

INFORMATION LITERACY IN THE DOCUMENTATION AND INFORMATION CENTRE (DIC) SPECIFIC ACTIVITIES DESIGNED INTO THE DIC FOR INFO- DOCUMENTARY SKILLS TRAINING OF STUDENTS: CASE STUDY AT DIC - C.T. CIBINIUM SIBIU

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Abstract

Info-documentary skills are part of the key-skills of students and missions of the Documentation and Information Center (DIC). The paper refers to the eight info-documentary skills mentioned in the organization and functioning Regulation of school libraries and of Documentation and Information Centers and illustrates with a case study the specific activities designed into the DIC for the information literacy training of students. The study conclusion reveals the complex and the extensive character, also the results of the info-documentary activities of the DIC.

Keywords: Documentation and Information Center (DIC), info-documentary skills, education for information, information literacy, regulation

1. Preliminaries

As part of the key-skills training of students, particularly of that to learn how to learn and to use the new digital technologies as a tool for learning and knowledge, they are plotted info-documentary skills, representing the education for information and so, the information literacy training, which are found elements in the National Education Law. [1]

Also, information literacy training and development, respectively info-documentary skills of students constitute the mission of the Documentation and Information Center (DIC), which is a modern structure, a multidisciplinary and multimedia resource center, implemented in Romanian undergraduate system since 2000 whose activity is provided by the current organization and functioning Regulation of school libraries and of Documentation and Information Centers. [2]

The presentation of info-documentary skills (on domains and subdomains in Annex 2 of the Regulation) which pupils should develop by the end of compulsory education, states that the work was performed in order to orientate the activities from DIC for the students training in the education and information domain. There are mentioned the following eight areas of information and documentation skills of students:

1. Knowledge of info-documentary structures
 2. Knowledge of different types of documents
 3. Knowledge and use of tools to access information
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4. Defining the research subject and its issues
5. Selection of appropriate documentation to research subject
6. Gathering and processing the relevant information to communicate
7. Communication of the information in various forms
8. Evaluation of the information, of the research approach and of the research product

2. Information literacy of students by acquiring info-documentary skills

Design frame structure of info-documentary activities:

- Setting of the skill area
- Defining of the specific skills
- Denominating of the activities
- Fastening of the operational objectives
- Giving of the contents and sequences: theoretical and practical
- Listing of the used resources: procedural, material and human
- Evaluating of the expected results
- The designed specific activities in DIC for info-documentary skills training of the students

2.1 Knowing of the info-documentary structures: The Documentation and Information Centre (DIC)



- The activity: general presentation of DIC: 9th class: planned access
 - The sequences / contents
 - Updating of the knowledge about info-documentary library type structures arranging
 - Analogy presenting by the school library and the DIC, emphasizing distinctions of DIC: modular space, flexible, multifunctional, more attractive, more diversified and various resources
 - Reading of the internal Regulation of DIC in short analysis
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- Seeking and finding demonstration of one document on the shelf: a title of school bibliography

2.2 Knowing different types of the documents

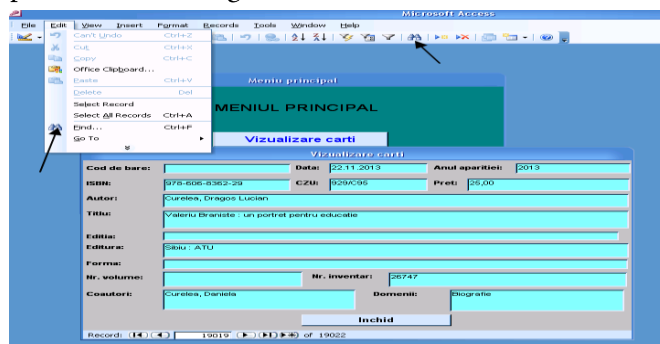


- The activity: communicating of the documentary typology: bibliographic and webographic documents
- The sequences / contents
 - Evoking of the known documentary types of frequented info-documentary structures (libraries, museums, archives etc.)
 - Establishing of the library documents:
 - specific (books, periodicals, audio-visual and electronic documents)
 - nonspecific (coins, medals and decorations, artwork, archival documents etc.)
 - Determining the characteristics of a bibliographic document
 - The multiple criteria for the classification of documents, as bibliographic and documentary information resources (about grouping collections, material support, provided information, the manner of appearance, the way of information transmission)
 - Mentioning of the information and documentation resources through Web / Internet
 - Task: test

