE AND PREVENTION OF PLAGIARISM

Activities that are realized through the involvement of academic and non-academic staff in numerous national and international projects are constantly conducted at the University of Sarajevo. One of the national projects, which has produced significant outcomes that are directly related to quality assurance and preventing plagiarism, is the project "Quality assurance of scientific-research work
through the prevention of plagiarism - citation and copyright" whose implementation began in 2015 at the University of Sarajevo. The Round table discussion was held in the framework of the Project at the University of Sarajevo in 2016. The most eminent scholars and practitioners dealing with philosophical, sociological, legal, information and informatics issues of the organization of knowledge, quality assurance in scientific-research work, copyright and plagiarism prevention, shared their experiences, thoughts and ideas on this topic. Presentations were the following: "The academic community and the challenges of plagiarism", "Public domain, intellectual property, copyright and fair use", "The role of reviews in preventing plagiarism", "Plagiarism in academic papers", "Information literacy and prevention of plagiarism", "Copyright and legislation ", "Publishing and open archives and copyright ", " The use of plagiarism detecting software" and "E-publishing and copyright". Through international projects, significant outcomes in preventing plagiarism were realized through the Tempus project "Developing information literacy for lifelong learning and knowledge economy in Western Balkan countries". One of its outcomes were online modules - an educational tool for information literacy, which enable students, teachers and associates and all interested persons to independently acquire knowledge, ability, skills and habits of information literacy. "Plagiarism and copyright", one of modules is directly related to the prevention of plagiarism. The modules are available on the website of the University of Sarajevo www.unsa.ba.

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4. CONCLUSION

Quality assurance and academic honesty are the most important factors for building of recognized and successful academic community. Plagiarism causes huge damage to scientific-research work and
scientific production, it is unethical and it is not in accordance to the legislation relating to copyright and related rights. In many countries the plagiarism in the field of scientific-research work is considered as very serious violation followed by appropriate sanctions.

Preventing of plagiarism, primarily through permanent education is the most effective way of its stopping, as it is shown in this paper through the work of expert and advisory bodies of the University of Sarajevo, as well as its participation in various national and international projects.

University of Sarajevo continuously makes efforts to create well-appointed environment for teaching, scientific-research work and professional work, through quality assurance and prevention of plagiarism, trying to introduce information literacy as an elective course in curricula of its members. It is necessary education for implementation and use of software tools in detection of plagiarism. Publishing work, through its mechanisms of reviews, editorial boards and editorial bodies should constantly work on improving the quality of scientific production.

5. REFERENCES


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SUMMARY

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UVOD

Deklarativna opredijeljenost akademske zajednice za osiguranje kvalitete, izvrsnosti i sprečavanje plagijarizma u sferi visokog obrazovanja, danas je nedovoljna i neprihvatljiva. Nužna je realizacija
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savremenih zahtjeva, koji podrazumijevaju stalnu, transparentnu i kontinuiranu brigu za kvalitet i uvođenje sistemskog postupka koji omogućava efikasno osiguranje kvalitete.

Prema temeljnoj definiciji termin kvaliteta i njegova realizacija su u direktnoj vezi sa upravljanjem kvalitetom, te predstavlja konstantno poboljšavanje osnovnih procesa u oblasti visokog obrazovanja (European Association for Quality Assurance in Higher Education, 2009). Taj termin u širem značenju obuhvata i sve aktivnosti važne za opći društveni progres, nezavisne od intelektualnih sloboda, orijentaciju na sve članove akademske zajednice podstičući ih da svi prema svojim sposobnostima rade na poboljšanju kvaliteta.


Kao vodeći univerzitet u Bosni i Hercegovini, Univerzitet u Sarajevu se ne ograničava samo na pitanje domaćih institucionalnih akreditacija već je učinio i značajne korake za međunarodnu akreditaciju studijskih programa. Uspješan primjer programske akreditacije je Ekonomski fakultet Univerziteta u Sarajevu koji je dobio akreditacije od nekoliko akreditacijskih kuća: Bureau Veritas (ISO 9001:2008), AQA, EFMD (EPAS). Također, uspješno je okončan proces međunarodnog akreditiranja studijskih programa Elektrotehničkog fakulteta Univerziteta u Sarajevu od ASIIN-a, njemačke akreditacione agencije. Također, Medicinski fakultet Univerziteta u Sarajevu je poduzeo odgovarajuće korake za međunarodnu akreditaciju studijskih programa.

Na web stranici Univerziteta u Sarajevu je dostupan Registar studijskih programa.

RAD STRUĈNIH I SAVJETODAVNIH TIJEŁA UNIVERZITETA U SARAJEVU NA OSIĞURANJU KVALITETA I SPREĈAVANJU PLAGIARIZMA

Odbor za upravljanje kvalitetom, Izdavaĉki savjet i Odbor za biblioteĉko informacioni sistem su struĉna i savjetodavna tijela Univerziteta u Sarajevu, koja permanentno i u sinergiji rade na jaĉanju sistema osiguranja kvalitete i spreĉavanju plagiarizma. Odbor za upravljanje kvalitetom je kroz Pravilnik o osiguranju kvaliteta na Univerzitetu u Sarajevu regulirao pitanja svih procesa, resursa, organizacione strukture i odgovornosti koji obuhvataju nastavnu djelatnost i osiguranje kvaliteta ljudskih resursa, procedure za ocjenjivanje studenata, razvoj ljudskih resursa, korištenje i razvoj fiziĉkih resursa i razvoj informacionih sistema.
Razmatrajući implementaciju standarda kvaliteta i razvijajući indikatore kvaliteta koji objektivno i stručno ocjenjuju proces rada Univerziteta, te kroz postupak institucionalne evaluacije, Odbor za upravljanje kvalitetom zajedno sa drugim stručnim savjetodavnim tijelima Univerziteta poboljšava ukupne performanse univerziteta, uzimajući u obzir sve njegove aktivnosti i ishode.

Tijela zadužena za rad u području razvoja sistema za osiguranje i upravljanje kvalitetom, razvoja i izrade planova i programa izdavačke djelatnosti posebno na sprečavanju plagijarizma, te unapređivanju vidljivosti Univerziteta u Sarajevu na Webometrics listi (Ranking Web of Universities List), djeluju integrirano u svim područjima rada Univerziteta i uključuju sve postojeće službe na nivou Univerziteta i njegovih organizacijskih jedinica.


Izdavački savjet Univerziteta u Sarajevu je 2014. godine pokrenuo inicijativu za ustanovljavanje normi i sankcija plagijarizma, te je u saradnji sa Odborom za bibliotečko informacioni sistem formirana Radna grupa koja je sačinila materijal kojim je definiran plagijarizam, date su njegove vrste, citiranje i parafraziranje, intelektualno vlasništvo, plagijarizam i naučnoistraživački rad, edukacija i sankcioniranje plagijarizma. Radna grupa je dala i prijedlog modela Kodeksa dobre akademskie prakse u naučnoistraživačkom radu. Senat Univerziteta u Sarajevu je usvojio dokumente Upute o plagijarizmu i Izjava o autentičnosti radova koji su dostupni na www.unsa.ba.

Edukacija kako nastavnika i saradnika tako i studenata Univerziteta u Sarajevu je put za rješavanje ovog problema. Poduzimaju se aktivnosti na boljem informiranju i upoznavanju akademskie javnosti o problemu plagijarizma, kojim se podiže opća svijest o pojavi nečasnog djelovanja akademskog ponašanja.

**ULOGA DOMAĆIH I MEĐUNARODNIH PROJEKATA NA OSIGURANJU KVALITETA I SPREČAVANJU PLAGIJARIZMA**

Na Univerzitetu u Sarajevu se konstantno odvijaju aktivnosti koje se realiziraju kroz angažman akademskog i neakademskog osoblja u brojnim domaćim i međunarodnim projektima. Jedan od domaćih projekata koji je polučio značajne ishode koji su u direktnoj vezi sa osiguranjem kvaliteta i sprečavanju plagijarizma jeste projekt "Osiguranje kvaliteta naučnoistraživačkog rada kroz prevenciju plagijarizma - citiranost i autorsko pravo" čija je realizacija na Univerzitetu u Sarajevu počela 2015. godine. Na Okruglom stolu koji je u okviru ovog projekta održan 2016. godine, svoja iskustva, promišljanja i ideje o ovoj temi izlagali su najeminentniji teoretičari i praktičari koji se bave filozofskim, sociološkim, pravnim, informacijskim i informatičkim problemima organizacije znanja, osiguranja kvaliteta u naučnoistraživačkom radu, autorskim pravima i prevencijom plagijarizma. Izlaganja na ovom okruglom stolu su bila sljedeća: "Akademkska zajednica i izazovi plagijarizma".
"Javni domen, intelektualno vlasništvo, autorsko pravo i pošteno (fair use) korištenje izvora zaštićenih autorskim pravom", "Uloga recenzije u preveniranju plagijarizma", "Plagijarizam u akademskim radovima", "Informacijska pismenost i prevencija plagijarizma", "Autorsko pravo i zakonska regulativa", "Izdanaštvo i otvoreni arhivi i autorsko pravo", "Upotreba softvera za detekciju plagijarizma" i "E-izdanaštvo i autorska prava".

Kroz međunarodne projekte, značajni ishodi na sprečavanje plagijarizma realizirani su kroz Tempus projekt "Developing information literacy for lifelong learning and knowledge economy in Western Balkan countries". Jedan od ishoda su online moduli - edukacijski alat informacijske pismenosti, koji omogućavaju studentima, nastavnicima i saradnicima i svim zainteresiranim licima da samostalno stječe znanja, sposobnosti, vještine i navike iz informacijske pismenosti. "Plagiranje i autorska prava" je modul koji se, pored ostalih direktno odnosi na sprečavanje plagijarizma. Moduli su dostupni na web stranici Univerziteta u Sarajevu www.unsa.ba.


Univerzitet u Sarajevu je partner u projektu ERASMUS+ LNSS koji također kroz svoje ishode doprinosi osiguranju kvaliteta i sprečavanju plagijarizma. Ovaj projekt je započeo 2015. godine i završava se 2018. godine. Kao jedna od programskih aktivnosti ovog projekta predviđeno je da učesnici u projektu održe niz treninga-obuka za bibliotekare osnovnih i srednjih škola, kao i bibliotekare javnih, specijalnih i visokoškolskih biblioteka o različitim temama koje će značajno doprinijeti na poboljšanje bibliotekih usluga i visokog obrazovanja generalno, razvoj strategije koja se fokusira na standarde i osiguranje kvaliteta bibliotekih performansi, kao i na njihov značaj za društvo i ekonomiju. Nastoji se da se kroz projekt implementiraju inovativni Train the Trainers programa koji će se inkorporirati u strategiju osiguranja kvaliteta i koji će omogućiti da se identificiraju, procijene i efektno, efikasno i na etičan način koriste informacije u svakodnevnom životu. Takav odgovarajući moderni napredak usluga osoblja u bibliotekama će biti glavni ishod ovog projekta.

ZAKLJUČAK

Osiguranje kvalitete i akademsko poštenje su najvažniji činioci za izgradnju priznate i uspješne akademskih zajednica. Plagijarizam nanosi veliku štetu naučnoistraživačkoj djelatnosti i naučnoj produkciji, neetičan je i nije u skladu sa zakonskom regulativom koja se odnosi na autorska i srodna prava. U mnogim zemljama se plagiranje na polju naučnoistraživačkog rada smatra teškim prekršajem za što su previđene i odgovarajuće sankcije. Prevencija plagijarizma, prvenstveno kroz stalnu edukaciju je najdjelotvorniji način njegovog zaustavljanja, što je u ovom radu i prikazano kroz rad savjetodavnih i stručnih tijela Univerziteta u Sarajevu, kao i njegovog učešća u različitim domaćim i međunarodnim projektima. Univerzitet u...
Sarajevu kontinuirano radi na stvaranju povoljnog ambijenta za nastavni, naučnoistraživački i stručni rad, kroz osiguranje kvaliteta i sprečavanje plagijarizma, nastojeći da uvede informacijsko opismenjavanje kao izborni predmet u curriculuminima na svojim organizacionim jedinicama. Nužna je i edukacija za primjenu i korištenje softverskih alata u otkrivanju plagijarizma. Izdavačka djelatnost, kroz svoje mehanizme recenzije, redakcije i uređivačke odbore, treba stalno raditi na unapređenju kvaliteta naučne produkcije.

LITERATURA


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9. www.unsa.ba
PROMOTION OF LIBRARY SERVICES: B&H LIBRARY
NATIONAL AWARENESS DAY INITIATIVE

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SUMMARY

In order to maintain their visibility in contemporary environment, libraries promote services and resources to users on a daily basis by using different promotional approaches and tools. Variety of promotion activities refers to the methods used to provide information to users about the library's services and resources, ensuring that users are aware of the services and resources available (Z. Yi, 2016). Promotion of library services and raising awareness about libraries among users in the wider community can be realized by collaborative promotional activities on a national scale that have great potential to result with additional recognition of libraries importance and role in modern society. In that regard, this paper will present wider and specific objectives of the B&H Library National Awareness Day which realization is planned as one of the activities of the ERASMUS+ Capacity Building project Library Network Support Services (LNSS): Modernizing Libraries in Western Balkan Countries through Staff Development and Reforming Library Services (CBHE 561987).

Keywords: B&H, library services, B&H Library National Awareness Day, Library Network Support Services

1. INTRODUCTION

Promotion of library services today is a challenge for every information specialist. In this regard, a good understanding of the needs of users of each individual library is required. In order to promote library services and to have a successful communication with library user, librarian must know what the user thinks about the library services. This means that each library needs to create its own promotion strategy that is able to keep up with new generations of users. There are different ways of promoting library services and Zhixian Yi in his article Effective Techniques for the Promotion of Library Services and Resources separates some of them: “A good Website helps to bring services and resources together in a unique way, because it is a direct link between the library and its specific users (for example students and academics) and the services it is seeking to promote. It also provides a channel for communication with target clients. Some media can be cross functional; for example, traditional tools, such as flyers, brochures and posters, can be used to promote events and programmes, which are promotional tools in themselves. Newsletters can introduce new developments as well as highlight current services.” (Yi, Z. 2016)
The use of Web 2.0 technology in promotion of library services is primarily oriented for the new generations that receive information about events in the public generally through social networks. Therefore, the promotion of the Library National Awareness Day as the activity of the ERASMUS + project *Library Network Support Services* (LNSS) is being realized primary in network environment. The aim of the Library National Awareness Day is to remind citizens about the importance of the libraries in the lifelong learning concept. On 8 September 2017 Bosnia and Herzegovina's public, academic, school, special libraries as partners will participate in promotion of their services by offering citizens a variety of educational content (promotions, poetry nights, round table discussions, exhibitions, etc.) Given that the Project is designed to strongly promote libraries, library services and in general library and information science, the Action Group of the Library National Awareness Day has developed a promotion strategy. Launching the FB site (https://www.facebook.com/nadbh2017/) was the first step in building a network of potential visitors / library users.

2. RESEARCH METHOD

In order to promote the Library National Awareness Day initiative, the FB site was created, and this paper will use online available analytics within the mentioned social network. For now, the site is followed by 130 FB profiles.

2.1 RESEARCH FINDINGS

The aim of this research is to examine the number of posts viewed and the level of interest for events that will be realized during the Library National Awareness Day. In the period from 30 March to 11 May 2017, 19 posts of different content were uploaded. All posts were available to the general public. Three separate posts had a large number of views, compared to other posts. A post about the Action Group meeting with the Mayor of the municipality of Novo Sarajevo had the largest number of views. This meeting was held in order to discuss and organize the Library National Awareness Day main event in Sarajevo *Walk for the Libraries through Vilson’s Promenade.* (Table 1) It should be noted that this is one of the most attractive locations in the city of Sarajevo when it comes to public gatherings. Also, in this news the mayor of the municipality of Novo Sarajevo, a very popular political figure in Sarajevo, is mentioned. That's why it is very important to promote any activity by using a popular title.

| Table 1: Action Group meeting with the Major of the municipality of Novo Sarajevo |
|-----------------------------------|-------|
| Number of views                  | 453   |
| Likes, Comments and shares       | 23    |

Post with 284 views and 11 likes, comments and shares, refers to meeting with potential partner libraries. This meeting was attended by representatives of 30 different libraries from Sarajevo Canton and this meeting is also considered as the first mass promotion of the Library National Awareness Day. The promotion of the Library National Awareness Day at the International Book Fair in Sarajevo, in April 2017, has collected 290 views and 16 likes, comments and shares. At the same time, these three events are also the most important events for the realization of the Library National Awareness Day.
2.2 RESEARCH ANALYSIS AND DISCUSSION

Taking into account the online analytics of the Library National Awareness Day FB page we conclude that this social network is useful in promotion of the upcoming activities of the Library National Awareness Day. In this regard, the Action Group of the Library National Awareness Day has developed a promotion strategy.

2.2.1 Content of the Strategy

*Promotional materials:* Flyers, Posters, T-shirts, Banners, TV/radio publicity, SN, slogans;

1. Social media is an important way of getting information about your Library National Awareness Day in Bosnia and Herzegovina. The web presentation on FB and Word Press blog will include:
   - Objectives
   - Goals
   - Target Groups and Partners
   - Activities
   - Marketing
   - NAD in other countries
   - Looking for sponsors

2. The promotional video will be prepared with volunteers and uploaded on YouTube, on FB page and Word Press blog as well. Local media will be contacted for video promotion (duration of video – 5 minutes).

   **Content:**
   - Short video presentation of most popular libraries in Sarajevo
   - Video slogan: Library National Awareness Day in Bosnia and Herzegovina, 8th September 2017

   **Content:**
   - Short interviews. People will be asked: What is the library in 21 century?
   - Video slogan: Library National Awareness Day in Bosnia and Herzegovina, 8th September 2017

3. Proposal letter will be send to Ministry of Education, Science and Youth of Sarajevo Canton. The aim of this letter is to appeal for support in NAD activities (invitation letters for schools, sponsorship, etc). Also, proposal letters to the most popular public and academic libraries in Sarajevo Canton (Library of Sarajevo, National and University Library of B&H, academic libraries of University of Sarajevo) will be sent. Second call will be send to libraries outside the Sarajevo Canton region.

   Other potential partners: Association of Library professionals of Federation of B&H, Association of Information Professionals – librarians, archivists and museologists, Goethe
Institute in B&H, Association of Writers in B&H, Office for Support for Students with Special Needs, USAID, Department of Comparative Literature and Librarianship and Department of Education at Faculty of Philosophy, University of Sarajevo.

Priorities:
- Ministries for education and culture
- Municipalities

4. Deadlines for acceptance of proposal letters and arrangement of the first meeting with partners and sponsors will be established. Every month one meeting with partners will be organized. Partners will have opportunity to propose program for NAD.

5. NAD program for different types of libraries (examples)

National and University Library of Bosnia and Herzegovina
- Exhibition of old and rare books

School libraries
- Actors and poet reading literature for pupils in libraries
- Afternoon in the Library (pupils talk about best books)

Academic and special libraries
- Round table discussions
- Skills and competencies of school librarians in 21 century
- Library users with disabilities in academic libraries

Public libraries
- Contest The Best Library Slogan for Library National Awareness Day
- Literature competitions
- Night of poetry, etc.

6. Main Event in Canton Sarajevo – Vilson's Promenade

Activity: Walk through Vilson’s Promenade in Sarajevo
Participants: Library Community
Promotion of activity: Social Networking

3. CONCLUSION

Library National Awareness Day in B&H as one of the activities of the ERASMUS+ project Library Network Support Services (LNSS): Modernizing Libraries in Western Balkan Countries through Staff Development and Reforming Library Services (CBHE 561987) is considered to be very important event for Library community and is planned in B&H for 8th September. This Paper in order to support all Project partners and also emphasize the role and importance of public presentations of wider
Librarianship today presented promotional steps that have been done so far and steps that are planned on UNSA. Analysis of Likes, Comments and Shares of NAD Facebook page showed us that meeting with Mayor of municipality Novo Sarajevo about the main event on 8th September (Wilson’s Promenade) as well as Meeting with potential partners held in Rectorat UNSA and promotion of the Project on Book Fair Sarajevo were the right choices of great interest for public. Paper also presented other steps of Promotional Strategic Plan of Action Group UNSA. Strategic plan which is considered to be inevitable part for planning and of great importance for good practice in case of UNSA includes creating accounts on social network (FB page, WordPress blog), creating promotional videos, making proposal letters for partnership (ministries, NGO, libraries, schools, writers society, media) and proposal letter for sponsors, having meetings with different partners, forming NAD program for different types of libraries and producing promotional materials. By doing so and being a part of the ERASMUS+ Project UNSA team is hoping to collaborate in providing and proving that „Library and information services are key actors in providing unhindered access to essential resources for economic and cultural advance. In doing so, they contribute effectively to the development and maintenance of intellectual freedom, safeguarding democratic values and universal civil rights. They encourage social inclusion, by striving to serve all those in their user communities regardless of age, gender, economic or employment status, literacy or technical skills, cultural or ethnic origin, religious or political beliefs, sexual orientation, and physical or mental ability. The communities they serve may be geographically based or, increasingly, linked only by technology and shared interests.“ (IFLA, 2003)

LITERATURE


ASSESSING AND EVALUATING THE EFFECTIVENESS OF INFORMATION LITERACY PROGRAM: A STUDY ON THE NEWLY REGISTERED STUDENTS AT EAST WEST UNIVERSITY (EWU)

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ABSTRACT

Purpose:
The purpose of this paper is to assess and afterwards evaluate the outcome of existing Information Literacy (IL) program providing by East West University, Dhaka, Bangladesh round the year for newly admitted students. The aims of the Information Literacy program are to teach basic information literacy concepts to novice undergraduates.

Methodology/Approach:
This paper incorporates mixed research approach for getting qualitative and quantitative data and covers the newly admitted students of Spring semester 2017 who have been registered to attend information literacy program offering by East West University Library. A set of structured pre-questionnaire as well as post-questionnaire filled-up by the newly registered students for assessing and evaluating the result of the program respectively. The pre-program questionnaire and post-program questionnaire have been focusing mostly on the information seeking and finding aspects like searching for information; retrieving information in an online environment; using a variety of methods as well as extracting-recording and managing information and its sources. Such outlines have been figured at Standard Two information literacy framework provided by the Association of College and Research Libraries (ACRL, 2000). Then the both filled-up questionnaires have analyzed to figure out the outcomes of existing information literacy program.
Findings:

This study found that the necessity of information literacy skills for newly admitted students needed to cope with the information explosion age as well as their education at undergraduate level. Students acquired knowledge about the content of information literacy program such as; the awareness of information literacy concept, identifying various reference materials, acquaintance with various search engine, acquaintance with Online Public Access Catalog (OPAC), knowledge about research databases and significance of citation management, avoiding plagiarism, using reference management software for citation style. These results also showed the progress and effectiveness of existing information literacy program of East West University Library, Dhaka, Bangladesh.

Originality:

The research presents one of the first experiences with the information literacy program for newly admitted students in Bangladesh. The results and its discussion can facilitate other information professionals who are going to prepare a similar research for their literacy program. This paper also highlights the needs of commencing information literacy program in every academic university to fill up the motto of higher educational institutions in this age of information explosion.

