



IFLA Section  
Information Literacy

# Newsletter

## From the Editorial Team

### Chao Wang

Information Coordinator,  
IFLA IL Standing Committee

School of Information Management,  
Sun Yat-sen University (SYSU)  
China  
[wangch385@mail2.sysu.edu.cn](mailto:wangch385@mail2.sysu.edu.cn)

## Welcome to our Summer Newsletter!

We are pleased to share with you the latest issue of the IFLA Information Literacy Section Newsletter. This edition brings together twelve contributions from different regions of the world, each offering valuable insight into how information literacy is being promoted, adapted, and reimaged in a variety of contexts.

To reflect the richness and diversity of these contributions, we have grouped them into three thematic columns:

### Rethinking Information Literacy in the AI and Open Knowledge Era

This column explores how the rise of artificial intelligence and open access is influencing our understanding of information literacy. Contributors examine recent policy developments, academic integrity, and the growing need for critical awareness when using digital tools and scholarly resources.

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## **Cultural and Creative Pathways to Information Literacy**

In this column, authors explore how culture, heritage, and creativity can serve as meaningful entry points for information literacy. Through storytelling, visual tools, and international exchange, these projects encourage participation and strengthen connections between individuals, communities, and the information they engage with.

## **Information Literacy for Youth Empowerment**

This final column highlights how libraries and educators are supporting children and young people in developing information literacy skills. Whether through school-based workshops, public library outreach, or community reading programmes, these initiatives emphasize the importance of early engagement and inclusive learning environments.

We are also looking forward to the upcoming IFLA World Library and Information Congress (WLIC), which will take place this August in Astana, Kazakhstan. The programme for our Section's Satellite Meeting and Open Session is now confirmed. We invite you to visit the [WLIC official website](#) and the [Information Literacy Section webpage](#) for detailed information.

Registration for WLIC 2025 is open. We warmly encourage you to attend and to share the news within your professional and academic networks.

Together, these contributions and upcoming events reaffirm the central role of information literacy in shaping a more informed, inclusive,

and participatory society. We thank all contributors for their dedication and enthusiasm, and we hope this issue will offer new ideas, useful practices, and continued inspiration. ■





# **Rethinking Information Literacy in the AI and Open Knowledge Era**

## IFLA MLCE Guidelines for Effective, Easy to Implement, low-to-no Resource Media Literacy Interventions for Libraries and Information Professionals

### Maria de Brasdefer

IFLA Policy and Advocacy Officer

[maria.debrasdefer@ifla.org](mailto:maria.debrasdefer@ifla.org)

We are glad to share the output of this project with the library community! The guidelines are a key output of the [Media Literacy Case for Educators](#) (MLCE) project that ran under the “[Everywhere, All the Time](#)” exhibit and workshops.

### What is the MLCE Project?

The Media Literacy Case for Educators (MLCE) project, led by Tactical Tech in partnership with European Schoolnet, IFLA, and Save the Children Italy, aims to strengthen digital and media literacy among European educators.

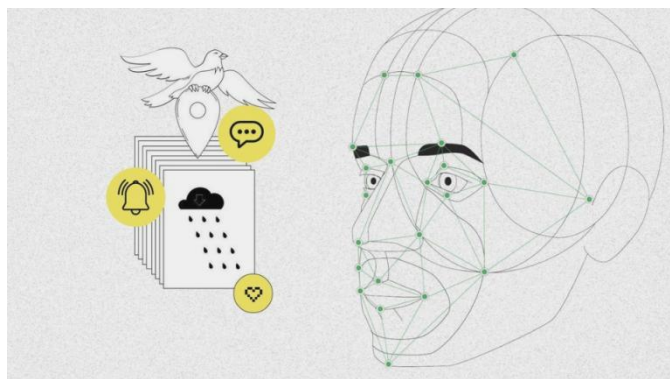


Image 1.1: From “Everywhere, All the Time”

Funded by the EU, the project provides creative tools and resources for teachers, librarians, and trainers to promote media literacy in schools and communities. Collaborating with over one hundred educators and three hundred youth from more than ten countries, MLCE identified key issues young people face in digital life, such as surveillance, online relationships, and mental health, and developed age-appropriate materials, including workshops and online guides, to build critical thinking. It also supports educator

training and community engagement to expand the reach and impact of digital and media literacy education across Europe.

### Understanding “Everywhere, All the Time”

“Everywhere, All the Time” is a digital literacy initiative launched by IFLA in April 2024. It aims to foster critical discussions about technology and AI among diverse audiences. Through interactive exhibitions and workshops, the program addresses topics such as screen time, gaming, algorithms, AI, the environmental impact of technology, and the human labor behind digital infrastructures. By providing accessible and engaging materials, the initiative empowers participants to reflect on their digital habits and the broader implications of technology in society.



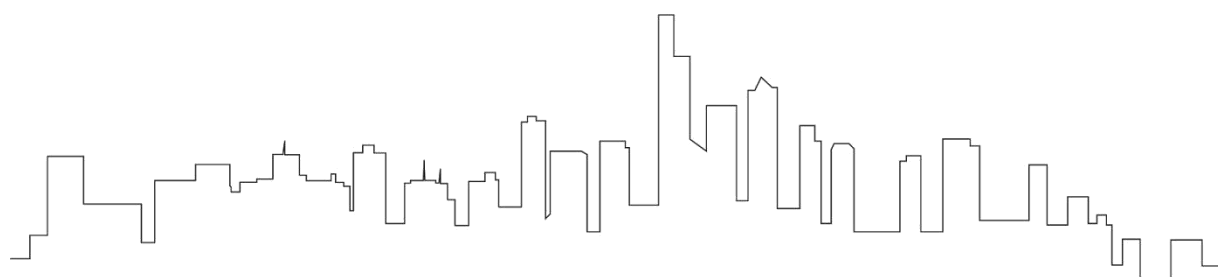
Image 1.2: From “Everywhere, All the Time”

### Overview of the IFLA MLCE Guidelines

The guidelines describe on one side, the resource creation and knowledge sharing process from the library staff perspective and from the other side, the observations that came out of conducting the exhibit and workshops with people from different ages and backgrounds. The project addressed the themes of: Screentime and Wellbeing, Algorithms, Artificial Intelligence and Large Language Models, Environmental Impact of Technology, Gaming and the Labor Behind Technology. The results are timely as they provide clarity on some modern paradoxes such as teenagers and young people being digital natives with high exposure to

technology, but often lacking awareness of its ethical implications, environmental impact and of the invisible systems that sustain it. For adults and other age groups there was also a significant

mismatch between exposure to content and understanding. ■



## **Guidelines for effective, easy to implement, low-to-no resource media literacy interventions for libraries and information professionals**

**Project number: 101093406**

**Project name: Media Literacy Case for Educators: Sustainably Scaling Media Literacy in Europe. Empowering teachers, educators and librarians across Europe to be innovative, future-fit advocates of Media Literacy**

**IFLA (the International Federation of Library Associations and Institutions)  
Maria De Brasdefer, Digital Affairs Policy Officer**

**30 of January 2025**

Welcome to visit IFLA Institutional Repository to view the report: <https://repository.ifla.org/handle/20.500.14598/3949>

## Information Literacy Pathways to Promote Open Access Resources

### **Daniela Armocida**

Sapienza Università di Roma

[daniela.armocida@uniroma1.it](mailto:daniela.armocida@uniroma1.it)

### **Alessandra Boccone**

Università degli Studi di Salerno

[aboccone@unisa.it](mailto:aboccone@unisa.it)

### **Benedetta Calonaci**

Università degli Studi di Firenze

[benedetta.calonaci@unifi.it](mailto:benedetta.calonaci@unifi.it)

### **Tania Maio**

Università degli Studi di Salerno

[tmaio@unisa.it](mailto:tmaio@unisa.it)

### **Leonarda Martino**

Alma Mater Studiorum - Università di Bologna

[leonarda.martino@unibo.it](mailto:leonarda.martino@unibo.it)

### **Marcello Ranieri**

Provincia autonoma di Trento

[marcello.ranieri2@unibo.it](mailto:marcello.ranieri2@unibo.it)

### **Joseph Frank Rogani**

Università della Calabria

[joseph.rogani@unical.it](mailto:joseph.rogani@unical.it)

On 12 March 2025, Milan, Italy, hosted the 30<sup>th</sup> anniversary of the Stelling Conference. This event is the largest national conference for libraries and librarians in Italy, organized with contributions from professionals across the country. Among the many sessions, the authors of this short contribution led a session on Open Access, focusing specifically on the discoverability of Open Access resources in Italian academic libraries. During the session, titled “Promoting Open Access: A Challenge for Libraries in the Age of Interdisciplinarity,” the OCLC report *Improving Open Access Discovery*

for Academic Library Users was presented. This report shared the results of a 2022 survey in the Netherlands, which involved 13 public university libraries, 37 librarians, and 461 users.

The OCLC report highlights the importance of metadata for open access publications. Dutch librarians believe that improving the quality and updating the types of metadata are essential for increasing the discoverability of publications and avoiding duplication. About a quarter of the users interviewed stated that open access publications are neither easy to find nor easily accessible.

Building on the OCLC report, the authors of this article developed two new questionnaires, adapting them for Italian academic libraries: one for librarians and one for faculty. The questionnaire for librarians was presented and completed during the session, with real-time answers collected using Mentimeter. The results of this brief survey confirmed that librarians cannot simply encourage researchers to publish in open access. They must also provide users with guidance on how to discover, evaluate, and use these publications.

Based on this reflection, the authors think that it would be beneficial for academic libraries to develop targeted Information Literacy pathways. For example, libraries could define differentiated pathways for professors, researchers, and doctoral students that explain the bibliographic research tools available, highlighting those that best support the retrieval of open access resources.

While the resources, toolkits and guidelines from the IFLA Information Literacy Section are invaluable, the guidelines provided by UNESCO on Information Literacy are equally significant:

“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.”

Academic libraries, by embracing the concept of people engagement, must promote every possible action to be active participants in the process of empowering individuals.

