



***Incorporating Information Literacy
In Ibero-American University Libraries:
Comparative Analysis of the Information
from their Websites***



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This paper, framed in research "**Lessons Learned in information literacy programs at universities in Ibero-America**", will show how, from the information displayed on websites of university libraries of the **22 countries** that make up the **Ibero-American context (Spain, Portugal and Latin America)**, it is possible to have an approximation of the incorporation, or lack thereof, of information literacy in these universities at different levels.



To achieve this purpose, the method used was **web content analysis**, considering first, the definition of **seven categories** of identifying information from such websites and programs/services training that they present. Considering these categories, and particularly the structure of program/service training, which is the most common information presented on websites –four levels were established involving the incorporation of information literacy, or lack of such, in the university.

These results show that **the incorporation of information literacy in Ibero-America is still in its initial process; however, in some specific countries, the reality is more positive...**



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Therefore, from our perspective, considering previous research and publications [6], [7] that have collected the proposals of different authors, a university/HEI or a unit within it which should lead processes and training programs in IL-TIC (System Libraries, Library, Resource Centers for Learning and Research-RCLR, etc.) that can be categorized, through generalization of the different contexts, into **four categories according to the degree of incorporation: Universities/IES: compromised / growing / initiating / unknown.**

These degrees of incorporation of IL-TIC training can be synthesized and identified when analyzing the universities/HEIs' library websites considering different elements (variables)... On these variables, it is particularly concerning that **program structuring** can provide more account of the **degree of incorporation that IL would in a university/HEI** and its responsible unit, since the presence of **certain courses-tutorials** for viewing, indicates more easily what scope the program has (faculties, degrees, number of students, etc....), and if it works at 5, 6 or 7 competencies that have university standards of IL-TIC (depending on who has chosen to follow).

[6] Uribe-Tirado, A.: La Alfabetización Informacional en la Universidad. Descripción y Categorización según los Niveles de Integración de ALFIN. Caso Universidad de Antioquia. Revista Interamericana de Bibliotecología 33 (1), 10—45
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[7] Uribe-Tirado, A., Machett's Penagos, L.E.: Informe-Estado del Arte de la ALFIN en Colombia. IFLA - Information Literacy Section. Marzo 2011. 26p, <http://www.ifla.org/en/publications/information-literacy-state-of-the-art-report-colombia-espa-ol> (2011)





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Information Literacy-TIC ↑ Multiliteracy	Compromised	↑	Information Literacy. Level 2 (IL2): courses from the library to train information competencies: the instrumental + lifelong learning + critical thinking; and courses / modules officially immersed specific curricula to train different academic programs, transversally and discipline in these competencies
	Growing	↑	Information Literacy. Level 1 (IL1): courses from the library to train information competencies: the instrumental + lifelong learning + critical thinking
Bibliographic Instruction ↑ User Education	initiating	↑	Library user training. Level 1 (LUT1): training in general library services and some courses –very instrumental– to search for information: use of catalogs and databases, although it begins to discuss the need for change in this traditional training and work the other competencies
	Unknown	↑	Library user training. Level 2 (LUT2): only trained to use the catalog Unknown: There is no presence of any training



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The method allowed the **generation of a database of each country's universities/HEIs** (whether public or private) – and especially their libraries – for analysis, as well as their respective websites (URLs):

Country	Public HEIs	Private HEIs	Total no. of HEIs	Percentage (%)
Argentina	66	65	131	4.8
Bolivia	16	53	69	2.5
Brazil	224	241	465	17.0
Chile	21	58	79	2.9
Colombia	106	231	337	12.3
Costa Rica	19	56	75	2.7
Cuba	36	0	36	1.3
Ecuador	30	52	82	3.0
El Salvador	4	45	49	1.7
Spain	50	81	131	4.8
Guatemala	10	44	54	1.9
Honduras	12	26	38	1.4
Mexico	260	272	532	19.4
Nicaragua	33	70	103	3.8
Panama	20	37	57	2.1
Paraguay	6	53	59	2.2
Peru	36	70	106	3.9
Portugal	39	43	82	3.0
Puerto Rico	10	38	48	1.8
Dominican Rep.	2	46	48	1.8
Uruguay	14	27	41	1.5
Venezuela	67	47	114	4.2
Total	1081	1655	2736	100



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After considering the **2736 university library websites analyzed** and integrating the results of the 22 Ibero-American countries, we find the following general results regarding incorporation levels of IL-TIC:

Country	IL2	IL1	UT1	UT2	Not reported
Argentina	1	9	20	40	61
Bolivia	0	0	1	12	56
Brazil	3	30	95	121	216
Chile	2	11	9	23	34
Colombia	5	11	22	37	262
Costa Rica	2	3	9	13	48
Cuba	4	8	12	4	8
Ecuador	0	0	9	10	63
El Salvador	0	1	5	16	27
Spain	10	19	29	18	55
Guatemala	0	0	2	15	37
Honduras	0	3	1	9	25
Mexico	5	15	18	34	460
Nicaragua	0	0	13	3	87
Panama	0	0	8	5	44
Paraguay	0	0	3	6	50
Peru	0	5	8	13	80
Portugal	2	5	19	11	45
Puerto Rico	3	9	8	4	24
Dominican Rep.	0	0	8	9	31
Uruguay	0	0	10	3	28
Venezuela	0	5	2	15	92
Total	37	134	311	421	1833



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Considering these general results, we can reach the following conclusions: Taking into account that the website information serves as initial reference information, the project found in general that of the **22 Ibero-American countries' 2736 university libraries:**

- **1833** do not provide users with information on program/services training **(67%)**;
- **421** only offer training to introduce library installations and show how to use their library catalog **(15%)**;
- **311** additionally offer courses or activities related to learning how to use electronic databases **(12%)**;

and...





Only **134 libraries** incorporate training covering several or all competencies involving information literacy, including search, organization, evaluation, communication, and ethical use of information **(5%)**.

In addition, only **37 libraries** offer training, which involves several or all information competencies, earning a credit-curricular recognition and evaluative value for students **(1%)**.

That is, a total of **171 university libraries**, and of these, **167** make parts of **12** of the 22 Ibero-American countries: **Argentina, Brazil, Chile, Colombia, Costa Rica, Cuba, Spain, Mexico, Peru, Portugal, Puerto Rico and Venezuela**.



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Questions



! THANKS !

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