



**IFLA Section  
Information Literacy**

# **IFLA Information Literacy Section Newsletter**

**Summer Issue • June 2026**



IFLA Section  
Information Literacy

# Newsletter

Summer Issue • June 2026

## 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

### Welcome to our Summer Newsletter!

We are delighted to present this new issue, which brings together twelve inspiring contributions from library and information professionals across the globe. Each article offers a unique window into how information literacy is being understood, practiced, and advanced in diverse institutional, cultural, and community contexts.

This edition is organised into three thematic parts, reflecting the breadth and depth of current work in our field:

**Part One – Information Literacy Initiatives** showcases creative programmes from Indonesia, Pakistan, Canada, South Africa, and beyond. From visual abstracts that make research more accessible, to AI integration in university libraries, student-led book reviews, and digital literacy training for young learners, these contributions demonstrate the evolving and hands-on nature of

information literacy education today.

**Part Two – People and Community** shifts focus to the human dimension of our work. Here, we read about digital community enrichment in Trinidad, professional networking and conference experiences in India, an online media literacy resource developed by the State Library of Queensland, and China's new national regulation to promote public reading. These stories remind us that information literacy is deeply embedded in social, political, and civic life.

**Part Three – New Information Literacy Perspectives** offers reflective and scholarly contributions. Topics include software copyright compliance training as a dimension of IL, the launch of the landmark Information Literacy Handbook: Charting the Discipline, and a thoughtful exploration of seven different perspectives on information literacy itself. These pieces invite us to think critically about what IL is, how it has evolved, and where it is heading.

Taken together, these twelve articles reveal a field that is dynamic, collaborative, and deeply committed to equity, access, and lifelong learning. Whether through visual design, AI literacy, youth mentorship, or national policy, the contributors to this newsletter are actively shaping the future of information literacy.

We extend our warmest thanks to all authors for sharing their experiences and insights. We also invite you, our readers, to consider contributing to future issues. Your voices and stories are what make this newsletter a vibrant and valuable resource for the global IL community.

Finally, we look forward to seeing many of you at the upcoming IFLA WLIC 2026. Until then, happy reading, and please do not hesitate to reach out with your news, projects, and ideas. ■

## Inside this Issue

---

### Part One – Information Literacy Initiatives

- *Enhancing Research Accessibility through Visual Abstracts: The Experience of UMY Library, Indonesia* (Arda Putri Winata) ..... 2
- *AI Integration in Information Literacy Services: An Alexander von Humboldt (AvH) Experienced Research Fellowship Initiative* (Munazza Jabeen) ..... 5
- *Hit the Books: Student Book Reviews Teach Information Literacy Knowledge and Skills* (Martha Attridge Bufton) ..... 7
- *Visual Information Literacy: Designing Relevant Resources for Learners - Part 2 (in a series of 3)* (Michelle Coates) ..... 10
- *Digital Information Literacy & Library Skills Program (DILLS) Launched at Dr Muhammad Hamidullah Library, Islamic Research Institute, International Islamic University Islamabad, Pakistan* (Muhammad Sajid Mirza) ..... 13

### Part Two – People and Community

- *Digital Initiative for Community Enrichment in Bank Village, Trinidad Alongside Two Local and Regional Recognitions for the Literacy Initiative for Empowerment* (Davi Ramkallawan) ..... 15
- *Fostering Information Literacy and AI in Library Services: Insights from the 22nd MANLIBNET Conference, India* (Kabita Behera & Payel Saha) ..... 19
- *Fact or Fiction? Supporting Young People to Navigate Today's Complex Information World* (Kylie Poulton & Natasha Ratajczek) ..... 22
- *China's regulation to Promote Public Reading: A New Milestone for Information Literacy and Public Libraries* (Junyu Bu) ..... 24

### Part Three – New Information Literacy Perspectives

- *Advancing Information Literacy through Software Copyright Compliance Training at USST* (Rende Li) ..... 27
- *New publication! The Information Literacy Handbook: Charting the discipline* (Karen F. Kaufmann & Clarence Maybee) ..... 29
- *Seven Perspectives on Information Literacy* (Sheila Webber) ..... 31

# **PART ONE**

## **INFORMATION LITERACY INITIATIVES**

# Enhancing Research Accessibility through Visual Abstracts: The Experience of UMY Library, Indonesia

Arda Putri Winata

Librarian

Universitas Muhammadiyah Yogyakarta Library, Yogyakarta, Indonesia

[arda@umy.ac.id](mailto:arda@umy.ac.id)

## Introduction

Academic libraries today are increasingly challenged not only to provide access to scholarly information, but also to improve the accessibility of research understanding itself. Although research publications continue to grow rapidly, many scholarly articles remain difficult for broader audiences to understand due to technical language, complex structures, and highly academic presentation styles.

To respond to this challenge, the [Universitas Muhammadiyah Yogyakarta Library \(UMY Library\)](#) initiated a visual abstract program aimed at making research outputs more accessible, engaging, and understandable for wider audiences. The initiative was inspired in part by practices introduced by the [Singapore Management University Libraries](#),

which demonstrated how visual communication can support scholarly dissemination and research visibility.

Visual abstracts are concise graphical summaries that present the essential points of scholarly articles using simplified text, icons, diagrams, and visual storytelling approaches. Rather than replacing the original article, visual abstracts function as complementary communication tools that help readers quickly grasp the main ideas of research findings.

## Collaborative Work Among Librarians

At UMY Library, the visual abstract initiative is implemented collaboratively among librarians. Each librarian is assigned to work with different academic departments or study programs and is responsible for producing at least one visual abstract based on selected scholarly articles written by lecturers or researchers.

The librarians coordinate directly with researchers to identify articles that are suitable for visual abstract development, especially studies with practical relevance, social impact, or broader public interest. This collaborative approach strengthens communication between librarians and faculty members while positioning librarians as active partners in scholarly communication activities.

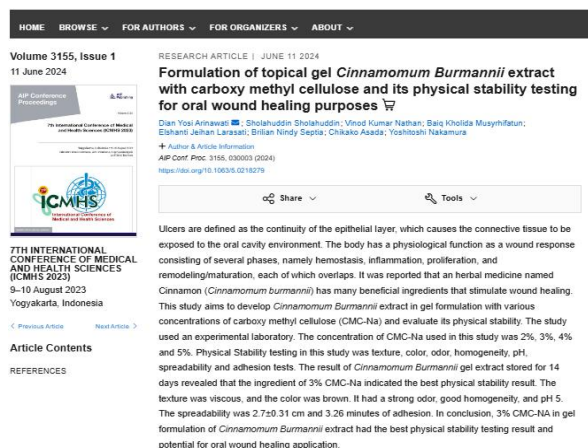


Figure 1.1: Conversion of journal abstract to visual abstract

## From Article to Visual Communication

The process begins with reviewing the selected article and identifying its key elements, including the research background, objectives, methods, findings, and conclusions. To support efficiency during information extraction and summarization, librarians also utilize artificial intelligence tools to assist in simplifying and organizing research content.

However, the final interpretation and validation remain carefully reviewed by librarians and article authors to ensure academic accuracy and clarity. After the main points are identified, the information is transformed into visually engaging formats through design and content simplification techniques.

The completed visual abstracts are then repackaged into digital communication materials suitable for dissemination through social media and institutional platforms.

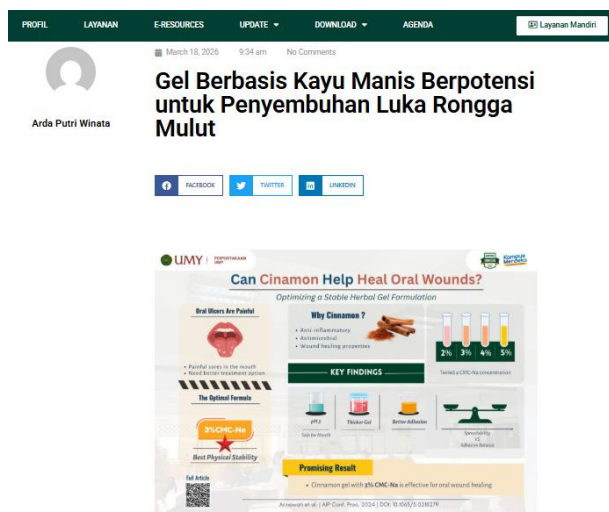


Figure 1.2: Final published visual abstract

## Disseminating Research Through Digital Platforms

The visual abstracts are published through the UMY Library Instagram account and the library website to increase the visibility and accessibility of research outputs. In addition, the finalized visual abstract files are also

shared with lecturers and researchers so they can independently disseminate their research through professional and academic networking platforms such as LinkedIn, ResearchGate, and Academia.edu.

This approach allows scholarly communication to extend beyond conventional journal readership and reach broader academic and non-academic audiences. In many cases, visual abstracts function as entry points that encourage audiences to explore the full research article more deeply.