Furthermore, UNESCO also addresses Media and Information Literacy (MIL), stating: “Media and Information Literacy provides a set of essential skills to address the challenges of the 21<sup>st</sup> century including the proliferation of mis- and disinformation and hate speech, the decline of trust in media and digital innovations notably Artificial Intelligence.”

Drawing on these guidelines and years of experience guiding university students and researchers toward appropriate bibliographic and informational sources, librarians increasingly have the right professional competences to help users grow and avoid falling into the traps of fake news, often generated by Artificial Intelligence tools. Within their Information Literacy activities, academic libraries can also integrate pathways dedicated to Artificial Intelligence, illustrating its features, tools, potential, and-most importantly-its limitations.

### **The Importance of Information Literacy for Open Access Discoverability**

The Italian Academic Library Systems involved in this short article, have for a long time prepared and carried on specialist courses addressed both to students and to researchers. The peculiarity of these courses is that the lessons are not intended in a traditional way. They are not real “lectures” from a podium but rather useful “communications” that occur in a professional manner, seeking to engage the

audience of students and researchers, always encouraging their active participation.

Academic libraries have played a pioneering role in spreading information literacy. On their model, it is essential that public libraries, being active structures inserted in the territory, also invest in these training programs.

We want to do our best to ensure that our courses are not experienced with anxiety but with a relaxed spirit. We use to design them to truly become an opportunity for training that allows the acquisition of skills with ease and fun. For this reason, we also anticipate a final assessment, but conceived as a game (to be done, for example, with PanQuiz), which could provide, where possible, a small prize for those who complete the final quiz with the most correct answers in the shortest amount of time.

Information Literacy is crucial for discovering open access resources. By developing structured Information Literacy pathways, libraries empower users to navigate the complex landscape of scholarly communication. These pathways help users understand how to identify, access, and critically assess Open Access materials, ensuring that valuable resources are not overlooked. In a rapidly evolving information environment, marked by the rise of Artificial Intelligence and the spread of (mis)information, Information Literacy equips users with the skills needed to make informed decisions and fully benefit from the growing body of Open Access knowledge.

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### Further Readings

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### Author Biographies

Joseph Frank Rogani (Corresponding author) is a librarian with nearly thirty years of experience in the academic sector and manages the digital

library and its associated services at the University of Calabria (Cosenza, Italy). He is a member of IFLA, AIB (Italian Library Association) and ALA.

Daniela Armocida, Director and IRIS responsible for the Library of the Department of Astronautical, Electrical and Energy Engineering of Sapienza University of Rome. After graduating in Literature, she obtained a specialization and a PhD, in the archive-library field.

Alessandra Boccone, Librarian at the University of Salerno and coordinator of the National Commission on Special Libraries, Archives and Author Libraries (Italian Library Associations), she is on the editorial board of the academic journal *Bibliothecae.it*.

Benedetta Calonaci, Librarian at the University of Florence (Library of Social Sciences), in charge of the European Documentation Centre, and coordinator of the Working Group on Open Science and Research Assessment.

Tania Maio, Librarian at the Library System of the University of Salerno, where she works with online resources, she is a member of the AIB National Commission Special Libraries, Archives and Personal collections. She is member of Wikidata Group for Museums, Archives and Libraries and collaborates with Wikimedia projects for the sharing of open bibliographic data and free and collaborative content.

Leonarda Martino, Director of the “W. Bigiavi Library of Business & Economics,” Bologna University. Interested in the OA movement since the mid-90s, she participates in the OA support service of her University.

Marcello Ranieri, PhD candidate in Cultural and Environmental Heritage at the University of Bologna, his research focuses on “Analytical indexes and authority files for performative arts.” Currently an officer at the Service for Cultural Activities and Production of the Autonomous Province of Trento, he has worked for many years as a librarian. ■

## Information Literacy of Academic Integrity in the Age of AI

### Rende Li

University of Shanghai for Science and Technology, Shanghai, China  
[lirende@usst.edu.cn](mailto:lirende@usst.edu.cn)

The integration of AI-generated content (AIGC) detection into thesis review processes in 2025 marks not just a technological advancement, but a fundamental shift in how we conceptualize academic integrity and information literacy.

### The Changing Landscape of Academic Writing

During a recent conference, a graduate student confessed to generating his entire literature review in mere minutes using AI. This revelation, while technologically impressive, raises concerns about the future of scholarly thought development and the role of information literacy. We are witnessing a paradigm shift in academic writing that challenges traditional notions of research and information evaluation.

### Beyond Simple Detection: A Nuanced Approach

The current detection landscape reminds me of the early days of plagiarism checking tools – promising yet imperfect. Take Fudan University's recent guidelines (Fudan, 2024), for instance. They outline “six prohibitions” on using AI tools in core aspects such as research design, data analysis, and thesis writing, while establishing boundaries for acceptable AI usage. Academic misconduct leads to disciplinary actions, including degree revocation. This comprehensive yet nuanced approach highlights the complexity of promoting information literacy in the digital age. I have seen similar patterns in Western institutions; technology alone cannot solve what is essentially a human problem.

The disparity in implementation across institutions is concerning. While Chinese universities have generally implemented similar AIGC detection regulations with a 40% threshold, the variation in detection results across systems should prompt us to reconsider our approach to information literacy.

### The Human Element in Digital Detection

My experience in academic libraries has shown that technology is most effective when humans are in control, using AI to enhance information gathering and boost productivity. AI should support human decision-making, not replace it. For instance, when AI assists students in efficiently searching for and retrieving academic papers, it allows them to focus on analysis and comprehension, underscoring the need for thoughtful information literacy education.

If students rely on AI to draft a thesis in minutes, they risk losing critical thinking skills. The solution isn't stricter detection measures but reimagining how we teach research and writing to ensure students maintain their capacity for independent thought and information literacy.

### Towards a More Nuanced Future

A tiered approach to AI integration is needed. The AAC&U Institute's “ETHICAL Principles AI Framework” (California State University, 2025) emphasizes equitable AI integration in education, addressing concerns like bias, academic integrity, and responsible usage. This framework can be adapted to meet the needs of various disciplines. Recent research published in *Nature* (Jiao et al., 2025) highlights global academic guidelines for generative AI, focusing on balancing collaboration and access with ethical considerations.

Some universities require students to document their AI tool usage—a practice I strongly endorse. This transparency aligns with the principles of academic integrity and information literacy while acknowledging our technological age. As I tell my students, it is not about avoiding technology but using it wisely and ethically.

### Concluding Thoughts

Looking ahead, I see this moment as an opportunity rather than a crisis. The challenge of AIGC detection urges us to reconsider what we value in academic work. Is it the final product, or the intellectual journey and information literacy that produce it? We need to shift our focus from detection to education, from prohibition to guided integration.

Every technological disruption eventually finds its balance. The key lies in maintaining our commitment to intellectual growth and information literacy while adapting to new realities. As we move forward, let's ensure our response to AI in academia enhances rather than diminishes the true spirit of scholarly inquiry.

The path ahead may be uncertain, but I remain optimistic. Through thoughtful dialogue and careful consideration of technological and human factors, we can forge an approach to academic integrity and information literacy that serves the next generation of scholars well.

This commentary reflects personal observations and professional experience in academic library services and scholarly communications.

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### Author Biographies

Rende Li, PhD, Associate Research Librarian at the Library of University of Shanghai for Science and Technology, and Master's Supervisor in Management Science and Engineering. His work focuses on information services, subject-based services, and research support for academic competitions. ■

## China's New Guidelines For K-12 AI Education: Differentiated Education, Equalized Education

### Zhichun Peng

School of Information Management, Sun Yat-sen University, China

[pengzhch@mail2.sysu.edu.cn](mailto:pengzhch@mail2.sysu.edu.cn)

Recently in May 2025, the Steering Committee on Basic Education Teaching of the Ministry of Education of China released two important documents, “The Guideline for General Education on Artificial Intelligence in Primary and Secondary Schools” (hereinafter referred to as the guideline for general education) and “The Guideline for the Use of Generative Artificial Intelligence in Primary and Secondary Schools” (hereinafter referred to as the guideline for GAI).

The guideline for general education aims to build a scientific and complete system of general education on artificial intelligence, so as to cultivate students’ core literacy for an intelligent society, which advocates integrating AI education into teaching practice of primary and secondary schools by organically linking AI education with information technology, science, integrated practice, and other curricula.

Furthermore, the guideline for GAI identifies three types of scenarios for the use of generative AI in primary and secondary education, including promoting student growth, assisting teachers in teaching, and supporting education management.

Differentiated AI education by school age is emphasized in both guidelines. According to the guidelines, at the primary school level, AI education focuses on cultivating interest and establishing basic cognition, when students can use the open content generation function

appropriately with the help of teachers and parents, and teachers can carry out human-computer co-teaching. At the junior high school level, technical principles and basic applications ought to be taught to students, when teachers moderately explore the logical analysis of the generated content and guide students to cross-check the reasonableness of the generated content. At the senior high school level, AI education focuses on systematic thinking and innovative practice, when teachers carry out exploratory learning by combining the principles of the technology, and guide students to independently evaluate the social impact of generated content.

The guideline for GAI is beneficial to regional coordinated development and educational equity. Given the imbalance in educational resources between urban and rural areas, the use of generative artificial intelligence provides a feasible and effective implementation of GAI-based digital teachers for areas with teacher shortage. Students with special needs can also break through physical or cultural barriers and gain equal access to learning opportunities with GAI applications.

The guidelines above are concrete operational practices of a series of policies that China has been implementing in recent years since 2017, particularly the deployment of the Ministry of Education in 2024 to strengthen AI education in primary and secondary schools. Huai Jinpeng, Minister of Education, announced in March that the “ministerial channel” of the two sessions, China will officially release the White Paper on Artificial Intelligence in Education within this year. China is officially entering a new era of AI empowerment in education system.

