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Library Network Support Services: modernising libraries in Armenia, Moldova and Belarus through library staff development and reforming libraries [LNSS]

Servicii de suport pentru rețeaua de biblioteci: modernizarea bibliotecilor în Armenia, Moldova și Belarus prin dezvoltarea personalului bibliotecar și reformarea bibliotecilor [SSRB]

Module 4. Information Literacy and Research Skills TRAINING

INFORMATION LITERACY International Standards



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20 NOVEMBER 2017, BALȚI, REPUBLIC OF MOLDOVA

The main feature of modern society is knowledge

The key benefit for the competitiveness of individuals and institutions in the Knowledge Society is the cognitive potential:

What does he/she know?

How can he/she use what does he/she know?

How soon can he/she learn something new?

According to SCANS (Commission on Achieving Necessary Skills) 5 key competences are important for successful integration into the labor market:

professional resources; interpersonal communication skills; information literacy; knowledge of the social system; organizational and technological skills

LAW OF THE REPUBLIC OF MOLDOVA of July 20, 2017 No. 160 About libraries

ARTICLE 5. FUNCTIONS OF THE LIBRARY



(1) The library performs the following functions:

- a) promotes the development of an open and inclusive society;**
- b) provides access to information, information technologies and other resources;**
- c) capitalization of cultural heritage and supports pluralism of cultures;**
- d) promote information literacy, reading and non-formal education;**
- e) offers a forum for debate and communication on civic activities;**
- f) provides services according to the needs of community members, in accordance with its own organization and functioning regulations;**
- g) provide equal and non-discriminatory access to library services to all members of community, regardless of gender, age, ethnicity, disability;**
- h) contribute, through specific means, to the process of training and research ;**
- i) collects, processes, preserves, manages and disseminates library documents**

THE *CODE OF THE REPUBLIC OF MOLDOVA ABOUT EDUCATION*. of July 17, 2014 No. 152

TITLE VII LIFELONG LEARNING

Chapter I GENERAL PROVISIONS

Art. 123 General framework for lifelong learning

TITLE VIII RELATED UNITS AND ADJACENT SERVICES IN THE EDUCATIONAL SYSTEM

Articolul 128. Libraries in education

(1) The libraries from the educational institutions are an integral part of the education system and shall participate in the teaching, cultural-education, research and training activity. The libraries shall contribute, through specific means, to the training and research process that takes place in the educational institution.

THE CONCEPT OF INFORMATION LITERACY

People with information skills are *„people trained in the application of information resources to their work“*. (Zurkowski, 1974).

„Information literate people should have the ability to locate, evaluate, and use effectively the needed information. People who are information literate are those who have learned how to learn“. (ALA 1989).

„Information literacy is the adoption of appropriate information behavior to identify, through whatever channel or medium, information well fitted to information needs, leading to wise and ethical use of information in society“ (Webber & Johnston, 2003)

Education in information literacy is one of the priority objectives of the learning process .

THE INTERNATIONAL ALLIANCE FOR INFORMATION LITERACY (IAIL)

- Australian and New Zealand Institute for Information Literacy (ANZIL) established in Australian and New Zealand
- The European network on Information Literacy (EnIL); with residence in the European Union
- The National Forum on Information Literacy (*NFIL*); established in USA
- NORDINFOLit; established in Scandinavia
- SCONUL (*Society of College, National and University Libraries*) *Advisory Committee on Information Literacy*; established in the United Kingdom

In 2003, the National Information Culture Forum, together with UNESCO and the National Commission for Libraries and Information Sciences, sponsored an international conference in Prague with representatives of 23 countries to discuss the importance of knowledge information in a global context.

The Prague Declaration described the knowledge of information as a „*key to social, cultural and economic development of nations, communities, institutions and individuals in the 21st century*” and said that its acquisition is „part of the basic human right of lifelong learning life. ”

Information literacy has grown in national consciousness in the US through the proclamation of President Barack OBAMA October 2009 as ***National Information Literacy Awareness Month*** .

„...upon the people of the United States to recognize the important role information plays in our daily lives and to appreciate the need for greater understanding of its impact”.

Barack OBAMA .

Developing
information
skills

Information
Fluency

Educate
users

Training
users

**INFORMATION
LITERACY**

Bibliographic
instruction

Information
skills

Other
concepts

Librarianship
training

Information Literacy in other languages

In English language
„Information literacy”

in German language
„Medienkompetenz”
„Informationskompetenz”

In French language
„La culture de l’information”
sau
„maîtrise de l’information”

In Spanish language
„alfabetizacion informacional”

Informācijpratība Aftësimi në Informacion مهارات المعلومات Literasi Maklumat
 Информационна грамотност Inligtinggeletterdheid 資訊素養
 정보활용능력 Alfabetizació Informacional Informacijska pismenost
 Informationskompetence Information Literacy Informaatiolukutaito
 Ynformaasjebetûftens Information Literacy Maitrise de l'information
 Информациска писменост 情報リテラシー Informatievaardigheden
 Informationskompetenz Πληροφοριακή Παιδεία
 Destrezas de información Infopädevus การรู้สารสนเทศ Kompetența informativă
 Infopädevus การรู้สารสนเทศ Kompetența informativă
 Upplýsingalæsi Bilgi okuryazarligi Ахборот Саводхонлиги
 אוריינות מידע Informasjonskompetanse
 Informacinis raštingumas سواد اطلاعاتي
 सूचना साक्षरता Kompetencje informacyjne
 Edukacija Informacyjna Competência em informação
 Literacia da Informação Literacia informacional
 Informačná gramotnosť Alfabetización informacional
 Năng lực thông Информационная грамотность Informationskompetens
 Competencias informacionale Desarrollo de Habilidades Informativas
 Llythrennedd Gwybodaeth Informační gramotnost Kaalaman sa Impormasyon
 Borutegi bja tshedimošo Informācijpratība Axborot savodxonligi



The logo image communicates, in a simple way, the human skills to search and access information, not only through traditional means, but also with the aid of information and communication technologies.

The graphic elements of the Logo, the book and the circle are recognized world-wide. The book symbolizes study, learning, the circle –represent the knowledge and the information that nowadays arrive to us more easily thanks to information technologies, showing also its social role of communication.

The logo also represents a book, with its open pages, aside with the circle that integrates a visual metaphor, and that represents all those persons who own the cognitive skills to retrieve the information easily and to gain the knowledge that information provides.

(Edgar Luy Perez , Cuba)

IFLA Media and Information Literacy Recommendations

- <http://www.ifla.org/files/information-literacy/publications/media-info-lit-recommend-en.pdf> – engleză
- <http://www.ifla.org/files/information-literacy/publications/media-info-lit-recommend-ru.pdf> – rusă
- <http://www.ifla.org/files/information-literacy/publications/media-info-lit-recommend-fr.pdf> – franceză



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SEARCH

HAVE YOUR SAY...
Participate now in our Website Survey!
(Closing date: 17 November 2017)

Information Literacy

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Havana Declaration

FIFTEEN INFORMATION LITERACY ACTIONS..... for collaborative work on generation of networks for development of information literacy in Ibero-American countries

(Latin America, Spain and Portugal)

Over the last ten years, in the framework of different events and contexts, different *declarations* on information competence education, also known as information literacy or "IL-INFOLIT" have been submitted in relation to other literacies and skills training.

This declaration aims to combine conceptual, philosophical and investigative main aspects of those previous *declarations* (Ciudad Juárez, 1997-1999-2002; Prague, 2003; Alexandria, 2005; Toledo, 2006; Lima, 2009; Paramillo, 2010; Murcia, 2010; Maceió, 2011; Fez, 2011), and prescribe several commitments to implement practical and

IFLA

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*** Information Literacy**

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Information Literacy Section

Division: *Library Services*

The primary purpose of the Information Literacy Section is to foster international cooperation in the development of information literacy education in all types of libraries and information institutions.