## Visual Abstract Training and Information Literacy

In addition to producing visual abstracts, UMY Library also organizes training activities to strengthen visual communication and information literacy competencies among students and academic communities.

One of these initiatives was conducted through the program “IQRA #21: From Reading to Visual: Transforming Literature into Impactful Content,” part of the library’s “Increasing Your Thesis Quality through Reading Ability” series. The training introduced participants to the process of transforming academic literature into concise and visually engaging content using visual abstract techniques and digital communication strategies.

Through workshops and practical sessions, participants learned how to identify key ideas within scholarly articles, simplify complex information, and communicate research findings visually using accessible digital tools. The activity encouraged participants not only to read scholarly literature critically, but also to communicate knowledge more effectively to broader audiences.

## The Evolving Role of Librarians

The initiative reflects the evolving role of librarians in scholarly communication and information literacy practices. Beyond traditional responsibilities related to

information organization and access, librarians are increasingly acting as facilitators of research dissemination, digital engagement, and knowledge translation.



Figure 1.3: “Reading to Visual” workshop invitation

From an information literacy perspective, visual abstracts also support the growing importance of visual literacy and multimodal communication in digital environments. In an era characterized by information overload and rapid content consumption, concise and visually structured communication becomes increasingly valuable.

Visual abstracts help users identify key research messages more efficiently while encouraging further exploration of complete scholarly works.

### Challenges and Future Directions

Despite its benefits, the initiative also faces several challenges. Designing effective visual abstracts requires a combination of communication skills, visual design understanding, and subject knowledge.

Librarians must balance visual simplicity with academic precision to avoid oversimplification or misinterpretation of research findings.

Continuous coordination with researchers, adaptation to emerging technologies, and the need for ongoing skill development also remain important considerations for future implementation.

Moving forward, UMY Library plans to continue strengthening this initiative through collaboration, training activities, and the exploration of emerging technologies, including AI-assisted tools that support scholarly communication and research dissemination.

### Conclusion

The experience at UMY Library demonstrates how academic libraries can contribute actively to improving research accessibility and strengthening public understanding of scholarly information. Through visual abstracts, libraries are able to bridge scholarly communication and digital engagement in more accessible and meaningful ways.

As scholarly communication continues to evolve, visual abstracts offer libraries innovative opportunities to support information literacy, research visibility, and broader community engagement in the digital era. ■

---

### Author Biography

Arda Putri Winata is a librarian at Universitas Muhammadiyah Yogyakarta, Indonesia. His interests include information literacy, scholarly communication, research support services, and digital knowledge dissemination.

## AI Integration in Information Literacy Services: An Alexander von Humboldt (AvH) Experienced Research Fellowship Initiative

### Munazza Jabeen

Alexander von Humboldt (AvH) Experienced Researcher Fellow / Postdoctoral Fellow; Assistant Professor, Department of Library and Information Sciences, Allama Iqbal Open University, Islamabad, Pakistan

[munazza.jabeen@hu-berlin.de](mailto:munazza.jabeen@hu-berlin.de)

Dr Munazza Jabeen is currently undertaking a postdoctoral research project as an Alexander von Humboldt (AvH) Experienced Researcher Fellow at Humboldt-Universität zu Berlin, Institut für Bibliotheks- und Informationswissenschaft (IBI), also known as the Berlin School of Library and Information Science. Hosted under the supervision of Prof. Dr Claudia Lux in Berlin, the project focuses on a timely and important question for academic libraries: how artificial intelligence is being understood, adopted, and critically integrated into information literacy services.

The study, titled “Exploring University Librarians’ Experiences and Strategies for Integrating Artificial Intelligence in Information Literacy Services at German and Bulgarian University Libraries,” examines the changing role of university librarians as AI tools become increasingly visible in higher education. The research is also being conducted in collaboration with the Department of Library Sciences, Faculty of Library Studies and Cultural Heritage, University of Library Studies and Information Technologies (ULSIT), Sofia, Bulgaria, under the supervision of Assoc. Prof. Marina Encheva, PhD.

The project is grounded in the practical realities of university libraries. It seeks to understand how librarians are responding to emerging technologies, including generative

AI tools, AI-based search assistants, recommender systems, and other digital services that may influence teaching, learning, research support, and user engagement. Rather than treating AI only as a technical development, the project places librarians’ professional experiences at the center of the discussion.

A key aim of this research is to explore how information literacy services are currently offered in university libraries, including workshops, embedded teaching, online tutorials, consultations, curriculum-based sessions, and voluntary training opportunities. The study also asks whether AI-related content is already included in formal or informal library instruction, which user groups are being targeted, and how librarians decide what kinds of AI literacy support different groups may need.

The research further investigates librarians’ views on the benefits and challenges of AI integration. Potential benefits include more personalized user support, improved teaching materials, greater student engagement, and more efficient information services. At the same time, the study pays close attention to barriers such as limited training, uncertainty about institutional policy, ethical concerns, unequal access to tools, lack of infrastructure, and the need for clearer professional guidance. Another important dimension of the project is the European policy and governance context. In Germany and Bulgaria, university librarians work within institutional rules, data protection requirements, and broader discussions about responsible AI. The study therefore considers how GDPR, university-level AI policies, data protection officers, and local governance structures influence decisions about whether and how AI tools can be used in information literacy teaching and support.

The project also highlights the expanding professional role of academic librarians. AI is changing the kinds of questions students and researchers bring to libraries, as well as the

competencies librarians need in their own practice. Skills such as AI literacy, data and algorithmic literacy, ethical awareness, critical evaluation of information, and pedagogical confidence are becoming increasingly relevant. Through interviews with university librarians, the study aims to document these professional changes and identify examples of good practice.

This AvH postdoctoral research initiative therefore contributes to current international conversations about academic libraries, information literacy, and responsible AI. By connecting research environments in Berlin and Sofia, and by drawing on professional experience from Pakistan, Germany, and Bulgaria, the project offers a practice-oriented perspective on how libraries can support students and researchers in navigating AI-rich information environments.

The expected outcome of the project is to provide evidence-based insights for librarians, educators, and higher education institutions. These insights may support the development of AI literacy training, institutional guidelines, professional development programmes, and teaching resources for university libraries. Most importantly, the project emphasizes that librarians are not passive observers of technological change; they are active educators, mediators, and critical partners in shaping responsible AI use in higher education.



Figure 2.1: Connecting research environments in Berlin and Sofia



Figure 2.2: AI Literacy and Governance Presentation at IFLA, Macau



Figure 2.3: AvH postdoctoral research initiative group ■

### Author Biography

Dr Munazza Jabeen is an Alexander von Humboldt Experienced Research Fellow at Humboldt-Universität zu Berlin, Institut für Bibliotheks- und Informationswissenschaft (IBI), working with Prof. Dr Claudia Lux. She is also an Assistant Professor at Allama Iqbal Open University, Islamabad, Pakistan, and conducts collaborative research with Assoc. Prof. Marina Encheva, PhD, at ULSIT, Sofia, Bulgaria.

## Hit the Books: Student Book Reviews Teach Information Literacy Knowledge and Skills

### Martha Attridge Bufton

Interdisciplinary Studies Librarian

Carleton University

[marthaattridgebufton@cunet.carleton.ca](mailto:marthaattridgebufton@cunet.carleton.ca)

Children's literature can be the proverbial window into dominant cultural ideas about children and childhood. *Hit the books: Student reviews of contemporary children's literature* is a librarian-led information literacy project that provides a platform for students think critically about the role of children's literature (kid's lit) in representing and reproducing ways of being a child, share these insights with each other in a scholarly conversation, and learn a new genre of writing: book reviewing.

### Pick and Choose: Using Kids' Lit to Understand the Nature of Childhood

As a teaching librarian at Carleton University, I support teaching and learning in the Faculty of Arts and Social Sciences. In this role, I have collected contemporary children's literature for the Childhood and Youth Studies program since 2019. Faculty use children's books to encourage students to think critically about children and their experiences through theories of the social construction of childhood. I select contemporary children's literature that reflect key programmatic themes, such as:

1. race;
2. gender;
3. children's rights; and
4. transnational childhood

Faculty integrate the collection into their courses and assess learning with graded assignments that require students to choose picture books or young adult fiction to read and analyze. In the required first-year course, the summative project is to analyze a book

from our collection using core concepts taught in the class. In preparation for this analysis, I designed a book evaluation form that requires students to identify core literary elements, such as characters, setting, language, and perspective.

We now have over 300 contemporary children's books and young adult fiction on our shelves. Picking a book from this list can be daunting to students who are reading a "kid's book" from an academic perspective for the first time. What to choose and how to evaluate?