	AI Understand	AI Techniques	AI Mindset	Ethics of AI
<b>Primary School Level</b>	Perceive the value of technology, understand basic AI technologies such as speech recognition and image classification, and build up a nascent technological awareness through interaction with smart devices.	Master the basic operation of simple artificial intelligence tools, complete the design of simple commands through visual programming tools, initial practice of data collection and annotation methods.	Enlighten logical thinking, train the foundations of computational thinking through task deconstruction, and develop a sense of basic questioning by comparing the differences between AI and human behaviour.	Establish a concept of security, experience AI cultural creation activities to perceive the double-sidedness of the technology, and build a basic understanding of privacy protection and digital identity.
<b>Middle School Level</b>	Master the basic machine learning process and supervised learning concepts, and recognise the relationship between data features and algorithm selection.	Completing tasks such as simple data collation and analysis through project-based learning, etc., and completing scenario-based application practice through intelligent body building and development.	Form the technical decision-making chain of 'demand analysis - technology adaptation - effect evaluation' and engineering thinking, and cultivate the critical consciousness of system analysis and dialectical thinking.	Understand the strategic significance of autonomous innovation in AI technology and identify the risk of disinformation in the application of generative AI technology.
<b>High School Level</b>	Understand the technical characteristics and social impact of generative AI, and the practical application and important impact of AI in national strategies such as smart cities and national defence and security.	Build simple AI algorithmic models and optimise performance, develop comprehensive AI solutions based on intelligent body tools for interdisciplinary integration.	Establish a stereoscopic thinking model of 'technical principle - system architecture - social impact', and cultivate interdisciplinary systems thinking in the practice of innovation projects.	To examine the sovereignty of AI technology from the perspective of national science and technology strategy, and to balance technological innovation and social risk in complex ethical situations.

Table 4.1: The content of differentiated AI education objectives by school age specified in “The Guideline for General Education on Artificial Intelligence in Primary and Secondary Schools”

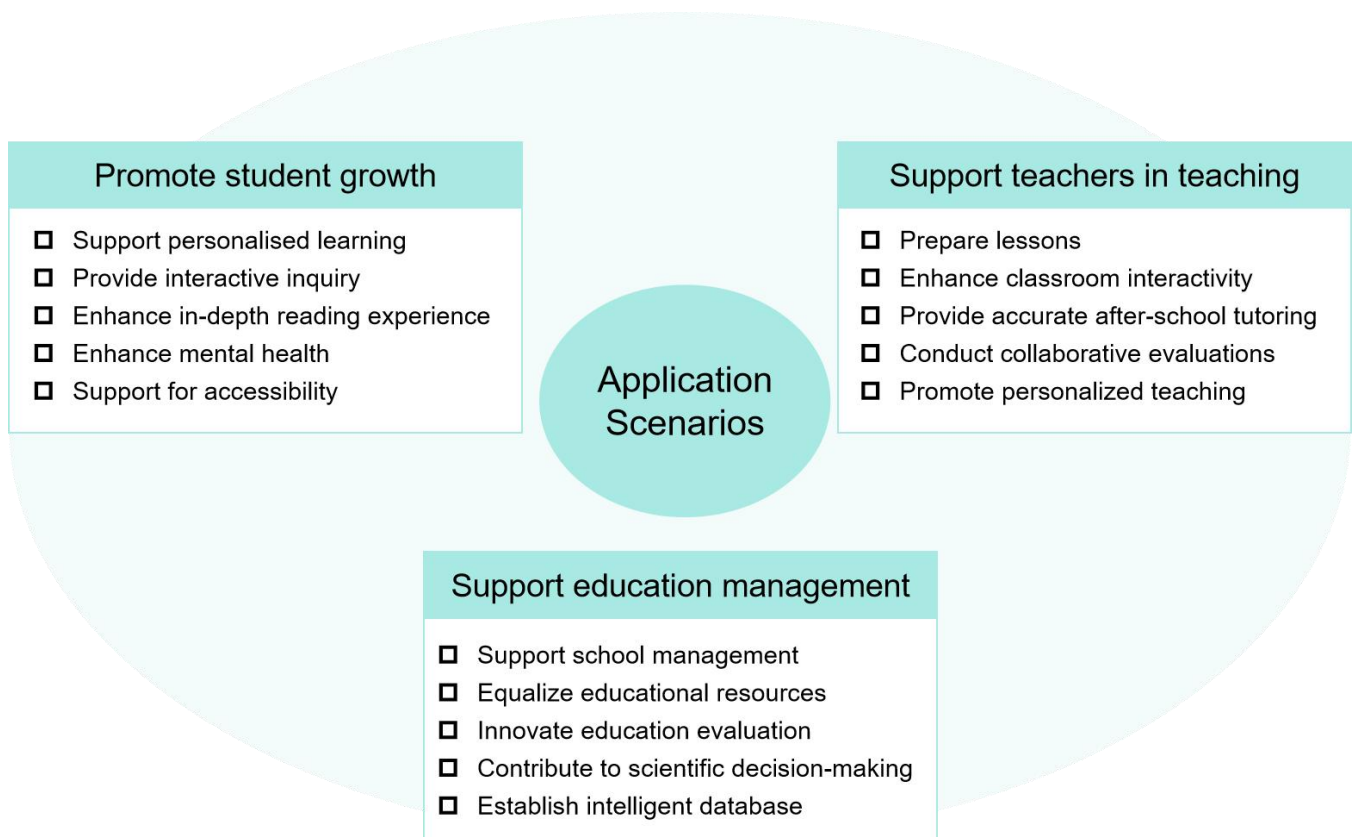


Figure 4.1: The content of generative artificial intelligence application scenarios specified in “The Guideline for the Use of Generative Artificial Intelligence in Primary and Secondary Schools”

The guidelines also resonate with the UNESCO's AI Competency Framework for Teachers and Students proposed last year, concerning the evolution of the teacher's function in the teaching-learning process of human-centered AI education and encouraging teachers to integrate AI into their teaching in a proper, collaborative way to support their professional development. The overall goals of students' AI competence proposed by UNESCO are also divided into specific tasks according to school age in the guidelines.

Not dwelling on the successful pilots in some cities, China is now making progress in more localized implementation and ongoing updates evolving with technological advances. The Beijing Education Commission released the

Work Programme for Promoting Artificial Intelligence Education in Primary and Secondary Schools earlier in March 2025. Guangdong Provincial Department of Education published the AI curriculum guideline and the AI competence frameworks for primary and secondary school students and teachers in April, taking the next big step to standardize K-12 AI education. As policies on K-12 AI education progressively take effect, China is forming a new social pattern of human-intelligence collaboration starting with children who have received AI education.

### **Author Biography**

Zhichun Peng is a master's degree candidate at Sun Yat-sen University, who works on AI education and AI literacy research. ■



# **Cultural and Creative Pathways to Information Literacy**

## VISIONARTE TOOLS, Data Portraits: A Creative Window into Participation

### Alessandra Abrill Abruzzese Aguirre

1. Media Culture & Policy Lab, Department of Communication Science, Faculty of Social Sciences, Katholieke Universiteit Leuven (KU Leuven), Leuven, Belgium
2. Faculty of of Graphic and Digital Design, Universidad Católica Boliviana “San Pablo” (UCB), Sede Santa Cruz, Bolivia.  
[ales.abru@kuleuven.be](mailto:ales.abru@kuleuven.be)

### Introduction

Launching collective workshops or initiating participatory research can present challenges. Not always but often, participants begin with a sense of hesitation marked by shyness, reluctance, or even uncertainty about their role within the group. Traditional icebreakers, while helpful in warming up the group, can be time-consuming and may not always generate insights that meaningfully support the session’s objectives. What is needed, instead, are entry points that both ease participants into the session and simultaneously contribute to the depth and direction of the collective work. These initial dynamics must be thoughtfully considered during the interaction design of the activity.

The Data Portrait tool is a dialogic mechanism within the VisionArte Methodology. It offers a gentle and non-threatening introduction to the participatory process. As a core element of VisionArte’s interaction design, it is often used to begin creative workshops by inviting participants to depict aspects of their identity. By offering a guide sheet with icons and simple steps, participants can easily create a self-portrait without overthinking or having to generate visuals from scratch, an often-intimidating task. This creative act of drawing empowers individuals, boosting self-confidence and quickly fostering a sense of

accomplishment as they see their portraits take shape, each with their own distinct aesthetic appeal. The tool not only generates rich data but also initiates group dialogue. As it creates an inclusive space where participants often discover unexpected connections as they compare their portraits, building mutual trust and strengthening team cohesion. Sharing encourages mutual appreciation and invites thoughtful listening to others’ perspectives.

This tool is part of the Act and Collect part of the process in the research’s Participatory Research Process Strategy (see Diagram 1).

### Data Portraits, a dialogical tool

The Data Portrait tool offers several key advantages that enhance both individual and collective engagement. Firstly, it serves as an effective icebreaker, easing participants into the workshop and reducing initial hesitations. Secondly, it fosters team building by encouraging mutual understanding and helping participants recognize mutual aspects. The process also promotes self-trust while cultivating trust in peers, creating a supportive environment for collaboration. Additionally, the tool provides a simple and accessible method for reflecting on personal identity, making it easy for participants to engage without the pressure of creating complex visuals. The portraits also function as qualitative and quantitative data collection tools, capturing both individual insights and collective themes. These visual artifacts can be interpreted later for research purposes and, from an affective perspective, become emotional objects that participants carry with them after the session ends. Furthermore, this tool sparks idea generation and provides space for incubation, inspiring subsequent activities. It engages participants as both individuals and as a collective, balancing self-expression with group cohesion. Lastly, the tool encourages

