IFLA
Information Literacy Section

Newsletter

From the Editorial Team

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A library talk conducted by NLB, on "ChatGPT, A.I. Image Generators and the Dangers of Misinformation" helped the general public to critically engage with genera-

Welcome to our Summer newsletter!
I am happy to share with you four articles from our IL Section members. As digital transformation brought by advanced technologies, creates huge impacts on people's lives, these articles provide a timely update and discussion to ensure equitable access to, and responsible and smart use of, information and communication technologies for citizens' participation in social and economic activities including education, research and innovation.

The rise of ChatGPT and other forms of generative artificial intelligence is making critical thinking ever more important. It has significant impacts on IL instruction which include serving as a virtual assistant for learners, educators, and researchers seeking IL support on-demand. However, we need to know the pitfalls of these tools, such as perpetuating bias, misinformation, and its lack of emotional intelligence, among others.

Like all new technologies, they could be seen as a supplement to traditional instruction, rather than a replacement. User instruction and IL librarians play critical roles as experts in our field to provide specialised guidance to learners and foster collaborative learning environments. We are delighted to share the theme of the open session at the upcoming 2023 IFLA WLIC in Rotterdam, Netherlands: "**Let's Work Together to Develop Critical Thinkers in the ChatGPT Era**". Stay tuned for more detail about the session on our ILS website.

Thank you for joining us on this journey towards greater IL education. We look forward to sharing our knowledge and learning with you in this newsletter, published twice a year. ■

The Action Plan on Improving Digital Literacy and Skills of the Whole People in China: To Build a Digital Inclusion Society

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Improving digital literacy and skills for the public is a key measure to meet the requirements of the digital era. In response to the ever-increasing digital gap between people and the subsequent social exclusion resulting from it, the Chinese government has rolled out effective measures to improve the digital literacy skills of the general public. On November 5, 2021, the Office of the Central Cyberspace Affairs Commission published, "The Action Plan on Improving Digital Literacy and Skills of the whole people", (hereinafter referred to as the "Action Plan"). This is the first time that digital literacy education has been released in an official document of China, which means that China begins to view digital literacies as important as the basic literacy.

The *Action Plan* sets out seven major missions: To enrich the supply of high-quality digital resources, improve the quality of digital life, enhance digital productivity, build a lifelong digital learning system, stimulate digital innovation, improve digital security capabilities, and strengthen the law and ethics in the digital society. The plan also lists detailed implementation plans, including providing diversified access, enriching digital education and training content, and so on. The goal of the *Action Plan* is that by 2025, the digital adaptability, competence, and creativity of Chinese people will be significantly improved, and the digital literacy and skills of Chinese people will reach the level of developed countries. Digital adaptability, competency and creativity are the latest summary of digital literacy and skills in China. Digital adaptability is about people ensuring a basic and dignified life, digital competency is about people doing their jobs better, and digital creativity is related to people's competitiveness in the digital era. The three are interrelated and progressive, and constitute an organic whole of digital literacy and skills for all.

Enhancing digital literacy and skills for all is China's response to the new situations of the digital era. It is also an important measure to improve the digital literacy and skills of the elderly, people with disabilities, and other people with poor digital or computer skills. By issuing the "Action Plan," China is making an effort to bridge the digital divide and promote equality of access for all . Based on the "Action Plan", public libraries in China will actively participate in improving the digital literacy and skills of the community residents, so as to promote open and healthy communities and society. ■

The Action Plan on Improving Digital Literacy and Skills of the Whole People in China				
Enrich the supply of high-quality digital resources	Provide diversified access	Enrich digital education and training content	Promote open sharing	Expand digital public services
Improve the quality of digital life	Cultivate a new way of smart home life	Improve the application level of smart community construction	Enrich digital life application	Carry out digital assistance to the elderly and the disabled
Enhance digital productivity	Enhance industrial workers' digital skills	Enhance farmers' digital skills	Enhance emerging professionals' digital skills	Provide digital skills training for women / Enhance civil servants' digital skills
Build a lifelong digital learning system	Improve digital education in schools	Improve digital skills training system for vocational education	Build digital skills certification system and lifelong education service platform	
Stimulate digital innovation	Build enterprises' digital competitiveness	Explore new paradigm of data-driven research		
Improve digital security capabilities	Improve the cyber security capacity for all	Strengthen protection of personal information and privacy		
Strengthen the law and ethics in the digital society	Guide the use of the Internet according to the law	Improve the Internet literacy for all	Strengthen the digital moral ethics for all	

