

Information Literacy Competency of LIS students in SULSIT with a special focus on Intellectual Property

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This paper presents comparisons between some findings from “Information Literacy (IL) Survey on Library and Information Science (LIS) students” with data obtained from a survey conducted in a research project “Analysis of the common practices in the use of products of Intellectual Property in University Information Environment”.

The goal is to reach conclusions for optimizing the quality of LIS education and LLL programs with a special focus on Intellectual Property according to the new demands of the information and digital reality, and copyright and legal issues.

***The main GOAL**

* Introduction. IL Survey on LIS Students in SULSIT

- * A study of research experience, information behavior and information literacy skills of LIS students in the SULSIT had not been done until now. The invitation to join in the International Information Literacy Survey on Library and Information Science (LIS) students was an important stage in the development of SULSIT, as it is in a period of program and institutional accreditation.



* Introduction. IL Survey on LIS Students in SULSIT

- * In SULSIT the survey covered students from Bachelor Programs - Library and Information Management and Librarianship and Bibliography (both full-time and part-time) and some PhD students. The invitation for survey participation was spread twice - on 30 November 2012 and on 10 December 2012.
- * On 31 December 2012, two months after the initial invitation, the survey was closed. During this period 122 respondents answered the survey; 94 answered all questions; 28 not completed the whole survey.

* Introduction. IL Survey on LIS Students in SULSIT

- *The data obtained from this survey is valuable source of information and is subject to a thorough analysis to reach theoretical and methodological implementations. For the purpose of this paper we will use only *selected sample* which will serve the needs of the comparative analysis of the *problem of Intellectual Property Competency as part of the Information Literacy of LIS students*.

* Intellectual Property Competency as Part of the Information Literacy

The important task of LIS higher education programs is the building of Intellectual Property Competency as part of the Information Literacy of LIS students.

This statement is based on established models and conceptions of information literacy.

* In Bulgaria the role of library and information education for dissemination of knowledge and information on intellectual property is recognized as very important. In the curricula of bachelor, master and PhD programs offered at the **State University of Library Studies and Information Technologies (SULSIT)**



* LIS Education in Bulgaria and Intellectual Property Competency

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At the specialty “Library and Information Science” in
Faculty of Philosophy at Sofia University “St. Kliment
Ohridski”



**At the specialties in
the Department of
“Library and Mass
Communication” at
“The St. Cyril and
St. Methodius”
University of
Veliko Turnovo**



*** LIS Education in
Bulgaria and Intellectual
Property Competency**

*SULSIT has contributed to the successful dissemination of knowledge in the field of Intellectual Property, as there are already 18 years of experience in Intellectual Property education. Founder of teaching Intellectual Property in SULSIT and in “The St. Cyril and St. Methodius” University of Veliko Turnovo is S. Galabova.

*We could summarize the contribution of the SULSIT as one of the first universities in Bulgaria that conducts targeted action to support the initiatives of the World Intellectual Property Organization and the European Patent Organisation.

*LIS Education in
Bulgaria and Intellectual
Property Competency

* In this part of the paper we will make comparisons between some findings from “Information Literacy Survey of LIS students” with data obtained from a survey conducted in the research project “Analysis of the common practices in the use of products of Intellectual Property in University Information Environment”. This survey has been conducted among students in nine Bulgarian Universities accredited in the educational and professional field called “Public Communication and Information Science”.

* Comparative analyses

- *We could emphasize that the intellectual property competence is an essential part of information literacy of students in this professional field, especially in terms of Internet usage and digital content.
- *For that reason our main goal is to correlate the findings from both surveys to obtain conclusions for the actualizations of the academic programs of LIS specialties.

*Comparative analyses

*The results from the questionnaire survey “Information Literacy Survey of LIS students” show that in carrying out the course-related assignments *always or often more* than 51% of students use materials from Internet search engines (eg, Google, Bing, Yahoo!, Ask.com); 24.5% from Wikipedia; 10.2% from Social networking sites (e. g. Facebook) etc. in preparation for their tasks. Total number of respondents answers on the question “How often do you consult these resources for providing information during your course-related assignments”, shown in Table 1, is 98.

***Comparative analyses**

* Table 1. Number of Respondents Answers

	Almost/Always	Often	Sometimes	Rarely	Never
Course readings	59	24	11	3	1
Search engines (e.g. Google, Bing, Yahoo!, Ask.com)	50	42	6	0	0
Library catalogs	11	33	32	18	4
Encyclopedias (e.g. Britannica, either online or print)	13	47	26	11	1
Governmental Web sites (.gov sites)	13	32	28	18	7
Research databases through the library Web site (e.g., ISI Web of Knowledge, EBSCO, ProQuest)	4	12	39	26	17
Gray literature (thesis, reports, unpublished papers, etc.)	5	33	27	28	5
Blogs	7	19	26	24	22
Wikipedia	24	39	15	15	5
Social networking sites (e.g. Facebook)	10	14	12	21	41
Video sharing sites (e.g. YouTube, TeacherTube, etc.)	9	11	19	25	34
Slide sharing sites (e.g. Slideshare)	5	8	17	28	40
Online forums	9	12	24	23	30
Your personal collection (materials you already own or buy – either print or online)	22	38	25	9	4
Library shelves	14	32	37	11	4

- * Copyright as part of the intellectual property can be considered as an element of information literacy in university information environment.
- * To be successful university students also in life, they need to learn how to use efficiently and effectively the wide variety of information and communication technologies for searching, finding, organizing, analyzing and evaluating the information that they need.