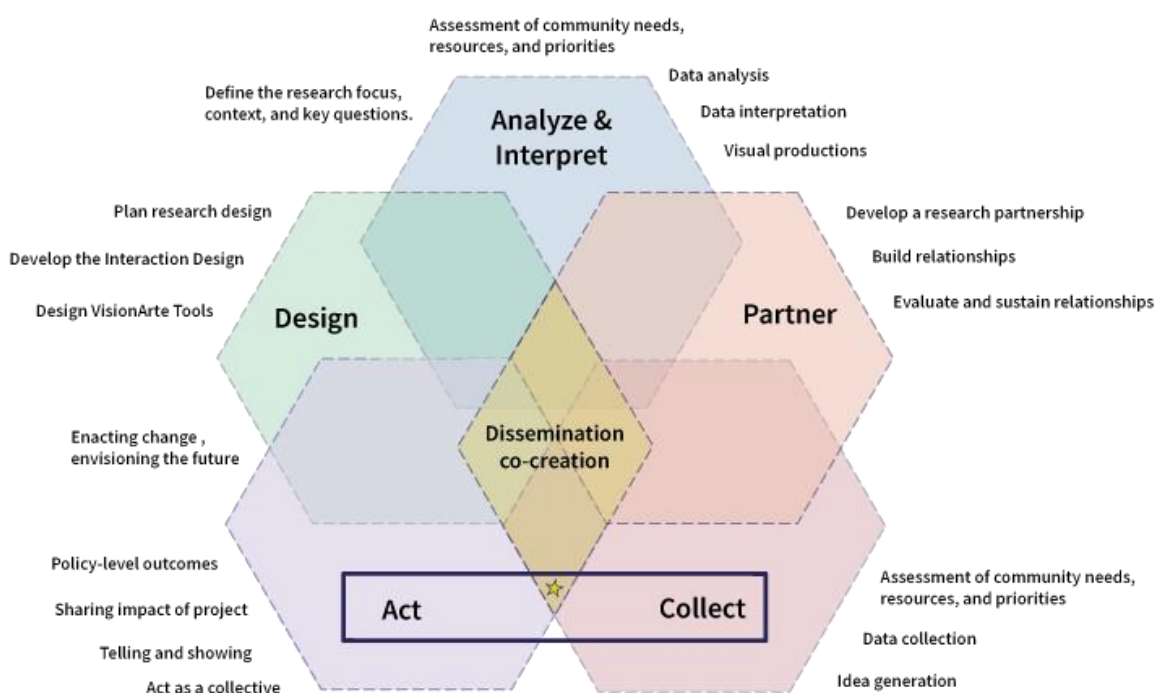
co-creation, remaining flexible and open to adaptation, allowing the process to evolve as needed. It is important to note that the content of the guide-sheet is developed by the researcher, adding what they see important as information.

### Protocol for Data Portraits

To facilitate a Data Portrait session, begin by providing basic materials such as pencils, markers, colored pencils, and paper. If possible, share printed copies of the Data Portrait Guide-sheet (Figure 1) or display it on screen. Introduce the activity gently, emphasizing that no artistic skill is required. The drawing is a tool for communication, not a final product. After distributing materials and showing a few examples, ideally including your own portrait,

give participants around 20 minutes to create their drawings. During this time, get to know the participants reading their portraits, and acknowledge their creative efforts to build trust.

Once complete, invite participants to share in pairs what their neighbor’s portrait might reveal. Use simple guiding questions such as “Where might this person come from?” or “How many siblings do they have?” to spark connection. To close the activity, consider co-creating a collective display inviting participants to propose a way to do so or to develop a new Data Portrait Guide that reflects the information that they may see fit.



Adaptation of the Participatory Research Process from Vaughn and Jacquez

Figure 5.1: Adaptation of the Participatory Research Process from Vaughn and Jacquez. Data Portrait is depicted with the star at the intersection and overlapping of both Act and Collect processes. Author’s own elaboration.

### Conclusion

The Data Portrait tool exemplifies how creative, low-barrier methods can meaningfully activate participation in collective workshops and participatory research. By combining visual self-expression, guided reflection, and group dialogue, it gently introduces participants into the process while integrating two main aspects of research, Action and Collection. More than an icebreaker, it becomes a catalyst for

trust-building, co-creation, and deeper engagement, laying the groundwork for collaborative inquiry and action. As part of the VisionArte Methodology, it reflects a broader commitment to designing inclusive, human-centered dialogical tools for participation that honor both the individual and the collective voice moving away from power imbalances.

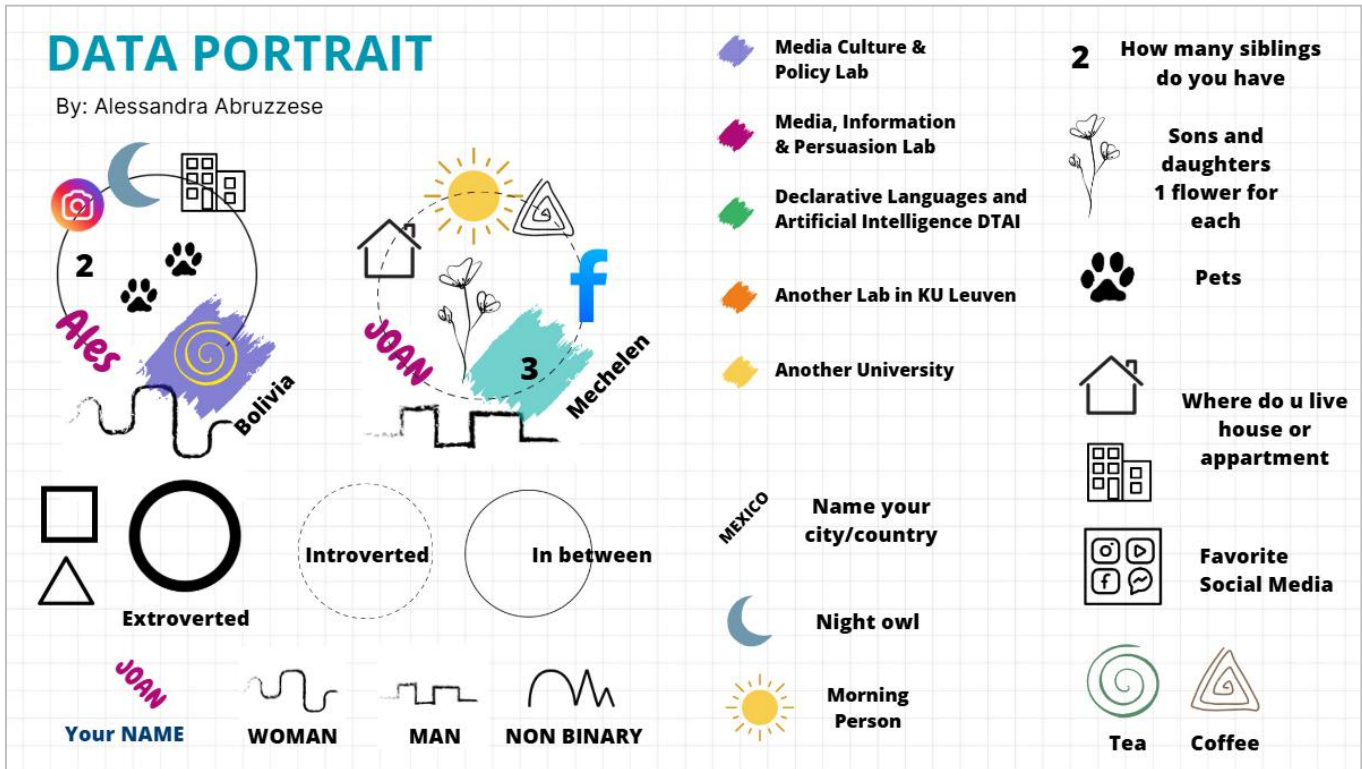


Figure 5.2: Example of the Data Portrait Guide-Sheet applied during the “Where Art and Science Converge” workshop for researchers, led by Alessandra Abruzzese and Priscila Van Even, within the Media, Culture & Policy Lab, at the Social Sciences Faculty at KU Leuven University, in Leuven, Belgium, in May 2025.



Image 5.1: Collage of some examples of different data portraits done over the past years with different groups, different ages and backgrounds. Participants from 17 years up to 38 years.



Image 5.2: A way of collectively displaying the group's portraits. Data Portraits of a creative workshop applying VisionArte's methodology in the Chiquitana peri-urban region of Bolivia with youth members of the Escuela Taller de la Chiquitania. Photograph taken by the author.

### Further Readings

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### Author Biography

Alessandra Abruzzese is a visual artist, university professor, based in Santa Cruz de la Sierra, Bolivia. With a Master's in Creation and Conception of creative expressions from the ESACM, France. She is currently a Ph.D. student at KU Leuven and a research professor at UCB, Santa Cruz. She is exploring dialogical tools in Community-Based Participatory Action Research (CBPAR) through art-based methods. ■

## REMEDIS Toolkit Launch: Advancing a Europe of Skills through Media Literacy and Digital Empowerment

### Chao Wang

1. Media Culture & Policy Lab, Department of Communication Science, Faculty of Social Sciences, Katholieke Universiteit Leuven (KU Leuven), Leuven, Belgium
2. School of Information Management, Sun Yat-sen University, China  
[wangch385@mail2.sysu.edu.cn](mailto:wangch385@mail2.sysu.edu.cn)

### Leen d'Haenens

Media Culture & Policy Lab, Department of Communication Science, Faculty of Social Sciences, Katholieke Universiteit Leuven (KU Leuven), Leuven, Belgium  
[leen.dhaenens@kuleuven.be](mailto:leen.dhaenens@kuleuven.be)

### Introduction

The REMEDIS project (Rethinking Media Literacy and Digital Skills in Europe), funded by the CHANSE ERA-NET programme, brings together a network of academic and non-academic partners across six countries to improve the design, implementation, and evaluation of media literacy and digital skills (ML&DS) interventions.

We are pleased to launch the REMEDIS Evaluation Toolkit, available in both English and Chinese, as a major step toward evidence-based, user-centered capacity building in Europe and beyond. This toolkit synthesizes insights from a multi-stage research process beginning with a systematic evidence review of 119 interventions, followed by the evaluation of 12 case studies across Europe using pre- and post-test designs. The result is a set of adaptable tools designed for educators, practitioners, policy actors, and community organizations, enabling them to assess and refine their ML&DS interventions in diverse social and cultural contexts.

*“With REMEDIS, we seek not only to better understand media literacy in practice but to contribute meaningfully to building a Europe of Skills where digital empowerment becomes a shared foundation for civic participation, social inclusion, and personal well-being across all life domains. Librarians, as trusted community anchors, are uniquely positioned to bridge digital divides by fostering inclusive access to information and guiding citizens in navigating the complexities of the digital world.” Leen d’Haenens, Principal Investigator, REMEDIS Project*

By providing user-friendly guides, customizable evaluation instruments, and targeted policy recommendations, the REMEDIS Toolkit supports the co-creation of context-sensitive interventions that align with stakeholders’ real needs whether they are parents learning to guide their children online, seniors navigating health portals, or teachers fostering critical thinking in the classroom.