The content frame of the Action Plan

NILA: Malaysia's National Information Literacy Agenda

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The National Information Literacy Agenda (NILA) was brought forth by the late Dr Mohd. Shariff Mohd. Saad and Dr Nor Edzan Che Nasir for their doctoral thesis. It was presented at the PPM-LAS Commemorative Conference 2005 held in Kuala Lumpur and was subsequently published in Volume 10, Issue 1 of the *Malaysian Journal of Library and Information Science*. At that point in time, NILA was a framework providing the principles, standards, and practices to support information literacy education for all sectors in Malaysia.

NILA proposed the formulation of a national agenda that could be used to plan, implement and evaluate information literacy programmes in Malaysia. The framework's primary focus is bringing together all stakeholders who are directly or indirectly involved with any form of information literacy initiatives at any level within Malaysia. All parties concerned will work together to develop the national information literacy standards with performance indicators and learning outcomes for the basic, intermediate and advanced levels. The final output would be standard-ised information literacy programmes for schools, higher educational institutions and all libraries; an Information Literacy Institute; and a web-based information literacy programme.
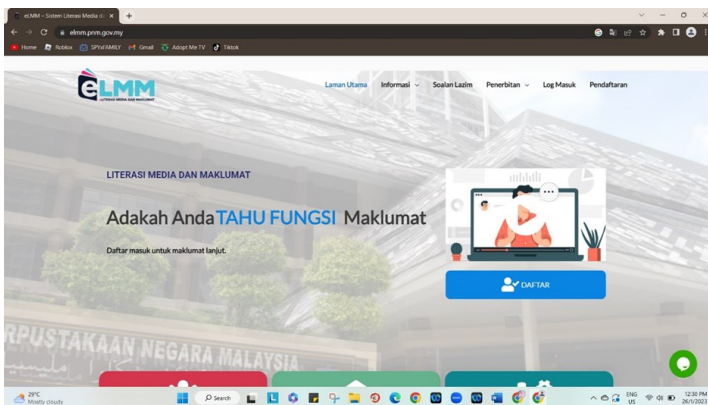
The National Library of Malaysia or *Perpustakaan Negara Malaysia* (PNM), through their Department of Information Literacy Movement or *Bahagian Gerakan Literasi Maklumat* (BGLM), decided to take up NILA and make it a reality. For a start, PNM established the NILA Steering Committee (NSC) that was tasked to adopt the NILA framework with the necessary modifications.
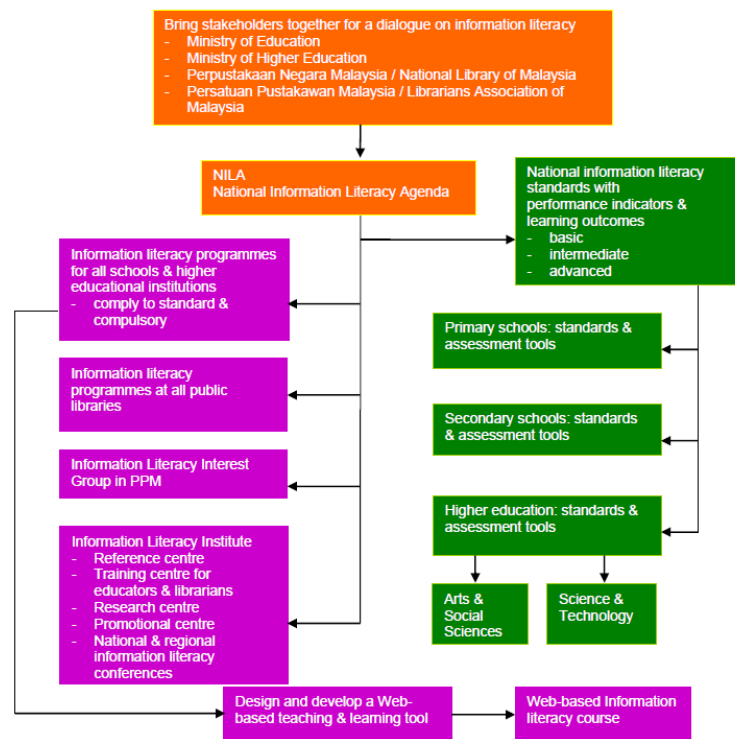
Proposed information literacy framework for Malaysia
(Source: Mohd. Shariff Mohd. Saad & Edzan, 2005)