"To be information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate and use effectively the needed information" (American Library Association, 1989)

The Purpose of Information Literacy Section

supporting professional training activities of specialists involved in CI training.

international cooperation in the field of CI training;

developing and promoting standards, directories, information culture training and assessment programs;

coordinating efforts of libraries of all types aimed at the liquidation of information illiteracy;

affirming the importance of CI to all members of society;

promoting the role of libraries in society, reading, literacy and lifelong learning;



Секция информационной грамотности

Александрийское заявление

«Информационная грамотность и обучение в течение жизни являются маяками в информационном обществе, освещающими путь к развитию, процветанию и свободе». *Встреча на высшем уровне по информационной грамотности и обучение в течение жизни, Александрия, 6-9 ноября 2005 г.*

ИФЛА и информационная грамотность

Основными целями Секции по информационной грамотности являются помощь в международном сотрудничестве и руководстве, развитие и внедрение информационной грамотности во все типы библиотек и координация действий по устранению информационной неграмотности, поскольку они относятся к трем основным принципам ИФЛА: Общество, Членство (участие) и Профессия.

Заинтересованы ли вы в продвижении:

- роли библиотек в обществе;
- важности информационной грамотности для всех сфер общества (студентов, родителей, учителей, ответственных правительственных чиновников, администраторов в сфере образования, лидеров в бизнеса);
- чтения, всех видов грамотности и обучения в течение жизни;
- стандартов информационной грамотности, руководств и лучшего опыта;

Ресурсы секции «Информационная грамотность»:

- документы: Руководство по оценке информационной грамотности;
- лист обсуждения: форум для информационно-библиотечного и образовательного сообщества, чтобы обсуждать и распространять идеи информационной грамотности, опыт и документы InfoL-L infolite-l@infoserv.inst.fr;
- новости: самые новые данные о деятельности и результатах в различных частях мира.

Информация о составе членов Постоянного комитета секции по информационной грамотности приводится на сайте секции <http://www.ifla.org/VII/s42/s42-scmembers.htm>

Как присоединиться к работе секции по информационной грамотности

Станьте членом ИФЛА и зарегистрируйтесь в секции по информационной грамотности. Членство в ИФЛА открыто для Ассоциаций и учреждений, участие открыто и для частных лиц.

Членство в ИФЛА дает вам возможности:

- связаться во всемирной сети ИФЛА с библиотечными и информационными профессионалами;
- участвовать в одной или более профессиональных групп ИФЛА, специализирующихся в различных сферах библиотечной деятельности и информационной службы;

Media *and* Information Literacy

MEDIA
LITERACY

INFORMATION
LITERACY

FREEDOM OF
EXPRESSION.
Freedom
of information
LITERACY

DIGITAL
LITERACY

MIL

LIBRARY
LITERACY

INTERNET
LITERACY

COMPUTER
LITERACY

NEWS
LITERACY

AT
Center for Information Literacy Studies

Media and Information Literacy



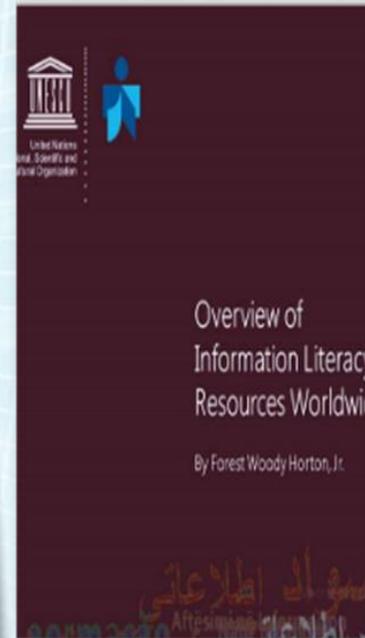
IFLA - UNESCO Information Literacy Documents

- IFLA Guidelines for libraries for Youth Adults (1996);
- IFLA/UNESCO School Library Manifesto (2000);
- IFLA/UNESCO School Library. Guidelines (2002);
- IFLA public library service guidelines (2001);
- IFLA Internet Manifesto (2002);
- IFLA/UNESCO Internet Manifesto Guidelines;
- Guidelines for Children's Library Services (2003);
- Alexandria Proclamation on Information Literacy and Lifelong Learning(2005) - **IL is a basic human right in a digital world and promotes social inclusion of all nations."**
- IFLA/UNESCO Multicultural Library Manifesto;
- Guidelines on Information Literacy for Lifelong Learning (2006);
- IFLA/UNESCO Digital Library Manifesto (2013).

IFLA - UNESCO, Librarians Association of the Republic of Moldova (ABRM)

Promoting the concept of Information Literacy and Best Practices: Working Group on User Training (1990; Round Table for User Formation (1993); Information Culture Section (2002); Information Literacy Section ABRM.

- **Guidelines on information literacy for lifelong learning / Jesus Lau, Nelly Țurcan, (red and trans.), Maria Vătămanu, Natalia Cheradi (trans) ; Librarians Association of the Republic of Moldova. – Chișinău : Gunivas, 2010. – 64 p. – ISBN 978-9975-4070-2-1.**



- The Scientific Library participated in the realization of the UNESCO project :
- **66 electronic resources were developed by the librarians of higher education institutions in Moldova and published in the 2nd edition of 2014 in Paris. The volume contains 668 pages.**
- https://www.researchgate.net/publication/277018433_Overview_of_Information_Literacy_Resources_Worldwide_2nd_edition_UNESCO_2014

Information Literacy. Definitions

ALA

- 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."

The Alexandria Proclamation on Information Literacy and Lifelong Learning

- „[...] beacons of the Information Society, illuminating the courses to development, prosperity and freedom. Information literacy empowers people in all walks of life to seek, evaluate, use and create information effectively to achieve .
- „[...] Information literacy empowers people in all walks of life to seek, evaluate, use and create information effectively to achieve their personal, social, occupational and educational goals. It is a basic human right in a digital world and promotes social inclusion in all nations."

Carbo, Toni

- "
Regarding librarians, people "prepared to use information resources in their work" "the ways in which *librarians*, information professionals, and others *use information sources*, and the sources of ..

Chartered Institute of Library and Information Professionals (CILIP)

- „Information literacy is knowing when and why you need information, where to find it, and how to evaluate, use and communicate it in an ethical manner.”

Doyle, Christina S.

- **A listing of 10 discrete attributes of an information literate person:**
- **recognizes that accurate and complete information is the basis for intelligent decision making; recognizes the need for information; formulates questions based on information needs; identifies potential sources of information; develops successful search strategies; access sources of information including computer-based and other technologies; evaluates information; organizes information for practical application; integrates new information into an existing body of knowledge; uses information in critical thinking and problem solving.**

Lenox, C., Walker, D.

