



REQUIRED SKILLS FOR TEACHERS: information literacy at the top

Tatiana Sanches



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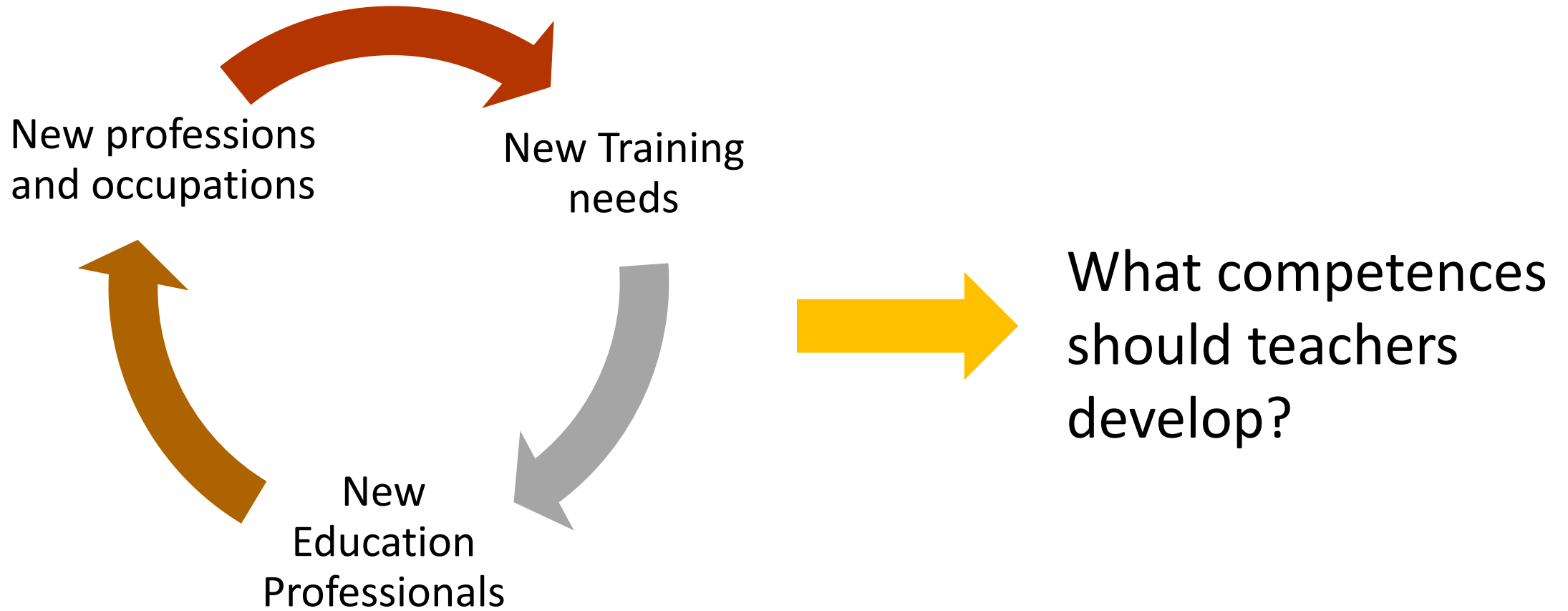
- Context
- Required skills for teachers
- Information literacy as fundamental competence
- Teaching IL to teachers
 - In the world
 - In Portugal: a case study
- Conclusions

Context

- teaching becomes student-centred
- greater access to information
- more choice and diversity of training courses
- interception of the digital era in teaching tools
- training interventions for online environments created and adapted



Context



Required skills for teachers: before and now

Curricular knowledge

- Knowing what and how to transmit

Transversal skills

- Understanding that knowledge changes and prepares students to learn throughout life
- Engaging students
- Working as a team
- Participating in the community
- Using new technologies and information resources
- Keeping up to date and continuously training

Information literacy as a fundamental competence



“If professionals in education are to prepare an even more diverse group of learners for much more challenging work they will need substantially more/new knowledge and radically different lifelong skills than most now have” Person (2006)

Information literacy as a fundamental competence

Student-centred teaching requires:

using digital and multimedia-based learning resources;

using digital libraries and repositories;

boosting the formation of critical thinking;

creating more complex ideas;

encouraging students to use and reuse digital content resources and reinterpret them

Information Literacy is crucial for developing all these skills

Teaching IL to teachers: In the world

Several countries have already included information literacy education in pre-service teacher training curricula:

USA

Croatia Greece

Brazil

Russia and Uzbekistan

Teaching IL to teachers: In Portugal



In the capital city of a small country in Southern Europe

The **largest** University in the country

18 Schools (Faculties and Institutes)

50,000 students

3,500 faculty

2,500 staff

Teaching IL to teachers: In Portugal

One library
= two schools



Faculty of Psychology
Institute of Education

70,000 Visitors/Year

44,000 Books

1,300 Journal Titles

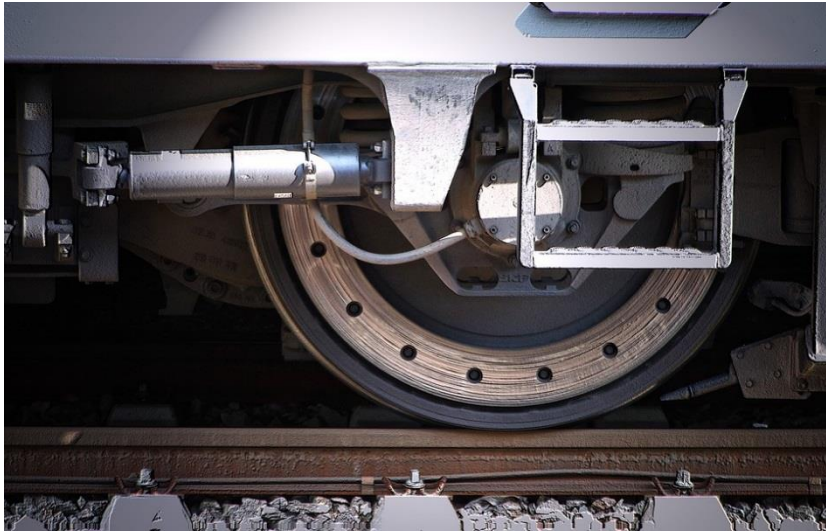
132 Seats

370 m² for the public

83% User Satisfaction



Teaching IL to teachers: In Portugal



Training plan based on **previous experience** and on **international guiding documents**