Keywords: Information Literacy, Association of College and Research Libraries (ACRL), Information Search Skills, Academic Libraries, East West University, Bangladesh.

1. INTRODUCTION

We are living in the epoch of information explosion and it is quite challenges for information seekers to pick out the authentic information from the superfluous information. Therefore, the person who quests for information needs to gain numerous skills on information literacy. The concept “Information literacy is a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information” (ACRL, 2000). The information literate person can acquire a set of abilities to recognize what and when information is needed, identify and locate the needed information, use and communicate it ethically and effectively. This set of abilities is called information literacy which acts as a self-ruling vehicle for life-long learners. According to Lau (2006) information literacy leads to lifelong learning and is a common requirement to all learning atmospheres, to all disciplines and to all levels of education. In contemporary’s world, libraries and learning resource centers in higher education are providing students with opportunities to learn the information literacy skills to become independent lifelong learners. It is momentous for every academic library to help the students for the progression of information literacy skills and enable them to further explore it in their own field. East West University (EWU) Library is one of the pioneer university libraries in Bangladesh in terms of using the latest technology, featured resources and services. The library acts as a focal point for students, researchers, faculty and staff members of the university. It has been designed to support the University’s guiding principles of Spartan pride, unbounded learning, helping and caring and agility through technology by facilitating student learning and success, faculty teaching, research and creative uses of technology. Association of College and Research Libraries (2000) elucidated that:
developing lifelong learners is central to the mission of higher education institutions and by ensuring that individuals have the intellectual abilities of reasoning and critical thinking, and by helping them construct a framework for learning how to learn, colleges and universities provide the foundation for continued growth throughout their careers, as well as in their roles as informed citizens and members of communities. Thus, as a pioneer library, East West University Library is conducting information literacy program since 2013 round the year for supporting students how to be a critical thinker to cope up with their existing learning surroundings as well as their upcoming careers. It is mentionable here that in 2009, Independent University of Bangladesh (IUB) acquired fund from International Federation of Library Associations and Institutions (IFLA)-ALP for organizing of an International Workshop on IL. After that East-West University (EWU) hosted workshops and seminars to increase the IL awareness among the professionals, faculty, researchers and students. Since 2013, East West University is conducting Information Literacy program for newly admitted students, existing students, staffs and faculty members round the year and it is prerequisite for becoming library members.

2. LITERATURE REVIEW

This review focuses on the significance of information literacy program in information explosion age, higher education and examines the worth of pre and post evaluation of information literacy for elevation this ability among students. According to Tiefel (1995), students needed to become independent learners and to achieve this, user education had to play a major role. This study suggested that “user should receive guidance on which resources are best for their needs, and basic instruction on search technique and should feel secure that the system is not difficult and is evolving toward a more efficient, effective, and easy to system”. New generations of students have never known life without the internet and feel very much at home in the digital world (Lorenzo & Dziuban, 2006). They have entered university empowered with a great variety of technical skills, which they have gained both through formal and informal learning. Nevertheless, concerns arise about the challenges that the so called “Net Generation” faces in their access to and interaction with information. Ojedokun (2007) highlighted the necessity of higher education institutions to have as part of their mission to develop the lifelong learner so that they have the intellectual abilities to think critically, to enable them as independent learners and in learning how to learn. Information literacy competency enables students to find out their requisite and manage it in an efficient way. Moreover, Information possesses several dimensions of value, including as a commodity, as a means of education, as a means to influence, and as a means of negotiating and understanding the world (ACRL, 2016). As information has values and neophyte students may combat to recognize the dissimilar values of information by the information literacy skills, as an ample way to overcome it. Besides, IL has been recognized and endorsed as an essential student-learning outcome by stakeholders in higher education (Saunders, 2013). Somaratna (2015) conducted a study of the assessment of credit based information literacy module for science undergraduates and observed that the majority of the undergraduate students do not have skills of using different information resources of the library for their academic activities. However, Information literacy programs facilitated to expand the quality of their learning and retrieval of authentic and relevant information. One of the effective benefits of assessment is to stimulate students for learning. Likewise, Issa et al. (2015), evaluated the IL competence of undergraduates at the University of Ilorin, Kwara State, Nigeria and proposed that developing IL competencies is prominence to the students who are involved in research which is a process of discovery that encompasses reading, learning, creating
of intellectual conversations, evolving their own ideas and acknowledging the ideas of others. One of the main assessment methods is observing student participation in discussion on the delivering topics of information resources or questioning students about diverse topics regarding these topics and activities in class so that coaches are capable to find out if students have deficient knowledge. Chinyere (2014) in his study assessed the perception of users about the effectiveness of user education for searching information resources. Sasikala and Dhanraj (2011) conducted a study for assessing the information literacy skills among science students and showed a lack of awareness of the usage of library catalogue, a lack of search skills and a gap in the knowledge of using web search tools. The study observed that user education programs offered by the library would enable the users in searching and finding the needed information with ease. Thus, assessment of user education program precludes the banal class for students, further upsurges the responsiveness of class to the students. To capacitate the students for assessing information in a right way and practice it in an ethical manner, academic libraries must take exertions for the contemplation of Information Literacy skills. Association of College and Research Libraries (ACRL, 2000) designed Information Literacy Competency Standards for Higher Education. There are five standards and twenty-two performance indicators. The standards focus upon the needs of students in higher education at all levels. The Standard two explained “The information literate student accesses needed information effectively and efficiently”. The originally approved five standards rescinded by the ACRL Board of Directors (ACRL, 2016) explained that the novice learner may struggle to understand the diverse values of information in an environment where “free” information and related services are plentiful and the concept of intellectual property is first encountered through rules of citation or warnings about plagiarism and copyright law. As a result, novice learner needs to identify reliable information and how to avoid plagiarism. For this purpose, this study was conducted to evaluate an effect of existing Information Literacy (IL) program for novice undergraduates of Spring Semester offering by East West University Library and how to improve this program as well.

3. STATUS QUO OF IL PROGRAM ORGANIZED BY PRIVATE UNIVERSITIES LIBRARIES IN BANGLADESH

Bangladesh has recognized the importance of lifelong learning. Dhaka University and Rajshahi University - two public universities of Bangladesh - have incorporated IL in their syllabus since 2011. Later on the Department of Information Studies and Library Management at EWU has incorporated IL courses in their syllabus in the year of 2016. A group of teachers, library and information professionals and students have been received training on information literacy, health literacy, health Information literacy, media literacy and plagiarism at home and abroad. Independent University, Bangladesh (IUB), a leading private university, had organized and conducted an International workshop on Information Literacy under the sponsorship of IFLA (Informatics, 2009). The East West University (EWU), Dhaka, another leading private university of Bangladesh, has been organizing and conducting series of national and international workshops on information literacy, health literacy and health information literacy for the faculty, students and library and information professionals under the sponsorships of International Network for the Availability of Scientific Publication (INASP), UK and International Federation of Library Associations and Institutions (IFLA) (EWU, 2010; IFLA, 2012). The North South University (NSU), another excellent private university of Bangladesh, has regular training programmes on ‘Online information services’ for professionals (NSU, 2010).
The BRAC University, an excellent private university has also been organizing and conducting training programme on digital librarianship under the aegis of INASP-PERI and other development partners (BRAC, 2010). The Department of Information Science and Library Management, Rajshahi University, and the East West university jointly organized a seminar on ‘Media and Information Literacy’ at Rajshahi University on December 15, 2010. University of Liberal Arts Bangladesh (ULAB), a prominent private university organized and conducted a seminar on ‘Integrating Students from Plagiarism to Academic Integrity’ on 24 February, 2011. The aim of the seminar was to guide students from plagiarism to academic honesty and integrity (ULAB, 2011). East West University and BRAC University have their own IL policy, course modules and standards. Even Daffodil International University Library, Eastern University Library, South East University Library also have their own IL policy. The BRAC University has incorporated IL course with the English programme. This course is credit bearing (Begum, 2014).

EWU Library conducts Information Literacy program round the years for students since 2013 and for faculty members since Summer 2014. Old and new students can register themselves through online registration form available in library website. Information Literacy program is mandatory for the students for their library membership.

4. CONTENT COVERED BY IL PROGRAM OF EWU

East West University (EWU) library is an integral part of the University and provides a variety of services designed to support students, faculty members, researchers, and staff members of East West University. All categories of members of the Library are encouraged to examine, consult, borrow and browse through any book, journal, printed/non-printed materials, online resources, and receive other services of the library. The EWU Library develops and maintains extensive print and e-resources to support the research, teaching and learning activities of the University. The core collections encompass subjects in computer, electronic, materials, mechanical, civil and environmental engineering, mass communication, business, banking and accounting, humanities, art and design, biological and life sciences etc. The Library has extensive holdings including print collections (collections are mostly open access), e-resources collection includes unique e-journals, e-books, and theses, student projects, research reports, etc. in full text. The information sources are easily accessible, relevant, reliable and of high quality. The Library’s mission is to enable staff and students in EWU to engage optimally with the ever changing information environment in order to succeed in their research, learning and teaching goals. In order to achieve that mission Library personnel will provide assistance to the users to know, understand their information needs, to select sources and devise, to apply search strategies appropriate to their needs, to use systems, and evaluate information and sources effectively, and finally to ensure optimal usage of resources. The Information Literacy program consists of theoretical lectures (40 minutes) and practical work (20 minutes). The following areas have been covering while giving lectures:

- Presenting general orientation on various aspects of library resources and services.
- Providing guidance on various search techniques and useful features of existing library software through Power point presentation as well as online guidance
- Assisting students and faculty members in small groups to help them develop the information literacy skills for accessing, using, evaluating of information and information sources and communicate it in an ethical manner.
- Introducing various e-resources databases including e-journals, e-books, institutional repository, digital library etc. and how to access.
• Assisting EWU library member how to avoid plagiarism and on building a bibliography and proper citation in any standard style, for example APA, MLA, Harvard, Chicago style etc. by using citation management tools such as Mendeley, EndNote, RefME.

After finishing the theoretical lectures, practical works have been conducted by forming group to support the students’ knowledge acquiring during theoretical lectures. Each group worked on their own computer. The main aims for the practical session of the students are to work in accordance with instructions on how to identify the thematic concepts and search terms relevant to their study or assignment writing and search for relevant literature in EWU Online Public Access Catalogue (OPAC) interface and Library databases. The instructor (library personnel/library teacher) overseen the students’ work. In case of trouble, s/he helped them to resolve any problem.

Methodology:
Participants
The study covered 75 novice students of Spring Semester studying in different departments and registered to take session on Information Literacy Program conducted by East West University Library.

Instruments
The pre-program questionnaire and post-program questionnaire:
There are two types of structured questionnaire (Pre-Questionnaire and Post-Questionnaire) designed by library personnel who administer this program round the year. The pre-program questionnaire and post-program questionnaire covered one facet of information literacy but partially which is figured on Standards Two information literacy framework provided by Based on this standard, an information literate student accesses needed information effectively and efficiently. So, the pre-questionnaire and post-questionnaire were designed according to some performance indicators of this standard. Then data were collected through structured questionnaires by the participants before starting IL session and later to finish IL session.

A total of 6 questions were given in the pre-questionnaire to assess the Awareness of information literacy concept, identifies various reference materials, Acquaintance on various search engine, Acquaintance on Online Public Access Catalog (OPAC), Knowledge about research databases and Significance of citation management, avoiding plagiarism, using Mendeley and other online reference management software for citation style. After finishing the session, a total of 10 questions were given in the post-questionnaire intended to assess the outcome of IL program and 8 questions out of 10 were related to pre-questionnaire. Two questions were asked at the end of the questionnaire for taking suggestions as well as feedback to improve the IL program. From 75 questionnaires distributed to before and after session, 62 questionnaires were found usable (percentage need). The total 13 questionnaires (Pre-questionnaire and Post-Questionnaire) were not accurate because of filling these questionnaires partially.

5. METHODOLOGY

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6. RESULTS AND DISCUSSIONS
The pre and post-questionnaires used to measure the existing information literacy program conducted by EWU Library. The data were collected from pre and post session questionnaire. As, the pre-questionnaire and post-questionnaire consisted of 16 multiple-choice questions. The collected data from the questionnaires were grouped into the following areas for data analysis: Awareness of Information Literacy, search engine identification, Identifies various reference materials, Identifies location of online catalog on homepage (OPAC), Awareness of research databases, Awareness of bibliographic reference/citation, Acquaintance on citation management software and Feedback about the session. Then, information provided by respondents of questionnaires has tabulated by using simple statistical methods and their interpretations have been given in the following successive tables, charts/figures:

6.1 Awareness of Information Literacy Concept
Table 1: Response of the participants about the awareness of Information Literacy

<table>
<thead>
<tr>
<th>Response to questions</th>
<th>Number of Respondents before IL program % (Overall n=62)</th>
<th>Number of Respondents after IL program % (Overall n=62)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>2 (3.23 %)</td>
<td>62 (100)</td>
</tr>
<tr>
<td>Yes, but I don't understand what it is</td>
<td>11 (17.74 %)</td>
<td>0</td>
</tr>
<tr>
<td>No</td>
<td>49 (79.03 %)</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>62 (100)</td>
<td>62 (100)</td>
</tr>
</tbody>
</table>

Table 1 provides data related to the awareness of the information literacy concept. Participants' awareness about information literacy was analysed before and after the IL session. Pre-test showed
that only 3.23% of the students were aware about this concept whereas the post-test data specified that all the participants have aware of this concept.

6.2 Search engine identification

Table 2: Response of the participants about the search engine identification

<table>
<thead>
<tr>
<th>Correct/Incorrect answers from the participants</th>
<th>Number of Respondents before IL program % (Overall n=62)</th>
<th>Number of Respondents after IL program % (Overall n=62)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>37 (59.68%)</td>
<td>62 (100)</td>
</tr>
<tr>
<td>No</td>
<td>25 (40.32%)</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>62 (100)</td>
<td>62 (100)</td>
</tr>
</tbody>
</table>

Table 2 provides results related to the identification of search engine. Here it has been showed that 59.68% of the students of pre-test result were identified the search engine whereas the post-test data specified that all the participants have familiar with search engine for searching information.

6.3 Identifies various reference materials

Table 3: Identification of various reference materials

<table>
<thead>
<tr>
<th>Recognition of reference materials from the participants</th>
<th>Number of Respondents before IL program % (Overall n=62)</th>
<th>Number of Respondents after IL program % (Overall n=62)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correct</td>
<td>9 (14.52%)</td>
<td>61 (98.39%)</td>
</tr>
<tr>
<td>Incorrect</td>
<td>53 (85.48%)</td>
<td>1 (1.61%)</td>
</tr>
<tr>
<td>Total</td>
<td>62 (100)</td>
<td>62 (100)</td>
</tr>
</tbody>
</table>

The students were asked to know about the reference materials through pre-questionnaire. It has been shown from the pre-questionnaires, only 14.52% of students have knowledge about reference materials. However, the post-test exposed an increase in the number of responders (98.39%) who identified the reference correctly.

6.4 Identifies location of Online Public Access Catalog (OPAC) on EWU Library homepage

Table 4: Identification of OPAC

<table>
<thead>
<tr>
<th>Identification the location of OPAC on EWU Library homepage</th>
<th>Number of Respondents before IL program % (Overall n=62)</th>
<th>Number of Respondents after IL program % (Overall n=62)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>4 (6.45%)</td>
<td>62 (100)</td>
</tr>
<tr>
<td>No</td>
<td>58 (93.55%)</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>62 (100)</td>
<td>62 (100)</td>
</tr>
</tbody>
</table>

Table 4 provides results related to the identification OPAC from EWU library homepage through which participants can use this online catalog or familiar to handle it. The low level, 6.45% of students provided correct answers before the ILI program however, the post-test results showed that all of the participants answered correctly.
6.5 Awareness of library/research databases

Table: 5 — Response of the participants to define the library/research databases

<table>
<thead>
<tr>
<th>Define research databases</th>
<th>Number of Respondents before IL program % (Overall n-62)</th>
<th>Number of Respondents after IL program % (Overall n-62)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online collection of reliable articles searchable by topic</td>
<td>8 (12.90%)</td>
<td>60 (96.77%)</td>
</tr>
<tr>
<td>Collection of website searchable by topic</td>
<td>54 (87.10%)</td>
<td>2 (3.23%)</td>
</tr>
<tr>
<td>Total</td>
<td>62 (100)</td>
<td>62 (100)</td>
</tr>
</tbody>
</table>

Table 5 provides results related to define research databases to know their knowledge about it. The majority 87.10% of the participants have chosen that research databases is collection of website searchable by topic which indicated the lack of awareness about the research database before the IL session. However, the post-test IL session revealed that only 3.23% participants were unable to choose the correct answer.

6.6 Acquaintance of bibliographic reference/citation/citation management software

Table 6: Acquaintance of bibliographic reference/citation/citation management software

<table>
<thead>
<tr>
<th>Acquaintance of bibliographic reference/citation/citation management software</th>
<th>Number of Respondents before IL program % (Overall n-62)</th>
<th>Number of Respondents after IL program % (Overall n-62)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>6 (9.52%)</td>
<td>35 (56.45%)</td>
</tr>
<tr>
<td>No</td>
<td>57 (90.48%)</td>
<td>27 (43.55%)</td>
</tr>
<tr>
<td>Total</td>
<td>62 (100)</td>
<td>62 (100)</td>
</tr>
</tbody>
</table>

In response to acquire knowledge on bibliographic reference/citation and acquaintance of citation management software, the table 5 reveals that 90.48% of participants to choose wrong answer before IL session but after taking session, there was some improvement to identify the right answer that was 56.45%.

6.7 Assessing trainer competencies on IL session
Figure 1: Assessing trainer competence on IL session

Figure 1 reveals one of the most important parts of this study. Feedback about the session helped in assessing trainer skills as well as student learning outcomes that are vital actions for assessing existing IL programs. The above figure showed the opinion on the competence of the trainer to teach literacy skills. Majority of the participants were delightfully (57%) or very satisfied (34%) with the session.

6.8 Participant’s feedback about the session

<table>
<thead>
<tr>
<th>Suggestions on Information Literacy Session</th>
<th>No</th>
<th>Very little</th>
<th>Slightly</th>
<th>Partially</th>
<th>Fully (5) Total Respondent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extend the duration of session</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>62</td>
</tr>
<tr>
<td>Needs more hands-on training</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>59</td>
</tr>
<tr>
<td>Delivered content should be easier</td>
<td>52</td>
<td>4</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

In response to question suggestions from the participants for the improvement of IL programs, all participants suggested that extension of the duration of this session as well as more hands-on training sessions need for improving apprentice’s knowledge on IL program. However, only 3.33% of participants were agreed to prepare more easy lectures for this program in future.
7. SUMMARY OF THE FINDINGS

Followings are the major findings of this study for assessing existing information literacy program for the newly admitted students of Spring semester 2017 conducted by EWU Library:

- After comparing between pre and post test results, it is evident that the novice students need to improve their skills on information literacy concepts, as they were not aware about it.
- The post-test result indicated that maximum number of participants were able to identify reference sources whereas only few were unable to recognize it.
- A very little number of the participants were aware about Online Public Access Catalog (OPAC) of EWU Library before they got registered at IL programs but after finishing this session, post-test result showed that a large portion of the participants were capable to identify OPAC. As a result, IL program demonstrated its aim and it was fruitful for the participants.
- The post test revealed that the majority of the students (96.77%) were able to define the research database correctly whereas and 3.23% of the participants could define incorrectly. So, IL program can benefit for further improvement of those students who were failed to define research database correctly.
- The participants’ knowledge on bibliographic reference/citation/citation management software has improved to a great extent from 9.52% to 56.45% after IL session but 43.55% of students were not able to acquire the exact knowledge on this topic. Here, IL trainer should more emphasize about this matter and make it easier for them for their improvement.
- Participant’s suggestions about the existing IL program exposed to evaluate the outcome of existing information literacy program and improve this program for the future.

8. EPILOGUE

Information Literacy has very significant implications for today’s knowledge based society, but unfortunately, in Bangladesh there is still a big shortage of skilled professionals and proper level of management for creating awareness and developing strategies for IL education. Apart from that there is a severe lack of information literacy policy guidelines, standards and generic literacy module, training and teaching materials in academic institutions. The concept of IL is almost absent in the higher academic institution (Islam and Tsuji, 2010). Many library professionals do not know the meaning of information literacy. In Bangladesh the term has not gained that much popularity yet. Only few skilled professionals, equipped with national and international experiences, have been yielding to create awareness regarding IL through setting different programs. People are confused about this term (Shuvo, 2010) and in this situation comprehensive training program is necessary. First, the term should be popularized, then different seminars, symposia, conferences should be organized by different educational institutions. There is no proper planning for dealing with the information explosion and making effective and judicious use of information. A nation-wide campaign of information literacy can help us immensely in this regard (Hoq, 2006). Experiences tell that academic librarians have very little opportunity to influence curriculum design of IL. However, there are some public as well as private universities have taken initiatives to transform their role in academic environment. Thus, Begum (2016) indicated that lack of the formulation of an IL policy, lack of pro-activity by libraries, lack of awareness among university authority; lack of understanding the perception of information literacy of the faculty members; lack of the creation of partnership between librarians and teaching staff to implement IL in
universities are the obstacles for implementing IL program in universities. However, academic libraries have opportunities to introduce information literacy program for newly admitted students and propose the university authority to integrate IL education in mainstream and make it a compulsory course for students so that students can understand the significance of information literacy for lifelong learning skills and educate themselves to be a critical thinker along with how to find, evaluate and effectively use information among the ocean of knowledge. An approach for figuring out the opportunities in terms of faculty-librarian/library teacher joint collaboration at higher educational institutions could be an interesting area of further research in this regard for creating awareness and promoting IL programs.

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North South University (2010). Official Records of North South University. Dhaka, NSU.


EFFECTIVENESS OF MOBILE TECHNOLOGY USE IN ENGLISH LEARNING AND TEACHING IN MULTILINGUAL CONTEXT IN KAZAKHSTAN

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ABSTRACT

This paper explains and demonstrates the possibilities of m-learning technology use in the process of English learning and teaching in multilingual context in Kazakhstan. The authors consider the advantages and effectiveness of its use in comparison with traditional computer. Moreover, the paper investigates mobile devices to be used in language classrooms to make language learning and teaching live and attractive. Then, the use of various m-learning approach and methods of language teaching, as deemed necessary for successful language skill development and acquisition are analysed. This approach has been adopted in a Kazakh-Turkish lycée “Nur-Orda” and school-lycée №70 in Astana, Kazakhstan, engaging 8th, 9th and 10th grade students (15/16/17 years old) in formal and non-formal learning environments. Finally, the paper presents the literature review to support the integration of m-learning for learning and teaching English as a foreign language and experimental data on questionnaire to explore how English learning and teaching can be enhanced with mobile technology.

Key words: M-learning, English teaching, MobiThinking

1. INTRODUCTION

The use of mobile technologies in education is one of the most popular methodical topics. There are works showing the possibilities of applying these new methods in linguodidactics. However, not all resources have been studied. Thinking educators create educational games using mobile applications.