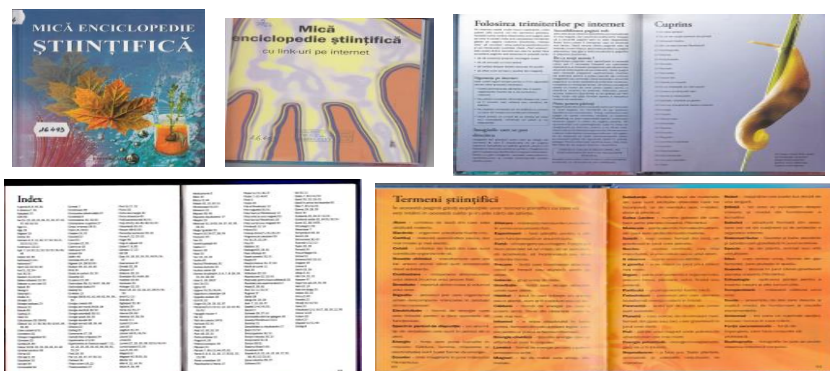
2.3 Knowing and using of the access tools to information

- The activity: Systematization and using of the access tools to information from DIC
 - The sequences / contents
 - Highlighting of the facilitating function to information access of the information tools from DIC
 - Open access shelf – fast direct information
 - Reference fund – consultation and information in DIC space
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- Reference works: monographic documents and periodicals (encyclopedias, lexicons, dictionaries, guides, atlases, magazines, reports, newsletters etc.)
- The system of catalogues (traditional - alphabetical, systematic etc.; computerized)
- The bibliographies made on the documentary fund
- Using of the computerized catalogue of the book fund from DIC: important facilitating tool of the local access to information in DIC



- The access tools to information inside of the document (book type) depending on the editorial presentation



- The web search engines
- Application: distributed tasks into the groups according to the specific skills

2.4 The stages of a documentary research: from defining of the subject to evaluating of the research product

- Activity: carrying of a documentary research
 - Theme exemplifying: The book's history

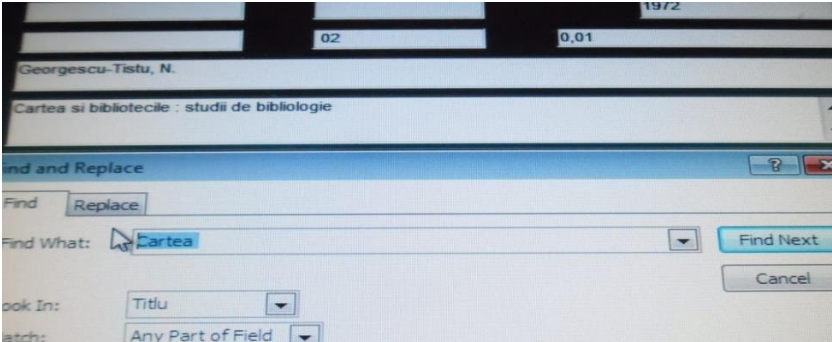
2.4.1. Defining of the research subject and its problems

- The sequences / contents
 - Drafting of the research subject by key-words
 - Calling of the previous knowledge about the research theme
 - Defining of the subject by editing of a documentary research plan

- Task: test

- a. Find at least three keywords for the concept of the book.
- b. Define the writing in your own vision.
- c. Assign a representative element of the book to each historical great stage.
- d. List at least three representative books, stating their space-time belonging.
- e. Indicate a title of useful bibliography in the documentary research of the subject / defined theme

2.4.2. **Selecting of the appropriate documents to the research subject**

- The sequences / contents
 - Identifying of the documentary resources: orientating bibliography
 - Book type documents of paper
 - On-line documents / webography
 - Using of the access tools to information
 - The electronic catalogue of the book fund from DIC
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- The image shows a screenshot of a library search interface. At the top, there are search filters for '02' and '0.01'. Below that, the search results for 'Georgescu-Tistiu, N.' are displayed, with the title 'Cartea si bibliotecile - studii de bibliologie'. A 'Find and Replace' dialog box is open in the foreground, with 'Cartea' entered in the 'Find What' field. The 'Find Next' button is highlighted. Below the search results, there are several options for searching and accessing documents.
- The on-line search engines for web documents
 - The open access shelf
- Writing of the bibliography references of the chosen documents for the research subject
 - Systematization of bibliographic references according to the types of the accessed documents: overall (independent entities: monographs and serials) or analytic (parts / contributions from independent publications - book chapters, magazine / newspaper articles)
 - Respecting of some international / standard rules and conventions in wording of the bibliographic note about of: identity elements, rendering order, used punctuation
 - Practicing of some different styles / systems of bibliographic description by prestigious institutions (APA, MLA, ISO etc.), especially of punctuation.
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- Adopting of an authorized / standardized system for respecting of the bibliographic uniformity principle in the description of the documents
 - Presenting of some patterns according to the existing rules for different types of documents, overall accessed (entities) or analytic (parts / contributions from independent publications)
- Task: Application