On 9 January 2020, PNM held a meeting with various stakeholders comprising of individuals, institutions and organisations. The COVID-19 pandemic put a stop to all physical meetings but PNM was able to make the best out of a bad situation. Meetings were held virtually and an online workshop, "Bengkel Pemantapan Modul Literasi Media dan Maklumat", was held from 8 to 9 September 2021. It was attended by librarians, library and media teachers, and academia. The workshop was facilitated by Dr. Shamila Mohamed Shuhidan from the Faculty of Information Management, Universiti Teknologi MARA and Dr. Nor Edzan Che Nasir, a former Chief Librarian from the University of Malaya. Both brought with them valuable experiences and knowledge on information literacy and NILA. The workshop focused on formulating the definitions of information literacy and an information literate individual that is representative of Malaysians. It also looked at the number of modules for any information literacy programme.

On 26 October 2021, PNM launched their e-LMM system which will be integrated into NILA. e-LMM is a media and information literacy self-learning system that every Malaysian can use. It has three levels of instruction: basic, intermediate and advanced. Each level is targeted to a specific age group and contains six modules. However, currently e-LMM is only in the Malay language.

On 27 September 2022, PNM held the NILA Round Table Meeting with their stakeholders at the National Information Literacy Seminar 2022. The definitions of information literacy and an information literate individual were discussed and there was consensus among the stakeholders. They also agreed on the number of modules and the contents of the information literacy programme for schools, institutions of higher education, and public libraries.

Chair and Co-Chairs of the NILA

e-LMM interface

Attendees at the NILA Round Table Meeting

The following definitions were adopted for Malaysia:

Information literacy is the ability that empowers individuals to identify, evaluate, manage, create and disseminate the needed information in various mediums and formats ethically to support lifelong learning.

An *information literate individual* has the ability to:
i. Identify information for current needs
ii. Build an effective and efficient information searching strategy
iii. Evaluate critically the information obtained in order to retrieve quality information
iv. Manage information in various mediums and formats systematically
v. Use information ethically by understanding the issues related to the use of the information
vi. Create new knowledge based on the information obtained to support lifelong learning
vii. Disseminate and share information responsibly with other individuals and the civil society through various mediums and formats

Group photo of the NILA Round Table Meeting attendees

The NSC has also collectively drawn out both the short-term and long-term plans for NILA. It is hoped that there will be an information literacy standard tailored to Malaysians. NILA will also realise the need for a mass awareness-raising program about information literacy education in Malaysia to support the Malaysia Education Blueprint of the Ministry of Education Malaysia and fulfil SDG 4: Quality Education of the United Nations. ∎

Information Literacy at an Independent High School

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Background

The College Preparatory School (College Prep) in Oakland, California is a small, independent school serving grades 9-12 . We have a competitive admissions process and rigorous academic program. Our history curriculum, in particular, is structured to introduce students to the research process in 9th grade. Students are then expected to produce research projects in each of their three required history courses.

Research projects are scaled to match student's academic progress. For example, 9th graders complete a white paper in which they "brief a U.S. delegate" about a contemporary socio-political Chinese issue. The next year, in Atlantic Worlds, they complete an 8–10 page paper in which they "develop, research, write, and refine an original and robust argumentative research essay." This assignment is similar to one they may experience in a lower-division undergraduate history class.