There are several aspects to consider mobile devices as an educational resource.
1) Access to existing information.
2) Information collection in synchronized interaction with respondents, its interpretation in real time.
3) Mobile devices as a resource of spontaneous living speech. Errors like negative speech material can also be used in a mobile device for their synchronous collective analysis for educational purposes.
4) Mobile communication as a form of distance learning using an access to teaching materials, texts.
5) The investigation of the cognitive effect of classes with mobile technologies’ use.
6) The social context analysis of the mobile technologies’ application, its ethical motives.
7) The mental model of learning and teaching and the social context of the learning process.
2. LITERATURE REVIEW

Protasova [1] states that "modern and successful learning occurs naturally, if we do not force children to submit to the will of an adult, but to give an opportunity to manifest themselves in the game, to organize a developing, integrative, interactive space and to emphasize interaction with peers". Mobile technologies should be considered taking into account their influence on the cognitive development of the students and their relevance in the social context. Students should have an equal access to virtual teaching or experimental material. Therefore, in addition to the learning goal, it is important to take into account the social context. The delicacy of the teacher is manifested in the fact that he does not infringe the dignity of those who do not yet have modern gadgets.

Mobile phones, tablets, as well as mobile Internet technology are so common in today’s world that people can be trained in any place and at any time. This process of learning is called mobile learning or m-learning. M-learning is the opportunity to learn, regardless of place and time, with the assistance of different mobile devices. Emerging mobile technologies provide ample opportunity to learn and practice to acquire foreign language skills, too, allowing students to contact not only with each other but also with native speakers around the world.

MALL (Mobile-Assisted Language Learning) is the study of a foreign language using available anywhere and anytime mobile devices. According to Traxler [2] “with mobile learning, education becomes timely, adequate and personalized (‘just-in-time, just and just-for-me’)” and change completely the learning process.

Mobile learning in Kazakhstan is only being developed and evolved. It is a hot topic for the methodologists and practitioners. There are many publications in Kazakhstan [3, 4] and Russia [5, 6, 7, 8] recently appeared in the field of mobile technologies’ investigations based on different experiments and projects held. The articles discuss and describe the best practices and future expectations in the field of mobile learning, and include some suggestions and ways to ensure a quality teaching and learning experience.

2.1. Student’s benefits

Kazakhstani practitioners based on experience believe that the most optimal mobile device that can be used in English teaching is the tablet (I Pad). There are many advantages of I Pad use as its weight, high life expectancy of battery and other different opportunities like listening to music, reading books, playing games, etc. In other words, the undeniable advantages of using tablets (I Pads) are:

1) Fast access to authentic learning and reference programs in any location;
2) Continuous feedback from the teacher, peers and community;
3) Friendly use of hardware and virtual environment which influence on their motivation;
4) Creating personalized training space;
5) Continuous lifelong learning and development.

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S. Meiramova, A. Sarsenova, D. Shaibakova: EFFECTIVENESS OF MOBILE TECHNOLOGY USE IN ENGLISH LEARNING AND TEACHING IN MULTILINGUAL CONTEXT IN KAZAKHSTAN

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Table 1: Classification of Mobile Learning tools

<table>
<thead>
<tr>
<th>Classification of Mobile Learning tools</th>
<th>Mobile learning tools to learn the content</th>
<th>Mobile learning tools for communication</th>
<th>Students’ awareness of mobile devices</th>
<th>Mobile tools to control the formation of professional qualifications and skills</th>
<th>Tools to support mobile learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- electronic and mobile books;</td>
<td>- mobile chatting;</td>
<td>- SMS testing tool;</td>
<td>- mobile games;</td>
<td>- Information access to mobile</td>
</tr>
<tr>
<td></td>
<td>– mobile dictionaries;</td>
<td>- e-mails;</td>
<td>- mobile forums and chatting survey</td>
<td>- mobile training;</td>
<td>data</td>
</tr>
<tr>
<td></td>
<td>- the collection of bookmarks;</td>
<td>- video-conferencing;</td>
<td>tools;</td>
<td>- group project;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>– the fund of multimedia network</td>
<td>- mobile blogs</td>
<td>- smart phones and communicators;</td>
<td>- case studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- SMS testing tools;</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Internet resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This classification, based on best practices gathered through experience, could serve as a benchmark for teachers to consider in their teaching activities and using mobile technologies. Mobile learning also could be a new impetus in Kazakhstani educational system to reconsider teaching tasks, content and learning tools.

In recent discussions around this topic it is acknowledged that we need to test our basic assumptions and refine our thinking regarding our expectations of mobile technologies use. The advantages underlined below could be considered by teachers and students in achieving the performance expectations:

1. dynamic class activities, new forms of mobile communication and teamwork, including extracurricular training;
2. new source of knowledge meet students’ interests and needs, new forms of interactions involving discussions, sharing ideas, experience, new roles of teacher and student;
3. remembrance summary of the acquired knowledge in the classroom;
4. Longlife continuous education, which allows students to get knowledge over time, does self-education and has the opportunity to supplement their knowledge.

2.1. Method

Participants
To achieve the objectives of this study, i.e. to determine the efficiency of mobile technologies’ use in the English language teaching, 32 students were selected from two different organizations and assigned into two groups.

Help message: "Nurorda" Kazakh-Turkish lycée launched project entitled "Light House School" in 2012 in conjunction with Apple Company. The aim of this project is to introduce the I Pad tablets to
educational process at schools and universities. Since 2013 I Pad tablet use introduced into the system of 7, 8, 9 grade students in "NurOrda" lycée, that’s why we decided to carry out our experiment here. Educational experiment lasted 6 months. One group of 16 students as an experimental group from a Kazakh-Turkish lycée "NurOrda", and the second one is 16 students from 70 school-lycée as a control group.

**Instrumentation**

a) Firstly, the questionnaire was used to determine students’ motivation for both two groups. The result shows that both the control group and the experimental ones have the equal level of motivation to learn the English language. In general, students' attitude towards English learning is not bad, 60% of students questioned said that they enjoyed learning the English language. They also mentioned the following difficulties they faced while learning English:
- 43% with listening comprehension and understanding the texts;
- 23% with expressing their opinion in English language;
- 17% with the grammatical complexity of the tasks.
As for the English classes’ activities, the students mentioned the followings:
- the majority of students, i.e. 70% like games, role-playing games, 13% - speaking activities, 10% - grammar tests.
Thus, the followings were identified through this survey:
1) both two groups are about the same motivation to learn English;
2) factors that reduce the students’ motivation to learn the English language are the difficulties with listening and reading comprehension, grammar;
3) interactive classes was pointed out as the preferable type of lessons involving such activities as games, videos and movies playing, various competitions holding, singing songs, etc.

b) Secondly, students of both experimental and control groups had a placement test to determine their initial level of English knowledge, skills and to identify students' language abilities.
The results of the placement test are shown in Table 2:

**Table 2: Results of the Placement test**

<table>
<thead>
<tr>
<th>Skills</th>
<th>Control group</th>
<th>Experimental group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>75%</td>
<td>78%</td>
</tr>
<tr>
<td>Listening</td>
<td>63%</td>
<td>61%</td>
</tr>
<tr>
<td>Writing</td>
<td>80%</td>
<td>82%</td>
</tr>
<tr>
<td>Speaking</td>
<td>85%</td>
<td>88%</td>
</tr>
<tr>
<td>Grammar and vocabulary</td>
<td>78%</td>
<td>80%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>76%</strong></td>
<td><strong>78%</strong></td>
</tr>
</tbody>
</table>

The results of the placement test tabulated in Table 2 indicate that both experimental and control groups students’ level of English language knowledge and skills is pre-intermediate level.
Table 3: Results of the Final test

<table>
<thead>
<tr>
<th>Skills</th>
<th>Control group</th>
<th>Experimental group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>75%</td>
<td>91%</td>
</tr>
<tr>
<td>Listening</td>
<td>63%</td>
<td>79%</td>
</tr>
<tr>
<td>Writing</td>
<td>84%</td>
<td>90%</td>
</tr>
<tr>
<td>Speaking</td>
<td>83%</td>
<td>93%</td>
</tr>
<tr>
<td>Grammar and vocabulary</td>
<td>84%</td>
<td>91%</td>
</tr>
<tr>
<td>Total</td>
<td>78%</td>
<td>89%</td>
</tr>
</tbody>
</table>

Placement test’s results showed in Table 3 indicate that level of English knowledge of experimental group students is higher than control group ones after mobile technologies use in classes. Also a survey was held among students and teachers in order to predict future prospects of mobile learning. A survey was carried out online on the basis of Kwiksurveys.com site http://kwiksurveys.com/s.asp?sid=yutyj8ez9w97k8q342289. A total of 142 people took part in the survey. 93% of students responded via kwiksurveys.com, 6% - im.facebook.com, 1% - vk.com. The main purpose of that survey was to find out the respondents’ attitude towards mobile technologies. We decided to illustrate in Picture 1, 2, 3 only the most important replies to the given questions regarding mobile use in their practice, regular classes and in future. Thus, Picture 1 shows that 96.7% of respondents use mobile device to develop their own teaching. Picture 2 shows that 84,91% of respondents agree that mobile learning will play an important role in the future of learning, 11,32% express uncertainty and 3,77% - disagree. Picture 3 shows that 87, 77% of respondents agree to use mobile device in their learning regularly, whereas 12, 23% of them – disagree.

![Picture 1: Mobile device use to develop own knowledge](image_url)
Table 4: Online survey results

<table>
<thead>
<tr>
<th>Online survey results</th>
<th>Teachers</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Access to mobility</td>
<td>76.12 %</td>
<td>90.71 %</td>
</tr>
<tr>
<td>2. Access to the Internet</td>
<td>94.64 %</td>
<td>91.01 %</td>
</tr>
<tr>
<td>3. The level of the use of mobile technologies during the lesson preparation</td>
<td>96.7 %</td>
<td>98.65 %</td>
</tr>
<tr>
<td>4. Assumptions about the introduction of mobile learning in education system</td>
<td>84.91 %</td>
<td>87.77 %</td>
</tr>
</tbody>
</table>

Results of online survey shown above in Table 4:
- the access to internet and mobility among teachers is very high (94.64% and 76.12%);
- the majority of teachers (96.7%) use mobile devices to improve their knowledge of mobile devices;
- 84.91% of teachers expressed confidence in future use of mobile devices in mobile learning education.

Students’ online survey results show that:
- 90.71% of students have the access to mobility, i.e. have a laptop or tablet;
- 91.01% of students are able to connect to the Internet;
- 98.65% of the students use the mobile devices during the lesson preparation or during lessons;
- 87.77% of students use the mobile devices since its introduction in education system.

Summing up the abovesaid we have come to the following conclusions:
The effectiveness of the mobile devices use in teaching English is significant, but the appropriate content to the desired program must be selected at the appropriate time for students. Public school students could use their own devices during their study, and this helps to improve their progress. Mobile learning in certain subjects’ teaching should be gradually introduced in educational programs afterwards. Teachers who constantly use mobile devices in their teaching classes should be sent to special seminars and courses for retraining.

3. CONCLUSION

Focus on mobile technologies’ use in personal and professional mobile space gives the excellent opportunity to students to create a sound rationale in the context of the modern concept of competence-oriented education and student self-education. In addition, students’ engagement with the task as they try to accomplish it is a better indicator of whether transformation in mind occurred and in turn if learning is achieved or not. Then, students can get authentic resources, access to training materials and programs faster and permanently. Moreover, students can be involved in the learning process at any time; any place and can develop critical thinking and the ability to apply knowledge in practice. Further, teachers and students can easily collect and create documents in any formats: video files, audio files, animation, and text. Finally, the approach of mobile technologies’ use is the driving force for students’ motivation and for learning; also it helps students to create intersubjectivity which is the aim of all educational programs.

4. LITERATURE


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Куклев В. А «Мобильное среда обучения и современное образование», монография, 2013г, с.68-72.


Авраменко А. П. «Модель интеграции мобильных технологий в преподавание ИЯ», Москва 2013.
S. Meiramova, A. Sarsenova, D. Shaibakova: EFFECTIVENESS OF MOBILE TECHNOLOGY USE IN ENGLISH LEARNING AND TEACHING IN MULTILINGUAL CONTEXT IN KAZAKHSTAN

SUMMARY:

The appearance and development of social networking sites have enabled a faster and simpler two-way communication between politicians on the one side and their voters as well as their opponents on the other. Recently, Twitter has become the fastest media in communication, having taken down the radio from its throne by having millions of posts on daily basis. Both the importance and the speed of Twitter posts have been recognized by many companies, non-governmental sector, private users as well as political parties and politicians individually. Having an active Twitter account means being available for communication 24/7. In the year in which Donald Trump's victory in USA Presidential Elections is attributed to none other than Twitter, this paper aims to give a theoretical overview of both political communication as well as political marketing on social networking sites dealing with its flaws and advantages. The first part of this paper is a theoretical one concentrating not only on public relations on social networking sites, but also on their potential influence on political campaigns in relation to the (influence of the) classical mass media. Another thing it questions is the possible influence such a campaign might have on motivating young voters to participate in the elections. The statistical method of counting was used to determine how many of the political parties constituting the ninth term of the Croatian Parliament have active Twitter accounts as well as how many Members of Parliament (out of the 151 elected ones) use this particular social network in their political work. The research conducted has also determined the number of posted statuses, followers and followees, as well as the number of official Twitter profiles of political parties currently in the Parliament and the number of official Twitter profiles of individual Members of Parliament. The results acquired by quantitative research have been compared to the results of an identical research conducted in 2015 for the seventh term of the Croatian Parliament in order to determine whether the number of Twitter users amongst politicians in the Parliament has risen or not.

Key words: Twitter, twitter account, post, Members of Parliament, parliamentary party, election campaign
1. INTRODUCTION

Social networks, their potential and limitations, in a strictly political sense, are an entirely different communication platform that has significantly changed the way communication works. To be influential and to create new trends in today's world means being active on Twitter. This goes for all public figures but also for all those people who might not be well known to a greater audience but whose opinions are considered valuable in virtual surroundings. In the theoretical section of this paper the authors deal with the process of receiving and sending information. The process which has, according to some theoreticians, changed, and has, as all changes do, demanded adjustment from the classical media of communication. Those altered and different circumstances have also influenced the political communication which has become more immediate, thus bringing politicians and their parties closer to their designated audiences. The authors try to research Twitter activities of parliamentary parties and Members of Parliament of the 9th term of the Croatian Parliament. Furthermore, they compare their results to the results acquired in a previous research (conducted in 2015 for the 7th term of the Croatian Parliament) and this comparison serves to indicate the changes that have occurred in the communication process during that particular time period.

2. MASS COMMUNICATION AND NEW TECHNOLOGIES

McCombs (2005:544) states that the Internet has changed the process of communication drastically by introducing an entire myriad of new communication channels. The very appearance of the Internet as well as the accelerated growth and development of social networks, have significantly changed not only the modern media surroundings but also the access, processing and distribution of the information. Jugo (2013:40) says that public relations at the end of the 20th century were marked by the Internet and online communication which have, through a reduction in distance between people, influenced the forming of diverse public groups and forced organisations to communicate with the public in a faster, more frequent and more efficient way. Tabs (2010:655) believes that the Internet has a noticeable influence on the way the media itself is mediated by the mass communication and continues by saying that the Web 2 has the capacity of a two-way communication because the Web 2 contains an enormous potential of reaching a large number of users. The users can give their contribution with their own information thus forming a humongous social network. New media genres and online services have changed the nature and structure not only of newspaper organisations but also of all the ways in which news and information can be edited (Cutlip et al. 2000:309).

Grunig (2009:3) says that since the digital media has appeared there could be no control of the flow of the information, not by the people working in the public relations sectors and not by the journalists working in the traditional media. The reason for this is because with the appearance the social media the politicians, the public relations workers as well as journalists can search for information in a million different sources from anywhere in the world (Grunig 2009:6). This is why Wilson and Supa (2013:1) believe that the appearance of the social networks could have a significant influence on future relationships between journalists and public relations workers. They also consider it necessary for those workers and journalists to use new technologies in order to upgrade both professions with the aim of reaching common goals. With the exception of the news, the Internet has enabled journalists a big availability of data. A journalist can, now, access the required data online and find out the background of a story thus acquiring the desired facts and details which put certain concepts into
context, details which could be unknown to the designated reader. This platform also enables journalists to acquire reports from other media organisations (Ekharemo et al., 2013:5). Stanev (2011:163) states that the Internet has brought into question the role the communicator and the recipient and that it has created a multidimensional combination of interpersonal, group and mass communication within an unlimited and highly accelerated space of information exchange. The media consumers are fragmented and distributed on different platforms, which contributes to the appearance of new forms of behaviour of the media public. Such fragmentation makes the measuring and evaluation of the aimed public so much more difficult. (Srnivas, 2014:11).

The research conducted by Wilson and Supa (2013:15) indicates that the new technologies, if used, can aid the process of media relations, regardless of the fact that the subjects in this research are not entirely involved in the new platforms. The authors, then, conclude that the new technologies have yet to play a crucial role in the further development of media relations. Another significant research on this topic has been conducted by Tench et al. (2015:1). Their results show that the practitioners who use the social media substantially place a far greater significance to such channels, as well as to the influence social media has on both internal and external participants. They also tend to give a great significance to key gatekeepers as well as to participants with better self-assessment of competences. They further state that the results have shown the lack of policies and guidelines in the content section of the social media, the lack of training and support to the personnel involved in the work on the said social media, as well as the lack of strategies on social media, all of which they believe to be in direct contrast to the role and knowledge the practitioners claim to poses (Tench et al., 2015:7). They believe that most communication experts in Europe agree that social media influences the way an organisation is perceived. Almost three quarters (72.5%) of practitioners fully agree that the media content changes the perception people have about the organisation in external participants, 57% believe that statement to be true for the employees and 61% firmly believe that following the social media changes the perception people have of both participants and organisations (Tench et al., 2015:15).

Morris and Goldsworthy (2008:7) say that people in public relations do not hide their enthusiasm with the new technologies. Even though it is difficult to quantify it, the modern aura is certainly enchanting to all public relations people. However, Demeterffy Lančić (2010:166) says that the new media should meet at least the four basic criteria – transparency, which tells us something about the origin of the owner and the influence; credibility and validity of information being published; information relevance and responsibility of the journalist. Those participants that are more active online form their own opinions on other participants and value their information and/or comments as either valid or not. However, a sophisticated spin could dupe them.

2.1. Social networks – a possibility of reversed information flow

That which once was a web page is now a social network profile. By changing the surroundings of the media and online communication, traditional work of public relations includes and implies the usage of social media in order to increase their own public relations with the media. (Polle, 2013:1) Demeterffy Lančić (2010:159) states three basic principles of social networks – informing, convincing and connecting – they are all beginning to serve as the new principles of the new way of public
relations. Many organisations today have recognized the possibilities the social media have and are using them to aim at specific markets. The disadvantage of the social media in the sense of public relations lies in the fact that their content is created by the users which puts the credibility of such information in question. The advantage of traditional media is that their credibility goes without saying. No matter how we define the social media in relation to the mainstream media the fact is that the difference between them is diminishing. (Bailey, 2009:353) The advantage of this form of communication lies in the fact that social networks enable interaction with the other participants; thus Tubbs (2010:656) says that all those people who receive their information in a 'different' way need to be in touch with the newest means of communication simply to stay on top of the line of the information flow. While all the more media products are being distributed and consumed via Internet, only then to be mixed by social networking and other contents created by the users themselves, the behaviour of the individual user has a far more important role in marketing direction. (Castells, 2014:130) Tabs (2010:656) says that Twitter is a free of charge social network which enables its users to send and read statuses of other users. Several years back it would have been absurd to make a big announcement on the Internet but it seems that now the said thing is completely acceptable (all one needs to do is to post a tweet on Twitter). In this context we could talk about creating the daily media agenda because Demeterfly Lančić (2010:163) says that professional journalists receive the 'fresh' information via social networks, Twitter being only one of them. He then says one could pose a thesis that new possibilities of reverse practice have been formed through the new communication technologies: audience members inform the journalists, and only then do the journalists inform the public.

Blogosphere represents a multilingual international space for communication (Castells, 2014:959). In spite of the increase of the number of blogs and other information pages, the mainstream media organisations are still dominant in the newspaper market on the Internet. (Castells, 2014:113) News is still news, no matter how you distribute it: through a 140 signs of a tweet, through the radio, through print or television or all of the above, warns Johnston (2013:8). The most important question is whether the particular piece of news reaches the public it is aimed at. Very often, if the story is interesting enough, one media will lead to another, and another, and another. Furthermore, Johnston (2013:51) says that when working with the new media some key conventions, such as embargo and primacy in news processing, need to be taken into consideration; and in relation to this politicians and spokespersons need to be prepared for public appearances.

2.2. Classical media in the surroundings of the new communication technology

The growing interest of the corporate media in the new ways of communication, based on the use of the Internet, says a lot about how the importance of the new form of social communication is being recognised. (Castells, 2014:100) In the interconnected society, the media functions mostly in harmony with the business logic, no matter the legal status. They depend on the organisation being advertised, on the corporate sponsors and on the consumers' financial compensation in order to make profit (Castells, 2014: 101). Considering that different media enables the comprehension of different levels of social presence; people are keen to observe the said presence through different media. The social media enables people a synchronised access to communication, instant feedback, and nonverbal signals; messages received through social media can be a lot more effective in the sense of creating more positive replies (Lee et. al., 2014). Practitioners will have to govern organisational expectations.
to satisfy the needs of traditional media, such as was the case until now, but they will, at the same time have to integrate many aspects of the new media. Such additional work will require more personnel and more money, but also the enhancement of skills and constant personal growth which is a challenge of this line of work (James, 2008:144).

When it comes to additional employment, due to work load increase and the new media, the profession could be influenced by the journalists themselves for they are sure to try and 'skip the fence' and simply go into public relations. Scientific literature in the area of journalism indicates a high level of debate about the future of the journalistic profession as well as about the articles written and their education. The outcome of such debates goes in favour of the public relations profession when it comes to how public relations are conducted in real life but also in the aspect of future employment (James, 2008:145).

In general social context, where the media have lost their primary meaning of those who support the development of a pluralistic public sphere, communicating with the public and preserving the basic values of democracy and have become a commodity in relations between the market and the politics, the need for independent, free systems of communication becomes more obvious by the day. It is in, precisely, such situation that new communication technologies, first and foremost the expansion of the Internet, open the many possibilities for the development of the public to communicate (Demeterffy Lančić (2010:167).

3. METHODOLOGY AND PAPER OBJECTIVES

This paper aims to determine the number of elements, i.e. members of the assembly (in this case the number of open Twitter accounts of both parliamentary parties and members of Parliament in the 9th term of the Croatian Parliament, May 5th, 2017 inclusive) by using the quantitative method of counting. The data shall be grouped according to chosen statistical characteristics, sex, and membership in a political party, the number of posts, followers and followees on Twitter. In the second phase of this method the authors shall use statistical analysis, based on unit data, to draw general conclusions about Twitter activities of political parties and Members of Parliament in the 9th term of the Croatian Parliament. In addition to this, a comparative method shall be used to compare identical facts and data about Twitter activities of parliamentary parties and members of Parliament in the 7th term of the Croatian Parliament (June 6th, 2015 inclusive). The data used for the comparison have been published in the research 'Political parties and new media: Analysis of Twitter activities of political parties in the year 2015'. (Đaić, Čerepinko, Jozić, 2015) The quantitative, i.e. numerical determinateness of previously mentioned data shall also be presented in a table. The objective of this paper is to determine the average values of the two terms of the Croatian Parliament when it comes to communicating with the public via the new means of communication. The sample for the research is the total number of the Members of Parliament and political parties present in the 7th and 9th terms of the Croatian Parliament. The analysis, therefore, included 151 Member of Parliament in both terms of the Parliament as well as 16 parties in the 7th term and 19 political parties in the 9th term of the Croatian Parliament.