- **To be information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate and use effectively the needed information”**

The content of Information Literacy

1. formation a style of thinking appropriate to the requirements expressed by the capacity:

- information approach/abordare informațională
- analysis of the informational environment/analiză a mediului informațional
- development of alternative information systems/elaborare a unor sisteme informaționale alternative

2. formation skills and working with information sources

3. Independent solution to any problem by accessing, processing, storing and transmitting information/**Soluționarea independentă a oricărei probleme, prin accesarea, prelucrarea, stocarea și transmiterea informației**

NECESSITY
**Making the
decision
Defining
Initiation**

RETRIEVAL
Search
Select
Recovery

ASSESSMENT

Analyze
Generalization
Evaluation

ORGANIZATION

Systematization
Structuring
Organization

USE

Application
Learning
Use

COMMUNICATION

Ethical use
The rules of
recognition
and norms

IFLA promotes Information Literacy

The Information Literacy approach as the basis of the knowledge process at any level (the training process in general, scientific and research activity, or the solving of some practical tasks of vital importance) that require the use of information, knowledge and informational skills

Awareness of the informational training process as a complex, multi-visually, costly, which calls for the association of state and society efforts, libraries and educational institutions, librarians and teachers

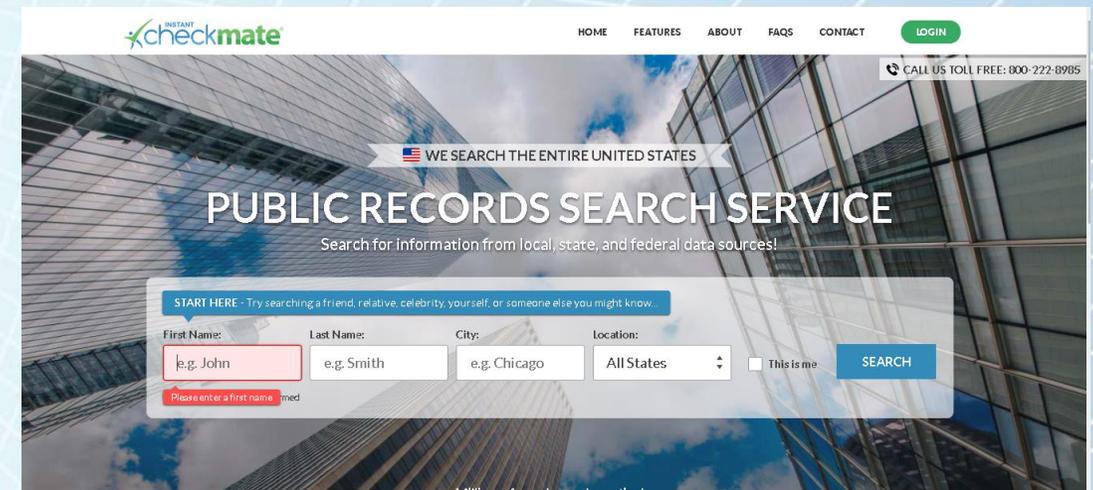
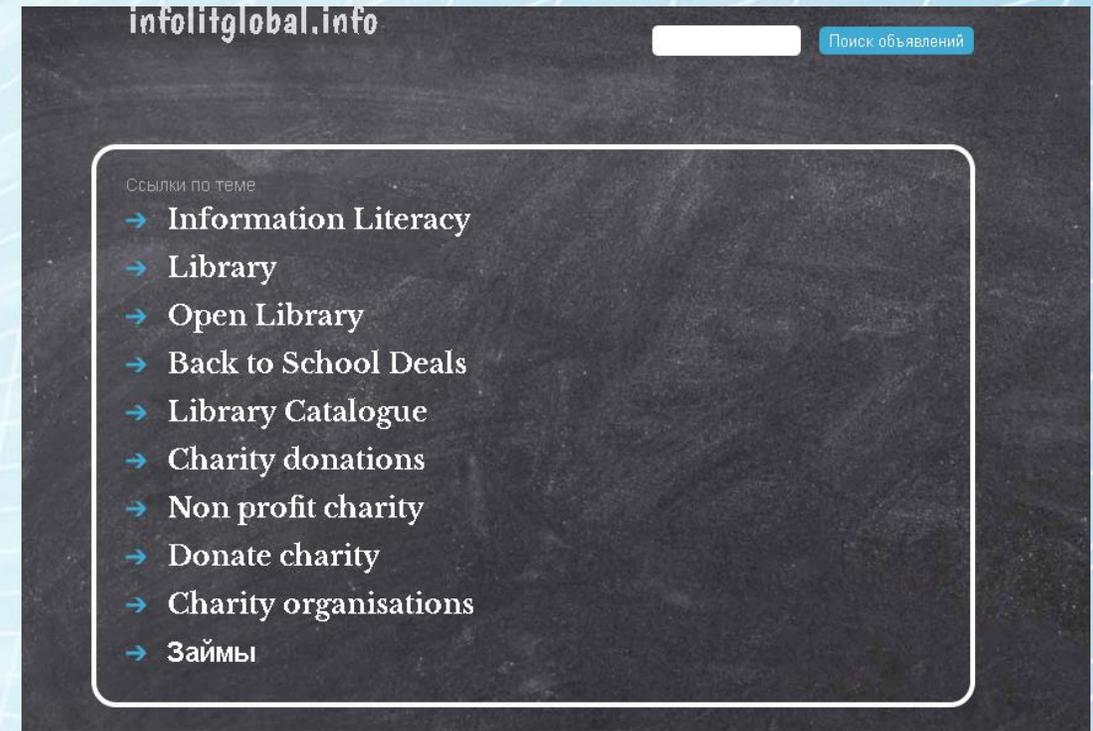
Understanding information literacy as a factor contributing to the educational function of libraries that directly develop information literacy, becoming "learning institutions".

The formation of Information Literacy as part of the professional activity of the librarian, who must learn to learn others.

IFLA Publications, Information Literacy Section and UNESCO

International Information Literacy Resources Directory - a database created for IFLA on behalf of UNESCO which contains traditional and electronic publications of international importance, edited in different countries and having as subject Information Literacy (guides, monographs and studies, training and evaluation programs, tests, websites, translations of international documents in different languages, etc.)

www.infolitglobal.info



IFLA Publications, Information Literacy Section and UNESCO

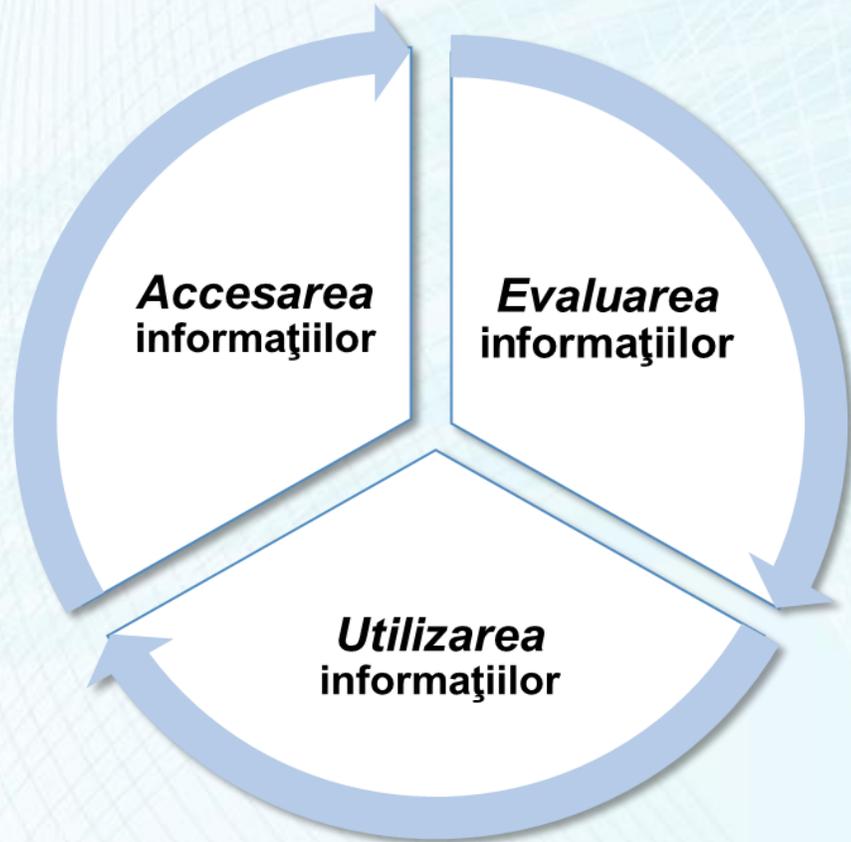
Information Literacy Guidelines for Lifelong Learning / edited by Jesus Lau; IFLA Information Literacy Section, 2006) <http://www.ifla.org/files/information-literacy/publications/ifla-guidelines-en.pdf>