Information Literacy

I started as an instruction librarian at College Prep in the summer 2021. My first research season began January 2022. I prepared one-shot lessons because I was expecting little in-class time with students and ad-hoc consultations. This was the case with the 10th grade students but was not the case with the 9th graders (class of '25). At the beginning of May, I was given two 75-minute class periods. We covered typical topics including evaluating websites (with a deep dive into tracing the provenance of the source), utilising the course's LibGuide, an introduction to databases with an emphasis on Boolean operators, and the importance of taking into account multiple spellings of words (ex. Uyghur, Ui-ghurs, etc.). We also covered Turabian citations and creating footnotes in Microsoft Word.

In January 2023, I met with the class of '25 for one block early in their research process — before they solidified their topics. I expected the students to have forgotten a significant amount of the topics we covered. Thus, I covered exploring topics through mind-mapping, our LibGuide, databases and Boolean operators with an emphasis on JSTOR and using ACT UP to evaluate sources. Students came in for consultations throughout the process.

Feedback

At the time of writing, students have completed and received feedback on their papers, with some rewriting for grammatical errors or providing more evidence. Before they received their grades, the teachers issued a survey about the assignments and two questions about my lesson. The first being a Likert-scale asking if the students found the session helpful and a follow-up question asking for general comments.

Of the eighty-six students that took the survey, forty students shared comments ranging from, "We covered this last year," "… wish we had more time practicing actual citations," to "I thought it was helpful to get to know the databases." I was surprised by the feedback given the wide range of questions asked in the one-on-one consultations. Some students asked for database suggestions and others asked for key term help, though a majority asked for citation help and spot-checking which demonstrated to me that I needed to spend more time on citations in-class.

Next Steps

The class of 2025 has served as an experimental class. This year, I dedicated time to creating a more robust IL curriculum, but was hesitant to fully commit and roll it out this spring. The feedback the students provided was incredibly helpful and showed me the students want and can handle a truly scaffolded IL curriculum.

I found this session useful towards the development of my paper.
86 responses
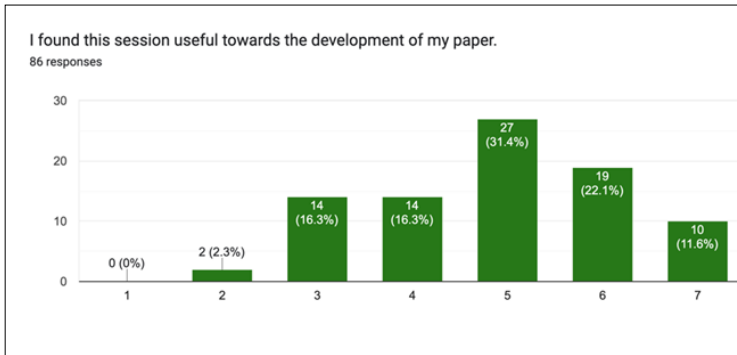
As part of a larger survey conducted by the 10th-grade history teachers, the students were asked if they believed the IL session was helpful towards their paper,

Next year, I plan to implement a new 10th grade lesson that briefly shows a wider range of available databases, ways to craft new keywords when stuck, and getting in-class practice citing government documents, historical primary sources, and more traditional sources. I also want to go more in-depth with evaluating sources using the ACT UP frame work, as the Atlantic Worlds curriculum explores hegemonic powers. These were all topics I ended up going more in-depth with during one-on-one sessions, but looking back, I really should have recognized the more robust information needs of the students from the beginning.

This year served as an important teaching moment for me and has renewed my creativity as an instruction librarian. I recognize now that these students are ready to engage in more targeted information literacy instruction, exercises, and perhaps lessons, like those proposed in practical books about critical information literacy. ∎
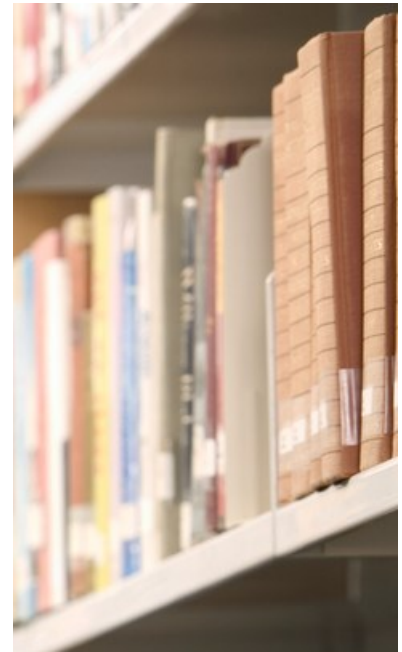
A Visual Arts Competition to Celebrate and Share Undergraduate Research