This launch marks a key milestone in REMEDIS’ mission to harmonize stakeholder and project goals, thereby ensuring that media literacy interventions are not only measurable but also impactful and equitable.

### REMEDIS’s Participants

The REMEDIS project brings together a diverse consortium of academic institutions from six European countries, including KU Leuven in Belgium (coordinator), London School of Economics and Political Science in the UK, University of Tartu in Estonia, University of the Basque Country in Spain, University of Helsinki and University of Jyväskylä in Finland, and Jagiellonian University in Poland.

In addition, 14 non-academic partners are involved in the project, such as non-profit organizations, public interest institutions, tech companies, and language schools. These include policy makers and implementing institutions, providing scenarios and resources for the implementation and evaluation of interventions.



Figure 6.1: Seven partners of REMEDIS

The partners include: European Schoolnet, COFACE Families Europe, Mediawijs, Public Libraries 2030, Good Things Foundation, British National Literacy Trust, Star Cloud LLC, Education and Youth Board of Estonia, PantallasAmigas, Gaptain, Economy and Youth

TAT, Finnish Society on Media Education (FSME), International House Integra Bielsko, and Arteria. This extensive network ensures that the project’s policies, research, and practices draw upon data and experience from multiple perspectives.



Figure 6.2: Fourteen Non-academic Cooperation Partners

**Objectives and Implementation Methods**

The overarching goal of REMEDIS is to understand and evaluate the impact of ML&DS interventions, and to improve and optimize related strategies. This general aim can be broken down into four specific sub-goals:

1. Enhance theoretical understanding: Review existing research to deepen theoretical insights into the actual effects of ML&DS interventions.

2. Improve intervention strategies: Refine and strengthen existing ML&DS programs based on current and emerging evidence.
3. Develop evaluation methods: Use advanced methodologies to create and validate tools and indicators for assessing intervention effectiveness.
4. Produce policy and tool outputs: Provide evidence-based policy recommendations

and develop user-friendly toolkits for practitioners.

To achieve these objectives, REMEDIS is structured into three sequential stages:

**Stage 1:** Systematically review literature and existing practices to identify key elements of effective interventions and corresponding evaluation indicators.

**Stage 2:** Select representative ML&DS projects in participating countries, conduct scientific evaluations, and co-design improvements with practice partners.

**Stage 3:** Synthesize findings to formulate policy recommendations for enhancing intervention effectiveness and develop evaluation toolkits for international reference.

To ensure objective evaluation across countries, REMEDIS developed a unified research framework and evaluation plan. The project adopts a pre-test/post-test control design: participants complete a baseline survey before intervention (measuring ML&DS levels, expected benefits, etc.), followed by a post-test after the intervention to assess changes. Evaluation indicators include both objective skill tests and subjective behavioral metrics such as self-efficacy. Due to the varied content and goals of each intervention, customized measurement tools and questionnaires are designed for each project. These evaluations yield extensive first-hand data to analyze the specific impacts of interventions on different groups.

### **Intervention Project Cases**

To evaluate and refine existing interventions, REMEDIS selected twelve representative projects across six countries. Academic teams in each country conducted preliminary research to determine their target groups and intervention types and collaborated with domestic practice

partners to implement and assess the interventions over approximately one year. The target groups include children and adolescents, students, teachers and educators, the elderly, vulnerable populations (e.g., migrants, the unemployed), and the general public.

Details by country include:

1. **Belgium (coordinator):** The Belgian team collaborated with Mediawijs and European Schoolnet to select and refine scalable interventions, such as media literacy training programs for parents. They also guided methodology and information sharing throughout the project.
2. **United Kingdom:** The U.K. team focused on digital inclusion, working with three non-profits including Citizens Online and CodeYourFuture to assess the impact of their programs on improving digital skills and participation among disadvantaged groups.
3. **Finland:** The Finnish team focused on two ends of the demographic spectrum including vocational students and elderly individuals. In partnership with FSME, they ran media literacy workshops for vocational high school students, helping them assess online information credibility and identify misinformation. They also collaborated with senior service organizations to provide digital skills courses for older adults, aiming to enhance their use of digital health services and ensure information security.
4. **Poland:** In light of the country's significant digital divide, the Polish team targeted elderly individuals and their caregivers. They organized workshops to improve older adults' ability to identify fake news, and developed online courses for caregivers and trainers on how to teach digital skills to seniors. They also provided

training for pre-service and new teachers to enhance their capabilities in developing and using Open Educational Resources (OER).

5. Estonia: The Estonian team focused on primary and secondary school teachers, collaborating with edtech companies and government agencies to enhance digital teaching competencies. They evaluated digital skills training and the use of digital textbook platforms (e.g., Opiq), exploring how to better incorporate digital well-being and inclusivity into teacher training.
6. Spain: The Spanish team partnered with local non-profits to address youth media and information literacy and fake news detection. For instance, they collaborated with Verificat, a Catalonia-based fact-checking organization, incorporating its Desfake course into the research to assess its effectiveness in cultivating critical thinking and resisting misinformation among students.

## Resources

1. REMEDIS official website:  
<https://remedis-chanse.eu/>
2. REMEDIS Publications:  
<https://remedis-chanse.eu/publications/>;  
<https://zenodo.org/communities/remedis/records?q=&l=list&p=1&s=10&sort=newest>
3. REMEDIS Evaluation Toolkit:  
<https://remedis-chanse.eu/evaluation-toolkit/>; <https://zenodo.org/records/15096888>  
(English version);  
<https://zenodo.org/records/15222669>  
(Chinese version)

## Author Biography

Chao Wang is a joint PhD candidate at the School of Information Management, Sun Yat-sen University (China), and at the Faculty of Social Sciences, KU Leuven (Belgium). He currently serves as a Standing Committee Member and Information Coordinator of the

IFLA Information Literacy Section. He is also recognized as an Expert working on MIL by the UNESCO MIL Alliance, and is a member of the Digital Society Institute (DigiSoc) at KU Leuven. His research focuses on media and information literacy, digital literacy, AI literacy, information resource management, and digital and smart libraries.

Leen d'Haenens is Full Professor of Communication Science at KU Leuven, where she chairs the Media Culture & Policy Lab. Trained in languages, communication, and information studies (Ghent, Toronto), she holds a PhD in Political and Social Sciences from Ghent University. She studies topics such as media framing of migration and Europe, digital literacy among youth, and civic engagement among marginalized communities. She follows a cross-national, interdisciplinary approach and has led or contributed to major international projects, including ySKILLS and EU Kids Online. At KU Leuven's Digital Society Institute (DigiSoc), she leads the 'Democracy and Civic Engagement' pillar, promoting research at the intersection of media, technology, and society. ■

## Reconnecting With Your Culture (RWYC): A Global Approach to Promote Cultural Heritage Literacy

### T. K. Gireesh Kumar

1. Department of Civil Engineering and Architectural Restoration, University of Pavia, Pavia, Italy

2. Department of Library and Information Science, Banaras Hindu University, Varanasi, India

[gireesh@bhu.ac.in](mailto:gireesh@bhu.ac.in)

### Olimpia Niglio

Department of Civil Engineering and Architectural Restoration, University of Pavia, Pavia, Italy

[olimpia.niglio@unipv.it](mailto:olimpia.niglio@unipv.it)

Every society possesses unique culture, and its heritage serves as the base and source that shapes this culture and passes it on to future generations. Culture includes a broad spectrum of human experiences that can often be complex and challenging if understood in full. Cultural heritage, whether tangible or intangible, is a shared invaluable source of pride and is an asset of human species transcending cultural and geographical boundaries. Even though it stresses the cultural and social identity of a group, community or region; in truth, it embeds inherent value that needs to be preserved for future generations.

Education and training in cultural heritage are vital for individuals and communities to recognize their cultural, social, and economic significance. Such understanding motivates more meaningful efforts to protect and preserve the heritage and the universal ideals that they contain. Teaching children about the importance of the cultural traditions they inherited and encouraging them to explore both local and global heritage will enhance their knowledge,

awareness, and appreciation, helping them become responsible civilized citizens who contribute to a more inclusive society upholding human values and that will promote peace, love, and coexistence among communities, regions and nations.

Cultural education especially heritage education can give the children a clearer sense of their position in historical perspective. Gaining cultural literacy and reflecting on the past helps them recognize human connections across time and space, fostering a deeper commitment to preserving cultural heritage. Heritage conservation is a collective responsibility, nurturing cultural literacy in the younger generation. It empowers them to participate actively and respectfully in social and cultural activities. More than all this, it is crucial to educate youth not only about their own heritage but also about the diverse cultures and histories that surround them in the world, their interactions, that benefit all in the present and in the future.

Reconnecting With Your Culture (RWYC) was created in July 2020 as an international project which proposes an educational methodology and contribute to enhance Quality Education (4. objectives of the United Nations 2030 Agenda), cultural heritage sustainability, and the research for the development of the communities. This prestigious global pedagogical program was envisioned and designed by Professor Olimpia Niglio who is the founder and global president of the project (also ICOMOS Heritage Expert and Vice-President to the ICOMOS International Scientific Committee PRERICO) and promoted by the International Research Center EDA (Esempi di Architettura), Italia in collaboration with UNESCO Forum Chair University and Heritage (Spain). RWYC is having comprehensive activities across numerous

countries (around 51 countries) from 4 continents (Africa, America, Asia and Europe) including lots of activities, programs, and exhibitions to bring children and young people

closer to the cultural heritage by emphasizing the importance of conveying cultural knowledge and experience.