Towards Information Literacy Indicators / Ralph Catts and Jesus Lau; UNESCO. – Paris, 2008) <http://www.ifla.org/files/information-literacy/publications/towards-information-literacy-2008-en.pdf>

Information Literacy: International Perspectives / edited by Jesus Lau; IFLA Information Literacy Section. – Munchen, 2008)

Integrating the Information Literacy Logo: A Marketing Manual / by Jesus Lau and Jesus Cortes; IFLA Information Literacy Section / Unesco. – Veracruz, Mexico, 2010) –the use of the Information Literacy IFLA – UNESCO logo. <http://infolitglobal.net/logo/en/manual>

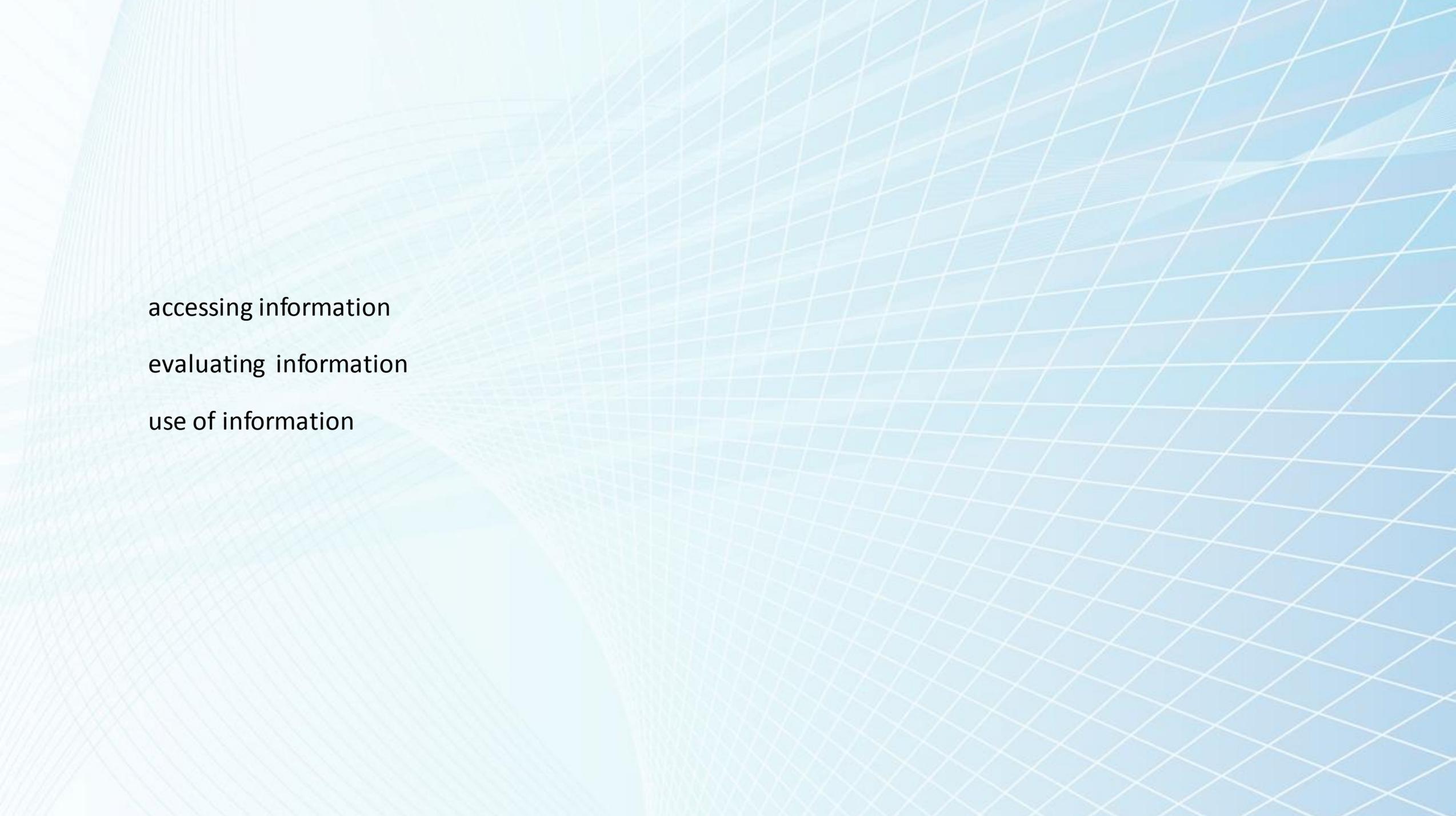
IFLA's Information Literacy standards, based on international practices and experiences, are grouped into the three basic components of Information Literacy:



Accessing information - the user must be able to access rational and efficient the information

Evaluation of information - the user must be able to critically evaluate any type of information.

Use of information - the user must be able to use the information correctly and creatively.



accessing information

evaluating information

use of information

Information Literacy International Standards

The first standards in Information Literacy were developed in the United States of America. In 1998, AASL and AECT have published Information Literacy Standards for Students Learning.

În 2000, ACL (Information Literacy Competency Standards for Higher Education), which is part of the ALA, adopted and published Standards for Information literacy competences in Higher Education. This document sets five standards for determining the level of students information literacy . According to these standards, a student with a certain level of information literacy can:

Determine the information nature and quantity of information that he needs;

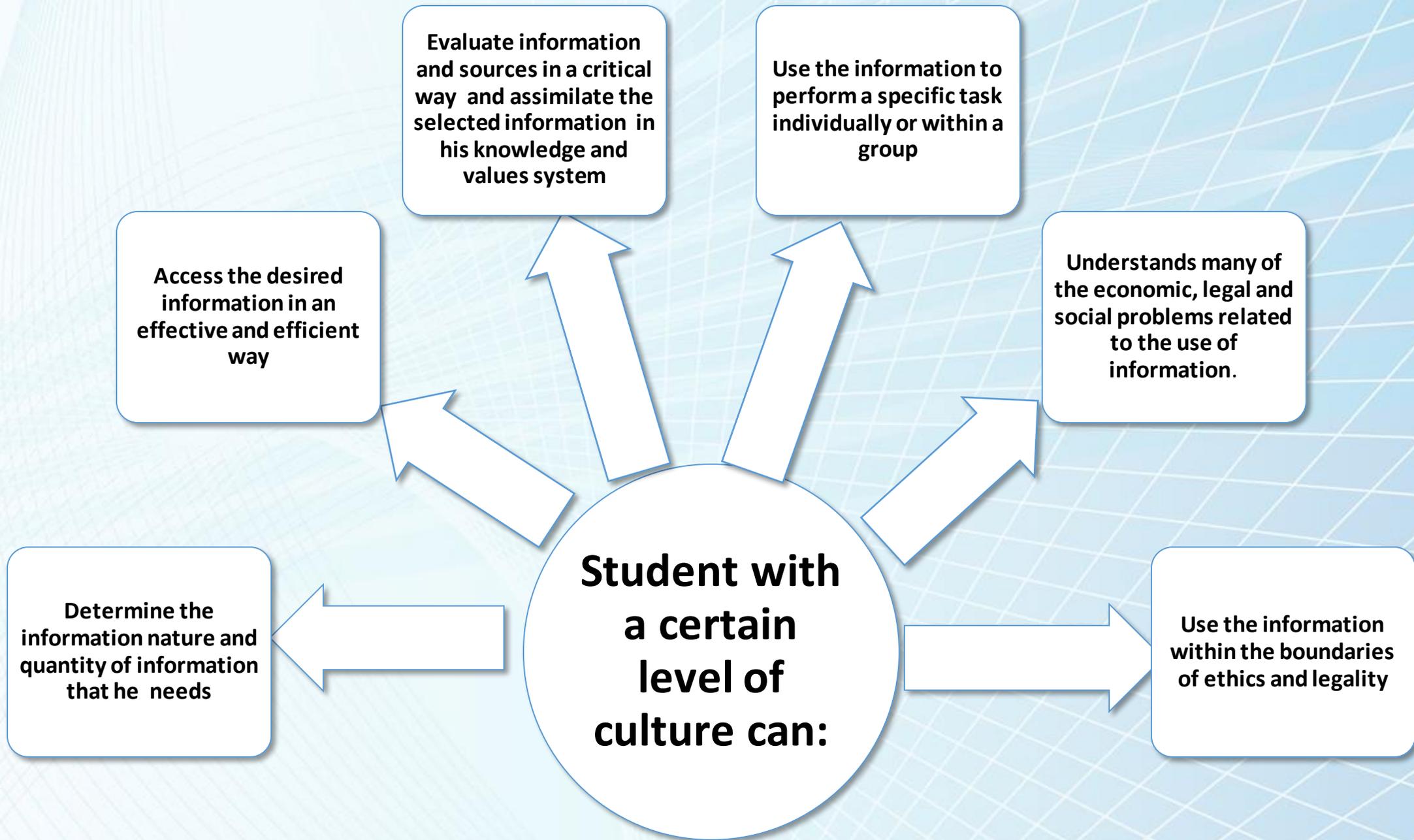
Access the desired information in an effective and efficient way ;