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In 2014, the University of Illinois Urbana-Champaign Library started a new visual arts competition, "The Image of Research – UR Edition (UR Edition)." The competition is a multidisciplinary exhibit celebrating the diversity and breadth of student research, both graduate and undergraduate. 2023 marked the 10th anniversary for both competitions. Each competition is separately run, with different leaders coordinating the submission and judging process and planning the celebration events. My involvement in this project is to lead the development and coordination of the undergraduate version of the competition in collaboration with our Office of Undergraduate Research and Scholarly & Media Commons.

The "UR Edition" competition invites students to submit an image that represents their scholarly work, whether that be collecting data in a lab, conducting interviews for a social science project, designing an outdoor sculpture, or any example of research across 100+ disciplines supported by the University. The student showcase is meant to stimulate research-related conversation across disciplines, to embrace visual storytelling as a medium for undergraduate research, and for students to consider the larger impact of their research on the work of the University as well as our communities.

"Research" is defined broadly to include creative and scholarly work in all fields. The image submitted can represent students' work either concretely or abstractly. Perhaps it is an image of their research itself, an activity related to their research, or the impact of their research. Students can create images from photos, drawings, computer-generated, or some combination of all three.

There are guidelines for participation including that students must be registered during the current spring term and in good academic standing. Each student may submit one entry, only individual entries are allowed, each submission must include a faculty sponsor or mentor, and students are responsible for submitting only their own work. Students are also required to write a short narrative description (100–150 words) that describes the meaning of their research and its impact, on themselves, their discipline, or our communities. It is also important to note the judging rubric expects that narratives will avoid using jargon from the students' field of study. We share the following language with the students regarding the required narrative:

> "The purpose of the brief narrative is to articulate an aspect of your research that is important to you. This is a great opportunity to talk about your work creatively, offer a glimpse of what happens behind the scenes, share the experience of conducting the research, or express how it has impacted you or others. The text should not be merely a description of the image. It is not meant to be a caption."

The student must also be principal creator of the image and while third-party content may be used (for example, mixed with other content), submitting a third-party image unaltered is not permitted. Students are responsible for ensuring that any use of images or materials that are under copyright by a third-party either falls under fair use or that relevant permissions have been sought, that no copyright has been infringed, and that any necessary release forms have been signed. If they have questions about copyright, we encourage them to reach out to us.

The benefits of participating in the exhibit competition are three-fold: all images submitted are [hosted and archived in the local institutional repository](#) for long-term preservation which includes a permanent URL students can include on their résumé when applying for jobs or to share with family and friends, their entry is findable in search engines which makes their scholarly work open to anyone across the globe, and they gain the experience of sharing their scholarly work with others.

In addition, the competition boosts students' visual literacy skills, as defined by the Association of College & Research Libraries (ACRL):

> "a set of abilities that enables an individual to effectively find, interpret, evaluate, use, and create images and visual media. Visual literacy skills equip a learner to understand and analyze the contextual, cultural, ethical, aesthetic, intellectual, and technical compo-

nents involved in the production and use of visual materials. A visually literate individual is both a critical consumer of visual media and a competent contributor to a body of shared knowledge and culture ([ACRL Visual Literacy Competency Standards for Higher Education, 2011](#)).

To prepare students for the competition, early in the spring semester, we offer a series of workshops that are a long-standing collaboration between the Library and its [Scholarly & Media Commons](#). For these sessions, students are encouraged to bring initial ideas to brainstorm with us and the other attendees. We look at past entries, we cover best practices and tips and tricks for how to visualize their scholarly work, we answer questions and demonstrate how to use technology to create an image, and we discuss how to create a properly formatted image (the competition has specific image size and resolution requirements because this is important for how we archive and share the images later). And finally, we encourage students to carefully edit their narrative because once an entry is submitted, they are considered final and are not copyedited. This means that sometimes final entries are not perfect or written in the way an expert may convey.