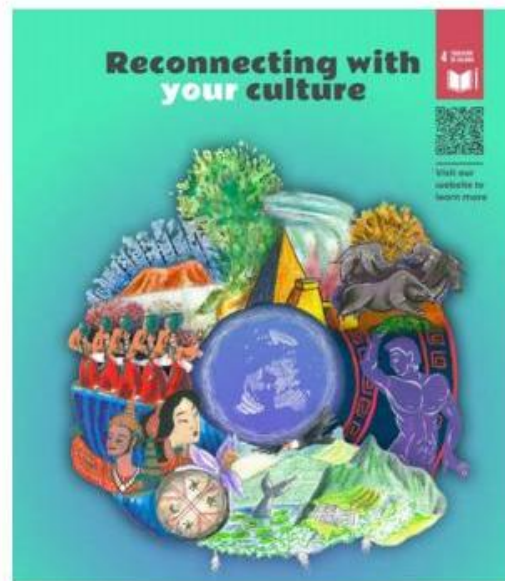


Figure 7.1: Logo of RWYC

RWYC provides opportunities for young people and future generations to understand the dynamic value of their cultural legacy and to learn more about the diverse culture and heritage of the world. It involves and engages children between 5 and 17 years old of elementary and secondary schools throughout the world to engage with the community's heritage and to learn more about culture and heritage in dialogue with local needs. The activities involve preparing students to identify the local culture treasures (treasures hunt-places, communities, etc.) with the support of their teachers and parents, documenting their experience with their local culture and heritage in a variety of ways (drawings, paintings, writings, speeches, performances, stories, music, arts and so on) and showcasing them using global platforms (through exhibitions, online meetings, cultural exchange programs, etc.) in association with cultural and heritage institutions, organizations, charters, and foundations.

RWYC organizes various international seminars and conferences, collaborative activities, international exchange exhibitions and programs to encourage the intergenerational dialogue and intercultural communication between different nations focusing various aspects such as cultural diplomacy, social inclusion, quality education and lifelong learning. Few programs which can be cited as examples are heritage walks, visit to religious heritage, sacred places, historical buildings, film screening (documentary movies based on local culture), storytelling, celebrating cultural heritage days and local festivities, processions, and hosting drawing and painting exhibitions. The activities of RWYC foster intercultural sensitivity and promotes respect and empathy for diverse cultures around the world, which are passed down through generations. These activities are intended to ensure that young people and future generations get the education and training in culture and heritage in general, and

exposure to specific cultures, heritages, and their values, value systems, aspirations, and ideals in particular, to become committed adults and responsible citizens. It is hoped that these activities will eventually lead to the creation of the requisite pedagogical foundation,

frameworks, curriculums, and principles in cultural and heritage education required to realize a more sustainable, peaceful, harmonious, and secure world.



Image 7.1: Children’s Participation in RWYC Program in Mexico



Image 7.2: Children with their heritage drawings in RWYC Program in Morocco



Image 7.3: RWYC Expo in Sapporo, Japan March 2025

RWYC is an official member of NEB (New European Bauhaus) and CHARTER member of the European Cultural Heritage Skills Alliance enable the experiences of the students around the world through exploring their heritages and culture in their own localities and communities to promote cross-cultural understanding.

Further, the technological advancements expedited the access to cultural heritage with new opportunities and making learning more engaging and interactive through its visual representations. Such digital transformation has significantly enhanced the value and visibility of cultural heritage and its literacy. RWYC is instrumental in such programs to impart heritage education that fosters critical thinking in children through its structured pedagogical methods.



Image 7.4: The authors with experts from Japan and Poland during a cultural exchange program, March 2025

More details about RWYC and its activities are available at:  
<http://esempiarchitettura.it/sito/edakids-reconnecting-with-your-culture/>

### Acknowledgements

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### Author Biographies

Gireesh Kumar presently working as Lead Researcher and Visiting Professor in the Department of Civil Engineering and Architecture, University of Pavia, Italy to carry out his research work on 'Reconnecting With Your Culture' under the Global Experience Faculty Program (GEFP) of Banaras Hindu University, Varanasi, India where he is working as Assistant Professor in the Department of Library and Information Science.

Olimpia Niglio is Professor of Architectural Restoration and Cultural Heritage, University of Pavia, Faculty of Engineering, Italy and the Founder and Director of RWYC. She also serves as the Director, EdA Esempi di Architettura, International Research Center, a scientific project born in 2004 with the aim of promoting knowledge and disseminating the results of research activities carried out in the academic field. ■



**Information Literacy  
for Youth  
Empowerment**

## UNIC Library: Cultivating Literacy from Early Childhood to University

### Eleni Singou

Member, IFLA IL Standing Committee  
University of Nicosia, Library & Information  
Centre, Nicosia, Cyprus  
[eleni.singou@unic.ac.cy](mailto:eleni.singou@unic.ac.cy)

### Introduction

The University of Nicosia (UNIC) Library and Information Centre is an essential resource for students, faculty, and the broader community. Its extensive collection of print, electronic, and digital resources and modern infrastructure makes it conducive to supporting the educational and research objectives of the University of Nicosia. In addition to reference and scholarly materials, it offers a diverse range of fiction and other sources of general interest, as well as a dedicated collection for children and adolescents, complete with a welcoming children's reading area designed to engage younger readers.

Further support and guidance are provided through training sessions and workshops, which are organized regularly and in collaboration with the faculty. These sessions accelerate university students' development of research and information literacy skills needed to achieve their academic and personal goals. Moreover, the UNIC Library is dedicated to promoting literacy and lifelong learning to the public and especially to the younger generations through various outreach initiatives.



Image 8.1: The University of Nicosia (UNIC) Library and Information Centre

### The Role of Academic Libraries Beyond Higher Education

The lack of well-established school libraries in Cyprus has highlighted the need to cultivate reading habits and information literacy skills from an early age. Recognizing this gap, the UNIC Library has organized reading-promotion activities specifically designed for children and adolescents. These initiatives aim not only to promote the love for books and reading but also to lay the foundation for essential information literacy competencies. By engaging the young generation through creative and age-appropriate programs, the UNIC Library aims to equip future university students with the skills needed to navigate, evaluate, and use information effectively in both academic and everyday contexts.



Image 8.2: The children's section of the University of Nicosia (UNIC) Library and Information Centre

Cyprus faces significant challenges with school libraries, as many primary and secondary schools lack sufficient infrastructure, resources, and trained staff. This deficiency directly impacts students' exposure to books, their reading development, and their ability to acquire basic research skills.

While academic libraries, such as UNIC, primarily focus on supporting higher education, they are well-equipped to engage with broader educational objectives. By actively welcoming children and adolescents, the library fosters early reading habits and introduces fundamental elements of information literacy that are crucial for everyone at all stages of education and life.

### **Library Initiatives for Children and Adolescents**

The UNIC Library has established partnerships with local schools, educators and various organizations to facilitate regular visits, workshops, book presentations, and a range of activities that promote literacy and lifelong learning among students, teachers, parents, and young learners. By engaging with diverse populations, the library offers tailored programs that effectively address local needs and interests.



Image 8.3: Students participating in an interactive reading program

To engage children and adolescents meaningfully, the UNIC Library has developed a series of interactive and age-appropriate reading

programmes. These include storytelling sessions, book presentations, workshops and other interactive activities for children of all ages. Authors, illustrators, actors and other professionals are invited to participate in these initiatives, where young readers can interact with them and explore various ways to understand and enjoy literature. Many of these programmes are co-organized with the University's School of Education, the Ministry of Education, and other organizations, ensuring they meet specific community needs. Additionally, some initiatives may be incorporated into the Book Month celebrations or various other programmes throughout the year.



Image 8.4: The children's section of the University of Nicosia (UNIC) Library and Information Centre

The UNIC Library offers a dedicated Children's Reading Room that serves as a collaborative space hosting activities focused on promoting reading. Additionally, the Children's Corner is another dedicated space within the library, featuring a diverse collection of fiction and non-fiction books in both Greek and English. This area encourages young people to select books and enjoy the reading experience. The UNIC Library is open to all community members, not just those affiliated with the University. Membership options for borrowing materials are available, enabling individuals to utilize library resources as needed.



Image 8.5: The University of Nicosia (UNIC) Library and Information Centre

Collaboration with teachers and schools in the area is a significant part of the UNIC Library's outreach activities. Primary and secondary school visits including library orientations, tailored workshops, and various other interactive activities aligned with each school's educational objectives are regularly organized. It is estimated that, in recent years, over 1,500 children have visited the library each year as part of their school programmes. These initiatives are designed to familiarize students with the library's resources and services while providing a broader understanding of the information landscape. Furthermore, in support of local schools and their libraries, the UNIC Library frequently donates both owned and newly acquired books as part of its social responsibility strategy.



Image 8.6: Students attending a tailored school visit program

All these activities are designed to stimulate curiosity, critical thinking, and active participation. Beyond promoting reading for pleasure, these programs incorporate essential information literacy components, teaching children among others how to locate books using a catalog, differentiate between fiction and nonfiction, and identify credible sources.

Surveys, questionnaires, and feedback forms collected to enhance the various activities provided by the UNIC Library indicate a growing participation in library activities organized for the broader community, as well as an increase in the borrowing of non-scholarly and fiction materials. Parents and teachers report improvements in children's and adolescents' reading motivation. For many, the library has become a familiar and welcoming space associated with learning and inquiry.

### **Conclusion**

Academic libraries in Cyprus, such as UNIC Library, play a vital role in shaping the next generation of learners, particularly given the challenges faced by school libraries. By designing engaging and age-appropriate reading promotion activities and library workshops, the UNIC Library supports not only

literacy but also foundational information literacy skills. Such initiatives aim to provide children and adolescents with the tools they need to become thoughtful readers, critical thinkers, and capable researchers.



Image 8.7: Display of children's books

Further information is available on the UNIC Library website and through its social media accounts on Instagram and Facebook.

### **Author Biography**

Eleni Singou is the Senior Collection Management & Development Librarian at the University of Nicosia Library and a member of the IFLA Information Literacy Section Standing Committee. She is responsible for collection development and library systems, with a specialization in information literacy. With a background in Library Science and Educational Psychology, she designs and delivers courses and instructional materials. ■

## The Literacy Initiative for Empowerment (L.I.F.E.) at Chaguanas South Secondary School Library Media Centre (SLMC)

### Davi Ramkallawan

The National Library and Information System Authority, Port of Spain, Trinidad and Tobago  
[Davi.Ramkallawan@nalis.gov.tt](mailto:Davi.Ramkallawan@nalis.gov.tt)

School violence has become an alarming fixture at many of our nation's schools in Trinidad. In support of School Administration's objective to curb the growing number of incidents, the Library Department implemented the Literacy Initiative for Empowerment (L.I.F.E.) within the school population (students, parents/guardians, teaching and non-teaching staff and their families) to integrate traditional library services and resources with technology to become 'change adopters.'