Access information and information sources in a critical way;

Uses the information to accomplishing a specific task individually or within a group;

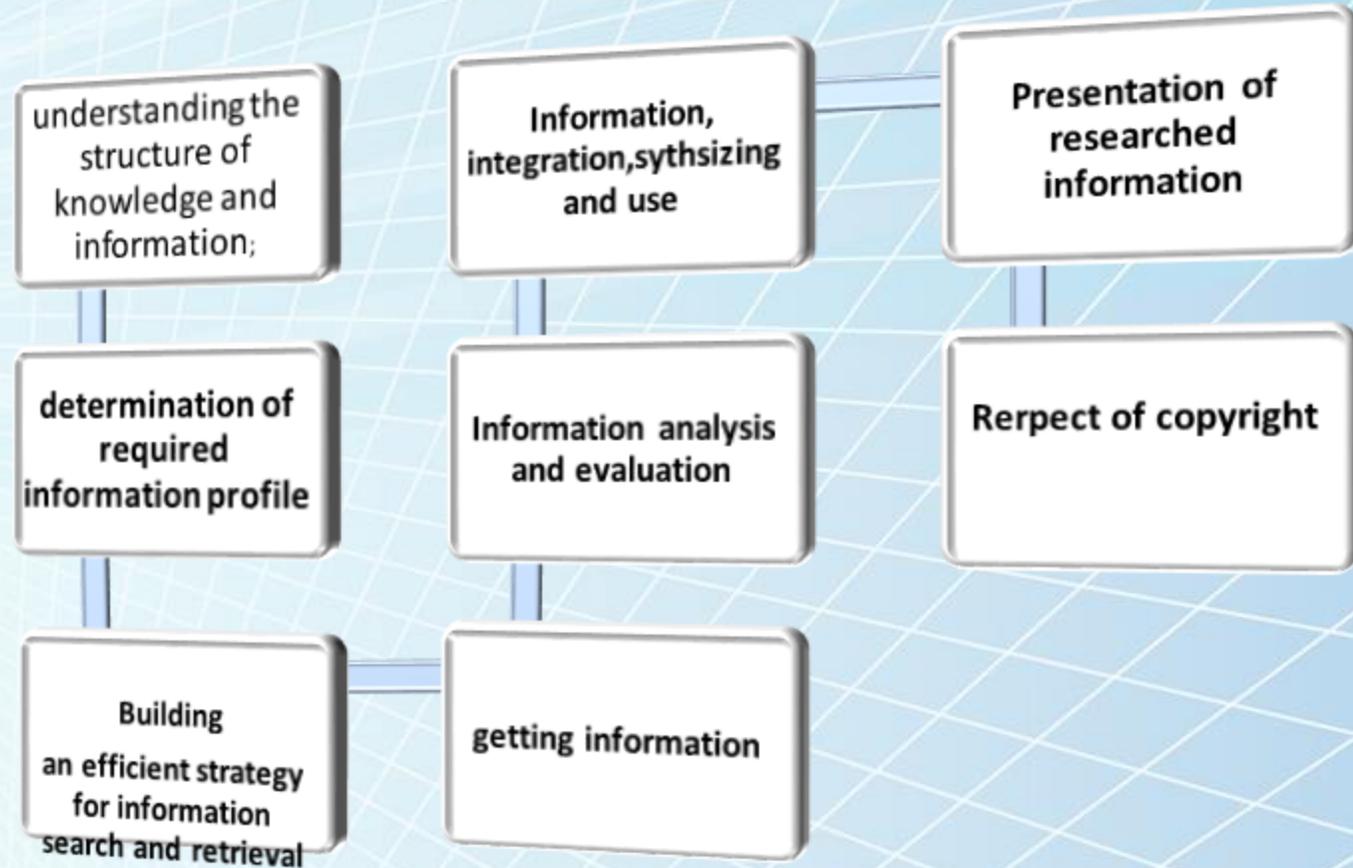
Understands many of the economic, legal and social problems related to the use of information;

Use information within the limits of ethics and legality.



Each category has the indicators performance and significant results

ACRL Standards are found in Information Literacy Standards in Higher Education: A Manifesto adopted at the 3rd IFLA Meeting to Identify Information Skills, Mexico, October 11, 2002. The manifesto includes 8 competencies in information literacy, which involve several skills:



Standard 1

- Determine the nature and amount of information that he needs

Performance indicator	<i>Activities - Results</i>
1. Clearly defines and expresses the need to obtain information	<ul style="list-style-type: none">- He consulted with the teachers and participate in seminars, discussion groups and debates in the virtual space to identify research topics or other information needs;- Explore the sources general information, to get better acquainted with the subject;- Identifies key terms and concepts describing the need of information, etc .;
2. Identifying types and formats of possible sources to get the information and could be useful	<ul style="list-style-type: none">- Know the formal and informal way in which information is produced, organized and disseminated;- Makes the difference between primary and secondary sources, recognizing how their use and importance vary from one discipline to another, etc .;
3. To consider the operators costs and benefits	<ul style="list-style-type: none">- Determines the validity of the necessary information and makes decisions in terms of expanding the search for information, going beyond local resources;- Take into consideration the possibility of assimilating a new foreign language or a new skill to gather the necessary information and to understand the context in which it occurs, etc .;
4. To reassess the nature and context of required information.	<ul style="list-style-type: none">- Analyzes the initial need for information to clarify, revise, or refine the question;- Describes the criteria used to make choices and make decisions about the information.

http://www.ringidea.org/sites/default/files/63746_Supplementary_Book_revised_proof.pdf