To overcome these challenges, I have initiated a book review project entitled *Hit the books*. This project is grounded in peer teaching and has three goals:

1. to enable students to further engage in the critical evaluation of children's literature;
2. to teach students how to write a formal book review;
3. to publish students' work.



Figure 3.1: The Carleton University contemporary children's literature collection contains more than 300 books, collected on a range of themes including race, gender, disability, sexuality, children's activism, and transnational childhood. (Photograph by Martha Attridge Bufton, 2023)

### Hit the Books: Student Reviews of Contemporary Children's Literature

Students often turn to each other for help understanding course content. In fact, they may feel less anxious asking each other questions than they do approaching a librarian for answers (Firdaus & Singh, 2024). So, why not create a platform where students could review and recommend books from our collection to each other?

Last year, I launched *Hit the books*, student-centred initiative that guides undergraduate writers through the process of reviewing a contemporary children's book from our collection and publishing their review.

The project learning outcomes are grounded in programmatic outcomes and the core concept of "scholarship as conversation" and students are enabled to choose a children's or young adult book and:

1. Discuss its relevance to students and educators.
2. Critically evaluate the book in terms of key theories of the social construction of childhood.
3. Analyze the key literacy elements of the book, including visual and physical characteristics.
4. Apply editorial feedback to revise and finalize their writing.

Students can volunteer to write a review or may be invited to do so, based on their work in a for-credit course. This review process includes three phases.

One, students complete the basic book evaluation form, which introduces them to the essential narrative elements (e.g., plot, character, setting, illustrations) that enable authors to tell a story. In completing the form, students begin to identify the evidence they will need to pitch or recommend the book to potential readers (i.e., other students).

Two, students use their ideas from the initial evaluation to write the first draft of their review. Here again, they are given a template from which work. In collaboration with a fourth-year CHST student, [Katherine Azmeh](#), I developed a structure for the *Hit the books* reviews that includes the following elements:

1. Synopsis
2. Author and illustrator
3. Themes
4. Visual and physical elements
5. Theoretical connections
6. Educational and practical applications
7. Final thoughts

These elements align with most components of professional reviews and ensure that students make connections between the book and the core concepts taught in CHST courses. In particular, the theoretical connections and educational and practical applications require students to make linkages between core ideas about the social construction of childhood and the themes, characters, setting, and visual aspects of the book they review.

Three, I provide editorial feedback on successive drafts, which focuses on improving clarity and readability. Students use my feedback to revise and improve their writing as well as clarify their ideas about the representation of children and childhood in a given story. Typically, a student will revise a review three times before I approve it for publication.



Figure 3.2: Community Storytelling placement (Photograph by Ainsley Coghill, 2023)

Undergraduate students at Carleton University can engage with the children's literature collection in for-credit courses and

experiential learning opportunities as well as by volunteering to write book reviews for the *Hit the Books* initiative. Martha Attridge Bufton supervises the Community Storytelling placement (pictured in Figure 2), where students choose and evaluate a book before having a storytelling session with children from the campus daycare centre.

### Conclusion

In the past year, eight students have published reviews on several collection themes including race, disability and children's rights. These reviews represent the first stage of the project: to publish book reviews. The second stage of the project is to broaden the scholarly conversation by sharing the project with students in CHST courses during my regular information literacy sessions.

While the initial group of reviewers was small, these students have been highly engaged in the process of writing, editing, and publishing their work. Central to identifying students with whom to work has been collaboration with faculty and my own supervision of student placements. I supervised two students in a third-year CHST community-service learning course. Faculty staff involved in teaching the required first-year introduction to CHST and a third-year course on children's rights recommended the other six reviewers, all of whom had written critical evaluations of a children's book as a graded assignment.

While this project is designed to support student academic success, it also brings me joy: working directly with students as they explore books and ideas is a satisfying approach to teaching information literacy and provides clear evidence of my contribution to student learning.

### References

Firdaus, M., & Singh, D. V. (2024). Exploring the phenomenon of library anxiety in higher education students: A review.

*DESIDOC Journal of Library & Information Technology*, 44(6), 425–432.  
<https://doi.org/10.14429/djlit.44.6.19994>

---

### Author Biography

As a teaching librarian at Carleton University (a comprehensive Canadian university), [Martha Attridge Bufton](#) supports several programs in the Faculty of Arts and Social Sciences and teaches Carleton's first for-credit information literacy undergraduate seminar *Critical foundations in undergraduate research*. Her research interests include game-based learning and women's labour history and, from 2017 to 2021, she edited the Ontario Library Association online magazine *Open Shelf*.

## Visual Information Literacy: Designing Relevant Resources for Learners

Part 2 (in a series of 3)

**Michelle Coates**

Senior Information Specialist

Emeris: Vega School, Gqeberha, South Africa

[mcoates@emeris.ac.za](mailto:mcoates@emeris.ac.za)

### The Power of Visual Representation

Visual literacy, which encompasses media and information literacy, is a powerful tool that librarians can use to share knowledge with their patrons (Brown et al., 2026). In a school library context, posters with appropriate images enable learners to access and understand a wide range of topics by improving their comprehension and information processing abilities through visual representation (Hope, 2020).

During my community engagement collaboration with Rowallan Park Primary School in Gqeberha (South Africa), the teacher-librarian and I designed posters explaining the Dewey Decimal Classification system at a level that Foundation Phase and Intermediate Phase learners would understand. We sought to create a range of posters that would be visually appealing to a younger audience, adding relevant images that corresponded to DDC numbers and headings.



Figure 4.1: Dewey Decimal Classification Poster (Designed by Michelle Coates)

### Informing through Poster Design

When designing informative posters or infographics, it is important to consider the appropriate format and tone (Greer et al., 2023). Additionally, the poster's message must be clearly understood by the intended audience (Santos et al., 2018). Headings and subheadings on the posters were written in plain language and aimed at learners between the ages of 7 to 13 years. Using a simplified structure, we were able to create a visual representation of the "secret library code" (DDC) system.

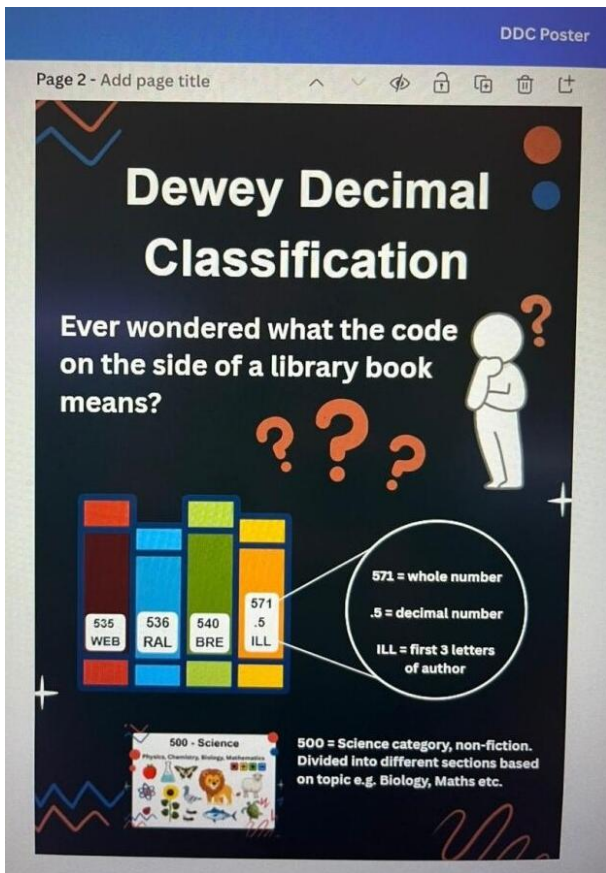


Figure 4.2: Poster design (Photograph by Michelle Coates)

### From Boring to Brilliant

Shelf labels do not need to be boring. By adding colorful images to posters and by making the information more relatable, a school library can be transformed into an inviting learning environment.



Figure 4.3: Before (Photograph by Michelle Coates)



Figure 4.4: After (Photograph by Michelle Coates)

Small changes, such as informative posters for library shelves, can lead to more positive outcomes. Making the library more user-friendly means that learners are more likely to come back and take out books again...because they know where to find them.

Note: Part 3 in this series will showcase the topic, “Developing new library initiatives.”