4. RESULTS AND ELABORATION OF THE RESEARCH

4.1. Analysis of the Twitter activity of Members of Parliament and political parties in the 9th term of the Croatian Parliament
Out of the 19 parliamentary parties present in the 9th term of the Croatian Parliament, 12 have an open Twitter account, which amounts to 63.15%. Seven (7) parliamentary parties have no Twitter account. The aforementioned 12 Twitter profiles count the total number of followers at 25,173, and followees at 7,332. The parties with an active Twitter account have in total posted 26,725 tweets. The two parties with the largest number of Members of Parliament (Croatian Parliament, 2017) are also the two parties with the most activity on this social network. The opposition (Social Democratic Party - SDP) has 7,790 posts, whereas the largest party in the governing coalition (Croatian Democratic Party – HDZ) have in total 7,311 posts. SDP follows 2,206 users which is three times as much as HDZ, which follows 745 users. SDP also has more followers than HDZ. They are followed by 7,616 followers, as opposed to HDZ which is followed by 6,119 followers.

Table 1: Twitter activities of the parliamentary parties in the 9th term of the Croatian Parliament

<table>
<thead>
<tr>
<th>Political Party</th>
<th>Twitter account</th>
<th>The number of posts</th>
<th>Account followed by</th>
<th>The number of followers</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDZ</td>
<td>YES</td>
<td>7,311</td>
<td>745</td>
<td>6,119</td>
</tr>
<tr>
<td>HDS</td>
<td>NO</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>HSLS</td>
<td>YES</td>
<td>1,953</td>
<td>990</td>
<td>1,372</td>
</tr>
<tr>
<td>HDSSB</td>
<td>YES</td>
<td>588</td>
<td>273</td>
<td>620</td>
</tr>
<tr>
<td>HNS</td>
<td>YES</td>
<td>4,608</td>
<td>937</td>
<td>2,701</td>
</tr>
<tr>
<td>HSU</td>
<td>NO</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>HSS</td>
<td>YES</td>
<td>168</td>
<td>514</td>
<td>279</td>
</tr>
<tr>
<td>IDS</td>
<td>YES</td>
<td>3,229</td>
<td>717</td>
<td>933</td>
</tr>
<tr>
<td>PGS</td>
<td>NO</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Lista za Rijeku</td>
<td>YES</td>
<td>298</td>
<td>186</td>
<td>156</td>
</tr>
<tr>
<td>Most</td>
<td>YES</td>
<td>494</td>
<td>106</td>
<td>5,014</td>
</tr>
<tr>
<td>Promijenimo Hrvatsku</td>
<td>YES</td>
<td>2</td>
<td>32</td>
<td>8</td>
</tr>
<tr>
<td>SDSS</td>
<td>NO</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>SDP</td>
<td>YES</td>
<td>7,790</td>
<td>2,206</td>
<td>7,616</td>
</tr>
<tr>
<td>Stranka rada i solidarnosti</td>
<td>NO</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>SMSH</td>
<td>NO</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>NS reformisti</td>
<td>YES</td>
<td>84</td>
<td>189</td>
<td>135</td>
</tr>
<tr>
<td>Živi zid</td>
<td>YES</td>
<td>200</td>
<td>437</td>
<td>220</td>
</tr>
<tr>
<td>Snaga</td>
<td>NO</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>26,725</td>
<td>7,332</td>
<td>25,173</td>
</tr>
</tbody>
</table>

Source: Research conducted by the authors
Out of the 151 Member of Parliament, 43 have an active Twitter account. This amounts to 28.47% of the total number of Members of Parliament. They posted 73119 tweets in total, they follow 26724 users, and are followed by 80214 users. Out of the 43 Members of Parliament with an active Twitter account there are eight (8) women and thirty five (35) men, which leads to the conclusion that 18.6% of Twitter accounts amongst the Members of Parliament are those of female representatives.

4.2. Analysis of Twitter activity of Members of Parliament and parties in the 7th term of the Croatian Parliament

According to the research conducted by Đaić, Čerepinko and Jozić in 2015 (June, 3rd 2015 inclusive), out of the 16 political parties present in the 7th term of the Croatian Parliament, 9 had active Twitter accounts, which amounts to 56.25%. They were followed by 6813 followers, while the parties followed 2553 users. In total, all the aforementioned parties posted 9370 tweets. SDP had 2687, whereas HDZ had 2170. SDP was followed by 3037 users and HDZ 1285. At the same time, SDP followed 1450 user profiles while HDZ followed only 101.

Table 2: Twitter activities of parliamentary parties in the 7th term of the Croatian Parliament

<table>
<thead>
<tr>
<th>Political Party</th>
<th>Twitter account</th>
<th>The number of posts</th>
<th>Account followed by</th>
<th>The number of followers</th>
</tr>
</thead>
<tbody>
<tr>
<td>BDSH</td>
<td>NO</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>DC</td>
<td>YES</td>
<td>94</td>
<td>45</td>
<td>124</td>
</tr>
<tr>
<td>HDZ</td>
<td>YES</td>
<td>2170</td>
<td>101</td>
<td>1285</td>
</tr>
<tr>
<td>HGS</td>
<td>NO</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>HNS</td>
<td>YES</td>
<td>2646</td>
<td>142</td>
<td>851</td>
</tr>
<tr>
<td>HSS</td>
<td>NO</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>HSP AS</td>
<td>YES</td>
<td>227</td>
<td>150</td>
<td>146</td>
</tr>
<tr>
<td>HSU</td>
<td>NO</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>HDSSB</td>
<td>YES</td>
<td>542</td>
<td>282</td>
<td>292</td>
</tr>
<tr>
<td>HL Stranka rada</td>
<td>YES</td>
<td>17</td>
<td>13</td>
<td>69</td>
</tr>
<tr>
<td>IDS</td>
<td>NO</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>NS reformisti</td>
<td>YES</td>
<td>356</td>
<td>31</td>
<td>34</td>
</tr>
<tr>
<td>Novi val</td>
<td>NO</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>ORAH</td>
<td>YES</td>
<td>631</td>
<td>338</td>
<td>975</td>
</tr>
<tr>
<td>SDSS</td>
<td>NO</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>SDP</td>
<td>YES</td>
<td>2687</td>
<td>1450</td>
<td>3037</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>9</td>
<td>9370</td>
<td>2553</td>
</tr>
</tbody>
</table>

Source: Research conducted by the authors

Out of the 151 Member of Parliament 29 had Twitter accounts which amounted to 19.2% out of the total number of members. The Members of Parliament had 23633 followers in total, and they followed 11870 users. They posted 39425 tweets in total. Twitter account was opened by eight (8) women and twenty one (21) men, which leads to the conclusion that 27.58% of the Members of Parliament with Twitter accounts were women.
4.3. Results comparison of Twitter activities of political parties and Members of Parliament in the Croatian Parliament (7th and 9th terms)

In accordance to the data stated above, it is clear that more political parties and Members of Parliament used the new means of communication in the year 2017 than in the year 2015. While 56.25% of political parties elected in the Croatian Parliament in 2015 used Twitter, the research results show that in the year 2017 that number has risen to 63.15% which marks the increase in usage by 12.26%. The number of Members of Parliament with an open Twitter account for the year 2017 in comparison to the year 2015 clearly states the increase of usage. In 2015, 19.2% of all Members of Parliament elected in the 7th term of the Croatian Parliament used Twitter as a means of communication. In the year 2017 that number has risen to 28.47%. This is an increase of 48.28% in total. The number of female Members of Parliament using Twitter has decreased from 27.58% in the year 2015 to 18.6% in the year 2017. This is a decrease by 32.55%.

Table 3: The difference in Twitter usage between the 7th and the 9th terms of the Croatian Parliament

<table>
<thead>
<tr>
<th>Twitter account</th>
<th>2015.</th>
<th>2017.</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Party (share)</td>
<td>56.25%</td>
<td>63.15%</td>
<td>+12.26%</td>
</tr>
<tr>
<td>Members of Parliament (share)</td>
<td>19.2%</td>
<td>28.47%</td>
<td>+48.28%</td>
</tr>
<tr>
<td>Female Members of Parliament (share)</td>
<td>27.58%</td>
<td>18.6%</td>
<td>-32.55%</td>
</tr>
</tbody>
</table>

Source: Research conducted by the authors

5. CONCLUSION

Based on the research results as well as research analysis of Twitter usage by the parliamentary parties and Members of Parliament in the two terms of the Croatian Parliament, years 2015 and 2017, one can draw the conclusion that political parties in the Republic of Croatia do not use the new means of communication to their full potential. Just over half of all parliamentary parties use Twitter as a means of communication, which, in the context of direct communication to the public in the 21st century, is not enough to establish neither a two-way communication nor constructive argumentation of political programs. The number of parliamentary parties and Members of Parliament using Twitter increased from 2015 to 2017. However, considering the fact that the number of followers in both sessions is three times as big as the number of parties and representatives using Twitter, one can clearly draw the conclusion that the public's interest for the new means of communication supersedes the one indicated by the parties and Members of Parliament. The research was conducted during the regular terms of the Parliament, and not during the election campaigns. One can assume, and this assumption could also serve as a suggestion for further research, that Twitter activities in election time would be more frequent and more numerous. The data acquired in the research also indicates the need to conduct a qualitative analysis of all contents posted on Twitter.
6. LITERATURE


SAŽETAK

Pojava i razvoj društvenih mreža omogućile su lakšu i bržu dvosmjernu komunikaciju političara s biračima, ali i njihovim protivnicima. Twitter je, preuzevši primat radiju, postao najbrži medij kojim dnevno prolaze milijuni objava. Važnost i brzina twittera prepoznati su od strane brojnih kompanija, nevladinog sektora, privatnih korisnika pa do političkih stranaka i političara pojedinačno, a imati aktivan profil znači biti dostupan za izravnu komunikaciju 24 sata na dan. U vrijeme kada se pobjeda Donalda Trumpa na izborima za predsjednika SAD-a pripisuje upravo Twitteru, ovaj rad daje teorijski pregled političke komunikacije i političkog marketinga na društvenim mrežama, baveći se njihovim manama i prednostima. U teorijskom se djelu rad bavi odnosima s javnošću na društvenim mrežama, ali i njihovim mogućim utjecajem na izborne kampanje u odnosu na klasične masovne medije i moguću motivaciju mladeg biračkog tijela za izlazak na izbore. Statističkom metodom brojanja u radu je utvrđeno koliko parlamentarnih političkih stranaka devetog saziva Hrvatskog sabora ima otvorene račune na društvenoj mreži Twitter te koliki broj saborskih zastupnika, od njih 151, koristi u svome političkom radu ovu mrežu. Istraživanjem je utvrđeno i koliki je broj objavljenih statusa, sljedbenika i sljeditelja, kako službenih profila političkih stranaka u Saboru, tako i samih saborskih zastupnika devetog saziva. Rezultati dobiveni kvantitativnim istraživanjem uspoređeni su s istim istraživanjem iz 2015. godine koje je rađeno za sedmi saziv Hrvatskog sabora kako bi se utvrdilo je li broj korisnika Twittera među političarima u parlamentu porastao ili su mogućnosti Twittera prepoznate tek među rijetkim izabranim zastupnicima.

Ključne riječi: Twitter, twitter račun, objava, saborski zastupnici, parlamentarna stranka, izborna kampanja
1. UVOD

Društvene mreže, njihov potencijal i ograničenja, u političkom smislu, drugačija su platforma komunikacije koja u bitnome mijenja dosadašnje tijekove komunikacijskih procesa. Biti utjecajan i stvarati nove trendove danas znači biti aktivan na Twitteru. To vrijedi za sve osobe iz javne sfere komuniciranja, ali i za one manje poznate širokoj javnosti čiji su stavovi u virtualnom okruženju veoma cijenjeni. U teorijskom dijelu rada autori se bave praksom informiranja koja se, prema pojedinim teoretičarima, promijenila, a prilagodba se tražila i od klasičnih medija. Takve drugačije i promijenjene okolnosti utjecale su i na političku komunikaciju koja postaje neposrednija, a političari i stranke nikad bliži svojem biračkom tijelu. Autori istražuju aktivnosti parlamentarnih političkih stranaka i saborskih zastupnika IX. saziva Hrvatskog sabora na Twitteru, a usporedbom rezultata s ranijim istraživanjem upućuju na promjene u političkom komunikacijskom prostoru.

2. MASOVNA KOMUNIKACIJA I NOVE TEHNOLOGIJE


Istraživanje koje su proveli Wilson i Supa (2013:15) ukazuje na to da usvajanje novih medijskih tehnologija može pomoći procesu odnosa s medijima, bez obzira na to što ispitanici u ovom istraživanju nisu još u potpunosti angažirani s novim platformama. Slijedom navedenog autori zaključuju kako će nove tehnologije igrati veliku ulogu u daljnjem razvoju odnosa s medijima. Još jedno istraživanje iz ove domene proveli su Tench et al. (2015:11) Njihovi rezultati pokazuju da praktičari koji u velkoj mjeri koriste društvene medije daju puno veći značaj takvim kanalima, kao i utjecaju društvenih medija na unutarnje i vanjske dionike te važnost ključnim gatekeeperima i dionika s boljom samoprocjenom kompetencijom. Nadalje navode kako su rezultati pokazali nedostatak politika i smjernica u sadržaju na društvenim medijima, manjak treninga i potpore osobljom uključenom u rad s društvenim medijima kao i manjak strategija na društvenim medijima što smatraju da je u suprotnosti s ulogom i znanjima za koja praktičari za odnose s javnošću tvrde da imaju (Tench et al., 2015:7). Smatraju kako se većina komunikacijskih profesionalaca u Europi slaže da društveni mediji utječu na percepciju organizacije. Gotovo tri četvrtine (72.5%) praktičara čvrsto vjeruje kako praćenje društvenih medija mijenja percepciju kod vanjskih dionika, 57% smatra tvrdnju istinitom za zaposlenike i 61% čvrsto vjeruje kako praćenje društvenih medija mijenja percepciju kod dionika i drugih organizacija (Tench et al., 2015:15).

Morris i Goldsworthy (2008:7) kažu kako ljudi u odnosima s javnošću ne skrivaju oduševljenje novim tehnologijama, s kojima se razvijaju u korak. Iako je teško kvantificirati, ta aura modernog atraktivna je odnosima s javnošću. No, Demeterffy Lančić (2010:166) kaže kako bi i novi mediji trebali zadovoljiti četiri jasna zahtjeva – transparentnost koja će nam govoriti o porijeklu vlasnika i utjecaja, vjerodostojnost i istinitost podataka koji se objavljuju, relevantnost informacija i odgovornost novinara. Aktivniji sudionici, pripadnici javnosti na internetu samostalno formiraju stajališta o tome koji sudionici u debati daju vjerodostojne informacije ili komentare, ali sofisticiranim spinom mogu biti prevareni.

2.1. Društvene mreže – mogućnost obrnute prakse informiranja


2.2. Klasični mediji u okruženju nove komunikacijske tehnologije

Rastući interes korporativnih medija za vidove komunikacije bazirane na uporabi interneta govori o tome da se prepoznaje značaj razvoja novog oblika socijetalne komunikacije. (Castells, 2014:100) U umreženom društvu mediji funkcioniraju uglavnom u skladu s poslovnom logikom, bez obzira na svoj pravni status. Oni ovise oorganizacijama koje reklamiraju, o korporativnim sponzorima te o potrošačkim novčanim naknadama kako bi stvorile profit (Castells, 2014:101). S obzirom na to da različiti mediji omogućuju poimanje različitih razina društvene prisutnosti, ljudi su skloni tu prisutnost promatrati kroz različite medije. Društveni mediji omogućuju lijudima sinkronizirani pristup komunikaciji, trenutni feedback te neverbalne signale, poruke dobivene kroz društvene medije mogu biti puno učinkovitije u smislu generiranja više pozitivnih odgovora (Lee et. al., 2014).Praktičari će morati upravljati organizacijskim očekivanjima za zadovoljavanjem potreba tradicionalnih medija, kao što je bio slučaj do sada, ali će istovremeno morati integrirati mnoge aspekte novih medija. Ovakav dodatni posao zahtijevat će više novca i osoba, ali i nadogradnju vještina i neprestani osobni razvoj što je izazov ove struke (James, 2008:144). Kod dodatnog zapošljavanja, zbog obima posla i novih medija, na struku mogu utjecati i novinari koji će pokušati „preskočiti ogradu“ i prijeći u odnose s javnošću. Znanstvena literatura s područja novinarstva ukazuje na veliki stupanj debate o budućnosti novinarske struke, kao i o novinarskim uratcima te njihovoj naobrazbi. Ishod ovakvih debata ide u korist struke odnosa s javnošću i smislu kako se odnosi s javnošću provode u praksi, ali i u smislu budućešca (James, 2008:145). U općem društvenom kontekstu, gdje su mediji izgubili svoje primarno značenje podržavanje razvoja pluralne javne sfere, komuniciranja javnosti te čuvanje temeljnih vrijednosti predstavničke demokracije te postali robna u odnosima tržišta i politike, javlja se potreba postojanja nezavisnih, slobodnih sustava komuniciranja. Upravo u takvoj situaciji nove komunikacijske tehnologije, prvenstveno širenje interneta, otvaraju mogućnosti novom razvoju komuniciranja javnosti (Demeterffy Lančić, 2010:167).
3. METODOLOGIJA I CILJEVI RADA

Kvantitativnom metodom brojanja u radu će se utvrditi broj elemenata, odnosno članova skupa, u ovom slučaju broj otvorenih Twitter profila parlamentarnih političkih stranaka i saborskih zastupnika u Hrvatskom saboru, zaključno s 3.5.2017. godine. Elaborirajući statističku masu, podaci će se grupirati prema odabranim statističkim značajkama, spolu, članstvu u političkoj stranci, broju objava, sljedbenika i sljeditelja na Twitteru. U drugoj fazi statističke metode, statističkom analizom na temelju podataka o jedinicama, izvest će se opći zaključci o aktivnostima političkih parlamentarnih stranaka i saborskih zastupnika u IX. sazivu Hrvatskoga sabora na društvenoj mreži Twitter. Uz to, komparativnom metodom usporedit će iste srodne činjenice i podaci o aktivnostima parlamentarnih stranaka i saborskih zastupnika na Twitteru u VII. sazivu Hrvatskog sabora, zaključno s 3.6.2015. godine. Korišteni su sekundarni izvori iz istraživanja „Političke stranke i novi mediji: Analiza aktivnosti političkih stranaka na Twitteru 2015“. (Đaić, Čerepinko, Jozić, 2015) Kvantitativna, odnosno, numerička određenost navedenih pojava predstavit će se i tabelarno. Cilj rada jest utvrditi i prosječne vrijednosti obilježja dva saziva hrvatskog parlamenta u kontekstu korištenja i komunikacije političara i stranaka s javnostima na novim komunikacijskim kanalima. Uzorak za istraživanje jest ukupan broj zastupnika u Hrvatskom saboru i parlamentarnih stranaka u VII. i IX sazivu. Obrađeno je 151 zastupnik u oba saziva te 16 stranaka u VII. sazivu i 19 u IX. sazivu hrvatskog parlamenta.

4. REZULTATI I RAZRADA ISTRAŽIVANJA
4.1. Analiza zastupljenosti zastupnika i stranaka u IX. sazivu Hrvatskog sabora na Twitteru


Tablica 1: Aktivnosti na Twitteru parlamentarnih stranaka IX. saziva Hrvatskog sabora

<table>
<thead>
<tr>
<th>Stranka</th>
<th>Twitter profil</th>
<th>Broj objava</th>
<th>Praćenih profila</th>
<th>Pratitelja</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDZ</td>
<td>DA</td>
<td>7311</td>
<td>745</td>
<td>6119</td>
</tr>
<tr>
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<td>NE</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>HSLS</td>
<td>DA</td>
<td>1953</td>
<td>990</td>
<td>1372</td>
</tr>
<tr>
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<td>DA</td>
<td>588</td>
<td>273</td>
<td>620</td>
</tr>
<tr>
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<td>DA</td>
<td>4608</td>
<td>937</td>
<td>2701</td>
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<td>HSU</td>
<td>NE</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
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<td>DA</td>
<td>168</td>
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<td>IDS</td>
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<td>3229</td>
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<td>933</td>
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<tr>
<td>PGS</td>
<td>NE</td>
<td>0</td>
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</tbody>
</table>
Vjekoslav Đaić, Branimir Felger, Gordana Lesinger: POLITIČKA KOMUNIKACIJA NA DRUŠTVENIM MREŽAMA-TWITTER OBJAVE SABORSKIH ZASTUPNIKA I PARLAMENTARNIH STRANAKA U REPUBLICI HRVATSKOJ

<table>
<thead>
<tr>
<th>Stranka</th>
<th>Twitter profil</th>
<th>Broj objava</th>
<th>Praćenih profila</th>
<th>Pratitelja</th>
</tr>
</thead>
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<td>851</td>
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<tr>
<td>HSS</td>
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<td>0</td>
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<td>HSP AS</td>
<td>DA</td>
<td>227</td>
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<td>146</td>
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<td>13</td>
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</tr>
<tr>
<td>IDS</td>
<td>NE</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>NS reformisti</td>
<td>DA</td>
<td>356</td>
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<td>34</td>
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<td>Novi val</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>ORAH</td>
<td>DA</td>
<td>631</td>
<td>338</td>
<td>975</td>
</tr>
<tr>
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<td>0</td>
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<td>DA</td>
<td>2687</td>
<td>1450</td>
<td>3037</td>
</tr>
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<td>9</td>
<td>9370</td>
<td>2553</td>
<td>6813</td>
</tr>
</tbody>
</table>

Izvor: osobno istraživanje autora

Od 151 saborskog zastupnika, njih 43 ima otvoren Twitter profil. To je 28.47% od ukupnog broja zastupnika u parlamentu koji su objavili ukupno 73 119 twittova, slijede 26 724 korisnika, a prati ih 80 214 korisnika. Među 43 zastupnika s otvorenim Twitter profilom osam je žena i 35 muškaraca, što je 18.6% žena od ukupnog broja zastupnika s Twitter računom.

4.2. Analiza zastupljenosti zastupnika i stranaka u VII. sazivu Hrvatskog sabora na Twitteru

Zaključno s 3.6.2015. godine, prema istraživanju Đaić, Čerepinko i Jozić, od 16 stranaka u Hrvatskom saboru, Twitter račune imalo je njih 9, što je 56.25%. Pratilo ih je 6813 pratitelja, a stranke su slijedile 2553 korisnika. Socijaldemokratska stranka imala je 2687 objava, a HDZ njih 1285. Istodobno, SDP je pratio 1450 profila, a HDZ tek 101.