Standard 2

Access the desired information in an effective and efficient way

Performance indicator	<i>Activities - Results</i>
The capacity of choosing the best investigation methods or the most adequate systems of information retrieval	<ul style="list-style-type: none">- Identifies the most appropriate investigative methods;- Selects effective and real ways to access the information you want using the investigation method or the information retrieval system.
Building and implementing the adequate research strategies	<ul style="list-style-type: none">- Develops a research plan in accordance with the investigative method;- Recognize key words, synonyms and similar terminologies - needed to find the desired information;- Develops a search strategy in multiple information retrieval systems, using various search interfaces or search engines and different search languages, different protocols and search parameters, etc .;
Retrieval of information online or otherwise using different methods.	<ul style="list-style-type: none">- Uses various search systems to find information in a variety of formats- Uses various classification schemes and other systems to locate information resources in the library or to identify other places, for physical exploration, etc .;
Improvement- if necessary- the research strategy.	<ul style="list-style-type: none">- Evaluate the quantity, quality and relevance of research results in order to determine whether or not to use alternative information retrieval systems or investigative methods;- Identifies gaps in the information found and determines whether to review its search strategy, etc .;
Extracting, recording and administration of information and sources	<ul style="list-style-type: none">- Selects, among the various technologies, the most appropriate to accomplish the task of obtaining the desired information;- Creates a system for organizing information;- Records all

Standard 3

- Evaluate in a critical way the retrieved information and data sources including the data selected in his cognitive memory

Performance indicator

Activities - Results

1. Synthesizing of main ideas extracted from the retrieved information

- Browse the text by reading and selecting the main ideas;
- Formulates main concepts using their own words and selects the correct data;
- Identifies the textual material that can then be cited word by word.

2. Applying the initial criteria for assessing both information and sources

- Examines and compares information from different sources to assess the timeliness and credibility of information, the perspectives to which it is addressed and whether the views expressed are a singular point of view;
- Recognizes information that is prejudiced, inaccurate or intended to manipulate, etc.;

3. Building new concepts starting from the main ideas

- Recognize the interdependence of concepts and combine them into new assumptions that can be used by others, presenting the proof, the source of the origin of the primary information;
- Uses computer and other IT technologies to study the links between ideas and other phenomena, etc.;

4. Comparing the new knowledge with the anterior ones in order to determine their validity, to add value over time, contradictions or other unique characteristics of the information

- Determines whether the information is sufficient for the research in question or whether additional information is needed;
- Draw conclusions based on the information gathered;
- Harmonizes new information with previous information and knowledge;
- Selects the information that supports the subject under discussion.

5. Compare their own acquisitions for a subsequent validation

- Investigates divergent points of view in specialized literature.;
- Determines whether or not to incorporate the points of view in the new informational product or artistic representation.

Performance indicator	<i>Activities - Results</i>
<p>6. validates understanding and interpretation of the information through discussions with other people - professionals, experts in the field.</p>	<ul style="list-style-type: none"> - Participă activ în sala de curs și în cadrul altor dezbateri profesionale; - Are un rol activ pe forumurile de comunicare electronică între cei care frecventează același curs, forumuri care au rolul de a încuraja schimbul de idei pe subiectul în cauză; - Caută părerea experților printr-o multitudine de mecanisme (ex. Interviuri, poșta electronică, liste de discuții)
<p>7. Determine whether the initial query should be revised</p>	<ul style="list-style-type: none"> - Stabilește dacă a găsit răspuns complet la întrebarea inițială sau dacă mai este nevoie de informație suplimentară; - Verifică strategia căutare și, dacă este nevoie, reface căutarea pornind de la noi concepte; - Verifică metodele de regăsire a informației și, dacă este nevoie, recurge la alte modalități de regăsire a informației.

Standard 4

- Uses the information to accomplish a specific purpose

Performance indicators	<i>Activities - Results</i>
1. Combines recently acquired information with the one he already owned to plan and create a new product or new artistic representation.	<ul style="list-style-type: none">- Organizes the content in a manner that supports the purposes and formats of a product or representations; Putting into practice knowledge and skills assimilated or acquired from previous experiences to plan and create a new product or a new representation; Manages digital text, images and data as needed by transferring them from their original formats and location to the new context;
2.Revises the development for the product or performance	<ul style="list-style-type: none">- Keep a diary or daily notebook listing notes about the search, evaluation, and communication process;- Meditate to successes or failures in the past and to alternative strategies.
3.Communicates the product or performance effectively to others .	<ul style="list-style-type: none">- Choose the format and medium of communication that best supports product or display goals, as well as those of the target audience; Uses a variety of IT applications to create the product or representation; Embraces elements of aesthetics and communication; Communicates clearly and in a manner specific to the goals of the target auditor.

Standard 5

- Understands many of the ethical, legal, and socio-economic issues surrounding the use of information ethically and legally

Indicatorul de performanță	Activități - Rezultate
1. understands many of the ethical, legal and socio-economic issues in the context of information and information technology.	<ul style="list-style-type: none">- Identifică și discută problemele legate de caracterul personal al datelor și securitatea mediilor pe tipuri de suport, atât tradițional cât și electronic;- Identifică și discută problemele legate de accesul la informație în mod gratuit față de cel contra cost;- Identifică și discută problemele legate de cenzură și de libertatea de exprimare;- Demonstrează că este la curent cu aspectele legate de proprietatea intelectuală, dreptul de autor și drepturile conexe și cunoaște utilizarea corectă a materialului cu drept de autor.
2 Follows laws, regulations, institutional policies and etiquette related to the access and use of information resources	<ul style="list-style-type: none">- Participă la discuții virtuale, în mediul online urmând practicile unanim acceptate- Utilizează parole aprobate și alte forme de identificare pentru a accesa sursele de informație;- Se supune politicilor instituționale vizavi de accesul la sursele de informație;- Păstrează integritatea surselor de informație, echipamentelor, sistemelor și materialelor;- Obține, preia, stochează și diseminează texte, date, imagini sau sunete – în limitele legii;- Dovedește că înțelege ce înseamnă plagiatul și nu își arogă ca fiind proprie contribuția altora;- Dovedește înțelegerea practicilor instituționale legate de cercetarea cu ajutorul subiecților umani.
3. Acknowledges the use of information sources in communicating the product or performance	<ul style="list-style-type: none">- Selectează un stil adecvat de a cita sursele, în mod constant și într-o manieră riguroasă;- Include, după caz, note ce menționează acordarea permisiunii pentru material cu drept de autor.

Models of Information Literacy

SCONUL, Christine Bruce, BIG6

SCONUL Model (Society of College, National and University Libraries), updated in **2012**

Thanks to its improvement, the SCONE model has become more important than other existing models.

Here are the Seven Pillars of Information Skills with their components:

- 1. Ability to recognize the need for information**
- 2. Ability to assess current knowledge and identify gaps**
- 3. Ability to construct strategies for locating information and data**
- 4. Ability to locate and access information**
- 5. Ability to review the research process and compare and evaluate information and data**
- 6. Ability to organize information professionally and ethically**
- 7. Ability to synthesize new and old information and data to create new knowledge and disseminating it in a variety of ways**

Models of Information Literacy

CHRISTINEI BRUCE Model

It resulted from a qualitative research through the phenomenographic method in order to identify seven different ways to experience information literacy called the Seven Faces of Information Literacy. The model was also based on the results of the research project funded by the Arts Research Council and Humanist Sciences, a project that monitors UK teachers' ideas about information literacy. This model has four disciplines: chemistry, English, marketing and civil engineering.

BIG6 Model

It was created in the US in 2001 and is a patented model, available free of charge for educational and educational purposes.

„The *Big6*[™] is a process *model* for information problem-solving. It integrates information search and use skills along with technology tools in a systematic process to find, use, apply, and evaluate information for specific needs and tasks.”

It includes the following steps:

- 1.Task definition;
2. Information seeking strategies;
3. Location and access;
4. Use of information;
- 5.Synthesis;
- 6.Evaluation.