### References

- Brown, N. E., Bussert, K., Hattwig, D., & Medaille, A. (2026). *Keeping up with...visual literacy*. American Library Association. [https://www.ala.org/acrl/publications/keeping\\_up\\_with\\_visual\\_literacy](https://www.ala.org/acrl/publications/keeping_up_with_visual_literacy)
- Greer, K., Thompson, D. S., & Saulter, T. (2023). Preparing learners for today’s visual information landscape by using the Framework for Visual Literacy and Metaliteracy Framework in tandem. *Art Documentation: Journal of the Art Libraries Society of North America*, 42(2), 162–181. <https://doi.org/10.1086/730986>
- Hope, J. (2020). *Seeing sense: Visual literacy as a tool for libraries, learning and reader development*. Facet Publishing.
- Santos, C., Neto, M. J., & Neves, M. (2018). The influence of infographics in accessing information: Multidimensionality in visual representation and configuration of different media. *Advances in Intelligent Systems and*

*Computing*, 777, 497–508.  
[https://doi.org/10.1007/978-3-319-94706-8\\_53](https://doi.org/10.1007/978-3-319-94706-8_53) ■

---

### **Author Biography**

Michelle Coates is a Senior Information Specialist at Emeris: Vega School, and a member of the IFLA Information Literacy Section Standing Committee. She is responsible for assisting postgraduate students with their research and providing academic writing support. Her own research interests include information literacy, embedded librarianship, and virtual communities of practice.

## Digital Information Literacy & Library Skills Program (DILLS) Launched at Dr Muhammad Hamidullah Library, Islamic Research Institute, International Islamic University Islamabad, Pakistan

**Muhammad Sajid Mirza**

Principal Librarian

Islamic Research Institute, International Islamic University, Islamabad, Pakistan

[m.sajid@iiu.edu.pk](mailto:m.sajid@iiu.edu.pk)

The Dr Muhammad Hamidullah Library of the Islamic Research Institute (IRI), International Islamic University Islamabad (IIUI), Pakistan, has launched the Digital Information Literacy & Library Skills Program (DILLS) to strengthen the digital and research competencies of students, scholars, and faculty members.

The initiative reflects the growing role of academic libraries in supporting information literacy, digital scholarship, and ethical research practices in higher education. Through a series of hands-on training sessions, the program aims to equip participants with practical skills required for effective information seeking, evaluation, organization, and the responsible use of digital technologies in academic environments.

The first phase of the program includes four specialized training modules:

1. Advanced Use of the Internet for Study and Research / Online Information and Searching Skills
2. Locating and Evaluating Online Information Sources
3. Referencing and Citation Management Using Online Tools
4. AI Literacy and Its Use in Academic Research

The sessions are being conducted separately for male and female participants at the Allama Iqbal Auditorium, Faisal Masjid Campus, IIUI. The

training adopts a hands-on approach and encourages participants to actively engage with online databases, academic search tools, citation management platforms, and AI-assisted research technologies.

The DILLS initiative has received an encouraging response from the IIUI academic community, with a large number of students registering from diverse disciplines. The program also reflects the commitment of the Dr Muhammad Hamidullah Library to reposition the academic library as a dynamic center for digital learning, research support, and knowledge creation.

Future phases of the program are expected to include training in qualitative and quantitative data analysis tools, advanced research methods, and scholarly communication practices. The library also plans to organize regular book review sessions and collaborative academic engagement activities as part of its broader information literacy agenda.

Through DILLS, the Dr Muhammad Hamidullah Library aims to contribute to the development of an informed, digitally skilled, and research-oriented academic community in Pakistan. ■

---

### Author Biography

Dr Muhammad Sajid Mirza designs and delivers training programs on information literacy, research methods, and Open Journal Systems (OJS) for diverse audiences, including librarians, students, judges, and religious scholars. He is an active member of the Pakistan Library Association (PLA), ASIS&T, and the International Council on Archives (ICA), and has held leadership roles in both national and international professional bodies. Driven by a commitment to education, Dr Mirza aims to equip Pakistan's youth with critical digital-era information literacy skills to thrive in a rapidly evolving technological landscape.

# **PART TWO**

**PEOPLE AND COMMUNITY**

## Digital Initiative for Community Enrichment in Bank Village, Trinidad Alongside Two Local and Regional Recognitions for the Literacy Initiative for Empowerment

**Davi Ramkallawan**

Librarian III

National Library and Information System Authority, Port of Spain, Trinidad, West Indies

[dtraxxmr18@gmail.com](mailto:dtraxxmr18@gmail.com) or  
[Davi.Ramkallawan@nalis.gov.tt](mailto:Davi.Ramkallawan@nalis.gov.tt)

In today's digital age, teens and young adults rely heavily on online platforms for communication, learning, and self-expression. While digital tools offer many opportunities, young people still experience isolation, lack of mentorship, limited access to skills training, and unsafe online spaces. The Digital Initiative for Community Enrichment (D.I.C.E.) in Bank Village aims to create a safe, inclusive, and supportive digital community that promotes meaningful connections, skill development, mental well-being, and positive social engagement for teens and young adults.



Figure 4.1: Map of Carapichaima area

Bank Village is a community within the wider Carapichaima area whose population is approximately 4,465 persons (Thomas Brinkhoff: City Population, n.d.). Via use of

the Bank Village Community Homework Centre, approximately 700 to 900 teens and young adults who come from poverty-stricken areas, criminal hotspots and broken homes will be given an opportunity to have a dream for themselves and their future. Through D.I.C.E., participants will gain an enriching experience to 'Educate, Advocate and Innovate' resulting in positive social change within the community.

This structured and youth-centered digital space encourages healthy interaction, learning and collaboration, with a primary audience of teens and young adults (from age 13 to 25 years' old) and a secondary audience of 125 youth mentors, educators, counsellors and community volunteers.

The project (completed within 6-month training cycles) will combine online platforms and in-person or virtual events:

### a) Digital Community Platform

1. Moderated online space with community guidelines (e.g. app or platform)
2. Discussion channels for interests such as education, creativity, technology, wellness, and social issues

### b) Skill-Building Workshops

1. Digital literacy and online safety
2. Creative skills (writing, design, media, coding basics)
3. Communication, leadership, and teamwork

### c) Mentorship and Peer Support

1. Youth-led discussion groups
2. Guest talks from positive role models
3. Peer mentoring sessions

### d) Community Challenges and Projects

1. Collaborative digital projects
2. Social impact or awareness campaigns
3. Creative showcases (art, writing, videos, ideas)

Expected outcomes and impact of D.I.C.E. include:

1. Increasing participants' sense of social connection and belonging
2. Improving digital skills and

- confidence in online engagement
- 3. Reducing negative online experiences through education and moderation
- 4. Strengthening leadership and collaboration skills among youth
- 5. Establishing a sustainable digital youth community model

Project success will be measured through participation and engagement data; pre- and post-program surveys; feedback from participants and mentors; and activity reports and outcome tracking. Regular monitoring will ensure accountability, transparency, and continuous improvement.

D.I.C.E. will be sustained through youth leadership development and volunteer involvement; strategic partnerships with schools, NGOs, and community organizations; as well as grants, sponsorships, and community support. United Nations (n.d.) Sustainable Development Goals alignment includes SDG 3: Good Health and Well-being, SDG 10: Reduced Inequalities, SDG 4: Quality Education, SDG 8: Decent Work and Economic Growth (skills development) and SDG 17: Partnerships for the Goals. Additionally, D.I.C.E.'s alignment with Positive Youth Development (PYD): Competence, Confidence, Connection, Character, and Caring; UN Youth 2030 Framework: Youth engagement, inclusion, and empowerment; and Digital Citizenship Standards: Safety and responsibility, mirrors Trinidad and Tobago's Vision 2030's call for a more civic-minded society where education, empowerment and community enrichment is a shared responsibility.



Figure 4.2: Community members attending an engaging personal health and wellness information session



Figure 4.3: Community Walk to promote and encourage healthy mind and bodies alongside balanced lifestyles

Likewise, it is noteworthy to mention that last year's highlighted work in a holistic, community-focused initiative titled, "The Literacy Initiative for Empowerment (L.I.F.E.)," earned recognition for Davi Ramkallawan, Librarian III, both locally and regionally by the Human Resource Management Association of Trinidad and Tobago and CARICOM Girls in ICT (CGICT) Partnership, HERizon: CARICOM Women Shaping STEAM Campaign.

This initiative directly supported key national frameworks such as Vision 2030 (T&T's National Development Strategy), SDG 4 (Quality Education) under the UN Sustainable Development Goals and National Literacy and Lifelong Goals supported by NALIS, Ministry of Education and community stakeholders in:

1. Promoting an inclusive, learner-centered and differentiated literacy support especially for remedial and reluctant learners and those underserved by traditional systems (National priority – Quality Education for All, Vision 2030, Theme 1)
2. Through literacy and library-based interventions, developing critical thinking, communication, research and 21<sup>st</sup> century skills crucial for building a productive and adaptable

- workforce (National priority – Human Capital Development)
3. Using art, digital platforms, makerspaces and hybrid learning models in library settings supports the national call for curriculum reform and modernized education delivery (National priority – Innovation in Teaching and Learning)
  4. Emphasizing family and community development in education via hosting workshops, book drives and volunteerism which mirrors Vision 2030's call for a more civic-minded society where education is a shared responsibility (National priority – Community Participation and Empowerment)

This creative grassroots initiative built a safe and engaging learning space (library as a vibrant hub, not a passive room), promoted student voices and encouraged teacher/school community collaborations and professional development in literacy support. This bottom-up innovation complemented top-down policy, thus creating a practical bridge between vision documents and real student outcomes.