- In addition, they must understand the ethical use of information, including the infringement of individual rights to intellectual property as plagiarism, use without permission of the author of works of literature, art, science, and also of patented inventions, industrial designs, marks (trademarks, geographical indications, domain names, and companies).
- Finally, they must be able to systematize all this knowledge together to create an effective end product.

This requires them to assemble a complete package of basic skills for research, technological skills, critical thinking and evaluation.

- *Target group
- *Period of realization
- *Summary of the Results

*Realized as an initial stage of the project
“Analysis of the common practices in the use of
products of Intellectual Property in University
Information Environment”, DMU 03/3, funded by
the National Science Fund at the Ministry of
Education, Youth and Science and managed by T.
Trencheva.*



Overview of the “Protection of Intellectual Property in the Internet” Survey

* A comparison between the findings of these two surveys - the first one with a focus on the *research experience, information behavior and information literacy skills of LIS students* and the other with the main goal to explore the *common practices in the use of products of Intellectual Property in University Information Environment* - allow us to reach two basic conclusions for optimizing the role and quality of library and information education in preparing future professionals in library and information and cultural affairs, according to the new demands of the information and digital reality, and copyright and legal issues.

* **Conclusions**

*Conclusions

- *First, it is important LIS students to be introduced to Intellectual Property as early as possible during their formal education and to have the sustained development throughout all educational levels.
- *In accordance to this conclusion we have updated our curriculum in SULSIT.

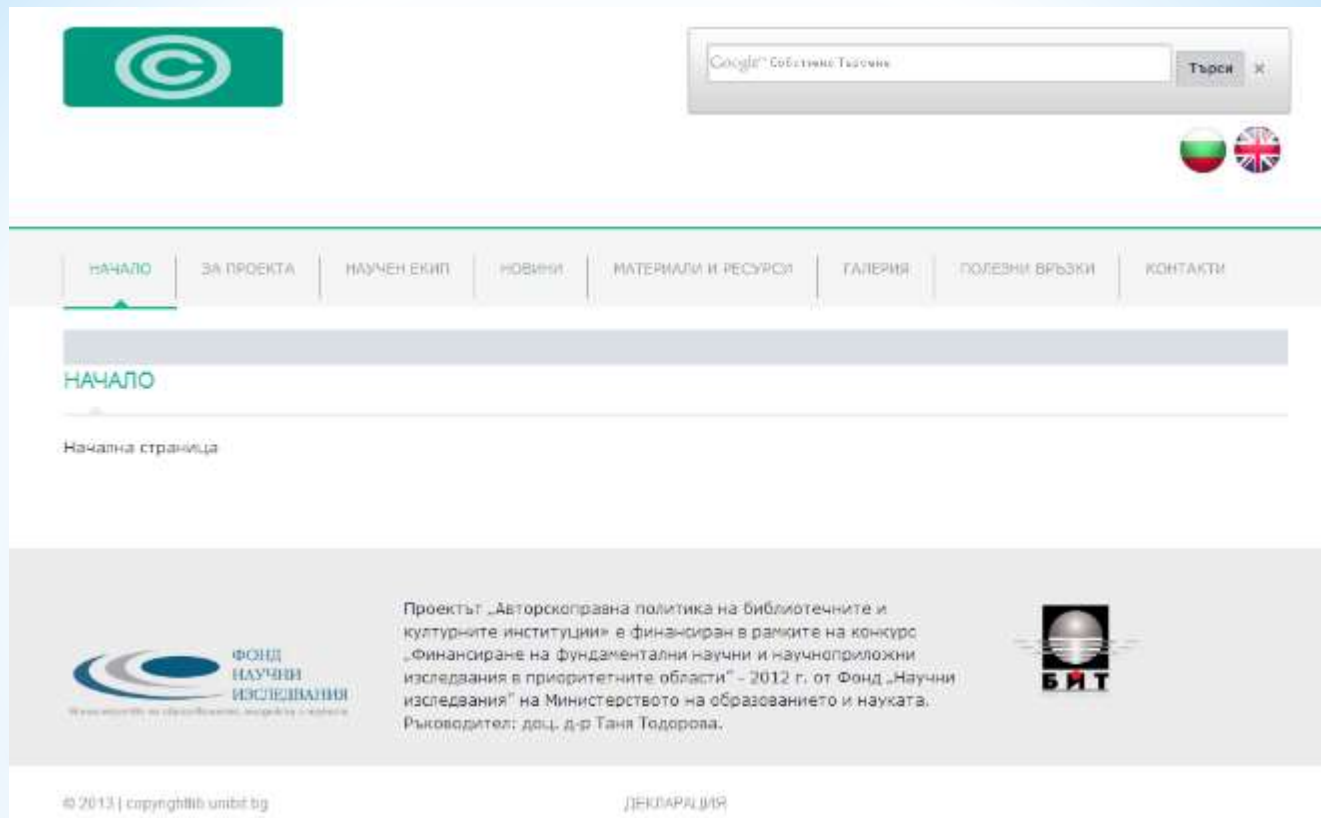
***Second**, for the educational process in the field of Intellectual Property are applicable the recommendations for IL programs.

S. Kurbanoglu summarizes: “In order for information literacy programs to be effective, they must be truly integrated into the core curricula. Information literacy should be woven into content, structure, and sequence of the curriculum. Information literacy cannot be the outcome of any one subject. It is the cumulative experience from a range of subjects and learning experiences which creates the information literate person.”

***Conclusions**

This paper is a result from research activities in
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*Project website
(<http://copyrightlib.unibit.bg>)

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References

THANK YOU FOR YOUR ATTENTION!

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