Tablica 2: Aktivnosti na Twitteru parlamentarnih stranaka VII. saziva Hrvatskog sabora
Izvor: Osobno istraživanje autora

Od 151 saborskog zastupnika, njih 29 je imalo Twitter račune, što je činilo 19.2% ukupnog broja zastupnika. Zastupnici su imali ukupno 23 633 sljedbenika, a oni su pratili 11 870 korisnika. Ukupno su objavili 39 425 twittova. Twitter račun otvorilo je osam žena i 21 muškarac, što je činilo 27.58% žena od ukupnog broja zastupnika s Twitter računom.

4.3. Komparacija rezultata istraživanja aktivnosti političkih stranaka i zastupnika u Hrvatskom saboru u VII. i IX. sazivu na Twitteru


Tablica 3: Razlika aktivnosti na Twitteru VII. i IX. saziva Hrvatskog sabora

<table>
<thead>
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<th>Twitter profil</th>
<th>2015.</th>
<th>2017.</th>
<th>Razlika</th>
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</thead>
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<tr>
<td>Udio stranaka</td>
<td>56.25%</td>
<td>63.15%</td>
<td>+12.26%</td>
</tr>
<tr>
<td>Udio zastupnika</td>
<td>19.2%</td>
<td>28.47%</td>
<td>+48.28%</td>
</tr>
<tr>
<td>Udio žena zastupnica</td>
<td>27.58%</td>
<td>18.6%</td>
<td>-32.55%</td>
</tr>
</tbody>
</table>

Izvor: Osobno istraživanje autora

5. ZAKLJUČAK

Na temelju rezultata istraživanja i analize korištenja Twittera od strane saborskih zastupnika i parlamentarnih stranaka u dva saziva Hrvatskog sabora, 2015. i 2017. godine, može se zaključiti da političke stranke u Republici Hrvatskoj ne koriste u potpunosti nove alate komuniciranja i puni potencijal navedene društvene mreže. Twitter u IX. sazivu Sabora koristi tek nešto više od polovice od ukupnog broja stranaka, što je u kontekstu taktike izravnog komuniciranja s javnošću u 21. stoljeću nedostatno za uspostavu dvosmjerne komunikacije i konstruktivnu argumentaciju političkih programa. Razvidno je povećanje ukupnog broja stranaka s otvorenim twitter profilom u odnosu na 2015. godinu. No, s obzirom na to da je broj njihovih pratilaca u oba saziva Sabora gotovo tri puta veći, evidentno je da javnost, u svim svojim pojavama, osjetila veće zanimanje za komuniciranje novim alatima od samih političara. Istraživanje je provedeno u vremenu redovitog zasedanja parlamenta, a to vrijeme nije predizborna čas. Ujedno prijedlog za neka nova istraživanja, da bi aktivnosti političara na Twitteru porasle u predizborno vrijeme. Podaci iz istraživanja upućuju i na potrebu provođenja kvalitativne analize sadržaja objava na Twitteru.
6. LITERATURA


УЛОГА И ФУНКЦИЈА АРХИВСКЕ БИБЛИОТЕКЕ – ИСКУСТОВЕ АРХИВА СРПСКЕ ПРАВОСЛАВНЕ ЦРКВЕ

Јована Гогић, архивиста
МА Радован Пилиповић, библиотекар и архивиста
Архив Српске православне цркве (Београд)

САЖЕТАК

У раду се након уводних општих премиса улога архивске библиотеке, а затим и стручне архивистичке литератури разматра положај библиотечке грађе у Архиву Српске православне цркве који је, релативно скоро, започео организовану делатност на пољу сређивања (класификације и систематизације) документације и архивских фондова црквене провенијенције. Аутори потврдавају чињеницу да је немогуће приступити и отпочети сређивање архивске грађе без доброг упознавања са организационом структуром и историјатом стваралаца архивског фонда. Такав методолошки предуслов sine qua non опет је немогуће постићи без медијума као прошлосту какав су управно библиотеке и библиотечка грађа.

Кључне речи: Архив Српске православне цркве, библиотечка грађа, библиотеке, архивске библиотеке, архивистика, библиотекарство, каталогизација, сређивање грађе.

1. ОПШТЕ ОКВИРИ – БИБЛИОТЕКЕ КАО ПРИМАРНЕ РИЗНИЦЕ ИСТОРИЈСКОГ ЗНАЊА

На основу позитивних прописа и Закона о библиотечно-информационој делатности према садржају библиотечко-информациона грађе и извора и према профилу корисника, у Републици Србији, библиотеке могу да се разврстају на следеће типове: националне, јавне, школске, високошколске, универзитетске, библиотеке научно-истраживачких института и установа, специјалне библиотеке као и информациони центри при другим установама, органима територијалне аутономије и јединица локалне самоуправе, у јавним службама, привредним друштвима, политичким организацијама верским заједницама, удружењима и код других правних и физичких лица. Према томе архивске библиотеке су специјалне, стручне или приручне библиотеке које сакупљају, обрађују, чувају и дају на коришћење сав библиотечно информацијони материјал из ужег стручних тематских целина, у зависности од природе и порекла архивске грађе и архива у коме је библиотека формирана.

На основу Закона о библиотечној делатности који је тада важно, подзаконских аката, актуелне позитивне праксе међународних асоцијација и институција, као и праксе у специјалним библиотекама Србије, управни одбори Библиотекарског друштва Србије, Народне библиотеке

11 Закон о библиотечно-информационој делатности, „Службени гласник РС“, бр. 52/11
Србије, Библиотеке Матице српске и Заједнице матичних библиотека Србије донели су Смернице за специјалне библиотеке Србије 12 2010. године

Ивана Илић-Киш наводи да су Смернице за специјалне библиотеке настала као резултат сарадње и повезаности специјалних библиотека Србије, како би њихов рад био професионалан, а идеје усклађене. Ове су покренуле међусобну сарадњу и донеле протокол о сарадњи Секције специјалних библиотека Библиотекарског друштва Србије и Секција библиотекара и књижничара Музејског друштва Србије.

Библиотеке ове врсте имају библиотечку грађу и информације које одговарају садашњим потребама корисника, али пред њих се данас поставља захтев да претпоставе како ће информације бити потребне корисницима у будућности. Њихова грађа мора бити организована на најефикаснији начин како би била доступна корисницима и запосленима. Такође, извори ван специјалне библиотеке могу бити употребљени како би се одговорило на корисничке захтеве, зато постоји захтев за повезивањем специјалних библиотека и стандардизацијом њиховог пословања. Специјалне библиотеке су специфичне пре свега због интегралне улоге коју имају у установи у којој су формирани, јер служе различитим циљевима својих оснивача, установа и организација, док су саме библиотеке организационе јединице које се међусобно разликују и када је упитању јавност њиховог рада.

Такође, ове библиотеке са једне стране морају да испуне различите циљеве и задатке установе, односно оснивача али и да одговоре на захтеве и карактеристичне задатке које пред њих поставља библиотекарска структура. „Разлике су се покушале помирити, како би Смернице биле у својој једноликости примењиве, али и да би се истакле додирне тачке свих специјалних библиотека. Разноликост није само карактеристика, већ и суштина која олакшава увођење флексибилности у библиотечком пословању, затим осетљивост и реаговање на потребе корисника, али нас, такође обавезује да будемо иновативни, креативни, да имамо потребу за ефикасном научном и техничком комуникацијом“. 13 Поред разумевања свих разлика које постоје међу специјалним библиотекама захтева се и увођење стандарда и препознавање сличности у испуштању циљева и задатака специјалних библиотека, као и сличности у погледу коришћења фонда, предметних одредница, вођењу каталога, квалитету услуга, потребама корисника и слично.

2. АРХИВСКЕ БИБЛИОТЕКЕ

Архивске библиотеке су јавне институције од националног значаја, које су тесно повезане са свим задацима и делатностима архивске службе. Делатност архивских библиотека обухвата

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12 http://www.bds.rs/smernice
набавку, размену, стручну обраду, чување и заштиту библиотечке грађе, као и регистратурског материјала, израду билтена, каталога, електронских база и других информационих средстава као и креирање електронских извора информација, помоћ корисницима при избору у коришћењу грађе, припрема и организација различитих културних садржаја, вођење документације и статистике о корисницима. Архивске библиотеке својим деловањем подстичу коришћење литературе код стручне јавности тиме што прате и допуњују архивску грађу коју чувају њихове институције у којима они делују. Зато библиотечку грађу чине сви језични, сликовни, звучни документи, штампани или у рукопису, на лако преносивом материјалу или у електронски читљивом облику који су информативног, научног, стручног или уметничког садржаја. Архивске библиотеке обезбеђују несметан приступ разноврсним информацијама и представљају пример „хибридне библиотеке“. Оне подржавају континуитет између конвенционалних и дигиталних библиотека јер у њима информација у папирном стоје равноправно са информацијама у дигиталном облику. Оне удоволство савременог истраживача који ствара и креира слику, реконструише прошлост и поставља питања за будућност. У складу са новим тенденцијама архивска библиотека постаје медијатека (слика, звук, текст) са информацијама из реалног времена, не само прошлости, тако да она постаје место где се укрштају информације, а библиотекар постаје инжењер информација.

3. КЊИЖНИ ФОНД АРХИВСКЕ БИБЛИОТЕКЕ

Како је профил архивске библиотеке одређен њеним смером и циљем, а то је унапређивање научног и стручног рада, у извршавању својих задатака она се руководи одређеним критеријумима, и то како у саставу свог књижног фонда, тако и у његовом обновљању и повећању. Да би могао да објасни архивску грађу и олакша њено сређивање и обраду, књижни фонд архивске библиотеке треба да обухвата архивску литературу попут архивистичких приручника, лексикона и архивских речника, архивских инвентара (сумарних и аналитичких), пописе предмета, водиче архивске грађе, пописе архивских збирки, каталоге и предлоге фондова, објављене документа, зборнике архивске грађе и архивистичке, историјске и библиотекарске часописе, службене листове, зборнике закона и уредби и друго. У састав библиотеке треба да уђу и статуте, правила и уредбе различних друштава и организација, монографије, јубиларна издања, споменице, каталоги изложби и други слични материјали који се тичу територије установе и временског периода на који односи архивска грађа. Можемо рећи да се архивске библиотеке разликују од других библиотека по томе што обезбеђују детаљније информације из области архивистике, архивских регистратура из којих потиче грађа и историје у свим њеним областима (национална, културна, војна, завичајна, друштвена историја, историја уметности, религија, етнологија, историја просвете, права, привреде, економије, итд). Дакле, књижни фонд архивске библиотеке треба да буде у непосредној или посредној вези са архивском грађом коју архив поседује.

Весна Ињац-Малбаша, Библиотеке пре Веба и библиотеке после Веба. Темељне вредности савременог библиотекарства, Зборник радова, Библиотекарско друштво Србије, Београд, 2010, стр. 23
4. ПОСЛОВАЊЕ АРХИВСКЕ БИБЛИОТЕКЕ

Пословање архивске библиотеке подразумева низ операција које су повезане у одређене целине. Пре свега, свака библиотека мора да има организовану набавку библиотечког материјала, да врши обраду књига и серијских публикација и да води библиотечку статистику и евиденцију. Постоји неколико начина набавке књига: путем куповине, размене, поклона, путем обавезног примерка (сваки истраживач који објави књигу или чланак писан на основу архивске грађе дужан је да један примерак достави архивској библиотеци), путем легата односно завештања личне библиотеке или током преузимања архивске грађе из архивских регистрата, других институција или приватних колекција.

Целокупан библиотечки фонд се обрађује на начин међународно признатих стандарда за библиотечку обраду подataka како би се омогућила лакша комуникација међу различитим типовима библиотека и библиотекама у свету. Поред главних каталога, а у складу са савremenim тенденцијама, важно је да се воде и други катализи и примерци (сваки исти издавач који објави књигу или чланак писан на основу архивске грађе дужан је да један примерак достави архивској библиотеци), путем легата односно завештања личне библиотеке или током преузимања архивске грађе из архивских регистрата, других институција или приватних колекција.

Библиотеке у архивима сматрају се и врстом информационог пулта, који кориснике усмерава, обавештава и препоручује. Библиотеке треба да поседују поред лисних каталога и електронску базу подataka, а корисницима се могу дати подаци о књигама и преко умрежених електронских каталога.

5. БИБЛИОТЕКА У АРХИВУ СРПСКЕ ПРАВОСЛАВНЕ ЦРКВЕ

С обзиром на то да је библиотека организациона јединица једног архива у којој се не ради директно са грађом и на грађи али која је тесно повезана са основним задацима и делатношћу архивске службе у целини, Архив Српске православне цркве упоредо са пословима на сређивању и обради архивске грађе као и издаточку и културно просветног рада, ради и на формирању библиотеке. Како би се омогућила бржа и лакша обрада архивске грађе, стручно оспособљавање и усавршавање архивских радника, помогли послови на сређивању и обради саме архивске грађе, такође и како би се помогао и стимулисао научно-истраживачки рад у архиву важно је формирати библиотеку. Пре свега почели смо од основних инвентара и пописа сваке књиге коју архив поседује. До сада инвентарисано је приближно 700 књига, а број се реплики повећава. Сви инвентари и пописи раде се у штампаном и интерном електронском облику. Такође библиотека се стално попажава новим издањима из историографије, архивистике, зборницима, докумената, монографијама и студијама из црквене и националне историје. Корисници који посете архив и архивску библиотеку, на самом тим и Архив Српске православне цркве, припадају уско стручној јавности теологи, историчари, архивисти, професори, студенти, докторанти, истраживачи породичног порекла и завичаја као и истраживачи историје цркава и манастира. Истраживачи имају потребу за додатним
информацијама када је у питању канцеларијско пословање у Српској православној цркви, административна подела и слично. Из тог разлога библиотека Архива Српске православне цркве мора да поседује Законске акте и норамтивна документа која се односе на рад и уређење Српске православне цркве.

Како би одговорили на све задатке који се данас постављају архивској библиотеци, веома је важна сарадња са другим архивима и њиховим архивским библиотекама који имају грађу и информације о архивским документима и архивским фондовима црквене провенијенције. Архив Српске православне цркве је у оквиру своје међународне сарадње покренуо пројекат размене библиотечких јединица, на првом месту свог, а затим и националног издаваштва. Ово што је од интереса страним корисницима и истраживачима мења се за примерке књига и часописа савремене продукције земаља из којих долазе; уколико публикације обрађују историју српског народа или пак, теорију архивистике и библиотекарства. Сарадња са Библиотеком Српске Патријаријатије је на високом нивоу, тим пре, што је Архив Српске православне цркве у формално правном односу орган Светог архијерејског синода, исто као црквен Музейи Патријаријатијска библиотека; и управо са тим „сестринским“ институцијама културе упућен је на садржинску и искрену сарадњу. С обзиром на чињеницу да је архивска делатност у Српској православној цркви релативно новијег датума, већину материјала за историјске белешке о архивским фондовима, затим организационој структури црквених тела и органа могуће је пренети из периодике, зборника нормативних аката и других публикација које спадају у строго библиотечку грађу, а где су фондови и колеге из Библиотеке Српске Патријаријатије од драгоцене, често и пресудне, помоћи.

6. ЗАКЉУЧАК

Архив Српске православне цркве упоредо са радом на сређивању фонда, физичком и интелектуалном заштитом архивске баштине, издавачком и излагачком делатношћу, инсистира на набавној политике и каталогизацији примерака стручне архивистичке и историографске литературе. Методологија архивистике, која се фиксирала у 19. веку, али и знатно напредовала у модерним условима, довезла до настанка архивске науке има своје теоретске окиви који одређују практичан рад класификације и систематизације архивске грађе и архивских фондов. Архивистички рад, теоријски садржен у класичној литературе (западноевропске, руске или јужнословенске архивистичке школе) може да се примени и у црквеним приликама аутокефалне хришћанске цркве српског народа. Огромна архивска грађа коју је створила у пршлости ова организација, са тачном јавном сфере свога верског деловања у различитим државама и друштвеним околностима, може да се разуме на прави начин и кроз дијалог дисциплина као што су: архивистика и библиотекарство, затим методологија историјских наука и богословље. Конкретно, у првом дијалошком пару, архиви не могу без библиотека, оних ризница библиотечке грађе која је непоходна у свакодневном раду црквеног архивисте.
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http://www.bds.rs/smernice
THE IMPORTANCE OF DIGITAL INCLUSION IN AN ERA OF MISINFORMATION

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ABSTRACT

Digital Inclusion is meant to replace the term digital divide so that the discussions are framed in a positive manner and to reflect the realities of access and understanding of information and communications technology (ICT) at more than just a fundamental level. Security, prosperity, and even the environment depends on individuals accessing information and feeding their capacity to make informed choices while remaining agile and adaptable to accelerated change. Our new knowledge society demands that everyone become lifelong learners and be capable and comfortable using technology. It is critical for everyone to achieve digital competency so that they may take advantage of ICT, which will in turn support them as they take part in the global digital conversation. As educated and informed global citizens, they can help to mold their communities economically, politically and socially in a positive direction. It is not enough to have access to the internet or understand and utilize ICT. In order to remain relevant, people must be digitally inclusive. Including oneself in the conversations expressed through social media builds up social capital - an individuals’ investment in the digital conversations with expectations of return. These conversations are established through the connections made by individuals participating in social media. These networks encourage exposure to new technologies and perform supportive functions to aid in the adoption of new technologies. These peer networks may also acquaint individuals with the capability ICT has to assist them with personal empowerment that can bring about an improvement in their quality of life.

Key words: (Digital Inclusion, Information and Communications Technologies, Social Capital, Personal Learning Clouds)

1. INTRODUCTION

We now live in the age of Information, the age of Big Data. Previously, oil, coal, and iron ore were the assets driving the Industrial Revolution (Lohr, 2015). The latest revolution, according to Niemi, is digital: incorporating computation, mobility, and the Internet (as quoted by Hessman, 2015). The introduction and evolution of the Internet, and the availability of the resources it entails, has ushered in an era where change is happening rapidly. This rapid change means that to stay relevant people need the ability to acquire new skills and information on a constant basis (Yang and Valdés-Cotera, 2011). Additionally, this rapid change has the potential to widen the digital divide and create a class of people that are digitally excluded (Nemer, 2015).

2. DIGITAL DIVIDE

Digital divide was a term utilized in the past to identify the gap between those that have access to technology and the Internet and those that do not. That gap has narrowed significantly yet there are still segments of the population that are not digitally included (File, 2013). Despite the significant gains in percentage of the population attaining access to the Internet since the 1990’s, approximately...
50% of the world’s population is not connected (Miniwatts, 2017). As society becomes increasingly connected, those that are not digitally included will be at a serious disadvantage. Industries like medical and health care, government services, and banking will increase in their online accessibility. Eventually, going online will be the preferred method of access for both the business (or provider) and the consumer. Traditional news outlets are facing a similar trend, and are experiencing a disruption due to the proliferation and ease of use of Information and Communications Technologies (ICT). This disruption has been labelled the Fifth Estate – individuals utilizing ICT’s to provide alternative sources of information from that of the traditional media and news outlets (Dutton, 2009).

3. THE WEB

The Web (also known as the Internet of Things (IoT) or network of all connected applications and devices) (O’Reilly and Battelle, 2009) has evolved from a static, mostly read only situation to one that is much more interactive. The terms Social Web or Web 2.0 refer to the fact that websites encourage interaction (Websense, 2010) and many sites now have user-generated content like blogs and wikis. With the rise of the mobile web, individuals can share whatever they want, wherever they are, whenever they want and they can access content on the web anytime, from almost anywhere. Additionally, individuals can allow content to be pushed to them instead of having to query it. This evolution, where information is personal and portable (Agarwal, 2009) is known as Web 3.0 or the Semantic Web. The Semantic Web enables individuals (and groups) to find, combine, and share content almost effortlessly. This is facilitated by ICT. ICT, in a general sense, lumps together all the technologies that enable people to create, access, and manipulate information. ICT promotes network genesis as well as collaboration, while at the same time promoting disruption (Sloep et al., 2011). The disruption wrecks hierarchies, allowing information to flow in all directions (2011). The ability to effectively utilize ICT is often called digital literacy.

4. DIGITAL LITERACY

Digital literacy, digital competency or technology literacy, according to Ricoy, Feliz and João Couto (2013) and Sloep et al. (2011), describes more than competence with the use of technology. It defines the ability to find, analyse and evaluate information, while being creative in the use of ICT to communicate and collaborate with others. To be digitally literate, people must be able to make decisions based upon their interaction with technology and others to add to our knowledge society (Ricoy, Feliz, & João Couto, 2013; Sloep et al., 2011). Before one can be digitally included, one must be digitally literate. Digital literacy is one aspect of the digital divide that must be acknowledged to help close the gap. Individuals must be capable and comfortable using technology. Mpofu and Chikati (2013) and Ritzhaupt, Feng, Dawson, and Barron (2013) see digital literacy as the second level in a pyramid structure like Maslow’sHierarchy of Human Needs, being obtainable only after satisfying the base need of digital access. It is critical for everyone to achieve digital competency so that they may take advantage of ICT, which will in turn support them as they take part in the global digital conversation. As educated and informed global citizens, they can help to mold their communities economically, politically, and socially in a positive direction (Yang & Valdés-Cotera, 2011).
5. DIGITAL INCLUSION AND SOCIAL CAPITAL

Digital Inclusion is meant to replace the term digital divide so that the discussions are framed in a positive manor, and to reflect the realities of access and understanding of ICT at more than just a fundamental level (Bernard, 2014). Angela Siefer (2012) (as quoted in Morrone & Witt, 2013) acknowledges the need to distinguish digital literacy from digital inclusion. It is not enough to have access to the internet or understand and utilize ICT. Chen (2013), Morrone and Witt (2013), and Peng (2010) all agree that to remain relevant in society today people must be digitally inclusive. Including oneself in the conversations expressed through social media builds up social capital. Lin (2011) (as quoted in Chen, 2013) defines social capital as an individuals’ investment in the digital conversations with expectations of return. These conversations are established through the connections made by individuals participating in social media (Chen, 2013; Peng, 2010). These networks encourage exposure to new technologies while performing supportive functions that aid in the adoption of new technologies (Chen, 2013; Peng, 2010; Sloep et al., 2010). These peer networks also acquaint individual’s the capability ICT has to assist them with personal empowerment that can bring about an improvement in their quality of life (Ritzhaupt, Feng, Dawson, & Barron, 2013).

The negative impact individuals might experience from not insinuating themselves into digital conversations might not be as readily apparent as it would if they did not have access to technology and/or the Web or if they are not digitally literate. Not having access or being digitally competent has immediate and apparent effects and consequences whereas not participating in the various forms of social media will be detrimental to individuals, but in a less immediately identifiable manner. Becoming digitally inclusive is one of the foundations of being a lifelong learner, helping one meet and overcome life’s challenges (Yang & Valdés-Cotera, 2011). Not being digitally inclusive will hamper one’s ability to fully utilize ICT to assist them in achieving personal empowerment, which in turn will bring about an improvement in their quality of life. Those that are not capable and comfortable using technology will find it increasingly difficult to interact with the services and programs they need and unable to stay informed. Or worse yet, those that are not digitally included could potentially be easily swayed by misinformation.