ACRL, 2016 a abrogat standardele CI din 2000 și le-a înlocuit cu Cadrul pentru Cultura Informației pentru învățământul superior, care oferă următoarele idei de bază:

- **Autoritatea este construită și contextuală**
- **Crearea informațiilor ca proces**
- **Informația are valoare**
- **Cercetarea este o solicitare de informații**
- **Instruirea este o Conversație**
- **Căutarea ca explorare strategică**

21st Century Skills

Life and Career Skills

- **Leadership & Responsibility**
- **Productivity & Accountability**
- **Flexibility & Adaptability**
- **Initiative & Self-Direction**
- **Social & Cross-Cultural Skills**

Information, Media and Technology Skills

- **Information Literacy**
- **Media Literacy**
- **Information, Communications & Technology Literacy**

Learning and Innovation Skills

- **Critical Thinking**
- **Communication**
- **Research**
- **Problem Solving/Design**
- **Collaboration**
- **Meta-cognition**
- **Creativity**
- **Innovation**

International codes for publications

International Standard Book Number [the identifier for all kinds of books] **(ISBN)** - the key element of registration and inventory systems for publishers, distributors, libraries and other organizations

In 1970 it was adopted as an international standard ISO 2108.
In Moldova, the ISBN was introduced in 1989.

ISBN identifies a specific book, an edition of a book, or a book-like product (such as an audiobook). An *ISBN cannot be modified, replaced or reused once it has been assigned* to a product.

The ISBN is an identifier and does not convey any form of legal or copyright protection.

<http://www.isbn.org/standards/home/index.html>

The ISBN consisted of 10 digits since 1 January 2007.

On January 1, 2007 the ISBN system switched to a 13-digit format (separated by hyphens) comprising the following elements:

- Prefix element.
- Registration group element.
- Registrant element.
- Publication element.
- Check digit.

When printed, the *ISBN* is always preceded by the letters “ISBN”.

- **element 1**: The first element of the ISBN is a three-digit number that is made available by GS1, formerly EAN International. Prefixes that have already been made available by GS1 are 978 and 979;
- **element 2**: The second element of the ISBN identifies the country, geographical region, or language area participating in the ISBN system. The length of this element varies but may comprise up to 5 digits.
- **element 3**: The length of this element varies in direct relationship to the anticipated output of the publisher and may comprise up to 7 digits;
- **element 4**: The length of this element varies in direct relationship to the anticipated output of the publisher concerned and may comprise up to 6 digits;
- **element 5**: The fifth element of the ISBN is the check digit. This is calculated using a modulus 10 algorithm.

International Standard Serial Number (ISSN)

Is an 8-digit code used to identify newspapers, journals, magazines and periodicals of all kinds and on all media—print and electronic. ISSN was launched and developed under the United Nations International Scientific Information System (UNISIST) program developed jointly with UNESCO. In 1975, International Standard ISO 3297 was adopted.

ISSN codes are assigned by a network of ISSN National Centres, usually located at national libraries and coordinated by the ISSN International Centre based in Paris. The International Centre maintains a database of all ISSNs assigned worldwide, the *ISSN Register database*.

This database, constantly updated within the network. It has an annual growth of between 40,000 and 60,000 ISSNs.

The ISSN network is made up of national centers, which are responsible for the effective continuation of the ISSN system by performing bibliographic control. An ISSN is made up of two segments of 4 digits (Arabic numerals) separated by a hyphen, preceded by the ISSN logo, followed by a space. The last element (control element) can fix.

International Standard Music Number (ISMN)

- is used for marking printed musical publications. *It* is preceded by ISMN letters and each element that composes it must be separated from the next by a space or hyphen as in the following examples:
- ISMN M 571 10051 3, ISMN M-01-123456-3.

Digital Object Identifier (DOI)

Digital Object Identifier

The International DOI Foundation (IDF) was established in 1998 to develop a framework of infrastructure, policies and procedure to support the needs of suppliers and protect intellectual property rights in the digital environment

<http://www.doi.org/>.

All DOI numbers begin with a 10 and contain a prefix and a suffix separated by a slash. A prefix always start with 10 and identifies the organization's name, which wants to register its DOI number.

Prefix blocks are assigned by the DOI Registration Agency. The suffix is chosen by the editor, identifying the specific object.

It can be a number the already established code (ISBN or any Property ID) that allows integration.

It is presented as follows [the „DOI“ written with capital letters followed by two points (:) without space].

Each DOI is unique. A document keeps its own Two for the duration of its existence, and if the document is removed, the number can not be reused.

ORDIN
Nr. 1045 din 29 octombrie 2015
Chișinău

Cu privire la aprobarea și punerea în aplicare
a Planului - cadru pentru studii superioare
(ciclul I - licență, ciclul II - master, studii integrate, ciclul III - doctorat)

În conformitate cu Hotărârea Colegiului Ministerului Educației nr. 4.1 din 22 octombrie 2015,
în scopul stabilirii cerințelor de bază pentru elaborarea planurilor de învățământ în diferite domenii de
formare profesională /specialități; programe de master, programe de doctorat, ministrul emite
următorul

ORDIN:

1. Se aprobă și se pune în aplicare, din data semnării prezentului Ordin, Planul - cadru pentru studii superioare (ciclul I - licență, ciclul II - master, studii integrate, ciclul III - doctorat) (Anexă).
2. Se abrogă Planul-cadru pentru studii superioare, aprobat prin Ordinul ME nr. 455 din 03 iunie 2011.
3. Instituțiile de învățământ superior publice și private:
 - vor aplica prevederile prezentului Plan-cadru pentru studii superioare, începând cu anul universitar 2015-2016, în procesul de elaborare, perfecționare, modificare, aprobare și coordonare cu autoritățile responsabile a planurilor de învățământ;
 - în conformitate cu prezentul Plan-cadru pentru studii superioare, vor elabora și aproba programe noi de studii, respectiv, planuri noi de învățământ, precum și vor revizui/ actualiza planurile de învățământ existente o dată la 5 ani;
 - vor elabora Metodologia de acumulare a minimului curricular necesar studiilor superioare în ciclul II, master, la alt domeniu de formare extracurricular;
 - vor promova parteneriatul cu factorii economici, studenți, părinți, asociații etc.
4. Agenția Națională de evaluare a calitatii învățământului superior și al învățării (ANEA) va realiza evaluarea calitatii învățământului superior și al învățării în conformitate cu prevederile prezentului Ordin.

28. Componenta de formare a abilităților și competențelor generale (cod G) are drept scop formarea deprinderilor de a învăța, cerceta, analiza, expune, comunica efectiv oral și în scris, inclusiv prin intermediul tehnologiilor informaționale, în domeniul de pregătire profesională și în contexte culturale diverse.

Componenta de formare a abilităților și competențelor generale este obligatorie și va include:

- a) un curs de limbă străină de circulație internațională cu aplicare în domeniul de formare profesională, oferit începând cu anul I de studii. Se recomandă instituțiilor de învățământ superior constituirea și extinderea sistemului de predare a unor unități de curs în limbi străine. În funcție de posibilitățile instituției, pot fi oferite 2 limbi străine și studierea specialității în context cross-cultural (îndeosebi recomandat pentru domeniile orientate spre activitatea internațională);
- b) un curs de tehnologii de comunicare informațională care va include modulele: Cultura informațională, Tehnologii informaționale, Utilizarea tehnologiilor informaționale în context cross-cultural, Tehnici de formare profesională, Noi softuri și riscuri de utilizare IT în domeniul de formare, Tehnici de formare profesională bazate pe utilizarea IT etc.;
- c) un curs de limbă română de comunicare pentru studenții din grupele aolingve, inclusiv absolvenților unități de curs de specialitate cu aplicare în limba română. Se recomandă instituțiilor de învățământ superior constituirea și extinderea sistemului de predare a unor unități de curs în limbi străine. În funcție de posibilitățile instituției, pot fi oferite 2 limbi străine și studierea specialității în context cross-cultural (îndeosebi recomandat pentru domeniile orientate spre activitatea internațională);
- d) un curs separat de *Enică și cultură profesională* sau includerea subiectelor ce țin de etică și cultură profesională în conținutul unităților de curs / modulelor de specialitate;
- e) un curs de Educație fizică pentru studenții anului I / II, care nu se cuantifică cu credite, dar a cărui evaluare cu calificativul „admis” reprezintă o precondiție de admitere la examenul de finalizare a studiilor superioare de licență.