The SLMC's goals included:

- Creating a 21st century digital learning environment
- Enhancing students' literacy and digital literacy skills development
- Improvement of students' generic skills including creativity and communication skills
- Accelerating students' understanding and holistic development

Creativity and Collaboration are Key! The Core Values of the School (Equality, Teamwork, Encouragement, Nurturing, Integrity, Fairness, Harmony and Respect) guided this initiative. Working together with the School Administration and the school community, especially the 706 students from Forms 1 to 5 and 81 staff members over a period of one academic year, ensured our service delivery meshed with the expectations and needs of our users.

Teaching and learning at our school are built on the partnership with all stakeholders, especially

parents, through our active Parents and Teachers Association and the community via our School Board, including effective discipline structures and processes and strong instructional leadership in a nurturing and caring environment. These are key success factors to guarantee the holistic development of our students.



Image 9.1: Storytelling in the Student Reading Nook



Image 9.2: Word Empowerment Tree teaching the Power of Words

Our Administration, staff, students, past pupils and by extension their families have benefitted from this life-changing initiative focused on

gamification (game-based learning) and interactive activities (Storybites, Story Walks, Kids Read with Friends Campaign, The Power of ONE Campaign, Word Building Challenges and virtual literacy sessions) to introduce and reinforce specific language elements via our literacy and life skills sessions.

Gamification bolstered English language learning within in-person classes and online sessions with children and adults. Games like puzzles, video games, role-playing, board games, learning with movement/mindfulness were completed with all involved.



Image 9.3: Game-based learning with NIHERST Science Bus Visit

Despite the challenges faced with usability of online tools, availability of electronic devices, in-house networking capabilities, personal connectivity available to school members, space constraints, hours of operations, literacy levels of family members, school and family support, limited subscriptions to build resource databases where the use of the National Library and Information System Authority (NALIS) One Search and Flipster supported in these circumstances, L.I.F.E.'s impact was significant when compared with the last academic period.

- User Traffic: 46,502 physical visits and 19,089 virtual visits

- 1067 students attended LILC sessions with family members (younger sibling and/or parent)
- 479 students and family members received Career Guidance Support (Resume/CV Writing and Interview Skills)
- Offerings of Sign Language and Basic Conversational Spanish Tutorials were welcomed
- 173 contributions to the NALIS' Educational Libraries Services Division (ELSD) Facebook Page (with 59 national community features)
- QR Code access to our website and social media portals (Scan, Share, Enjoy)
- Creative learning content via the School's and Library's official Website and Social Media Pages
- Homework and Research Assistance supported by our growing Digital Library collection of over 2800 electronic resources
- Some examples include: Weekday WINspiration, AIM—Achievement in Motion, Mentorship Mondays, Turn the Page Tuesdays, Wellbeing Wednesdays, Techno Thursdays and Family Time Fridays. These events supported users' information, educational, recreational and social needs.



Image 9.4: Certificates for Participation in Activities

L.I.F.E. has highlighted our library's objective in "creating an exciting, flexible, student-centered and energizing environment for a wide range of learning activities." Our services provide avenues for cognitive stimulation, connection, learning, socialization, and a creative outlet to reduce stress and anxiety post COVID-19. We believe that NO child should be left behind and by assisting one child or one family, we have created a ripple effect of difference makers. Education leads to Understanding leads to Compassion leads to Empowerment.

through various roles from Library Assistant to her current position as Librarian III at the National Library and Information System Authority (NALIS), where she oversees the District/Secondary Schools in the North Region and serves as Head of the Primary Schools Library Services Unit within the Public Libraries Division. ■

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## Author Biography

Davi Ramkallawan, Librarian III, brings over 20 years of dynamic experience in the information profession, with a focus on developing and implementing innovative research, educational, and information services. Since 2004, she has advanced

## Digital Learning @Ghana's Public Libraries Project: Tackling Information Literacy Gaps among High School Students

### Ugne Lipeikaite

EIFL (Electronic Information for Libraries),  
Santiago, Chile  
[ugne@eifl.net](mailto:ugne@eifl.net)

According to the Global Digital Insights report (2023), internet penetration in Ghana is at over 68%, which is relatively high compared to other African countries. In addition, three-quarters of Ghanaian youth aged 15–25 own a smartphone (MIL INDEX, 2020). This widespread access to the internet and mobile devices presents a significant opportunity to support the education and development of the country's young people. However, studies show that the majority of young people use the internet primarily for social networking and messaging. The MIL INDEX 2020 report also highlighted that many are unaware of the dangers posed by disinformation, cyberbullying, and hate speech. This information literacy gap prevents young people from using digital tools and the internet effectively, whether for educational advancement, improved employability, or responsible online engagement.

To address the need, a new initiative was launched in 2024 by EIFL (Electronic Information for Libraries) in partnership with the Ghana Library Authority (GhLA). The initiative aims to equip students between the ages of 12 and 18 with essential digital and information literacy skills. Funded by the Internet Society Foundation's SCILLS (Strengthening Communities, Improving Lives and Livelihoods) programme, the project focuses on public libraries as community-based learning centres.

To engage students and bridge the gap, the initiative adopted two strategies for libraries:

1. Outreach visits to schools where public librarians work with ICT teachers to engage students in fun and interactive sessions (lessons) on digital and information literacy topics such as online safety, mobile literacy, digital reading, graphic design, coding, and information searching skills.
2. In-depth digital learning workshops in libraries offering more advanced training, spread over 4–6 sessions over several weeks.

Fifteen public libraries across Ghana are participating in the project. ICT infrastructure, such as internet-connected computers, scanners, printers, projectors, and library vans for outreach activities, was a key requirement for joining the initiative.

To build the capacity of local librarians, the project brought in digital and information literacy experts from South Africa, Kenya, and Uganda. In addition, local NGOs, which specialise in coding, graphic design, and web development, were involved in training (e.g., Soronko Academy). A total of 30 librarians and ICT coordinators completed an intensive training of trainers (ToT) programme consisting of four 5-day face-to-face workshops.

The ToT for library staff covered topics such as:

- Principles of effective teaching and facilitation, including learning styles, audience engagement, and workshop management.
- Using mobile phones for learning (digital reading, coding, and research).
- Identifying and applying relevant open educational resources (OERs) in training.

- Understanding online privacy, safety, and digital citizenship.

Since completing the ToT programme, librarians and ICT coordinators have conducted 174 outreach visits to schools, reaching nearly 10,000 students in 12 months. In addition, almost 1,200 students have completed digital learning workshops in public libraries.

Library reports show that the five most popular topics among students were basic computer skills, using and searching the internet, information literacy, online safety, privacy, and security, and using mobile phones for learning. The OERs most frequently used by libraries in training included DigitalLearn.org, GCFGlobal, Wisc-Online, EIFL’s Survival in a Digital Jungle, eSafety Commissioner, Google Read Along app and African Storybook, Khan Academy, and BBC Bitesize.

The project has led to a significant increase in students’ digital literacy skills. Participants reported feeling more confident and motivated to learn, particularly in rural and underserved communities with fewer resources and opportunities. After the training, 95% of students reported feeling comfortable and confident using the internet. More specifically, students gained valuable skills in using Microsoft Office, internet search tools, and graphic design and website development applications. These new skills not only enhanced critical thinking, problem solving and collaboration skills, but also opened up new avenues for entrepreneurship and career opportunities.

The interactive and engaging learning methods, including icebreakers, energizers, and game-based activities, proved highly effective. As a result, many students became more enthusiastic about learning, and 38% reported an improvement in their academic performance,

not only in ICT but also in other school subjects. Teachers also noticed this positive change. Many students who had previously struggled at school were now doing better.

This project is still ongoing, but the interim results clearly support the idea that public libraries, with the right training support and resources, have an important role to play alongside schools in preparing young people for the digital future and helping them to navigate the online world in a safe, responsible and creative way.



Image 10.1: Students collaborating in public libraries in Ghana



Image 10.2: Students working on computers in public libraries in Ghana



Image 10.3: Students collaborating in public libraries in Ghana



Image 10.6: A teacher directing students in Ghana



Image 10.4: Students collaborating in public libraries in Ghana



Image 10.7: Students who completed the program in Ghana

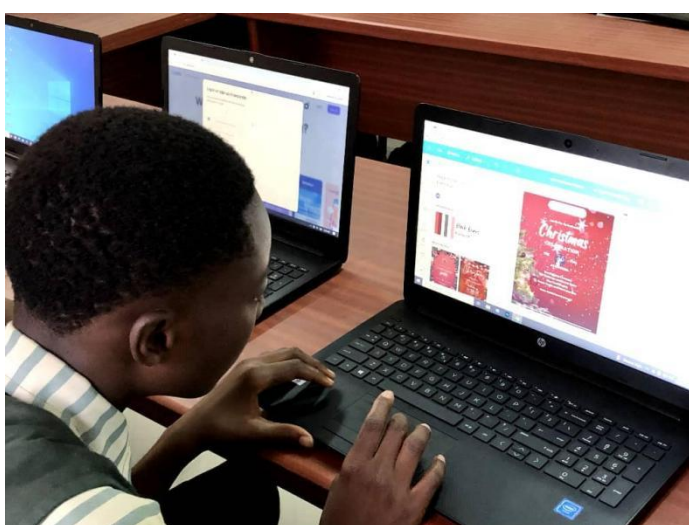


Image 10.5: A student using the internet in Ghana

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### **Author Biography**

Ugne Lipeikaite, EIFL-PLIP Impact and Africa Training Content Manager, oversees impact planning and evaluation for the EIFL Public Library Innovation Programme (EIFL-PLIP). She also facilitates the design, adaptation, and delivery of EIFL's training programmes for African public librarians, developing librarians' capacity to introduce innovative services that meet community needs, and improving their ICT and training skills. ■

## KDU Library Network to Host Training of Trainers (ToT) Workshop for Reading Promotion at National Library, Sri Lanka

### M.P. Rajapaksha

General Sir John Kotelawala Defence University Library (KDUL)

[asstlibrarian@kdu.ac.lk](mailto:asstlibrarian@kdu.ac.lk)

At the invitation of the National Library of Sri Lanka, the General Sir John Kotelawala Defence University (KDU) Library has conducted Training of Trainers (ToT) Workshop for Reading Promotion for the senior staff of the National Library of Sri Lanka. The event took place on September 19, 2024, from 9:00 a.m. to 1:00 p.m. at the National Library premises. Specifically tailored for National Library staff, this intensive half-day program equipped participants with innovative approaches to foster reading habits across various demographics. By emphasizing hands-on learning and real-world implementation, the workshop delivered valuable skills and knowledge to enhance professional capabilities in reading promotion initiatives. The interactive format ensured attendees gained practical tools they could immediately apply in their work environments.