The [Human Resource Management Association of Trinidad and Tobago 2025 Legacy Awards](#) represented a significant milestone in recognizing excellence and impact. Following a rigorous and comprehensive evaluation process, including extensive background checks conducted by independent auditors, Ms Ramkallawan was shortlisted in three distinguished categories: the Gordon Draper Award for Public Sector Transformation, the L. Anthony Watkins Award for Advocacy, and the Lisa James Award for Learning and Development. This multi-category nomination underscored a consistent record of leadership, innovation and influence. Ultimately, Ms Ramkallawan emerged as the winner of the [Gordon Draper Award for Public Sector Transformation](#), a distinguished honour that celebrates exceptional commitment to innovation,

service excellence, and transformative impact within the public sector. The award reflects not only measurable achievements but also alignment with the enduring legacy of Gordon Draper, whose vision continues to inspire progressive leadership and national development.

The Caribbean Community Girls in Information and Communication Technology (CGICT) Partnership launched [HERizon: CARICOM Women Shaping STEAM](#), a dynamic regional campaign dedicated to celebrating Caribbean women who are making transformative contributions across Science, Technology, Engineering, Arts, and Mathematics (STEAM). This initiative highlighted the achievements and influence of women whose work continues to redefine innovation and leadership within the region. Following a rigorous and highly competitive evaluation process conducted by the Steering Committee, Ms Davi Ramkallawan was selected for recognition within the campaign. This nomination reflected a strong commitment to advancing digital inclusion, fostering innovation, and empowering youth throughout the Caribbean. Ms Ramkallawan was named a Trinidad and Tobago Finalist, an achievement that underscores impactful contributions to regional development and a sustained dedication to bridging digital gaps while inspiring the next generation of leaders in STEAM.



Figure 4.4: HRMATT Legacy Awards 2025



Figure 4.5: CARICOM Women Shaping STEAM

## References

American Composers Forum. (2024, July 5). *Webinar: Using Digital Spaces to Connect with Your Local Communities* [Video]. YouTube. <https://www.youtube.com/watch?v=XFOvL5fR454>

BookTrust. (2025, April 11). *Life changing libraries*. <https://www.booktrust.org.uk/what-wedo/childrens-laureate/lifechanginglibraries/#!?q=&sortOption=MostRecent&pageNo=1>

International Federation of Library Associations and Institutions. (2002, August). *Libraries for life: Democracy, diversity, delivery: IFLA General Conference and Council programme and proceedings (68th IFLA General Conference and Council, Glasgow, Scotland, August 18–24, 2002)*. ERIC. <https://eric.ed.gov/?id=ED472842>

Lachal, J., & Peich, M. (2017). *Facing global challenges: libraries as community hubs for the empowerment of the most vulnerable populations*. <https://repository.ifla.org/items/38b08b42-d4d8-4f8b-aba1-20c91f3bb240>

Ministry of Planning, Economic Affairs & Development. (2025, April 15). *Vision 2030*.

<https://www.planning.gov.tt/newsite/vision-2030/>

TEDx Talks. (2024, December 5). *Finding and Engaging with a Community in the Digital*

*Age* | Tyler Sahib | TEDxKorea University

[Video]. YouTube.

<https://www.youtube.com/watch?v=CgfbzPTM9IM>

Thomas Brinkhoff: City Population, <http://www.citypopulation.de>. (n.d.). *Trinidad and*

*Tobago: Division (municipalities and communities) - Population Statistics, Charts and Map*.

<https://www.citypopulation.de/en/trinidad/admin/>

United Nations (n.d.). *The 17 Goals | sustainable development*. United Nations. <https://sdgs.un.org/goals> ■

## Author Biography

Davi Ramkallawan is a dynamic individual with a focus on developing and implementing innovative (creative) information, research and educational services, having been promoted from Library Assistant to Librarian III (Heritage Library Division; District/Secondary Schools North Region; Head of the Primary Schools Library Services Unit; Public Libraries Division - North Region) with NALIS.

## Fostering Information Literacy and AI in Library Services: Insights from the 22nd MANLIBNET Conference, India

### Kabita Behera

Library Assistant

KIIT - Kalinga Institute of Industrial Technology, Bhubaneswar, India

[kabita.behera@kiit.ac.in](mailto:kabita.behera@kiit.ac.in)

### Payel Saha

Assistant Librarian, IFLA Social Science Library Section Chair

KIIT - Kalinga Institute of Industrial Technology, Bhubaneswar, India

[payel.saha@kiit.ac.in](mailto:payel.saha@kiit.ac.in)

### Concerning the Conference

Kalinga Institute of Industrial Technology, India, collaborated with the Management Libraries Network in organizing the 22<sup>nd</sup> MANLIBNET Convention & International Conference. The event took place in Bhubaneswar from 18 to 20 December 2025, with the theme of “Marching Beyond the Libraries: Talent, Technology, and Transformation.” The conference's main topic explored the ways in which libraries are becoming dynamic knowledge hubs in the digital age. It placed a strong emphasis on developing talent, integrating emerging technologies, and changing traditional library services to better serve users' evolving needs. In order to share best practices, discuss novel approaches in library and information science, and exchange ideas, the event brought together academics, researchers, library professionals, and information specialists. Talent management in libraries, adoption of cutting-edge ICTs, digital transformation, data-driven services, open access projects, and user-centric service models were among the conference's main themes. The significance of digital literacy, collaborative knowledge creation, and

research support services in strengthening contemporary library systems was also discussed. The conference encouraged participants to embrace creative approaches for improving library services and guaranteeing their relevance in a quickly evolving information landscape by providing an important forum for professional networking and knowledge exchange.



Figure 5.1: MANLIBNET 2025 (Library professionals, researchers, academics, policy makers, and publishers participating in the conference)

### Key Themes and Discussions

During the conference, library professionals discussed different themes such as talent development in libraries, technology used in libraries, and transformation of different library services. The conference highlighted modern information services and the need for continuous professional training, skills enhancement, and capacity building to meet the needs of a rapidly evolving digital environment. Speakers also discussed the importance of information literacy and artificial intelligence (AI) in different library services. The highlighted topics centered around traditional library habits being converted into more perceptive, personalized, and user-focused services, the application of AI in information retrieval, digital resource management, user behavior analysis, and automated reference services. Speakers

emphasized the growing importance of integrating AI with information literacy initiatives to help users critically evaluate information in an increasingly digital and algorithm-driven environment. The emerging tools such as AI and data analytics play a crucial role in transforming library services where automated systems and digital repositories and research are concerned. Nowadays, libraries are changing from static book repositories to dynamic hubs for knowledge and education. This means that library professionals need to be trained with the necessary skills and competencies to effectively adopt and manage AI technologies, collaborative knowledge creation, institutional repositories, and open access resources in contemporary libraries. This change is a reflection of libraries' increasing contribution to society, education, research, and well-informed decision-making in the digital age.



Figure 5.2: Inaugural session of MANLIBNET 2025 International Conference at KIIT University, Bhubaneswar

### Personal Experience from this Conference

The conference provided a useful forum for engaging with professionals, scholars, and practitioners from various backgrounds, all striving to further library and information science. Professors, scholars, students, library professionals from different universities and R&D organizations with whom previous contact had been made, were also in attendance. There were many well-

structured and informative panel discussions and technical sessions. Senior professionals discussed the problem-solving nature of research, SDG goals, and society. Scholars shared their knowledge on a variety of topics. These sessions encouraged library professionals to invest in building a skilled workforce capable of adapting to technological advancements and changing user expectations. The integration of technology enables libraries to extend their services beyond physical spaces and provide seamless, remote access to users. Many publishers were present at the conference, and young professionals formed new connections with them to discuss library publishing needs. The MANLIBNET best paper award, MANLIBNET best librarian award, MANLIBNET Innovative Librarian Award, ICMBL Young Librarian Award offered certificates and cash prizes to inspire members to engage and present their focused areas of interest/focus. The chance to have deep conversations with other presenters was one of the conference's most fulfilling factors. The professional's viewpoint was enlarged by collaborating with professionals, which also generated circumstances for future collaboration and knowledge interchange. In my opinion, by placing a spotlight on the value of information access and knowledge interchange, the conference made a considerable contribution to society, education, and research. Additionally, the conference encouraged professional contributions and offered intuitive information about new research strategies. Overall, the conference provided a clear view of how collaborated efforts across these sectors can drive global evolution and increase the quality of information literacy through library services.