"[3D Visualization of Binary Black Hole Merger](#)"
by Mit Kotak, Physics
1ˢᵗ Place Winner, 2022
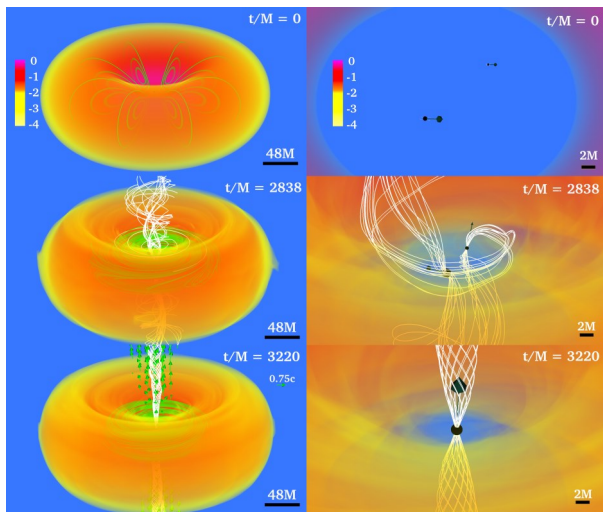
What happens when two black holes merge? Spectacular new images show the magnetic swirl action like never before. By simulating this merger on a supercomputer, we can understand astronomical observations made by NASA and ESA telescopes. Our research focuses on developing mathematical models to couple Einstein's equations, which describe the gravitational field around a black hole, with equations that govern the motion of matter moving close to the speed of light in a magnetic field. The image grid was created by solving these equations on a supercomputer over a span of 6 months. The t/M metric tracks simulation time and the scale bar at the bottom helps calculate black hole mass. The jets coming out of the black holes can be detected by electromagnetic emission detectors whereas the colorbar contains information about light intensity fluctuations that can be detected by large telescopes such as Pan-STARRS in Hawaii. Images like these not only help researchers analyze the behavior of spacetime around black holes, but they also offer a lesson in humility; black holes remind us that no matter what we do, there will always be things out there in the cosmos that continue to elude our wildest imaginations.

"[Composing Whitman: Mapping Typography](#)"
by Keely Kuester, English
1ˢᵗ Place Winner, 2023
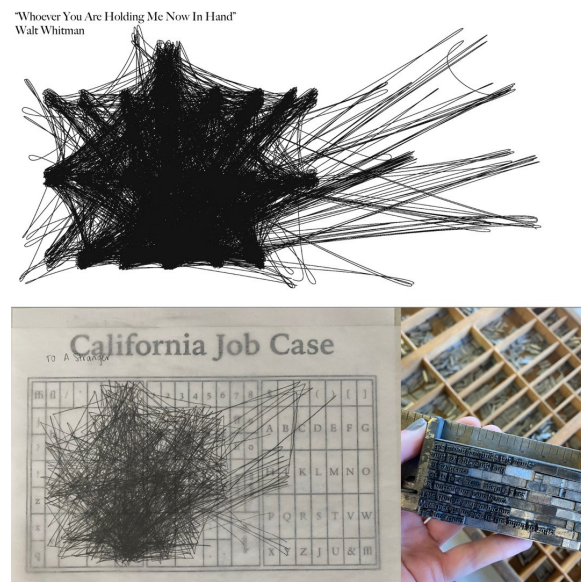
Composing Whitman makes visual the paths carved through space by the human hand: from letter to word, from chaos to meaning. While setting movable type at Skeuomorph Press, my attention was drawn to the patterns certain words made as I moved my hands from one letter to another. Anyone setting the word "the" using a California Job Case, for example, begins down at 't,' moves up to 'h,' and over to 'e.' Across time, any compositor forming a given word, sentence, or entire poem has executed roughly the same paths through space. Composing Whitman visually charts the typographical choreography of Walt Whitman's Leaves of Grass. Whitman, a compositor himself, is an especially compelling example for visualizing the practice of typesetting because he hand typeset his first edition of Leaves (1855). Using JavaScript, I mapped each box of a standard California Job Case (in which "sorts" of lead type are stored) to a character. The result outputs the journey from letter to letter within the case, including the spacing between words. This mapping allows us to see Whitman's own movements during typesetting, echoed in the present by any individual setting his work, giving even individuals without access to a print shop a sense of the historic practice of typesetting.