Basics of Information Literacy in USARB

- The Discipline „The Basics of Information Literacy ” is promoted to first year students from all faculties (full time and part-time studies);
- It is included in all curricula in a 30-hour volume (with full-time education - 10 hours of direct contact and 20 hours of individual work, in part-time education - 6 hours of direct contact and 24 hours of individual work)
- Responsible for promoting the discipline is Elena Harconita
- the director of the Scientific Library
- In accordance with the Framework for Higher Education (Cycle I - Bachelor, Cycle II - Master, Integrated Studies, Cycle III - Doctorate), approved by Ministry of Education Order no. 1045 of 29 October 2015 and USARB Senate Resolution of June 22, 2016, Minutes no. 17, in all curricula for higher education programs, the 1st year of study includes the Basis Information Literacy course as a component of general skills and competences training in a volume of 30 hours (1 credit) and evaluated through the admitted / rejected rating.

MINISTERUL TINERETULUI ȘI SPORTULUI AL REPUBLICII MOLDOVA

UNIVERSITATEA DE STAT „ALECU RUSSO” DIN BĂLȚI

BIBLIOTECA ȘTIINȚIFICĂ USARB

BAZELE CULTURII INFORMAȚIEI
Curs universitar



Tema 1

Instrumente de regăsire a informației pentru studii și cercetări: motoare de căutare (portaluri, directoare, rețele sociale, etc.)
Managementul datelor de cercetare: OpenAIRE, Open Acces (DOAJ, OAJI, DOAB, blogul OA, IBN, Zenodo repository).
Site-ul, blogul BȘ USARB, Repozitoriul instituțional ORA USARB
Cataloage internaționale interactive din lume
 Open Library, Calameo, Issuu, Scribd.

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MINISTERUL TINERETULUI ȘI SPORTULUI AL REPUBLICII MOLDOVA

UNIVERSITATEA DE STAT „ALECU RUSSO” DIN BĂLȚI

BIBLIOTECA ȘTIINȚIFICĂ USARB

BAZELE CULTURII INFORMAȚIEI
Curs universitar

Tema 3

Baze de date cu acoperire multidisciplinară și servicii specifice marilor distribuitori la care Universitatea este abonată: EBSCO, SpringerLink, etc.: câmpuri/criterii de căutare, cuvinte cheie, filtre, gestiunea rezultatelor



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 Mihaela STAVER- staver.mihaela@gmail.com

Curriculum Modules The Basics of Information Literacy

MINISTERUL TINERETULUI ȘI SPORTULUI AL REPUBLICII MOLDOVA

UNIVERSITATEA DE STAT „ALECU RUSSO” DIN BĂLȚI

BIBLIOTECA ȘTIINȚIFICĂ USARB

BAZELE CULTURII INFORMAȚIEI
curs universitar

Tema 2

PRIMO ExLibris - Catalogul Partajat a 7 biblioteci universitare din RM, platforma ALEPH
CATALOGUL ELECTRONIC BȘ USARB, componentă specifică a softului ALEPH



Angela HĂBĂȘESCU angelahabasescu@gmail.com

Bălți, 2016

MINISTERUL TINERETULUI ȘI SPORTULUI AL REPUBLICII MOLDOVA

UNIVERSITATEA DE STAT „ALECU RUSSO” DIN BĂLȚI

BIBLIOTECA ȘTIINȚIFICĂ USARB

BAZELE CULTURII INFORMAȚIEI
Curs universitar

Tema 4

Comunicarea informației, etica utilizării informației, metode de evitare a plagiatului și a dreptului de autor, folosirea unui soft de detectare a plagiatului.
Procesul de citare și prezentare a referințelor. Softuri personale de gestiune a referințelor bibliografice: EndNote, Mendeley, Zotero (adăugarea, organizarea, citarea referințelor)



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 Elena TURCAN eturcan@mail.ru
 Ala Lișii ala.lișii97biblioteca@gmail.com



DESPRE UNIVERSITATE

- Mesajul rectorului
- Organigrama
- Administrația
- Senat
- Departamente
- Facultăți
- Acte normative
- Contacte
- Achiziții publice

INFORMAȚII

- Admitere
- Studenți
- Profesori
- Centrul de ghidare în carieră și relații cu piața muncii
- Centrul de instruire complementară
- Formare Continua

DESPRE UNIVERSITATEA NOASTRĂ PE:



Formarea Continuă

Centrul de Instruire Complementară



Monica Babuc: nu uitați că marea performanță a Universității din Bălți a fost pregătirea cadrelor

Ministrul Educației, Culturii și Cercetării, Monica Babuc, a declarat la Universitatea de Stat „Alecu Russo” din Bălți că sistemul educațional din țară se confruntă cu o acută criză de cadre didactice, iar în acest context...



Spicherul Andrian Candu Colocviul Științific Orientări USARB a participat la două Vizițe de studiu instituie burse pentru cei mai actuale în cercetarea evenimente din cadrul Universitatea Myk...



ORARUL CURSURILOR



Universitatea de Stat „Alecu Russo” din Bălți

Grupe Profesori Auditorii

Grupa

- AG21R
- AP11R
- AP11Z
- AP21R
- AP21Z
- AP31R

Zua

Săptămâna 12 (13.11.2017-19.11.2017)

Semestrul 1

	1	2	3	4	5	6	7
L	P	L	S				
M	P	S	S				
M		P	P				
J	P	S	L	S			
V	P	S	S				
S							
D							

* Curs * Consultare * Examinare * Reexaminare

8:00 9:30	Securitatea muncii. Protecția civilă lect. univ. Bânzaru A. aud. 555
9:40 11:10	Teoria generală a dreptului lect. univ. Kruglițci M., lect. univ. aud. 557
11:30 13:00	Limba engleză I lect. univ. V. Mascaluc [sb. 4] aud. 448
13:10 14:40	Bazele culturii informaționale prof. Biblioteca aud. Biblioteca
14:50 16:20	
16:30 18:00	
18:10 19:40	

Bibliographical references :

The Alexandria Proclamation on Information Literacy and Lifelong Learning. Alexandria [on-line], 2005 [citat 08.11.2017]. Disponibil pe Internet: <http://arhive.ifla.org/III/wsis/BeaconInfSoc.html>

- *Information Literacy Section* [on line] [citat 08.11.2017]. Disponibil pe Internet: <http://arhive.ifla.org/VII/s42/index.htm>
- REPANOVICI, A. Ghid de cultura informației [on -line], [citat 17.11.2017]. Disponibil pe Internet: www.abr.org.ro/index.php/documente/autori.../15-ghid-de-cultura-informatiei-pdf
- TÂRZIMAN, Elena. *Cultura informațională – un concept care se impune în condițiile utilizării pe scară largă a noilor tehnologii ale informării și comunicării* [on line] [citat 05.11.2017]. Disponibil pe Internet: <http://www.list.ro/4-5-tirziman.pdf>

• Thank You! MULTUMIM!