6. MISINFORMATION

In this Information Age, the Web creates a significant impact and can, “accelerate human progress, bridge the digital divide and build societies that drive innovation, entrepreneurship, and progress” (Kende, 2016, p. 8). Conversely, cybercrime, misinformation and other online threats are reducing trust and negatively affecting Web usage (Hampson and Jardine, 2016; Kende, 2016). When trust in the Web is eroded, the value of social capital is also eroded and Web use decreases, which interferes with innovation and economic development (Bernard, 2014; Chen, 2013; Hampson and Jardine, 2016; Kende, 2016).

Misinformation has become so pervasive that the term alternative facts is now utilized to dismiss statements that are ‘provable falsehoods’. This term came into being when U.S. Counselor to the President Kellyanne Conway, during a Meet the Press interview on January 22, 2017, used the term to defend a false statement given by White House Press Secretary Sean Spicer (Jaffe, 2017). Misinformation is an ever-growing problem that is more insidious than it would first appear. Studies have shown that misinformation has a continued influence effect despite printed retractions (Rich and Zaragoza, 2016). Compounding that, it has also been shown that implied misinformation is more resistant to correction than explicit misinformation (Rich and Zaragoza, 2016).
Despite the proliferation of misinformation, there are sources for news that contain unbiased and fair coverage. Credible investigative journalists have the ability to hold those in power accountable and to provide a voice and platform to citizens. One example is that the International Consortium of Investigative Journalists published the Panama Papers on April 3, 2016 (Pyare and Bacon, 2017). The Panama Papers, “exposed money laundering, tax evasion, and sanction-defiance through anonymous shell companies and secretive financial accounts, implicating 140 politicians in more than 50 countries, including 12 current or former world leaders. Authorities in more than 90 countries launched investigations based on the information published and citizens were deeply and widely engaged, with spontaneous citizen protests arising in Iceland, Malta, Pakistan, and the U.K.” (Pyare and Bacon, 2017).

7. CONCLUSION

Boyd (2012) believes that we live in a culture of fear, and that the attention economy, magnified by social media, is magnifying and helping to proliferate this culture of fear. The term “culture of fear” references how marketers, politicians, and the media create suspicion to control citizens and influence their perspectives (Boyd, 2012; Mythen and Walklate, 2016). Fear can be generated in ways other than by natural causes. It can also be provoked through carefully crafted communications as a means to motivate or suppress citizens (Boyd, 2012; Mythen and Walklate, 2016). The word terrorism can be defined as achieving political goals through the systematic use of fear (Ruby, 2002). Misinformation, either explicit or implied, is one way to increase and magnify the fear culture.

Another concern to consider, in this age of information, is that attention is diminishing (Geri, Schocken, Neumann, & Tobin, 2008). This diminishing attention span of information consumers is directly correlated to the attention economy (Boyd, 2012). This attention economy, driven by an attention deficit of knowledge consumers, facilitates a culture of fear. As citizens utilize the Web to remain informed, many only access a narrow scope of sources that are associated with their interests, which in turn magnifies their own prejudices (Dutton, 2009). And if information consumers are not actively managing their digital foot prints, they will be besieged with targeted content. If someone is not managing their digital footprint, and searches for information on WannaCry (a recent global ransomware worm attack), they will get pushed content relating to WannaCry and on (potentially) preventative solutions. And if that person is already predisposed to not trust the Web, being pushed information on worms, ransomware, and other threats will only reinforce their distrust on their online safety and become less likely to use the Web. According to the Internet Society, the Web is for everyone everywhere, and trust is at the center of that philosophy (Kende, 2016). If trust in the Web is suspect, people are less likely to go online. This lack of trust seems to be the major reason in the decline of Web adoption (Kende, 2016). Despite the bleak picture being painted here, there are ways to reverse these negative trends. ICT can be utilized to help people affiliate communities and revolutionize societies (Boyd, 2012). And informal sites for learning and development (home, clubs, libraries, and online communities just to name a few) can be leveraged to inform citizens on how to manage their digital foot prints and how to critically evaluate information. These spaces can help grow digital literacy (how to effectively utilize ICT to resolve a gap in understanding as well as evaluating information for currency, relevance and trustworthiness) (Meyers, Erickson and Small, 2013) and to foster digital inclusion (understanding ICT at more than a fundamental level by including oneself in social media conversations and by being a creator, not just a consumer of knowledge) (Chen, 2013; Peng, 2010; Sloep et al., 2011). By becoming digitally literate and digitally included, citizens can build up their social capital (networks that enable the attainment of shared goals and fostering civic engagement) (Atkin, Hunt and Lin, 2015) – enabling them to better their circumstances and to positively influence their communities and even the world.
8. LITERATURE


VIDEO GAMES IN INFORMATION SERVICES: A QUALITATIVE RESEARCH

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ABSTRACT:

In this changing world, libraries should be able to adapt themselves to innovations in order to keep their existence. As information is easily available through television, computers, tablets, smart phones and other media types, the necessity and significance of libraries are likely to be ignored. Therefore, libraries should embody such technological devices and applications to be able to attract new users. Video games would be a great way to take users’ attention to libraries and trustworthy information that libraries provide the public with.

The aim of this study is to find out how video games are integrated in library services and what kind of perceptions librarians from Turkey have about it. For this purpose, current literature related to the subject has been reviewed and an interview about video games in information services has been applied to the director of Atılım University Library in Ankara. Moreover, this study presents some good examples from several different libraries serving video games as part of their collections or as an activity from Europe and U.S.A.

It was observed that video games are used for different purposes in different ways by libraries. Findings of the study can contribute to the understanding of the possible effects of video games in information services. This work is expected to be useful for the limited literature about the subject.

Keywords: Video games, libraries, information literacy, playing

INTRODUCTION

The current era is called information age. It is sometimes called as digital/new media/computer/internet age. This new age changed and re-formed every aspect of human life from culture to language; politics to economy; health issues to schooling etc. Nowadays, people take their mobile, smart phones with them everywhere. They take photos, take notes, play games, read, chat, shop and so on with only one small tool. Naturally, it also affected the way people search for information. Virtual/digital sources have recently emerged quickly and revolutionized everything. They are much faster, easier, more timesaving and cheaper comparing to printed sources. However, it is open to question if this new kind of information sources are reliable since there is also too much information which can be called as trash on the internet. It became harder to find the most related, current and reliable information as there are thousands of pages that may mention the topic you want to be informed.

The evolution of technology and new media can threaten the essence of institutions like libraries. If they do not manage protecting their own relevance, then they become obliged to disappear. People should be able to find answers to some of their questions through libraries so that libraries keep their relevance (Buchanan and Elzen, 2012). While a bit more than a decade ago libraries were the places to find answers to problems only from books, they have recently become more than that (Phetteplace and
Felker, 2014). They are places for exploration, communication, conversation and creation nowadays. For instance, the new trend called makerspace has transformed libraries from being boring and silent places to workshops where people create, use 3D printers, produce, experience, interact and socialize.

Libraries have been one of the most ancient and professional information institutions. People can find the sources they look for or they can be informed how they might access what they wish to. At this very point, libraries and librarians should catch up with the times in which humanity is going through. They should combine fun and learning. New users learn and have fun through digital. Then, integrating video games into library programs or collections would be a great way to attract people to libraries and to help people become information literate enough to find the most reliable information they look for.

Actually, video games have already been integrated into library catalogues. There are even studies based on how to define and represent these non-printed/non-book materials of the catalogue (de Groat, 2015). There are several ways of using video games as a part of teaching in library. Librarians are also educators. They are responsible for teaching how to make use of library services and sources. At this point, video games would be a great idea since they can be a combination of learning and entertainment. First of all, librarians may design video games in which library use is taught. This kind of games can be more integrating and fun than traditional library orientation programs. Especially young users of libraries learn about the resources and services through playing. The second way of integrating video games into library education program can be related to information literacy skills. For instance, librarians may show the users how to find reliable and related sources through video games (Burkhardt, 2014).

On one hand, some academicians and librarians are against playing video games in such institutions as libraries as they believe video games are petty engagements and they make people violent and noisy. According to their opinion, playing video games does not force people to use their cognitive skills or make them think (Adams, 2009).

On the other hand, there are some scientific researches that show the success of video games in improving certain skills like cognitive, social, psychological etc. Video games also play a role in creating motivation for learning (Gumulak and Webber, 2011). “Well designed games can offer compelling, educational experiences that can foster positive user interactions with the library” (Phetteplace and Felker, 2014, p.20). Video games have important impacts on cognitive skills which are inevitable for learning. One video game called Activate developed at Yale University helped kids improve their math and reading skills. According to the research, students who played this game as a part of the curriculum had better math and reading scores than the control group in which the rest of the students had traditional ways of learning math subjects and reading (Hataway, 2016).

There are three main purposes of a library: “educational, social and democratizing.” It is educational as it provides people with the opportunity to improve critical thinking and information literacy through various free sources and services. Especially school libraries contribute to school curriculum and cooperate with teachers during an academic year. A library is a place that offers life-long learning services to everybody without discriminating people in terms of age, nation, language, culture, socio-economic situation or anything, which makes it democratizing. It has a social function as a third place after home and school/work place. People are free to gather, share ideas and learn from each other (Adams, 2009, p.197). One of the most crucial terms associated with libraries is free access.
This mission of libraries is about providing information through any media to any user whenever it is required (Buchanan and Elzen, 2012). The main question is whether video games aid libraries in terms of afore-mentioned purposes. Obviously, most video games have textual instructions that require the players to read and understand in order to be able to pursue the process of the game. Moreover, most players get online and search websites and blogs based on the video game they are engaged with because they are really into it and want to learn more or they are stuck in one level and wish to keep playing. Some other players especially playing games related to historical events watch movies or read books and try to learn more about them. Multiplayer video games force players to socialize with each other. Some libraries have special rooms for such players and may organize video game nights where children or adult users come together and share the experience together. Also, there are video games that appeal to any type of person, age group or even gender; therefore, video games open the gates to everybody as libraries do. Another example is about families that cannot afford the software or hardware for their children. They can borrow video games from libraries or play them inside libraries for free (Adams, 2009).

Video games are visual, interactive and stimulating, which makes them quite appealing to new kinds of literacies. Gameplay requires the players to think strategically, analyze the data systematically, evaluate and manage the sources. A player cannot appreciate a video game without developing all these literacies. The video games within the body of libraries do not necessarily have to be educative. Even the games developed only for fun requires at least basic skills to be played. They also communicate some messages for decoding and understanding (Buchanan and Elzen, 2012).

Best Practices

The following libraries with video games were contacted either through e-mail or face to face. Some questions related to video games services were prepared and sent to librarians. They answered the questions and gave details about the way they use video games in their libraries. The libraries in Czech Republic were visited and librarians were interviewed face to face as well as some observations could be made. The data were acquired during the last period of 2016. The good examples of libraries with video games in their collections or services are presented below:

1. Royal Library (Copenhagen, Denmark)

The Royal Library has approximately 260 games for “PC”, “PS3”, “PS4”, “XBOX”, “Nintendo Wii” and “Nintendo DS” at The IT Library at the IT University which is part of The Copenhagen University Library. “PC” games are for 7 days’ home loan, and due to copyright reason “PS”, “XBOX” and “Nintendo” games are for use at the IT Library only. The Royal Library does not take part in the Teen Tech week.

The IT Library (part of the Royal Library, see details: http://kub.kb.dk/itlibrary) started acquiring games in 2008. The initial motivation was a wish by library patrons to have access to video games for recreational purposes. This motivation has since been expanded.

Furthermore the IT University has a specific program called “Master of Science in Games” (http://en.itu.dk/Programmes/MSc-Programmes/Games) where the games at the library can be of inspiration for their studies.
In practice, selection is done either by IT Library staff, or by user suggestions. The IT Library follows a set of internal guidelines for selecting games which in different ways satisfy and/or support the information requirements for students and faculty of the IT University.

The games are mainly used at the IT-Library which means the users are mostly students from the IT University. A majority of the games are quickly getting outdated because of new releases of the same game. Especially the newer games are being used.

2. Médiathèque Federico Fellini (Montpellier, France)
Médiathèque Federico Fellini is a part of a larger network of 14 médiathèques in the Metropolis of Montpellier (https://mediatheques.montpellier3m.fr/). When it comes to video games, it is the head of the network. First consoles were installed in the Médiathèque Federico Fellini in 2007 with an objective to integrate this new media used by the young and adolescents. This concentration on the young public is reflected by the registration fees, reduced to half or 5 euros for visitors aged 18-25 and free registration for the minors. This policy translates into a fairly high share of children (34% or 13 529) and of young adults (9% or 3597) among the registered users.

The greater médiathèque network of the Metropolis of Montpellier counts over 1500 video games. The collection is expanded by 2 or 3 new addition every year based on the decision of a commission and the criteria of novelty and of cultural relevance. When it comes to hardware present, the médiathèque has various gaming consoles, gaming PCs as well as gaming arcades and one virtual reality headset.

The Médiathèque does not only allow the registered users to play video games on the spot, it also organizes various events related to video games. In the year of 2015 over 33434 people visited events that range from regular events on average organized at least once every week in each one of the médiathèques in the network, to larger events such as the yearly La métropole en jeu (The metropolis in play) and tournaments in video games with médiathèques from all over France: LOL en bib and Fifa en bib=League of Legends and FIFA tournaments in libraries (bib-abbreviation for bibliothèque). Other events also include conferences with professional video game players and expositions of digital art and the screening of video game related documentaries.

3. NYU Game Center (New York City, USA)
The NYU Game Center was founded in 2008 with the mission to create a game design program in Tisch School of the Arts at NYU (http://gamecenter.nyu.edu). The Center began as a small selection of undergraduate classes, an event series, and an Open Library. Now the offer of programs has grown into a full graduate and undergraduate program in game design.

Total number of video games in the collection is about 1,500 at the moment. Their collection includes various video games for a wide range of consoles from the “Vectrex” and “Atari 2600” to the new generation consoles. The games are in both digital and non-digital format and the NYU Game Center collection includes game design related books as well. They decide on acquisitions by games needed for classes, requests from patrons, new releases, and the librarians work on curating a selection of games to purchase every week.

The two primary purposes of the library are to serve as a resource to our classes and to help foster the game community at NYU. The library allows NYU students to come in and play games on hardware.
within the library space. Based on the description it is easy to identify a significant similarity to the Royal Library in Copenhagen which also serves primarily to the university that it is attached to.

4. Library of the US Congress (Washington D.C., USA)
The Moving Image Section of the Library of Congress has received materials related to video games as part of the copyright registration process since late 1970s (https://blogs.loc.gov/thesignal/2012/09/yes-the-library-of-congress-has-video-games-an-interview-with-david-gibson). The Library started to add actual published games to the collection sometime around late 1990s, usually from two categories: educational games which spoke to the Library’s mission as an educational institution and controversial or violent games which were frequently a subject of public concern at this time. By 2007 the Library of the US Congress began actively collecting video games.

The collection as it now stands consists of over 3000 video games. Most of new game titles the library receives come in through the copyright registration channels. Their main goal at this point is to continue to build the collection while filling in historical gaps in the collection and reaching out to collectors and organizations that may be willing to help to increase and diversify their game collection.

Currently the library does not allow for an on-site gameplay and more generally there is no model of public access to the Library’s video games in place. Some limited research into examining the game’s packaging has been conducted but further access for research purposes remains in the area of future plans. As a dedicated archiving institution tasked with the preservation of not just video games but other forms of media, the Library of the US Congress is very unique and different from all the other libraries compared in this paper.

5. Prague Municipal Library
The Prague Municipal Library (https://www.mlp.cz/en/) installed first video game consoles in March of the year 2010. Currently there are five offices of the Prague Municipal Library network in which each has one video game console. These are libraries at Smíchov, Chodov, Opatov, Lužiny and the Central Library of Prague. In 2016 new interactive tables were brought to support the playing of some video games very newly installed at the Central Library and at the libraries at Lužiny and Opatov. The Prague Municipal Library would like to copy the successful practice of Minecraft Clubs present in many libraries outside of the Czech Republic. Furthermore, the Library is also trying to explore ways of using video games for educational purposes in the near future.

6. National Technical Library
The Czech National Technical Library (https://www.techlib.cz/en/) includes two very interesting examples of integrating video games into the space of libraries. These are the Augmented Reality Sandbox\(^\text{15}\) and the gaming corner consisting of repurposed information kiosks turned into gaming arcades. Both of these were installed in 2016.

\(^\text{15}\)For more information on the concept of the Augmented Reality Sandbox visit https://arsandbox.ucdavis.edu/.
The Augmented Reality Sandbox is a special kind of sandbox that uses a piece of video game hardware, more specifically the “XBOX Kinect” sensor to color the sand in the sandbox based on the levels of elevations. In other aspects it works just like a traditional sandbox. The present version is already a second iteration, which upgraded the first one built to a large extent from the remains of building material left from the construction of the library. The Sandbox is open to interactions by visitors, which is an opportunity that is plentifully used. It was observed that the sandbox sparked a lot of attention of the visitors and was occupied all the time.

The Gaming Corner is a section of the library, that was originally supposed to serve as a place where one would search through the catalogue with the use of the info kiosks. By the time the library was finished, this service was being already transferred to the smart phones and other devices of library visitors. For this reason, the info kiosks were turned off for a long time and served no purpose what so ever. Based on an inspiration from a YouTube video the members of the IT department of the library decided to transform this relatively old hardware present in the info kiosk into gaming arcades. Every kiosk repurposed this way with the integration of rather inexpensive SNS controllers now offers a one specific game to play, just like the gaming arcades of the old. The games on the arcades are among the classics of the period such as: Mortal Kombat 3, Donkey Kong, Super Punch Out, Sonic the Hedgehog 3, Turtles in Time and Street Fighter II.

Following the great success of the two relatively low cost projects, the National Technical Library would like to set up a dedicated room for playing video games with high end gaming PCs and virtual reality devices in the future.

**Aim, Scope and Method of the Research**

The aim of this study is to find out how video games are integrated in library services and what kind of perceptions librarians from Turkey have about it. For this purpose, an interview about video games in information services has been applied to the director of Atılım University Library. The data were collected through the interview that took place on 14 May 2017.

The research is based on qualitative methods. Content analysis was used to analyze the data. They were categorized and coded under 6 categorization subjects that define them (see Table 1).

**Findings and Discussion**

The research data obtained from interviews with the manager of Atılım University Library in Ankara were coded and the results were categorized under 6 subjects in Table 1.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Video games in library services</strong></td>
<td>Do you think video games are necessary for the collection? Why? Do video games have any impact on increasing the number of users?</td>
</tr>
<tr>
<td><strong>The importance of video games in terms of educational objectives of libraries</strong></td>
<td>Do you think video games are supporting materials for education? How can they contribute to the educational purposes? What kind of benefits do they have for users?</td>
</tr>
</tbody>
</table>
The opportunities that video games create for libraries

What kind of benefits do video games have for libraries? What is the role of libraries in increasing the number of active library users?

Practices related to organization and retrieval of video games

Can video games be borrowed in your library? Is there a special space for playing video games in the library? Are there professionals who are responsible for video games? What do you do to improve the video games collection? Do you follow specific policies while improving the collection of video games? Are non-commercial video games open-access sources?

Criterion for selection of video games

What kind of criterion do you take into consideration for selection of video games?

Factor of budget in providing the library with video games

Is there a special budget for video games in the library? How do you get the financial support for these sources?

“Video games in library services”

Video games are a part of the library services. The “media center” that was created in the library with audio-visual materials is a special space for them. There is a collection for video games with consoles. It is thought that video games help increase the number of users by promoting the idea that libraries do not exist only for research or study but also they take their users’ social and emotional requirements seriously.

“The importance of video games in terms of educational objectives of libraries”

It is believed that video games support education. The library tries to pick video games which may contribute to students’ skills like strategy developing, problem solving and crisis management.

“The opportunities that video games create for libraries”

Video games seem to be a quite strong argument for libraries that are in the period of a radical change and have become centers of attraction. Video games contribute to changing user requirements as well. Video games are among materials that help libraries become technology-based and innovative information centers.

“Practices related to organization and retrieval of video games”

There is are personnel crew who are experts of and responsible for video games. The media center is organized by this crew. Video games are directly accessed in the media center. The necessary software for games are also provided by the library. There are mostly strategy games, sports games and role-play games in the collection. Video games are organized according to their themes and users can access them through the library catalog. Up-to-date video games are searched and user expectations are taken into consideration. This process depends on general collection development policy. Open access to video games is in future plans of the library.
“Criterion for selection of video games”
The user group is around 18-25 years old. Violent games are avoided while selecting video games. Video games that support personal development of the students are preferred. They consult to relevant websites, blogs and magazine during selection.

“Factor of budget in providing the library with video games”
The expenses of necessary software for video games are covered from the budget. A feasibility study is done during every budget period in order to determine the new materials that are supposed to be added to the services and collections. A demand about video games is also presented to the university administrative committee. The demands that are deemed appropriate is supported by top university administration.

CONCLUSION
Video games are considered as engaging, entertaining and educating materials. Video games do not have a long history in library services and collections; however, they have recently become more popular. It is observed when research findings are evaluated that:

- Video games are integrated in this library’s services.
- Libraries should not be considered as institutions that exist only for research and study. Video games can also be a part of library services.
- Video games have the potential of supporting educational requirements.
- Age groups and game contents should be taken into consideration while choosing video games for the collection.
- Video games play an important role in libraries’ objectives to be able to compete with other related institutions and make a difference.

Video games can be used in different ways for different purposes by different types of libraries as concluded from the literature, the best practices and research findings. Therefore, video games are very welcomed into libraries and they have the potential to take various users to these institutions.

It seems that large part of the libraries investigated by our research started including video games at roughly the same time period (mid 2000s). It is obvious that libraries have already started to transform themselves by including new media into their catalogue.

The budget can be a challenging subject in integration of video games in libraries. Librarians should be leaders and advocates of the idea that new media like video games are inevitable in this fast-moving, technology-based era. The increase of video games in libraries depends on awareness about the benefits of new media in library collections and services. Some academic activities and in-services trainings may help this awareness increase.

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INFORMATION SEEKING BEHAVIOR OF ECONOMISTS: A QUALITATIVE RESEARCH

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ABSTRACT

Researches on users starting in the first half of the 20th century focused mostly on system-based approaches and users’ associations with information were explained within the scope of such elements as the features of information use, information center and information sources. Changing conditions in the following period attributed new meanings to the user concept and the users were put in the center of researches.

The purpose of this study is to find out economists’ association with information, what kind of information systems, sources and services they need, their information seeking behavior and their tracks in information access. The sample of the study consists of economists working at Finance Department of Hacettepe University Teknokent Inc.. Research findings are based on the data obtained through face-to-face interviews. Content analysis as one of the qualitative research methods was used to evaluate the data. This study is expected to help understand information seeking behavior of economists and to design appropriate services for them by information professionals.