Hyperlink for MANLIBNET 2025

1. <https://www.manlibnet.in/announcement/>

2. <https://event.kiit.ac.in/manlibnet-2025/> ■

---

### **Author Biography**

Kabita Behera holds a degree from Utkal University, Odisha, India, and a Master of Library and Information Science from Sambalpur University, Odisha, India. She qualified for UGC-NET and has over three years of experience in research and library services. Her academic contributions include publications in scholarly journals and conference proceedings, reflecting her growing engagement with research in the field of Library and Information Science.

Dr Payel Saha graduated from North Bengal University, West Bengal, India, completed her Master's in English from Rabindra Bharati University, India, completed Master of Library and Information Science. She qualified for UGC-NET and completed her Ph.D. from Utkal University, India. She has 10 years of experience in library services and has published and reviewed many research papers nationally and internationally.

## Fact or Fiction? Supporting Young People to Navigate Today's Complex Information World

### Kylie Poulton

Director of Information Services

State Library of Queensland, Brisbane, Australia

[learning@slq.qld.gov.au](mailto:learning@slq.qld.gov.au)

### Natasha Ratajczek

Schools Engagement Coordinator

State Library of Queensland, Brisbane, Australia

[learning@slq.qld.gov.au](mailto:learning@slq.qld.gov.au)

*Fact or Fiction?* is an interactive online learning resource developed by State Library of Queensland to support students in Years 4–7 to build practical media literacy skills. Designed around short, student-led challenges, the resource helps learners assess the credibility, accuracy, and purpose of media messages, with a focus on supporting confident, ethical, and informed decision-making.



Figure 6.1: *Fact or Fiction* screenshot

Young people are immersed in information daily. For teachers, the challenge is less about exposure and more about how students make sense of what they encounter. Helping students slow down, question, and respond thoughtfully to information has become a classroom priority.

In conversations with teachers and educators, a consistent message has emerged: students need practical, transferable strategies for engaging with media, rather than more content to work through. *Fact or Fiction?* was developed in response to this need.

Aligned with the Australian Curriculum v9.0 in English and Media Arts, the resource supports students to analyse and evaluate a wide range of texts and images, including contemporary digital media. Through a series of short, interactive challenges, students explore how media messages are constructed, practice identifying misinformation and unreliable sources, and build confidence in questioning and interpreting what they see.

Each challenge is deliberately small, typically 5 to 10 minutes, and focuses on a single skill. Students might work on recognising clickbait, identifying emotive language, considering what makes a source trustworthy, or deciding whether a piece of content should be shared.

Used individually, these activities offer quick, focused learning moments that fit easily into classroom routines. Used collectively, they encourage a broader shift in how students engage with media. Rather than framing media literacy as a single lesson or topic, understanding is built progressively through repeated exposure, application, and engagement with authentic, real-world examples.

As students participate in the challenges, they are encouraged to engage with different forms of critical inquiry. This includes recognising recurring patterns in media texts, questioning the credibility and intent of information, and pausing to reflect before forming judgements.

Over time, these incremental shifts in thinking have the potential to consolidate into habitual practices of critical engagement. It is at this point that the work becomes most significant, extending beyond a structured intervention and embedding media-critical behaviours within everyday classroom contexts.

Drawing on material from State Library of Queensland’s collections, the program highlights the role libraries play as trusted information providers and leaders in critical information literacy.

### Why Libraries?

As students move through the program, a different kind of question begins to emerge:

“If I’m not sure something is true...where do I go?”

This is where libraries come in.

Libraries are not just places where information is stored, but where it is checked, understood, and trusted.

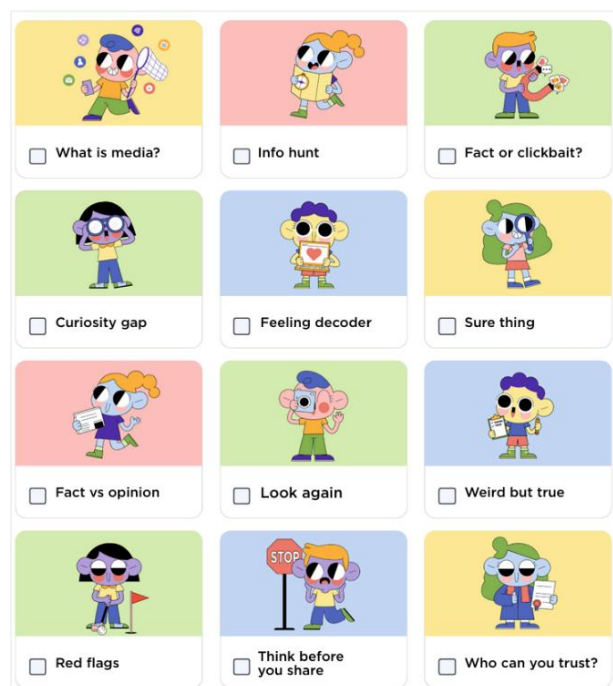


Figure 6.2: Fact or Fiction? Twelve short, interactive challenges: each activity focuses on a specific media literacy skill.

Students are encouraged to see libraries as part of their *trusted toolkit*: places to check information, people to ask questions, and spaces where curiosity is supported.

*Fact or Fiction?* brings the work of the library into the classroom, not as a one-off experience, but as ongoing support for

teaching and learning. It supports students to become more thoughtful, more questioning, and more confident in how they engage with information, skills that matter not only within the classroom, but in the world beyond it.

### Using *Fact or Fiction?*

*Fact or Fiction?* is ready to use, no logins, no setup required. Please view the link for more information:

<https://curriculumconnect.slq.qld.gov.au/fact-or-fiction> ■

---

### Author Biography

Kylie Poulton is an information services leader at State Library of Queensland, focusing on providing high-quality experiences for all clients and communities.

Natasha Ratajczek is a former high school English and History teacher, and a passionate advocate for education and literacy. She coordinates the State Library of Queensland’s engaging and dynamic schools engagement program.

## China's regulation to Promote Public Reading: A New Milestone for Information Literacy and Public Libraries

**Junyu Bu**

PhD student, School of Information Management

Sun Yat-sen University, Guangzhou, China

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

On February 1, 2026, China officially implemented the Regulation to Promote Public Reading (hereinafter referred to as “the Regulation”), the country’s first administrative regulation dedicated specifically to nationwide reading promotion (Xinhua, 2025). This landmark policy not only represents a major step in China’s cultural development but also signals a transition from policy advocacy and social mobilization toward a more institutionalized and law-based framework for reading promotion. For the international library community and the field of information literacy, the Regulation offers an important perspective on how China is using top-level policy design to advance intellectual development and information equity across society.

### From Advocacy to Legal Protection

One of the Regulation’s most significant features is its dual emphasis on both quality and equity. On the content supply side, the Regulation calls for stronger quality management in publishing and encourages the production of high-quality publications. It also requires digital reading service providers to strengthen content review and management in order to reduce the spread of fragmented and low-quality information. In the age of information overload, these measures directly address the urgent need for reliable and meaningful content, thereby creating a stronger foundation for public information literacy.

Equally important is the Regulation’s focus on the “last mile” of reading services. It specifically calls for targeted reading support for rural areas, former revolutionary base areas, ethnic

minority regions, border regions, and less-developed areas. The document also highlights the need to improve reading conditions for children, older adults, and persons with disabilities. This commitment to equal access reflects the spirit of the United Nations Sustainable Development Goals (SDGs), particularly the goal of ensuring inclusive and equitable quality education and lifelong learning opportunities for all (SDG 4).

The Regulation is built upon nearly three decades of sustained national efforts in reading promotion. According to the 23rd National Reading Survey released in 2025, the comprehensive reading rate among Chinese adults reached 82.3% (China Central Television News, 2026). By comparison, when the first national reading survey was conducted in 1997, the reading rate was only 57% (Xing, 2004). The steady increase over the past thirty years demonstrates the remarkable improvement in cultural and educational participation accompanying China’s economic and social development.

However, simple growth in reading rates is no longer the sole objective. The implementation of the Regulation indicates that China is shifting its focus from expanding coverage to improving service effectiveness and sustainability. By providing legal guarantees, institutional platforms, and stable infrastructure for reading promotion, the Regulation ensures that literacy initiatives will continue beyond short-term administrative or financial changes.

### Public Libraries at the Center

The Regulation clearly positions public libraries at the core of China’s national reading infrastructure. This legal recognition further strengthens the role of public libraries as key institutions for information literacy education and lifelong learning.

Recent practices in Chinese public libraries demonstrate this transformation vividly. Guangzhou, for example, has developed a comprehensive “City of Libraries” system. According to a 2026 reader survey, more than 90% of respondents identified public libraries as their preferred place for daily reading (Xu,

2026). Earlier reports also showed that over 70% of readers' printed books came from public libraries, while more than 80% of the reading promotion activities they participated in were organized by public libraries ([China Culture Daily, 2024](#)).