- A. Based on the guiding bibliography, find other useful resources in documentary research, including: two on paper and two on-line.
- B. Use, for documentary resources finding , the following access tools to information:
 - a. The open access shelf
 - b. Computerized catalogue of the book fund DIC
 - c. On-line research engines
- C. Write the bibliographic reference for each found resources according to the recommended model, having in sight the characteristics of document

2.4.3. The collection and processing of relevant information to communicate



- The sequences / contents
 - Consultation (selective) of the recommended bibliography of at least three resources, as well as those identified in the personal approach
 - Testing of the relevant information by corroborating with developed plan (stage I) for defining the research subject
 - Using of the reading
 - as information and documentation tool
 - in creative purpose (documentary research products: abstract, summary, essay etc.)
 - by the forms: analytic (from overall to part); synthetic (from part to overall)
 - for taking of the notes, using: condensation techniques message (Diagrams, sketches, keywords) and written text processing methods (analytical and synthetic)
 - Reformulating the information in a personal manner
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- Personal reflection (concentrating of the intellect; reflexive thinking; critical spirit; cognitive autonomy)
- Making of connections (relationship between information and between documentary sources; association, as appropriate: examples, arguments, texts, images)
- Structuring of the information for answering to the research subject:
 - Ordering of the processing information
 - Systematization of the extracted dates in synthetic manner (of analytic processing)
 - Customizing in the structuring of dates according to the research product
- Identifying and respecting of the using information and of the copyright by:
 - Indicating of the sources for quotes or inserted documents
 - Completing of the bibliography
- Achieving of the final product
 - Sectioning of the final product according to:
 - requirements in defining the subject (stage I)
 - established communication mode: direct, remote, oral, written
 - basic rules in making different types of products (abstract, paper, essay, graphic organizer, PP presentation)
- Task: Application:

Based on bibliographical documents, arrange for collection, processing and organizing information in order to achieve the final product, according to the following requirements:

- a. Approach the research subject in its complexity
- b. Use the analytical method of information processing (from the whole to part)
- c. Use the synthetic method (from part to whole) for systematizing and ordering of processed information in analytical step
- d. Edit the bibliographic references of the used / exploited documents in the research approach

2.4.4. **Communication of the information in various forms**



- The sequences / contents
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- Organizing of the manner and of the presentation framework (Establishing of the student groups according to the type of the made product)
- Communication techniques of the students' products
 - Oral / direct: presenting of the each product type on student organized groups
 - Written / remote: transmission in writing (on paper or electronically) of individual products
- Respecting of the basic rules in making of the various kinds of products, from the set out requirements in the defining step of the research subject
- Presenting of the final product (Individually and in the organized teams)
- Task: Communicating of the documentation research products

2.4.5. Evaluating of the information, of the research approach and of the research product

- The sequences / contents
 - Establishment:
 - The type of evaluating: product (the agreed products of pupils at the end stages of the documentary research: abstract, summary, essays, graphic organizers, power point presentations.)
 - The tool of evaluating: checklist (requirements of: content, form, communication, presentation, level of the achievement)
 - The date of evaluating (the end of the documentation research activity)
 - Communication of the evaluating tool: the checklist
 - Self-evaluating and the each other evaluating of the students' final products
 - Based on the checklist:
 - Self-evaluating of the students for their products
 - Each other evaluating of the products in the co-operation activity
 - Writing and obtaining an individual score of the two types of evaluation
 - Highlighting of the achievements and knowing of limits in conducting of the documentation research
 - Successful results (fulfillment of the requirements on the checklist)
 - Limits (noticed minuses in fulfillment of the requirements for appropriate achievement of product)
 - Task: application of the checklist: individually and reciprocally
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- a. Based on the checklist, make the own evaluation of the made product, choosing the fulfillment level which you consider appropriate
- b. On the same criteria make reciprocal evaluation of your products
- c. Quantify the results of the two types of evaluation.

3. Conclusions

3.1 The formation and development of the info-documentary skills - complex and extensive activity

- Info-documentary activity
 - By itself (elective course: Education for information / Information literacy)
 - Lesson - activity
 - Integrated in the various school subjects (disciplinary projects / partnerships with teachers):
 - Integrated documentation sequence in the frame of the lesson
- Educational activity differently framed
 - school / ex-school; free / planned; educational / cultural / communicational
 - collective / individual

3.2 The results of the info-documentary activity

- Practicing of the investigative approach (thinking, adaptation)
- Development of:
 - critical sense, of autonomy in the information activity, of the intellectual curiosity
 - a set of knowledge of info-documentary activity, of some skills, capabilities
 - autonomy in searching, selecting, processing and communicating information for personal, academic, professional purpose
- School success of the students, their social and professional integration

4. References

- [1] National Education Law no. 1/2011 (Official Gazette Part I, no. 18 / 10.01.2011)
[2] MECTS Order no. 5556 / 07.10.2011. (Official Gazette no. 757 / 27.10.2011)
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