Key words: Information behavior, information retrieval, information seeking behavior of economists

INTRODUCTION

The process called in the literature as “information explosion” emphasizes the transformation that influenced many areas as well as the period in which information has become the new production factor. The growing role and importance of information have caused new theories to emerge in economical environments. Information has increased intellectual level; intellectual level has increased entrepreneurship; entrepreneurial activities have increased technological products and investment tools; and all of these have increased practical life and quality level. These progresses have brought along an information-based development and a strong economy. Similarly, economically strong ones have invested in information technologies. This circular relation between information and economy makes it inevitable to search about economists’ interaction with information as a user group and proves the importance of previous researches about the subject.

The main purposes of the research are to find out the role of economists as a user group in their relationship with information, the kind of information systems, sources and services they need, their information seeking behaviors, the tactics they follow to access information. Content analysis that is one of the qualitative methods was used in the research. The sample consists of economists working at the finance department of Hacettepe Teknokent Inc., Ankara. Research findings are based on the data obtained through interview. It is assumed that this research will give an idea about information seeking behavior of economists as a user group. The data is expected to be helpful in designing information
services for the related user group. Important. It will also contribute to the limited literature about the subject.

Literature Review

User researches which started in the first half of 20th century focused mostly on system centered approaches and users’ relationship with information is expounded within the scope of such factors as characteristics of information usage, information center and information sources. In the next period, in parallel with changing conditions, new models are attributed to user concept and researches are conducted via a “user” oriented approach. These researches assuming the idea that occupational group which the individual is a member of is one of the factors determining information requests and information behavior argue that relationship of user with information show parallelism with such elements as sex, statue, working environment and facilities, personal experience and cognitive structure. Among user researches, it attracts notice that there are few researches in number directly approaching economists as an occupational group. Many researches on economists concentrate on the magazines on economy. One of the researches that may be beneficial in terms of information services and collecting progress is Eagly’s (1975) research revealing the role of economy magazines in scientific communication. In this research, Eagly has done reference analysis of eighteen economy magazines and tried to designate the communication structure of science of economy. Research of Durden and Ellis (1993) in which they have stated articles and writers which are referenced most has suggestive quality about the publications which a probable collection on economy must have. Research of Liebowitz and Palmer (1984) revealing the factor of economy magazines effect has focused on the development of economy magazines in due course. Hawkins, Ritter and Walter’s (1973) research aiming at determining the ideas of economists upon magazines of their own field put economists in the foundation of their research with the difference of material focused researches. Towards 2000’s, Thivant’s (2005) research is remarkable which handles information retrieval and information usage of economists. According to Thivant, economists need information while forming generally financial and economic reports and for them this is a kind of information activity. Also it is emphasized in the research that economists’ information strategies are mostly complex and involve approaches based on scanning strategy.

In 2008, Miranda and Tarapanoff’s research including information need and information abilities in financial institutions in Brazil is about these two features of information users working in financial environment is due mostly to routines of their institutional service, their roles and status.

Objective, Content and Method of Research

Main objective of the research is to reveal economists’ information behavior. For this purpose, questions below are searched for answers during research.

- How are the interrelated characteristics of economists such as information need, information seeking behavior and information usage?
- What kind of information system, information source and information service do economists need to satisfy their information need?
- What are the ways and methods that economists follow?
This study aiming at revealing information seeking behaviors of economists was carried out based on qualitative method. Qualitative method is defined as a research carried out by following a qualitative process and intended to reveal perceptions and phenomena realistically and holistically in their natural environment. (Yıldırım and Şimşek, 2000, p. 39)

The data of the study was gathered by interviews focused on semi-structured questions. Face to face and telephone interviews were carried out between May 10 and 12th, 2017. Research sample was decided by criterion sampling, one method of purposive sampling. Purposive sampling means that a more extensive case in terms of information is chosen within the scope of aim of the study (Büyüköztürk, 2012). Within this framework, 10 economists working at finance department of Hacettepe Teknokent Inc. were chosen as research sample. Criterion sampling, one of the purposive sampling methods, means choosing the research sample from the people, cases, objects or conditions that are appropriate to the qualification of the pre-determined criterion related to research problem (Büyüköztürk, 2012). Therefore, it is one of the pre-determined criterion that participants were chosen among the economists working in the same campus and more easily accessible in the study calendar frame. The data of the research were analyzed by content analysis method. In the content analysis method, the data of the research are encoded and analyzed under the term explaining them. Encoding can be done with the terms that are obtained from the gathered or pre-determined data (Yıldırım and Şimşek, 2000).

In this study the data gathered from the interviewer notes were encoded by pre-determined terms and explained by eight themes (Table 1), the research process was completed by interpretation of the findings.

**Research Findings and Interpretation**

Based on the content analysis, research data were encoded with meaningful statements and the findings were classified into 8 themes that can explain the concepts at a general level (see Table 1).

<table>
<thead>
<tr>
<th>Themes</th>
<th>For what reasons do you search information?</th>
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<tr>
<td>The reasons pushing economist to search</td>
<td>What are the reasons that causes your need to be informed?</td>
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<td>information</td>
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<td>The ways that economists obtain the</td>
<td>In what ways do you get information you need?</td>
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<td>The information environment that economists</td>
<td>In which environment do you obtain the</td>
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<td>prefer</td>
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<td>The information activities that economists</td>
<td>What kind of information retrieval techniques do you carry out online? Is the whole series of activities related to your job?</td>
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<tr>
<td>Information sources that economists prefer</td>
<td>Which information sources do meet your needs?</td>
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<td></td>
<td>What type of information sources do you prefer?</td>
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<tr>
<td>Criteria for information sources</td>
<td>What type of features do you look for while choosing information sources to obtain the information you need? While choosing information source what values do you expect</td>
</tr>
<tr>
<td><strong>Preference of information centers</strong></td>
<td>How often do you use libraries? Do you benefit from institution’s library while meeting your information needs? Does the library meet your needs? Which way do you prefer to access to the library? Are the library services enough for you?</td>
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<tr>
<th><strong>The obstacles that economists encounter while using information</strong></th>
<th>Can you define your information needs? What kind of difficulties do you experience during the information retrieval process? Which factors make your work more difficult while using information?</th>
</tr>
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</table>

**“The reasons pushing economist to search information”**
- Preparing economic indicators and institutional weekly, monthly and annual reports,
- They search information to follow financial market in order to be informed about recent developments.
- The economists participating in the research also retrieve information to keep up with politics and universal theories and satisfy their curiosity about economics. Therefore, it can be said that economists need information that is related to their job.

**“The ways that economists obtain the information they need”**
- Electronic databases and the internet,
- Information centers inside and outside the institution,
- Sharing experiences among colleagues, meetings, conferences,
- Printed information sources.

Economists firstly try to meet their information needs through electronic sources or the internet. Publications of international associations such as Royal Economic Society and American Economic Association are among information sources they consult to. They also use some magazines and other printed sources that include comparative analysis. They visit libraries of universities with faculty of economics.

**“The information environment that economists prefer”**
The economists participating in the research generally prefer electronic information environments. They believe that electronic environment is consisted of up-to-date information. When they need retrospective information, they consult to printed sources.

**“The information activities that economists do online”**
The internet is a really useful information access source for participants. They mostly need it for their work-related information needs. International news agency websites about financial and economic sectors are very beneficial for them. Reuters is among the most popular news agency websites. They learn current news about money and stock markets, stock, business world, commercial products and financial environments. Economists use the internet to share information inter-institution as well.

**“Information sources that economists prefer”**
- Databases about economics and related subjects,
National and international institutional publications,
Grey literature and
Publications of associations related to economics.

The necessity for up-to-date information and their information seeking behavior being conscious and systematic make them turn to databases including current information. The most popular databases are OECD Economic Outlook and IMF International Financial Statistics. Economists also follow the publications of institutions like İstanbul Securities Exchanges and chambers of commerce to learn about finance markets.

The participants often make use of grey literature like annual reports of various institutions, research results, dissertations about economics and related disciplines and some statistical data. Publications of associations are also among popular sources of information for economists. In this context, The Economic Journal and The Econometrics Journal, Journal of Economic Literature, Journal of Economic Perspectives are among the publications preferred by the economists.

“Criteria for information sources”
It is important for the economists working at finance department of Hacettepe Teknokent Inc. to find reliable and up-to-date information.

“Preference for information centers”
Almost all of the participants do not use the physical space of the institutional library. They more often use databases provided by the library. They benefit from digital open archives as well as electronic libraries.

“The obstacles that economists encounter while using information”
Disinformation due to intense information production, false information, non-qualitative and unreliable information that does not meet the requirement are among the obstacles that they encounter. Moreover, markets and authorities may provide lacking information that does not meet the requirement and Information Technologies and Communication Institution sometimes block off access to the information.

CONCLUSION
Information seeking behavior of economists working at Hacettepe Teknokent Inc.’s finance department was evaluated. According to the evaluation of the findings, the following can be deduced.
The information economists need is up-to-date and it should be immediately met. That is why their information sources are among collections including up-to-date and technical information mostly in electronic environments.

Especially databases, national/international institutional publications, publications of associations or other related institutions are among the most popular information sources for economists.

Even though they prefer electronic resources, they also need printed sources for retrospective researches. It is vital for them that the information is true, reliable and up-to-date.
While designing information services for economists, the following should be taken into consideration;
The collection should include up-to-date resources.
The resources that economists access through the internet should be integrated into intranet, which would increase the speed of information access and help them save time.
Institutional library should develop applications that informs economists about instant information changes.
Publication created by the department should be organized under a digital archive so that economists access information in a faster way.

REFERENCES


SAŽETAK

Epoha u kojoj živimo, epoha je umrežavanja, kako onog virtualnog tako i stvarnoga. U tom umrežavanju dešava se fluidan i brz protok informacija koje zahtijevaju od pojedinca da bude u toku svih promjena. Međutim, dostupnost ogromnog broja informacija čini da se one uzimaju neselektivno, površno, bez kritičkog promišljanja, a uzrok tome nalazi se i u načinima na koje se dolazi do informacija. S druge strane kriza čitanja postaje sve veći problem savremenog društva. Postavljaju se pitanja može li „umrežavanje“ umanjiti trenutnu krizu čitanja i je li informacijska pismenost (i ona virtualna i stvarna) uvjet da (danas) dođemo do pravih i kvalitetnih informacija? Pitanja se posebno odnose na one koji se bave književnošću – studente književnosti, koji su i glavna istraživačka grupa ovoga rada. Odgovori na navedena hipotetička pitanja dat će se kroz dva toposa: stvarni topos - klasična biblioteka i virtualni topos – mreža (internet).

Ključne riječi: informacijska pismenost, kriza čitanja, klasična biblioteka, mreža, internet

ABSTRACT

The epoch we live in is the era of networking, both virtual and real. In this networking, there is a fluid and fast flow of information that requires an individual to be in the course of all changes. However, the availability of a huge amount of information enables their selection to be non-selective, superficial, without critical reflection; the cause to that is also in the ways in which information is obtained. On the other hand, the reading crisis is becoming increasingly problematic for modern society. Questions are raised as to whether „networking” can enhance the current reading crisis and whether information literacy (both virtual and actual) is a requirement to get real and quality information (today)? The questions refer especially to those dealing with literature – librarians, professors and students of literature, who are also the main research groups of this paper. Answers to these hypothetical questions will be given through two topoi: the actual topos – classical library, and the virtual topos – the network (internet).

1. UVOD

Jedan od najupečatljivijih momenata u razvoju čovječanstva sigurno je onaj koji nas vraća 3500 godina unazad – na sliku drevnog Sumera, koji umjesto da uči činovničke poslove, vrijeme provodi sa sinom tražeći načine kako da ga nauči pravilno čitati. Čini se da je danas više nego ikad, čovječanstvo osjetilo potrebu da se vrati na tu sliku, urezanu u glinene ploče, i više nego ikad rekreira – redefinira njuu poruku. Trenutno prisutna kriza čitanja u svijetu prijeti da ugrozi temeljne vrijednosti savremenog društva. Ista ta i takva globalna slika prenosi se i na lokalne zajednice, posebno one koje su u razvoju i koje se pored te krize bore s mnogim drugim krizama, uzrokovanih raznim tranzicijima te sumornim slikama koje donosi ionako teška svakodnevica.
S druge strane zahtjevi novoga doba čije su osnovne odrednice globalizacija i umrežavanje, brz tehnološki razvitak te ubrzano protik informacija i znanja nameću potrebu i obavezu da se, uprkos svim krizama, aktivno uključimo u te promjene i budemo sudionici istih. Postavlja se pitanje je li informacijska pismenost može pomoći u sprječavanju ili makar ublažavanju krize čitanja ili, nasuprot tome, je li informacijska nepismenost čini tu krizu većom? Na ta dva hipotetička pitanja, nadovezuje se i ključna hipoteza rada: nepravilna upotreba informatičke pismenosti (lažno preuzimanje informacija s interneta) te „informatička sredstva“ čitanja (Ipadi, laptopi, smartphoni) ukazuju na sve veću informacijsku nepismenost čineći tako (i) krizu čitanja većom. Ovi problemi posebno su izraženi kod studenata književnosti kojima internet postaje glavni topos bavljenja naučno-istraživačkim radom, a što dovodi do rizika odvlačenja pažnje ili dolaska do pogrešnih i površnih informacija. Pribjegavanju internetu, uzrokovano je i neadekvatnom informacijskom upućenošću u postojanje COBISS i sličnih sistema koji bi studente usmjerili u pravome smjeru i tako smanjilo rizik od neželjenih kriza ili donošenja pogrešnih zaključaka pri naučno-istraživačkim projektima.

2. ČITATI ILI CHATATI


2.1. Stvarni topos – klasična biblioteka

Da se u bibliotekama kao javnim institucijama ogleda identitet društva ukazivali su mnogi sociolozi, književni analitičari, teoretičari, a među njima posebno kanadski pisac Alberto Mangel, koji će kroz svoje studije Historija čitanja (2005) i Biblioteka noću (2008), biblioteku nazvati ogledalom grada te pokazati kako se identitet grada ogleda kroz količinu (pro)čitanoga. Mangel će prikazom najstarijih biblioteka (od njihove arhitekture do sadržaja) ukazati na identitet mnogih svjetskih metropolit vraćajući nas stalno na vrijednosti biblioteka kroz prošlost: “Možemo da zamišljamo biblioteke pune knjiga koje bismo voljeli da imamo (...) da sanjamo o bibliotecima koja odražava svako naše interesovanje i sve naše slabosti – o bibliotecima koja u svojoj raznovrsnosti i složenosti odražava nas kao čitaoca. Stoga nije...

2.2. Virtualni topos – mreža (internet)

Umjesto da postaju kvalitetnijim, studentski seminarski radovi iz književnosti postaju sve površniji. Naime, usljed dostupnosti velikog i neselektiranog broja informacija (uglavnom na otvorenim internetskim portalima), studenti ne ulaze dublje u analizu niti pokušavaju samostalno i kritički promišljati o odabranoj temi. Taj problem donosi i drugi – prisustvo informacija uzrokuje da studenti uopće ne čitaju djela već užnu gotove, ponuđene tekstove na internetskim blogovima, portalima pa i stranicama posvećenim određenom piscu. Treći problem je samostalna čitanje – savremeni uredaji koji su zamijenili knjigu čine čitanje površnim, a što utječe i na sami rezultat razumijevanja djela i, na koncu, analize odnosno seminarske prezentacije.

Taj problem mogao bi se ublažiti informacijskim opisemnjavanjem stanovništva/studenata. Međutim, problem postoji već kod samoga pojma informacijska pismenost koja se poistovjećuje sa srodnim pojmovima kao što su mrežna, digitalna, medijalna, a posebno informatička pismenost. Iako sve one podrazumijevaju određene informacije, nijedna od navedenih pismenosti nije informacijska, već samo jedan njezin dio. U savremenom društvu ključnom je informacijska pismenost koja se definiira kao „spособност korištenja računala i računalnih program.“ (Nadrljanski, 2001). Za razliku od informatičke, informacijska pismenost kao širi pojam „predstavlja uviđanje potrebe za informacijom te..."
posjedovanje znanja o tome kako naći, procijeniti i iskoristiti najbolje i najnovije informacije koje su na raspolaganju kako se riješio određeni problem" (Nadrljanski, 2001). Izvori informacija su različiti: knjige, kompjuteri, TV, i u novije vrijeme glavni izvor – internet. S pravom se može konstatirati da su današnji studenti, kao pripadnici tzv. Google generacije, direktni korisnici pa gotovo ovisnici informatičkih sredstava, a što znači da su klasično čitanje (a samim time i razumijevanje pročitanog) premjestili na zaslone mobilnih telefona, tableta i računara pretvarajući normalno čitanje u chatanje. To su i razlozi što je pretraživanje informacija za potrebe seminarjskih radova, u većini slučajeva, kratkotrajno s neproduktivnim ishodom. Iz toga proizlazi da su informatički vrlo pismeni studenti, ustvari informacijski nepismeni.

Ako uzmemo u obzir da biblioteke ne organiziraju dovoljno aktivnosti u svrhu povećanja informacijske pismenosti i ne informiraju dovoljno o dostupnim digitalnim bazama podataka te da studenti, kao i uopće građanstvo ne pokazuju dovoljan interes za takvim informacijama, može se konstatirati da to sve skupa vodi do još veće krize čitanja i ukazuje na problem informacijske nepismenosti.

3. ZAMKE INFORMACIJSKE (NE)PISMENOSTI

Govoreći o čitateljskoj praksi francuski filozof Michel De Certeau upozorava kako je većina „uhaćena i prikupljena u mrežama medija, onima televizije“ (De Certeau, str. 238) ukazujući time na krizu čitanja koja se pored malog broja čitanja ogleda i u kvaliteti onoga što se čita. Takva praksa čitanja prisutna je i u bosanskohercegovačkom društvu, ali ono što posebno zabrinjava, ta praksa prisutna je (i) kod onih koji se direktno bave književnošću – bibliotekarima, profesorima i već spomenutim studentima. Stoga je bavljenje ovim pitanjem nužno – potrebno je detektirati probleme i prijetnje te pokušati iznačiti rješenja. Na moguće probleme ove vrste pokušalo se ukazati kroz studentsku anketu provedenu na Odsjecima za bosanski i engleski jezik i književnost Pedagoškog fakulteta u Univerzitetu u Bihaću. Anketa je sadržavala dva dijela, a svaki dio pet pitanja. Prvo pitanje odnosilo se na način čitanja: iz knjige ili sa pomagala (Laptopa, Ipada, smart phone).

![Grafikon 1: Način čitanja](image_url)

Drugo pitanje odnosilo se na način na koji dolaze do stručne literature: posudbna knjiga u biblioteci, pregledavanje časopisa u biblioteci, kupnja knjiga u knjižari i pretraživanja u online bazama podataka. Rezultati ankete su sljedeći:
Iz grafikona broj 1 vidi se da studenti u najvećoj mjeri čitaju online izdanja (čak 60%), knjige (30%), Ipada (15%) te Smartphona (5%). Grafikon broj 2 samo potvrđuje sredstva – studenti u najvećoj mjeri dolaze do informacija surfajući internetom (čak 60%) te da sve manje koriste klasičnu knjigu (što je zabrinjavajuće s obzirom da se radi o studentima književnosti) iz čega proizlazi i zaključak – studente je potrebno kontinuirano upućivati na korisne online baze podataka kako se informatička pismenost upravo ne bi pretvorila u informacijsku nepismenost.

4. ZAKLJUČAK - KRIZU ČITANJA RIJEŠITI ČITANJEM

Razvojem društva, posebno digitalizacijom biblioteka, zahtjevi informacijske pismenosti, a koja podrazumijeva čitanje, proširila je svoje oblike i tako postala multifunkcionalna vještina koju je potrebno kontinuirano razvijati i usavršavati. Toposi stvarnih klasičnih biblioteka ujedno su postali toposi virtualnih pri čemu je nužna sistematičnost unapređenosti jednih i drugih. Istraživanje provedeno na terenu ukazuje da je Kantonalna i univerzitetska biblioteka u Bihaću odgovorila zahtjevima digitaliziranog doba ulaskom 2000-te godine u online bazu podataka COBISS, ali posjedovanje baza podataka, a neadekvatno korištenje od strane bibliotekara, studenata i uopće čitatelja ukazuje na problem informacijske nepismenosti, a koja se (in)direktno održava i na krizu čitanja. Tako je, pored „snimanja“ trenutnog stanja u gradu Bihaću, univerzitetskoj i fakultetskoj biblioteci Pedagoškog fakulteta Univerziteta u Bihaću, ovaj rad i atak na bihačko, ali i bosanskohercegovačko društvo u cjelini da se posveti preovladavanju krize čitanja kroz informacijsku i pravilnu informatičku pismenost.

Sve to potpiriva visok nivo informacijske nepismenosti, ali i opće neobrazovanosti o ulozi i značaju čitanja, što se čini problemom broj jedan kod mnogih navedenih faktora. Usljed neposjedovanja znanja i novih spoznaja ljudi se zatvaraju, ne komuniciraju i ili se ta komunikacija svede na trivijalnost. Upravo čitanje te pravilna primjena informacijske pismenosti kroz teoriju i praksu
može poslužiti za širenje vidika, edukaciju i prosvjetljenje. S obzirom da se radi o kulturi čitanja koja pretpostavlja osnove određenog društva posebno fokusiranog na učenike/studente, potrebno je iznaći rješenja i načine da se ovaj problem prevazide i po mogućnosti pretvori u modus prevazilaženja mnogih drugih problema društva u kojemu se javlja. Ono što je posebno važno u cijelokupnome procesu razvoja informacijske pismenosti jeste sistemično i kontinuirano stručno usavršavanje nastavnika, bibliotekara, studenata i svih onih koji se bave obrazovanjem i odgojem kako bi bili u mogućnosti prenositi svoja znanja i biti u toku s novim sadržajima i dostupnim informacijskim izvorima. Samo na taj način doći će se do informacijske pismenosti ukupnog društva kao i do smanjenja (trenutne) krize čitanja. Vratimo se 3000 godišnjem starom Sumeru – pravilno čitanje je najvažnije znanje pa i zvanje i preduslov kvalitetnog života i zdravog društva.

5. LITERATURA


MILLENIALS, INFORMATION ENCOUNTERING AND INFORMATION LITERACY

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ABSTRACT

The information behavior of Millennials and the effects of information overload, multitasking and social media on both task performance and learning have been the subject of intense research. However, the role of serendipitous information encountering in information intensive environments and its inclusion in information literacy instruction has been neglected. This paper presents a conceptual case for how information encountering and information literacy are connected and proposes a research agenda for bridging this gap.

Key words: human information behaviour, information encountering, information literacy training, serendipity, millennials, research

1. INTRODUCTION

Traditional information seeking models are based on the assumption that information is actively sought and does not address serendipitous discovery of information, also known as information encountering (Erdelez, 1997). These models do not incorporate the relatively continuous off-task digital information exchange practiced by Millennials, those born after 1980. Studies indicate this behavior is habitual, and that it serves a variety of purposes.

The Framework for Information Literacy for Higher Education approved by the American Association of College and Research Libraries (ACRL) in 2016 is designed to provide structure for educations of information-literate graduates. An information literate student is supposed to be able to define a problem, locate information to solve it, critically evaluate sources and compile the results. Proposed solutions to the information literacy problem include hands-on exercises (Weiler, 2005), encourage social aspects of learning and information coupling (Lloyd, 2010) and incorporate community contexts (Lloyd and Williamson, 2008). However, the quest for the best method of information literacy instruction for Millennials is far from over and should also include evaluating or managing encountered information.