These figures reveal not only strong public trust in libraries, but also the evolving role of the modern library itself. Public libraries in China are no longer simply repositories of books; they are increasingly functioning as learning centers, social spaces, and cultural hubs within local communities. In Guangzhou, the establishment of a "10-minute reading circle" has made reading a natural and accessible part of everyday urban life.

### **From Service Providers to Strategic Leaders**

Looking ahead, the Regulation places higher and more specific expectations on public libraries. Libraries are expected not only to provide services, but also to serve as the "core force," "primary platform," and "major organizer" of nationwide reading promotion.

This transformation requires continued efforts in at least three areas. First, libraries must deepen grassroots outreach by extending reading services into communities and underserved areas. Second, they must promote resource equality by using branch library systems and digital technologies to narrow urban-rural and regional knowledge gaps. Third, libraries must move beyond traditional circulation services to provide advanced knowledge navigation and information literacy education.

In an increasingly complex global information environment, China's legislative approach to nationwide reading promotion is also an effort to strengthen society's capacity for information evaluation and critical thinking. In this sense, the Regulation serves not only cultural development, but also the broader goal of building a more informed and resilient public.

Overall, the implementation of the Regulation to Promote Public Reading marks a milestone in China's cultural and educational development. Its influence extends beyond reading promotion

itself, offering valuable insights for global discussions on information literacy, equitable access to knowledge, and the future role of public libraries. As key implementers of this national strategy, Chinese public libraries are entering a new stage of development and are poised to become even more important beacons for lifelong learning in the years ahead.

### **References**

- China Central Television (CCTV). (2026, April 20). Deep reading population continues to expand: Results of the 23rd National Reading Survey released. <https://news.cctv.com/2026/04/20/ARTIhipypkPSoji37LFut6C9260420.shtml>
- China Culture Daily. (2024, May 10). Guangzhou Library releases the Annual Report on the Construction of the "City of Libraries" in Guangzhou 2023. <https://www.szlib.org.cn/article/view/id-37694.html>
- Xing, Y. (2004, December 5). China's reading rate continues to decline: Only 5% of citizens have a reading habit. <https://news.sina.com.cn/c/2004-12-05/09594437043s.shtml>
- Xinhua. (2025, December 17). The Regulation to Promote Public Reading. [https://english.www.gov.cn/policies/latestreleases/202512/17/content\\_WS6941fa8bc6d00ca5f9a08243.html](https://english.www.gov.cn/policies/latestreleases/202512/17/content_WS6941fa8bc6d00ca5f9a08243.html)
- Xu, X. (2026, April 19). More than one-third of Guangzhou residents are registered library readers, and the 10-minute reading circle has basically taken shape. <https://news.qq.com/rain/a/20260419A05XVH00> ■

---

### **Author Biography**

Junyu Bu is a PhD student in the School of Information Management at Sun Yat-sen University, China. Research interests include information literacy, public library, and grassroots library.

# **PART THREE**

**NEW INFORMATION LITERACY PERSPECTIVES**

## Advancing Information Literacy through Software Copyright Compliance Training at USST

### Rende Li

Associate Research Librarian

University of Shanghai for Science and Technology Library, Shanghai, China

[lirende@usst.edu.cn](mailto:lirende@usst.edu.cn)

Information literacy education recently expanded into the realm of intellectual property protection at the University of Shanghai for Science and Technology. Librarian Rende Li conducted a specialized training session for faculty and students at the Sino-German College. The program detailed the latest writing and application specifications for software copyright registration, with participants gaining a comprehensive understanding of the new filing requirements. Through programs such as this, the library actively responds to the management initiatives of the China Copyright Protection Center.

Regulatory changes form the core background of this educational initiative. The China Copyright Protection Center officially launched a new software copyright registration application form on 15 March 2026. The previous application forms were simultaneously abolished. The new regulations significantly increase the minimum length requirements for software function descriptions. Additionally, the review mechanism has undergone a fundamental transformation. Applicants must now provide a complete and detailed explanation of the software development background and core architecture. The system automatically compares the consistency between the functional description and the actual code implementation. Any missing functional points will trigger alerts and lead to application rejections.

Integrity mechanisms represent the most stringent control measure of the new regulations. Real name authentication and handwritten commitment systems are now fully integrated into the application process. Natural persons must personally copy the declaration by hand and assume legal responsibility. Abnormal behaviors face severe crackdowns under the updated framework. The practice of using artificial intelligence to generate code and documents in bulk is strictly prohibited. Violating entities will be directly added to the copyright registration untrustworthy list. Furthermore, untrustworthy records are inextricably linked to the national credit reporting system.

Practical application of copyright compliance followed directly after the theory-based training sessions. Librarian Rende Li guided every participating student to transform their academic research projects into formal software copyright applications. The registration success rate of students trained last year reached one hundred percent. The current cohort continues to submit applications under the strict compliance process of the new regulations. High quality transformation of scientific research achievements requires a solid foundation of legal compliance.



Figure 7: Librarian Rende Li conducting the software copyright training session for faculty and students at the Sino-German College

Academic compliance awareness is further strengthened through targeted literacy enhancement. Librarians, therefore, play a crucial role in interpreting complex legal provisions and application procedures for researchers. Faculty and students at the Sino-German College are re-examining the logical relationship between software development and achievement protection. The library will continuously track national policy dynamics and optimize related services in this regard.

### **Acknowledgements**

This service was supported by the China Youth & Children Research Association "Climb Plan"(Grant No. G2025-0901-005); the Teacher Development Research Project of USST (Grant No. CFTD2026ZD17). ■

---

### **Author Biography**

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 literacy education and knowledge management.

## New publication! *The Information Literacy Handbook: Charting the discipline*

**Karen F. Kaufmann**

Assistant Professor

University of South Florida School of Information, USA

[kfkaufma@usf.edu](mailto:kfkaufma@usf.edu)

**Clarence Maybee**

Associate Dean for Learning and the W. Wayne Booker, Endowed Chair in Information Literacy

Purdue University Libraries and School of Information Studies, USA

[cmaybee@purdue.edu](mailto:cmaybee@purdue.edu)

Dr Karen Kaufmann (University of South Florida, USA) and Professor Clarence Maybee (Purdue University, USA) are proud to announce that the *Information Literacy Handbook* was published on 7 May 2026 by Facet Publications. This encyclopaedic (550 page) work has contributions from 74 authors across 65 entries from around the world.



Figure 8: The Information Literacy Handbook (Photograph by Clarence Maybee)

Significant contributions to the handbook include a chapter written by Ning Zou on the work of the IFLA Information Literacy section, contributions by former IFLA IL Section chairs Lisa Hinchliffe and Sharon Mader, as well as chapters by former IL Section Committee members including IFLA medal-recipient Jesus Lau, Jane Secker and Sheila Webber. The book is arranged in 7 sections:

1. Information literacy – the discipline (Section Editors: Karen F. Kaufmann and Clarence Maybee)
2. Information literacy community of scholars (Section Editor: Lisa Janicke Hinchliffe)
3. Tradition and history of inquiry (Section Editor: John M. Budd)
4. Specific modes of inquiry (Section Editor: Ellie Sayyad Abdi)
5. Information literacy and ethics (Section Editor: William Badke)
6. Knowledge and curricula (Section Editors: Karen F. Kaufmann and Clarence Maybee)
7. Communications networks (Section Editors: Mathew Moyo and Sunaga Kazuyuki)

We are grateful to our authors for their hard work and contributions. Excitingly, the *Handbook* has already been added to the American Library Association (ALA) Library History RoundTable (LHRT) list of Foundational titles in Library Services (<https://lhrt.news/foundational-books-in-library-services/>).

### Bibliographic Information

Kaufmann, K. & Maybee, C. (Eds.). *The Information Literacy handbook: Charting the discipline*. Facet Publishing. ISBN: 9781783306343.

<https://www.facetpublishing.co.uk/page/detail/the-information-literacy-handbook/?k=9781783306343> ■

---

### Author Biography

Dr Karen F. Kaufmann focuses on information literacy, user relevance, user information experience, and the intersection of theory and practice in information science. She co-leads the Information Literacy is a Discipline (ILIAD) group with Dr Clarence Maybee.

Dr Clarence Maybee's work explores teaching and learning of information literacy in higher education. He is the Director of the Institute for Information Literacy at Purdue, which supports research that explores the role of information literacy in addressing information challenges.

## Seven Perspectives on Information Literacy

Sheila Webber

Senior Lecturer

School of Information, Journalism and Communication, University of Sheffield, UK

[s.webber@sheffield.ac.uk](mailto:s.webber@sheffield.ac.uk)

When people talk about Information Literacy (IL), they are not always talking about the same topic. This can lead to frustrating arguments! To help explain my own view, I have found it useful to introduce seven different perspectives on IL, all of which are valid ways of thinking about IL. These are: IL as contextual; IL as a word or phrase; IL definitions; IL as a discipline; IL Frameworks or models drawn up by “expert” groups; Models or conceptions of information literacy discovered through research; and IL practice. In this article I will briefly explain what I mean by these seven perspectives, in case others find them useful too.