### Workshop Significance and Objectives

In an era where digital distractions were increasingly competing for attention, fostering strong reading habits had never been more critical. Objectives of the workshop are: to address this challenge by equipping trainers with innovative techniques to engage readers of all ages, to design effective reading programs for diverse communities such as school level students, adults, lay people, working communities, and some level of people with difficulties in long term concentration, to propagate skills in tailoring reading skill promotion programmes for their audiences

using Instructional System Design (ISD) techniques.

### Detailed Program Breakdown

#### Session 1: Foundations of Reading Promotion

The event kicked off with an introductory session led by Dr. Wathmanel Seneviratne, the Librarian of KDU who outlined the instructional design principles essential for effective reading programs and touched on the famous ISD models suitable for IL teaching. This was followed by an ice-breaking activity facilitated by Ms. Manjula Rajapaksha, Senior Assistant Librarian, designed to foster collaboration and creativity among participants. The session also covered session planning and material selection, ensuring attendees left with a clear roadmap for implementing reading initiatives.

#### Session 2: Mastering Reading Techniques

This segment, led by Ms. Manjula Rajapaksha and Ms. Hiruni Kanchana, Deputy Librarian, delved into a variety of reading methods, including:

- Speed Reading: Techniques to improve reading efficiency without compromising comprehension.
- Skimming and browsing: Strategies for quickly identifying key information in texts.
- Diagonal and Linear Reading: Approaches tailored to different reading purposes.
- Block Reading: Methods for processing large volumes of text quickly and effectively.

Participants engaged in hands-on activities, such as timed reading exercises and group discussions, to practice these techniques in a supportive environment.

#### Session 3: Advanced Strategies for Deep Learning

The workshop concluded with an in-depth exploration of the SQ3R Method, a proven framework for enhancing comprehension and retention. Dr. Wathmanel guided participants through each step of the process, emphasizing practical applications in educational settings. Additionally, the session included interactive exercises on effective notetaking methods including mind mapping tools that help learners organize and synthesize information effectively. In all three sessions, different feedback methods were taught to the trainees to be utilized appropriately according to the audience they train such as questionnaire method, ad hoc role play method, random questioning etc.

### **Outcomes Achieved and Conclusion**

The trainers introduced famous ISD models, however emphasized the ADDIE model and Backward Design model where the trainees may have used them on intended diverse communities.

The outcome expected from the workshop is to propagate literacy training skills among national library trainers and drive them to select suitable ISD models according to the nature of the communities in the periphery. The group trained is expected to become catalysts in reading Skill promotion around the country.

The ToT Workshop for Reading Promotion proved to be more than just a training session, it became a valuable investment in the future of literacy of the nation. By equipping participants with advanced reading strategies and practical tools, the workshop empowered them to make lasting impacts in their professional and community circles. Attendees accomplished this important opportunity to elevate their skills and contribute to the global movement for reading promotion. Director General of the National Library, Mr. W. Sunil, appreciated the KDU team for volunteering to train the National Library

team and mentioned that it is a remarkable event that happened at the national level during the reading month September 2024.



Image 11.1: Photo from Workshop for Reading Promotion, September 19, 2024



Image 11.2: Workshop for Reading Promotion, September 19, 2024



Image 11.3: Workshop for Reading Promotion, September 19, 2024



Image 11.4: Workshop for Reading Promotion, September 19, 2024

### **Author Biography**

M.P. Rajapaksha serves as a Senior Assistant Librarian (Grade I) at the Faculty of Medicine, General Sir John Kotelawala Defence University, Sri Lanka. She holds both a Bachelor's and a Master's degree in Library and Information Science from the University of Kelaniya, Sri Lanka. In addition, she possesses qualifications in higher education teaching and Buddhist studies. As a Chartered Librarian, her research interests encompass information needs and information-seeking behavior, medical librarianship, digital literacy, bibliometrics and scientometrics, and user studies. ■

## A Journey into a Long Time Ago: Inquiry-Based Learning in the School Library

### Ana Sudarević

Elementary school Dubovac, Karlovac, Croatia  
[ana.sudarevic1@skole.hr](mailto:ana.sudarevic1@skole.hr)

In today's information society, it is essential to introduce information literacy education at the earliest possible stage, preferably already in primary school. Such education should be student-centered, aiming to foster critical thinking, a lifelong curiosity for learning, and the development of both information and social skills necessary for active participation in contemporary society (Zubac and Tufekčić, 2014). The most effective approach to cultivating information literacy among primary school students lies in the collaboration between librarians and teachers. As information specialists, librarians play a key role in supporting teachers by co-developing engaging and innovative learning activities, thereby contributing significantly to the overall quality of education (Harring, 2008).

Lessons, workshops, and similar activities organized in the school library offer valuable opportunities to implement contemporary teaching and learning methodologies that place students at the center of the educational process. This learner-centered approach fosters student autonomy, encourages inquiry and creativity, and supports the development of critical and self-critical reflection on individual achievements, all of which are key components of information literacy.

### Workshop Structure and Objectives

Aligned with these principles, the workshop "A Journey into a Long Time Ago" was designed for 4th and 5th grade primary school students. The activity was inspired by one of the most prominent works of Croatian literature,

"Croatian Tales of Long Ago." by Ivana Brlić-Mažuranić and by the author's biography. <https://publicdomainreview.org/collection/croatian-tales-of-long-ago-1922/>

The primary goal of the workshop was to encourage students to independently search for and analyze available sources of information, thereby promoting an alternative, more active approach to learning. Instead of relying on traditional, teacher-centered knowledge transmission, students engaged with a curated exhibition set up in the school library. Designed by the school librarian, the exhibition took into account the students' age and comprehension levels. Information was presented through text and visuals on display boards, while additional materials such as geography atlas, term and image cards, the timeline and author's family tree, were available on tables.



Image 12.1: Students exploring materials during the workshop

Using these resources, students explored information about the book and its author, drew conclusions, and completed tasks on individual worksheets given at the beginning of the workshop. Working in small groups, they followed instructions outlined on the "school library map," which guided them through five stations. While collaboration was encouraged, each student completed their worksheet independently. This approach supported the development of teamwork, interpersonal

communication, and tolerance both within and among groups.

After completing the research activities, a quiz (prepared in Kathoot) was conducted to assess students' understanding. The quiz helped students verify their answers, identify and correct errors, and apply their newly acquired knowledge in a meaningful context. Written responses demonstrated interdisciplinary connections across subject areas, including Croatian language and literature (grammar and spelling), history (important dates and persons), and geography (important places, flags).



Image 12.2: Flag-themed station encouraging both geographic and language associations

### **Evaluation of the Activity**

An oral evaluation was conducted at the end of the workshop, during which students shared their reflections. Feedback was very positive, with students stating that they had not previously experienced this type of learning and found it engaging and stimulating. Both the librarian and teachers noted that students adapted well to the dynamic learning environment, which required increased independence. Requests for assistance were minimal and typically related to unclear reading of instructions. The most challenging aspect for students involved reading a longer text (approximately two pages, Verdana font, size 30)

and extracting relevant information. This highlighted underdeveloped skimming and scanning skills, as well as difficulty maintaining focus when processing longer texts. At the same time, students were more efficient and motivated when working with shorter, visually enriched materials, emphasizing the importance of providing a variety of informational formats.

Teachers also offered oral feedback, praising the methodological approach and recommending more frequent implementation of similar activities. This further emphasized the importance of continued collaboration with the school library and its deeper integration into the teaching process, one of the key objectives of the workshop, which was successfully achieved.

### **Conclusion**

The workshop, “A Journey into a Long Time Ago,” enabled students to engage in independent information exploration, content analysis, synthesis, and self-evaluation of their work. Through these processes, students immediately applied their knowledge in practice, thereby enhancing both understanding and engagement. In addition to supporting information literacy and the development of key competencies for lifelong learning, the workshop also strengthened the role of the school library as an active educational partner. It presented a model for effective collaboration between teachers and librarians in the design and implementation of modern, student-centered teaching practices. In doing so, the library's essential role in education was reaffirmed – it becomes an indispensable resource for the realization of modern educational systems.

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## Author Biography

Ana Sudarević works as a school librarian at the Dubovac Elementary School in Karlovac with a vocation of a consultant staff associate. Since 2006 she has been a head of the County Expert Council of Librarians from elementary and secondary schools of the Karlovac County. The special area of her interest is educational work with emphasis on modern technologies. Upon this particular topic she has had many presentations at expert meetings and conferences in Croatia and abroad, has conducted numerous workshops and published articles in respectable journals and proceedings. At the Center for Continuous Professional Training of Librarians she is a co-leader of the New Technologies in the Education of Children and Teens course. ■

## Editorial Team

### **Ning Zou**

Monroe C. Gutman Library,  
Harvard Graduate School of Education,  
U.S.A.  
ning\_zou@gse.harvard.edu

### **Merinda Kaye Hensley**

University of Illinois Urbana Champaign,  
U.S.A.  
mhensle1@illinois.edu

### **Chao Wang**

Sun Yat-sen University,  
China  
wangch385@mail2.sysu.edu.cn

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