2. MILLENNIALS AND INFORMATION LITERACY

Millennials as a cohort are often defined by their “technological exceptionalism” (“Portrait of Generation Next,” 2010). Yet, a recent trend in scholarly literature has been to question some of these claims. Skepticism of technological proficiency aside, it has been established that the behavior of Millennials is at least somewhat unique. A focus group study by Stephens, Cho and Ballard (2012) suggested that multitasking may be a habituated Millennial behavior. According to Pew (2010), most
Millennials (75%) have created a profile on a social networking site, and they outpace other generational cohorts in almost all types of Internet and cell phone use, including the adoption of Twitter and the online sharing of self-created videos. This is significant given today’s many digital environments. Judd & Kennedy (2005) conclude that students utilize computers to support a range of activities – social, personal as well as educational – during their self-directed learning sessions. In a separate study (2011) they note Millennial students engage in both task switching and multitasking behaviors, but at a rate that is neither high nor consistent. But, despite their comfort with digital environments, Millennials are not evaluating resources in those environments. According to several surveys of college students as part of Project Information Literacy (Head and Eisenberg, 2009, 2011), students struggle with processing search results and identifying relevant information, in spite of their familiarity with search engines.

It is clear, though, that one of the expected characteristics of Millennials has been affirmed: Millennials are multitaskers (see, e.g., Stephens, Cho and Ballard, 2012; Judd & Kennedy, 2005, 2011). Studies of multitasking almost invariably involve assessment of the impact of some form of social media use on task performance (Junco and Cotton, 2011, 2012; Zheng and Tchernev, 2012) with varying results. None of these studies was designed to explore the ramifications of information encountering in Millennial information behavior. In spite of this omission it is clear that multitasking – often involving social media use – is fundamentally linked with information encountering; off-task information behavior is a natural context in which unexpected information may be encountered and should be included as an area of information literacy instruction.

3. MILLENIALS AND INFORMATION ENCOUNTERING

In 1997 Erdelez introduced the concept of information encountering (IE), or serendipitous information discovery. Subsequent studies have affirmed the role of serendipity in human information behavior, noting that it serves multiple beneficial purposes in refining, expanding and redirecting searches (Andre, Teevan and Dumais, 2009). A study by Lindley, Meek et al. (2012) found that subjects consciously or unconsciously tried to facilitate serendipity in their web searching, using separate windows when at work for personal use, compiling ‘to do’ lists of interesting content and minimizing information they could return to later. This behavior was opportunistic or casual, and, most significantly, ongoing. However, this type of information discovery is often not included in information literacy instruction.

Information encountering involves phenomena where information is found without a research process and yet may have a variety of uses. Andre, Teevan and Dumais (2009) note that serendipitous encounters may serve multiple beneficial purposes: reinforcing existing information, or taking a search in a new direction; confirming or rejecting ideas; finding material pertinent to a latent goal; and finding information of general interest. This especially evident when they are incidentally exposed to online news (Yadamsuren & Erdelez, 2011, 2016). In short, information encountering can be seen as a bridge between searching in different contexts; those recreational and/or course-related and discovery in environments where no search is undertaken at all. Understanding this among Millennials – students in particular – could inform the practices undertaken to help students better evaluate information as they collect it, as well as shed light on a novel area of study.

Does information encountering play some part in information literacy? There are strong indications in the research to date that the answer is “yes.” Erdelez, Basic et al. (2011) analyzed five information literacy models; none specifically mentioned information encountering, but all included stages at which
it might occur. Other scholars have proposed practical applications of ODI to facilitate learning. Kop (2012) pointed out that an open and self-regulated learning environment requires information literacy, and information curation techniques for the collection of both relevant and serendipitous information. She proposed work on a “Serendipity Index” that would predict and increase opportunities for encountering an information stream. Andre, Schraefel et al., 2009, proposed ways to “induce” serendipity; and Fourie (2011) discusses the potential role of PIM and reference management by librarians in order to support creative and innovative use of information.

Additional research on Millennials and information encountering is needed to provide an understanding of a little-explored component of the information behavior of this age cohort. Moreover, by improving our understanding of when and where these opportunities occur, and how Millennials categorize and evaluate “found” information, librarians and educators will be better able to engage students in information literacy training and broaden that training to incorporate the continuous, non-linear and self-directed information behavior that is familiar and meaningful to them.

4. A CALL FOR STUDY OF INFORMATION ENCOUNTERING IN INFORMATION LITERACY CONTEXT

Previous studies of information literacy have dealt with one-way conceptualizations; namely a process in which users craft structured queries to search for a given topic and evaluate their results. An in-depth study of information encountering of Millennials is needed to provide improved understanding of how students behave. Doing so could offer novel contributions to information science; notably regarding information literacy and personal information management. Conducting a study of information encountering among Millennials would better inform academic librarians and education professionals of how and when information is actually found. This could lead to a reformulation of training efforts and the better integration of information evaluation and PIM into curricula encouraging information literacy instructors to broaden the domain of when these skills should be employed.

In regards to the management of personal information, a study of information encountering could also shed light on how Millennials manage encountered information. Kop (2012) points out that an open and self-regulated learning environment requires information literacy and information curation techniques for the collection of both relevant and serendipitous information. Another survey of university students, faculty and staff by Capra (2009) examined a variety of digital information keeping mechanisms. While the study was descriptive and exploratory, it identified several interesting issues (e.g., managing the transfer of information over several personal devices) that have implications for the treatment of encountered information.

The research agenda for studying information encountering among Millennials should address the following research questions:

- Within what contexts are Millennials encountering information?
- Using what type of information sources does this frequently occur?
- In what format are Millennials encountering information?
- Does level of engagement have an effect on how frequently information is encountered?
- Does information literacy training have an effect on Millennials’ information encountering?
- Are Millennials managing the information they discover?
• How are Millennials managing the information they encounter?
• Does the level of information literacy training have an effect on how Millennials manage information that they encounter?
• Is there crossover between information needs and contexts when information is encountered?

Providing answers to these questions will directly inform instructors about what type, where, when and how Millennials are discovering information as well as what they are doing with encountered information. This may lead to a reformulation of training efforts and the better integration of information evaluation and personal information management into curricula encouraging information literacy instructors to broaden the domain of when these skills should be employed.

5. CONCLUSION

Blandford and Attfield (2010) note that librarians have always had formal roles as intermediaries between consumers and sources, but the rise of digital information resources has caused a reconsideration of this role. Now librarians are more often instructors or assistants rather than intermediaries. Librarians are well aware of the necessity to adapt information literacy training to the interests and abilities of their patrons; as such, they have a vested interest in understanding the role of information encountering in information literacy instruction.

Given that no research so far has attempted to evaluate the magnitude of information encountering among any age cohort, proposed research agenda will be instrumental in producing viable and practical recommendations that stand to benefit libraries and their stakeholders by improving their ability to provide context-based information literacy and personal information management training. Finally, the impact of the proposed research will be predicated on the collection of generalizable data and its dissemination throughout the information science community. The creation of model implementation plans will function as a second step. Perhaps most importantly, however, will be direct feedback from academic research partners to allow us to determine the extent to which the research results are useful and applicable to the field of information literacy instruction.

5. LITERATURE


WORKSHOP: CLASSROOM ASSESSMENT TECHNIQUES (CATS)

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Workshop with the participants at the WBILC2017:

Formative classroom assessment techniques (CATs) are evaluations used to improve the quality of student learning and inform teaching rather than to provide evidence for grading students. At the end of this session, you will hopefully have in your teaching toolbox methods to help your students succeed in your IL class.
FIGHTING THE GLOBAL FAKE NEWS CRISIS WITH INFORMATION LITERACY: INCORPORATING LESSONS FROM FAKE NEWS INTO THE LIBRARY CLASSROOM

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ABSTRACT

In an era where fake news and alternative facts inundate global news and media, we, as a community of librarians and educators, find ourselves at a crossroad. In a step to educate our student body and make them valuable consumers and distributors of knowledge, librarians at New York University Abu Dhabi (NYUAD) created a global fake news outreach program and embedded our information literacy program with critical thinking skills and activities.

Librarians at NYUAD sought to create a fake news information literacy program through the creation of a research guide and a fake news workshop. The fake news research guide was created by two NYUAD librarians, but it was based on materials created by librarians in the United States who kindly gave them permission to use their materials. Since the NYUAD student body hails from 76 countries, the NYUAD librarians put a global spin on the guide, ensuring that it would be appealing to all students and to reiterate that fake news is not just a US crisis. The fake news workshop was open to all, faculty, students and staff, and through active learning activities encouraged discussion and debate amongst attendees. Librarians also incorporated active learning activities from the fake news workshops in the First-year Writing Seminar, a required writing course completed by all freshmen.

This presentation will highlight the programmatic approaches libraries and librarians can take to swiftly create a global fake news workshop, guide, and in-class activities, while incorporating critical aspects of assessing fake news into “regular” information literacy sessions. Successful implementation can lead to an increased fake news discussion on campus and campus grassroots efforts to battle fake news.

Key words: information literacy, fake news, active learning, research guide
GUNS, LIES, AND SEX TAPES: THE (UNINTENTIONAL) REBRANDING OF LONGSTANDING INFORMATION LITERACY PROBLEMS AS “FAKE NEWS”

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ProQuest

ABSTRACT

Fake news appears to have become "a thing" only after Donald Trump unexpectedly won the U.S. presidency. However, as librarians all over the world know, the problems we face assessing the credibility of news and other kinds of information isn’t new. Drawing on statistics, historical newspaper articles, and several colourful (!) anecdotes, we’ll see how the explosion of digital sources combined with deeply rooted information literacy problems to create the thing we now call “fake news” . . . and possibly swing an election.

The numbers suggest there’s something to it.¹

In the seven and a half years that separated Barack Obama’s first inauguration from the day Donald Trump accepted the Republican nomination, the term fake news was used in an average of 1.2 articles per day. In the 39 days between Donald Trump’s inauguration and the end of the following month, fake news appeared in about 159 articles per day.

As references to the problem of fake news increased in popular newspapers, the scholarly and trade press urged educators to help find a solution. Just nine days after Trump won the election, the Chronicle of Higher Education published a manifesto, “Stop the Spread of Fake News.”ii The American Library Association followed suit with a series of similar articles, many of them suggesting libraries were uniquely well positioned to eradicate the scourge of fake news.iii

But what is fake news?

Definitions have been curiously lacking. The Chronicle manifesto, for example, launched into a critique of Facebook’s handling of fake news without ever defining what fake news was. And an editorial in the British Medical Journal, meanwhile, compared the popularity of real news and fake news as though the terms were simple and clear to everyone.iv

Writing in the spring 2017 issue of the Journal of Economic Perspectives, the economists Hunt Allcott and Matthew Gentzkow attempted to provide some clarity.¹⁶ They argued that fake news producers, who might be driven by money or ideology, generally evince “two distinguishing characteristics.” First, they neither value nor invest in “accurate reporting,” thereby ensuring that many of the stories they distribute are largely “uncorrelated with the true state.” Second, fake news producers make no effort to build “a long-term reputation for quality” and instead maximize short-term profits by “attracting clicks.”

The first characteristic helps us distinguish producers of fake news from producers of stories that are merely exaggerated, biased, or carelessly reported. Breitbart, for example, is a highly ideological website that frequently publishes sloppy and misleading articles. But there are rarely outright fabrications at breitbart.com. By contrast, a site like Ending the Fed—which famously reposted an article about a (fictitious) papal endorsement of Trump and still features articles with titles like “Obama’s ‘Muslim Army’ Is Hiding In America, Waiting To Do UNTHINKABLE When Trump Takes Office”—would be classified as “fake.” In the words of technology reporter Tess Townsend, much of what’s published or linked to attending the fed.com is “demonstrably false.”

The second characteristic—success as a function of clicks, not quality—is what permits distinctions between fake news and news that, while demonstrably false, is intended as satire. Most articles in The Onion are false, but it’s clear that the satirical magazine’s parent company remains highly invested in building a reputation for the quality of its satire.

The category of fake news producers to which the Allcott/Gentzkow model can be usefully applied goes beyond media organizations and websites to individuals. By applying the two distinguishing criteria, it’s possible to separate individuals who produce skewed or mistake-filled news from those who produce fake news. This distinction was clearly illustrated in two memorable moments in the presidential debates.

The third and final debate happened in the middle of a series of leaks intended to embarrass Hillary Clinton’s campaign. Wikileaks revealed that in a speech to a Brazilian bank, Clinton had told her audience that her “dream” was “a hemispheric common market with open trade and open borders.”

What a few years earlier would just have been a somewhat poetic description of a boringly orthodox economic position was, in the context of the anti-globalist sentiment that dominated the 2016 election, electoral kryptonite. So, when challenged by moderator Chris Wallace to articulate a clear view, it was no surprise that Clinton downplayed the scope and significance of her remarks. She claimed that, far from being a proponent of expansive immigration and free trade, she was making a narrow point about the desirability of “an energy system that crosses borders.”

Clinton’s response was almost certainly untrue. Despite her protestations to the contrary, context suggests she had indeed been trying to reassure the bankers (who were paying her more than $200,000 to speak to them) that she was a strong proponent of open borders.

Contrast this exchange with something that happened during the previous debate. A few days before the second debate, a video was leaked in which Trump could be heard bragging that, as a star, he could get away with sexual assault. With tensions running high, co-moderator Anderson Cooper asked Trump about a tweet he had sent out criticizing a former beauty contestant and encouraging people to “check out a sex tape.” Here, Trump, like Clinton, was forced to respond to potentially damaging information. But, unlike Clinton, Trump gave a response that wasn’t just misleading but was flat out and verifiably untrue. He said he’d never told anyone to “check out a sex tape.”
Unlike Clinton’s highly misleading comment, Trump’s outright denial was straightforwardly contradicted by the facts. And, even though those facts were easily and publicly available, Trump appeared unconcerned that his reputation would suffer. Here and on many other occasions throughout the campaign, Trump himself was a producer of fake news.

But what was it that allowed Trump to tell lies with so little concern for his reputation? Obviously, it’s impossible to read Trump’s mind, but there is no question that, more than previous presidential candidates, he could count on sources that would provide what his then-campaign manager Kellyanne Conway would later call “alternative facts.” Analytics show that however blatant Trump’s lies were, fake news stories extolling his greatness or the awfulness of his opponent were shared avidly on social media.

All that said, if we define fake news as stories containing demonstrably false information that are written or shared by fake news producers, then it’s not clear how big a role fake news played in putting Trump in the White House. Allcott and Gentzkow ultimately concluded that the impact of fake news was small—almost certainly smaller than the already small margins by which Trump won the decisive Rustbelt states of Michigan, Wisconsin, and Pennsylvania. Others—including Paul Horner, the man responsible for such fake news stories as the one detailing the emergence of a huge pro-Trump Amish lobby—disagree. A Trump critic, Horner wrote stories to make fun of the gullibility of Trump supporters and, in so doing, now believes he helped Trump win the presidency.

While Allcott, Gentzkow, and Horner disagree on the impact of fake news on the result of the election, they all appear to believe that, when it came to fake news, voters exposed to fake news were passive recipients. Their assumption seems to be that fake news convinces people to believe things they otherwise wouldn’t.

But a strange case from the academic world suggests that this assumption is wrong.

You probably haven’t heard of Dr. John Lott, but, if you follow America’s gun debate, you may well have heard two of the arguments he popularized, namely that guns are used defensively 2 million times per year and merely brandishing a gun is enough to deter criminals. Here’s how he put it in the 1998 edition of his much-quoted book More Guns, Less Crime:

If national surveys are correct, 98 percent of the time that people use guns defensively, they merely have to brandish a weapon to break off an attack.
Shortly after publication, Otis Dudley Duncan, a highly influential and widely respected quantitative sociologist, wrote to Lott challenging the 98% figure. In his reply to Duncan, Lott attributed the statistic not to “national studies” but to what Northwestern law professor James Lindgren referred to as a “hitherto unrevealed study” conducted by Lott himself.

Writing later in the September/October 2000 issue of The Crimonologist, Lott claimed his 1997 study was based on 2,424 households but that all the survey data had been wiped out in “an unfortunate computer crash.” When asked by Lindgren for details of the survey, Lott said he couldn’t remember the students who had made the calls but that whoever they were, Lott had paid them in cash from his own pocket and kept no records.

Suspicious regarding the existence of Lott’s survey moved to an email discussion group involving academics interested in gun research. One of the members of this group, an Australian computer scientist named Tim Lambert, delved further into what he regarded as inconsistencies in Lott’s account. The dispute found its way into the national press.

Subject to increasing criticism, Lott appeared to catch a break when a former student, Mary Rosh, stepped up to defend him. Rosh was effusive in her praise for Lott, calling him “the best professor” she had ever had. She said that, despite an undeserved reputation as a right-wing ideologue, Lott had always been scrupulously fair in his presentation of controversial issues and had insisted that, for her own good, she branch out and take classes from other professors. Rosh also recalled that, in contrast to what Duncan and Lambert were alleging, Lott had always gone “out of his way to continually give out his data immediately.”

If it seemed Rosh was making precisely the defense of Lott that Lott would have made for himself, that’s because she was. Rosh and Lott were the same person—a fact uncovered when Julian Sanchez, a fellow at the libertarian Cato Institute, noted that the IP address on Rosh’s comments and the one on Lott’s emails were identical.

More digging revealed several more deceptions. For example, a harrowing first-person account of persistent stalking was not a cri de cœur from a terrified female Dartmouth student but, rather, a pro-concealed-carry piece repackaged by Lott from an article he’d written months earlier for the Daily Caller. A pro-right-to-carry paper had not, despite Lott’s claim, been published in the September 2015 issue of the peer-reviewed journal Econ Journal Watch. And 17 glowing reviews of Lott’s books and 10 highly critical reviews of books by Lott’s political opponents had not been written by anonymous Amazon and Barnes & Noble readers but by (you guessed it) Lott himself.
When all the deception surrounding Lott’s research emerged, you might assume he was forced into the academic shadows. Or perhaps that he suffered a similar fate to former Emory University professor Michael Bellesiles, whose falsification of some data in an anti-gun book had turned him into an academic pariah.\textsuperscript{xx}

If so, you would be wrong.

As head of the pro-gun Crime Prevention Research Center and a regular columnist for Fox News, Lott (who holds a PhD from UCLA) remains the go-to voice any time the mainstream media wants an academic-sounding pro-gun commentator. And for the relatively small number of academics who share Lott’s pro-gun views, Lott’s research remains incredibly influential.

Why?

Again, without the benefit of mind reading, we can’t be sure. But it seems unlikely that any academic entered the gun debate with an entirely open mind and found Lott’s pro-gun data so much more persuasive than the “anti-gun” data from major studies by the Center for Disease Control and the National Institute of Health that they came to view Lott as the single most authoritative source on gun research.

No, if pro-gun academics continue to cite Lott, it’s likely they do so for a very simple reason: they want to.

What’s so revealing about the Lott case is we’re dealing with academics, men and women who are trained to evaluate sources dispassionately. So if academics believe sources produced by researchers who fabricate reviews and very possibly data, then, of course the rest of us will believe stories written by reporters who fabricate events.

When you look at things this way, the consumer’s role is not passive. None of us approach fake news as blank slates, only to find ourselves buffeted this way and that by the fake news du jour. It’s not that exposure to fake news couldn’t ever lead us to accept specific falsehoods we weren’t ideologically predisposed to believe. It’s just there’s very little evidence that it happens much. Meanwhile, there is substantial evidence that we routinely accept the fake sources we want to believe. Probably the best evidence of this tendency are studies showing that all of us are more likely to believe fake news stories that support our views than we are to believe fake news stories that challenge them.\textsuperscript{xxi}

In the end, fake news is less likely to determine what we believe than it is to be used as a reinforcement for what we believe already.

None of this should be surprising. As the work of researchers like Daniel Kahneman and Jonathan Haidt has shown, we (humans) make decisions based on our emotions—and then we rationalize them. In this context, Haidt refers to “reason” as the “press secretary of the emotions.”\textsuperscript{xxii} It’s as though in “reason” we have our own Sean Spicer, someone who’ll make the case that our haphazard and frequently irrational decisions are always the product of considerable intellectual deliberation. The difference between our Spicer and Trump’s is ours isn’t there to make the case to our critics; he’s there to make the case to us.
So a question that arises is whether fake news is even a problem. If for the most part fake news isn’t acting on us in ways that make us believes things we otherwise wouldn’t, does fake news merit such angst? Is it really worth writing all those articles calling on educators to rise up and stamp it out?

Yes.

Because there are significant dangers, both political and personal, associated with the persistence of fake news. One of the biggest political dangers is that leaders inclined to authoritarianism will exploit the uncertainty created by fake news to deflect legitimate criticisms. Indeed, this has already happened with President Trump. Back in January, at his first formal press conference, Trump refused to answer tough questions from CNN because he said CNN was producing “fake news.” He likely made this accusation because CNN was (accurately) reporting that U.S. intelligence officers had briefed Trump about the existence of an inflammatory Russian dossier. In the exchange with a CNN reporter, Trump turned the concept of “fake news” on its head. In his new formulation, fake news wasn’t false information that looked real but real information that could be dismissed as false.

One of the biggest personal dangers is, perhaps counterintuitively, increased anxiety. Throughout the election season, many Americans expressed anxiety that their preferred candidate would lose. To alleviate that anxiety, likeminded friends frequently shared sources suggesting their fears were overblown. But sharing reassuring sources did nothing to make the outcome they feared less likely. And, what’s more, it didn’t even reduce their anxiety long-term. When we do things purely to relieve our anxiety, research has shown, we are engaging in a form of what psychologists call “avoidance behavior.” And while avoidance behavior can provide temporary relief, it ultimately makes our anxiety worse. One reason for this phenomenon is that while we focus on the symptoms of our problem we are leaving the underlying problem, which causes the symptoms in the first place, unaddressed. Another reason is that when we avoid a problem we send a message to our brain that the problem we don’t want to confront must be very big and scary. As long as fake news exists to provide a temporary balm, there will be a temptation to use it in ways that not only do nothing to resolve an underlying problem but make us more anxious in the process.

So what can educators do to end the creation and spread of fake news? If there is a solution, it won’t be a sexy one. It will likely start with a recognition that the problem of fake news is ultimately not a new problem stemming from rapid technological change but, rather, a longstanding problem related to human desire. In other words, the fake news problem didn’t suddenly appear when Macedonian teenagers realized they could earn money by making up stories and sharing them on social media. No, what we are now calling the “fake news problem” is little more than a 21st-century rehashing of a longstanding information literacy problem: our intense desire to believe that what is and what should be are one and the same.

Consequently, the solution to the problem of fake news won’t come in the form of tweaks to Facebook algorithms or a new tool that identifies the telltale patterns of made-up articles. More likely, the solution will be found in traditional venues like the library and the classroom. There, educators will be engaged in the never-ending struggle to help students find, evaluate, and use information more effectively.
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1 Figures are taken from search of newspaper content in ProQuest (5/21/2017).
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