Figure 9: Information Literacy logo

### 1. IL as Contextual

People in different situations, disciplines, professions and cultures can have different ideas about what *information* means. For a chemist it may be molecules, for a gamer it may be the clues given by sounds in the game,

for a gardener it may be the look and texture of a leaf combined with descriptions in a reference book. Similarly, *IL* will mean something different for people in different situations and life stages. I think that if you want to support people in developing their IL, you need to understand what IL means to them, in their context. If you do not do this, people can be justified in rejecting “your” IL as being irrelevant to them in their circumstance in life. This also applies to national definitions and frameworks of IL, which need to fit with the culture, values and priorities of your country.

### 2. IL as a Word or Phrase

As an English speaker, my interpretation of IL is influenced by my understanding of the individual words “information” and “literacy”, both of which are rich in meaning by themselves. Similarly, the actual words and their meaning are bound to affect the interpretation of the words and phrases used in other languages to convey the IL concept. For example, the German *Informationskompetenz* immediately foregrounds the practical skill side of things, whilst one of the phrases used in French, *la culture d'information*, gives a broader impression. The image illustrating this article was developed by the IFLA Information Literacy Section (Webber, 2008), with the IL logo surrounded by expressions of IL in several languages.

### 3. IL Definitions

Definitions aim to summarise the essence of IL, in as few words as possible. They are formed through different processes and with different aims. For example, scholars develop them to show their own unique perspective on IL, to position themselves in the field (e.g. my definition: Johnston & Webber, 2003). Professional associations, such as CILIP (2018), are likely to have a process of consultation, aiming for consensus on a definition that can guide professional practice and be used with stakeholders outside the profession, including policy

makers.

#### **4. IL as a Discipline**

Bill Johnston and I have been arguing for IL's disciplinary status for over two decades (Johnston & Webber, 2006). IL has a research base, dedicated associations, journals, conferences and terminology, and other characteristics you would expect in a discipline. The value of seeing it as a discipline include: making it easier to see how you can build on past work to develop an information literate future; drawing people together internationally; and also giving IL practitioners confidence in asserting their expertise and contribution to research, policy and practice.

#### **5. IL Frameworks or Models Drawn Up by "Expert" Groups**

There is a rich resource of frameworks developed by IL experts (particularly practitioners), usually with the goal of developing a curriculum framework to guide IL education. This work is normally steered by a committee, with varying amounts of consultation with IL practitioners. Obvious examples are the Association of College and Research Libraries (ACRL) IL Standards (ACRL, 2000); IL Framework (ACRL, 2016) and now the revision to the Framework (Miller et al., 2026). The IFLA IL Section's *Guidelines* (Lau, 2006) would be categorised here, as would the UNESCO Media and Information Literacy (MIL) Curriculum (Grizzle et al., 2021): both were developed by an international group of experts and outline core aspects of the subject, together with pedagogic advice for delivery.

#### **6. Models or Conceptions of Information Literacy Discovered Through Research**

Discovered through qualitative or quantitative research, these will give insights into groups' and individuals' experiences, conceptions, characteristics or behaviour, or will build on previous research to propose a new way of understanding IL. I will illustrate the difference between models developed by experts and models developed through

research by using two early examples. Bruce (1997) identified the varying ways in which staff in Australian Higher Education conceived of IL (through her phenomenographic interviews and analysis), whilst a group of Australian and New Zealand IL experts (Bundy, 2004) drew up the Australian and New Zealand framework for IL. Bundy (2004, p.3) aimed to provide "the principles, standards and practice that can support information literacy education in all education sectors" by drawing up a set of six standards, each of which addressed a different aspect of IL and listed associated learning outcomes. Bruce (1997) illuminated how even people in a similar context can think about IL in different ways, some focusing on aspects (e.g. using information wisely) that others did not take account of much at all. Bruce's (1997) work showed us how people are *actually* experiencing IL, not how they *should* perform it. This real-life experience not only helps us connect with those we hope to educate for IL, it also reveals richness and complexity of IL that can get smothered in the consensus-driven expert frameworks.

#### **7. IL as a Practice**

I would say that everyone practices IL, although not everyone realises that this is what they are doing. In her preface to the Information Literacy Handbook, Professor Christine Bruce (2026, p.xxxvii) notes that "From its earliest seeds information literacy has had a simultaneous professional and scholarly focus – the twin components essential to any discipline". Library and information professionals, in particular, have a dual role: practising IL in their own lives, and supporting others to develop IL. We can learn from the knowledge base of research and expert frameworks and also learn by observing and reflecting on our own and others' practice of IL in our everyday lives.

I have found it useful to consider these different ways of looking at IL, to make sure I am not making inappropriate comparisons, or false assumptions. It helps me to think

about the aims and origins of material about IL, and the situations of people talking about, teaching, researching and practising IL, around the world.

## References

- ACRL. (2000). *Information literacy competency standards for Higher Education*. ACRL.
- ACRL. (2006). *Framework for Information literacy for Higher Education*. ACRL. <https://www.ala.org/acrl/standards/ilframework>
- Bruce, C. (1997). *The seven faces of information literacy*. Auslib Press.
- Bruce, C.S. (2026). Preface. In K. Kaufmann & C. Maybee. (Eds.), *The Information literacy handbook: Charting the discipline*. (pp. xxxvii-xxxviii). Facet Publishing.
- Bundy, A. (2004). *Australian and New Zealand information literacy framework: Principles, standards and practice*. (2nd ed.) Australian and New Zealand Institute for Information Literacy and Council of Australian University Librarians.
- CILIP Information Literacy Group. (2018). *CILIP definition of Information Literacy 2018*. [https://www.cilip.org.uk/resource/resmgr/cilip/information\\_professional\\_and\\_news/press\\_releases/2018\\_03\\_information\\_lit\\_definition/cilip\\_definition\\_doc\\_final\\_f.pdf](https://www.cilip.org.uk/resource/resmgr/cilip/information_professional_and_news/press_releases/2018_03_information_lit_definition/cilip_definition_doc_final_f.pdf)
- Grizzle, A. et al. (2021). *Media and information literate citizens: think critically, click wisely!* UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf000377068>
- Johnston, B. & Webber, S. (2003). Information literacy in higher education: A review and case study. *Studies in Higher Education*, 28(3), 335-352. [https://doi.org/10.1080/0307507030929520\(3\), 108-121](https://doi.org/10.1080/0307507030929520(3), 108-121).
- Johnston, B. & Webber, S. (2006). As we may think: Information literacy as a discipline for the information age. *Research strategies*, 20(3), 108-121. <https://doi.org/10.1016/j.resstr.2006.06.005>
- Lau, J. (2006). *Guidelines on information literacy for lifelong learning*. IFLA. <https://www.ifla.org/wp-content/uploads/2019/05/assets/information-literacy/publications/ifla-guidelines-en.pdf>
- Miller, S., Ross, L., & Maye, K. (2026). The Framework's next chapter: An interview with ACRL's Framework for Information Literacy for Higher Education Review and Revision Task Force leaders Sara Miller and Leslie Ross. *College & Research Libraries News*, 87(4), 151-154. <https://doi.org/10.5860/crln.87.4.151>
- Webber, S. (2008, August 11). Information literacy logo launched. *Information literacy weblog*. <https://information-literacy.blogspot.com/2008/08/information-literacy-logo-launched.html> ■

---

## Author Biography

Sheila Webber has been engaged in Information Literacy research and teaching since the late 1990s and has presented on the topic worldwide. Since 2005 she has curated the Information Literacy Weblog <https://information-literacy.blogspot.com/> (which has over 7-million page views). She has been a Committee Member of the IFLA Information Literacy Section and the IFLA Management & Marketing Section and is currently an individual member of the UNESCO Media and Information Literacy Alliance.

## Editorial Team

---

### **Michelle Coates**

Vega School, Gqeberha,  
South Africa

[cherryblossom.michelle@gmail.com](mailto:cherryblossom.michelle@gmail.com)

### **Chao Wang**

Sun Yat-sen University,  
China

[wangch385@mail2.sysu.edu.cn](mailto:wangch385@mail2.sysu.edu.cn)

### **Valérie Glass**

Association des Professeurs Documentalistes de  
l'Education Nationale,  
France

[valerie.glass@yahoo.fr](mailto:valerie.glass@yahoo.fr)

## Follow Us

---

Thanks for reading this Newsletter from the IFLA Information Literacy Section. Welcome to follow our on-going work:

### **Website**

<https://www.ifla.org/units/information-literacy/>

### **Mailing list**

<https://mail.iflalists.org/wws/info/infolit-l>

### **YouTube**

<https://www.youtube.com/@iflails6951>