It is important to us that students retain copyright of their work and can use it in any way they want in the future. We discuss copyright during the workshop and direct any questions to our copyright librarian. Upon submission, they sign an agreement that aligns with the language from our institutional repository agreement and states the Library can

We have a new team of interdisciplinary judges each year that considers three elements when choosing the winners of the competition: 1) connection between image, text, and research 2) originality and 3) visual impact. The judges rate each entry on a scale of 0 (weak) – 3 (strong) according to the rubric. There is space for comments, too, in order to capture each judge's thoughts that may go beyond the scope of the rubric. As the coordinator, I tally the scores which results in a ranked list of entries. In some years, the jury discusses the submissions in more detail, especially when there is disagreement over which submission should be awarded first or second place. In my experience, the judging process can be subjective based on our own disciplinary experience. This is why it is imperative to construct a committee of judges from year to year that represent the distinct groupings of research: STEM (science, technology, engineering, and mathematics), social sciences, humanities, and applied sciences.

The Undergraduate Research Symposium (Thursday, the third week of April) serves as the annual celebration for the competition. This campus-wide event includes dozens of students' panel presentations, hundreds of research posters, and occasionally, music or drama recitals. For the "UR Edition," we print each entry and its narrative on poster board and display them on easels at the center of the UIUC Illini Ballroom where students, faculty, and local community members are browsing the poster sessions. The first ($300) and second ($200) place winners receive a ribbon displayed on their poster board and both are the student's to keep after the event. In 2023, we implemented a People's Choice Award ($100) where the attendees of the exhibit vote on their entry of choice and we tallied the votes at the end of the symposium.

Paying students their awards is a complicated process, one that is tied to the student's current University account balance. International students are subject to tax withholding and need to supply additional paperwork due to how the government classifies their status at the University; the Library's Business Office helps walk students through the process. The funds for the awards and printing have come from several sources including the UIUC Department of Collegiate Athletics, an individual private donor, and is currently a part of unit-based funds from Teaching, Learning, and Academic Support in the University Library.

The Library is committed to sharing the images widely each year. The details of each submission are included in the official Undergraduate Research Symposium program, in-print and online. This year we collaborated with the experts in the Scholarly & Media Commons to create a video that introduces the competition and highlights the 2023 entries. In the past, we have printed posters of the entries, framed and displayed them within the Library's spaces, we have

shared them on the campus and Library digital signage, and we have posted on social media accounts for the Library and the Office of Undergraduate Research.

It is worth noting there are additional opportunities for undergraduate students to share the research they conduct during their time at UIUC including, but not limited to: participating in the UIUC Undergraduate Research Week departmental activities, giving oral or poster presentations within their departments or at professional regional/national/international conferences (e.g., the annual National Conference on Undergraduate Research, which is a venue specific for undergraduate students), or publishing in an undergraduate-level student journal or co-authoring with graduate students and faculty in a professional journal. In my role as Research Programs Liaison, I support many of these efforts, including publishing undergraduate research journals.

In the past decade, 116 students have participated in the UIUC undergraduate version of the Image of Research competition and 625 have participated in the graduate version for a total of 741 submissions. We have heard from many people over years for how the entries have impressed them including University leadership, the Vice Chancellor for Academic Affairs and Provost.

The Image of Research at UIUC was inspired by a similar competition at the University of Illinois at Chicago, and both have been the inspiration for dozens of versions at academic institutions across the world. ∎

To learn more:
Graduate Image of Research
Image of Research – UR Edition

Thank you!

Thanks for reading this newsletter from the IFLA Information Literacy Section. Follow our on-going work:

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