ALA and UNESCO documents to address all the skills that are part of the requirements for teacher training

Relating them to standards and to the learning goals of each module, bearing in mind their contextual application.

Teaching IL to teachers: In Portugal

The information-literate teacher education student (ALA):



- 1) defines and articulates the need for information and selects strategies and tools to find it.
- 2) locates and selects information based on its appropriateness to the specific information need and the developmental needs of the students.
- 3) organizes and analyzes the information in the context of specific information needs and the developmental appropriateness to the audience.
- 4) synthesizes, processes, and presents the information in a way that is appropriate to the purpose for which information is needed.
- 5) evaluates discrete pieces of information as well as the entire information seeking process.
- 6) knows how to ethically use and disseminate information.

Teaching IL to teachers: In Portugal

The MIL curriculum for teachers (UNESCO) is based on three content areas:



1. Knowledge and understanding of media and information for democratic discourses and social participation.
2. Evaluation of media texts and information sources.
3. Production and use of media and information.

Teaching IL to teachers: In Portugal – a case study

Training offer:

- remedy the failings in **information literacy**
- contribute to the development of **skills in searching, evaluating and transmitting information**
- combining both guideline documents and also ACRL Framework



Teaching IL to teachers: In Portugal – a case study



Future teacher training, regarding two objectives:

1. Achieving academic goals: **completing work** for different subjects; obtaining an **academic degree**, by presenting a dissertation or thesis at the end of the course; conducting research, for which bibliography must be managed in depth (showing information has value).

Teaching IL to teachers: In Portugal – a case study

Future teacher training, regarding two objectives:

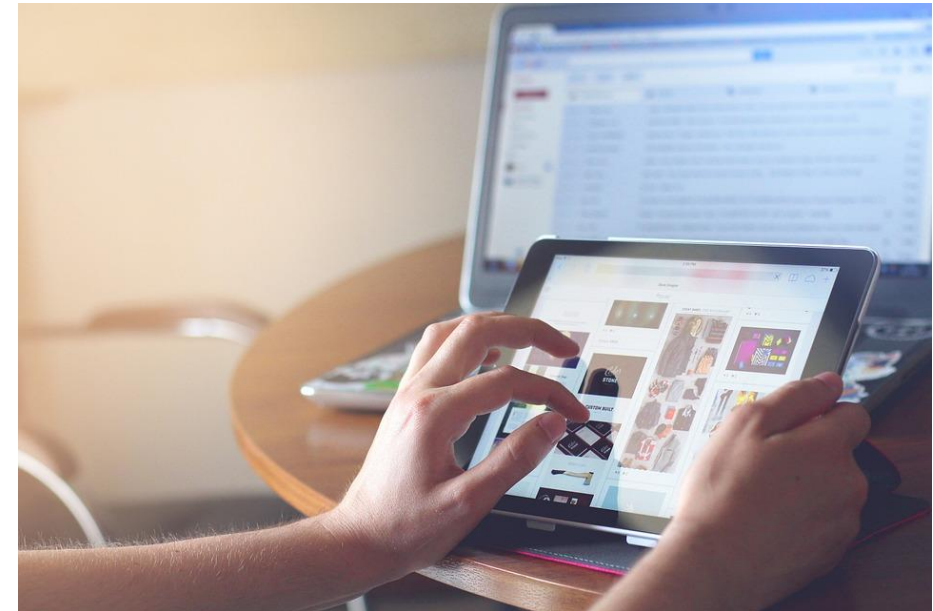
2. The need for future teachers to **incorporate** what they learn into their scope of knowledge, then to **retransmit** it and adjust it **in different contexts** for their own future pupils (showing scholarship as conversation).



Teaching IL to teachers: In Portugal – a case study

Training sessions carried out in 2016/2017, evaluated on:

- Quality of the trainer's exposition
- Content organization
- Relevance of the topics
- Clarity of the exposition
- Adequacy of training to student needs
- Trust in the information provided
- Supporting documentation
- Quality of the tutorials
- Adequacy to students' level of knowledge
- Comfort of the room.



Teaching IL to teachers: In Portugal – a case study

Information literacy program, taught during the 1st semester of 2017.

Workshops taught	Students involved	Satisfaction
1. Searching and selecting in electronic resources	35	92 %
2. Quoting and referencing with the APA 6th norm	50	95%
3. Managing bibliographic references with Endnote web	47	95%
4. Organising information for theses and dissertations	48	95%
5. Oral and Power Point presentations	27	97%

This evaluation indicated the **consolidation of our training practices** and the trainers' commitment to helping users in a personalized manner to develop their information literacy skills.

Conclusions

Students and teachers use information resources to carry out their activity, which implies the capacity to understand, access, evaluate, use and manage a vast range of documents.

Teachers need to learn new information organization, management tools and ways to present academic work.

Librarians must have thorough knowledge of these topics so it can be reproduced, particularly when being taught to teachers.

The actions librarians can develop are fundamental, for they are the basis for the creation and development of transversal skills in lifelong learning, for which teachers are indispensable actors and partners.



Thank you!

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