Pengembangan kurikulum information literacy di perguruan tinggi

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Dipresentasikan pada acara
Pertemuan Ilmiah II: Seminar dan Workshop
FPPTI Wilayah Jawa Barat dan STIE Ekuitas
Bandung: 17 Mei 2017





MENTERI
PENDAYAGUNAAN APARATUR NEGARA
DAN REFORMASI BIROKRASI
REPUBLIK INDONESIA

PERATURAN MENTERI PENDAYAGUNAAN APARATUR NEGARA
DAN REFORMASI BIROKRASI REPUBLIK INDONESIA
NOMOR 9 TAHUN 2014

TENTANG

JABATAN FUNGSIONAL PUSTAKAWAN DAN ANGKA KREDITNYA

2.	Melakukan bimbingan Pemustaka dalam bentuk:			
	a.	pendidikan Pemustaka	Kali	0.110
	b.	literasi Informasi	Kali	0.330



PERATURAN
KEPALA PERPUSTAKAAN NASIONAL
REPUBLIK INDONESIA
NOMOR 11 TAHUN 2015

TENTANG
PETUNJUK TEKNIS
JABATAN FUNGSIONAL PUSTAKAWAN
DAN ANGKA KREDITNYA

Perpustakaan Nasional RI

3) **Melakukan bimbingan pemustaka dalam bentuk literasi informasi** [Pustakawan Madya/Pustakawan Ahli Madya: angka kredit 0,330]

Kegiatan membimbing pemustaka dalam memecahkan masalah, baik untuk kepentingan instansi, akademis ataupun pribadi, melalui proses pencarian, penemuan, dan pemanfaatan informasi dari beragam sumber, serta mengkomunikasikan pengetahuan baru ini dengan efektif, efisien dan beretika.

Satuan hasil : kali

Bukti fisik :

Laporan melakukan kegiatan literasi informasi memuat informasi: tanggal pelaksanaan, perumusan masalah, identifikasi sumber informasi, akses informasi, penggunaan informasi, evaluasi hasil, dan daftar hadir peserta.

Sekilas tentang konsep information literacy

Dari library instruction menuju information literacy

- Konsep information literacy (populer disingkat IL atau infolit) mulai muncul sekitar tahun 1990an. Konsep IL muncul untuk menyempurnakan sebuah konsep era 1980an yang populer diistilahkan, antara lain, dengan bibliographic instruction,library skills training, library instruction, library orientation, user education. Konsep-konsep era 1980an ini dianggap mempunyai beberapa kelemahan yang perlu disempurnakan.

Keterbatasan library instruction

Nera (2006), misalnya, mengidentifikasi beberapa keterbatasan library instruction:

- Cakupan materi terbatas, hanya bersifat orientasi, membawa user untuk lebih mengenalkan lingkungan perpustakaan, klasifikasi koleksi, susunan rak tata ruang, tata letak, jenis koleksi, jenis layanan dan fasilitas,
- Sarana penelusuran hanya dikenalkan secara sekilas, tanpa mengeksplorasi lebih dalam kompleksitas dalam proses information retrieval.
- Pengenalan sumber informasi hanya terbatas pada apa yang secara fisik dimiliki oleh perpustakaan.
- Lebih bersifat tutor-centered dan inductive, tidak menggunakan pendekatan dan tehnik pengajaran yang lebih variatif yang dapat memacu user menjadi independent learners atau lifelong learners.

Definisi information literacy

ACRL (2000)

Information literacy is a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information."

SCONUL (2011)

Information Literacy is an umbrella term which encompasses concepts such as digital, visual and media literacies, academic literacy, information handling, information skills, data curation and data management.

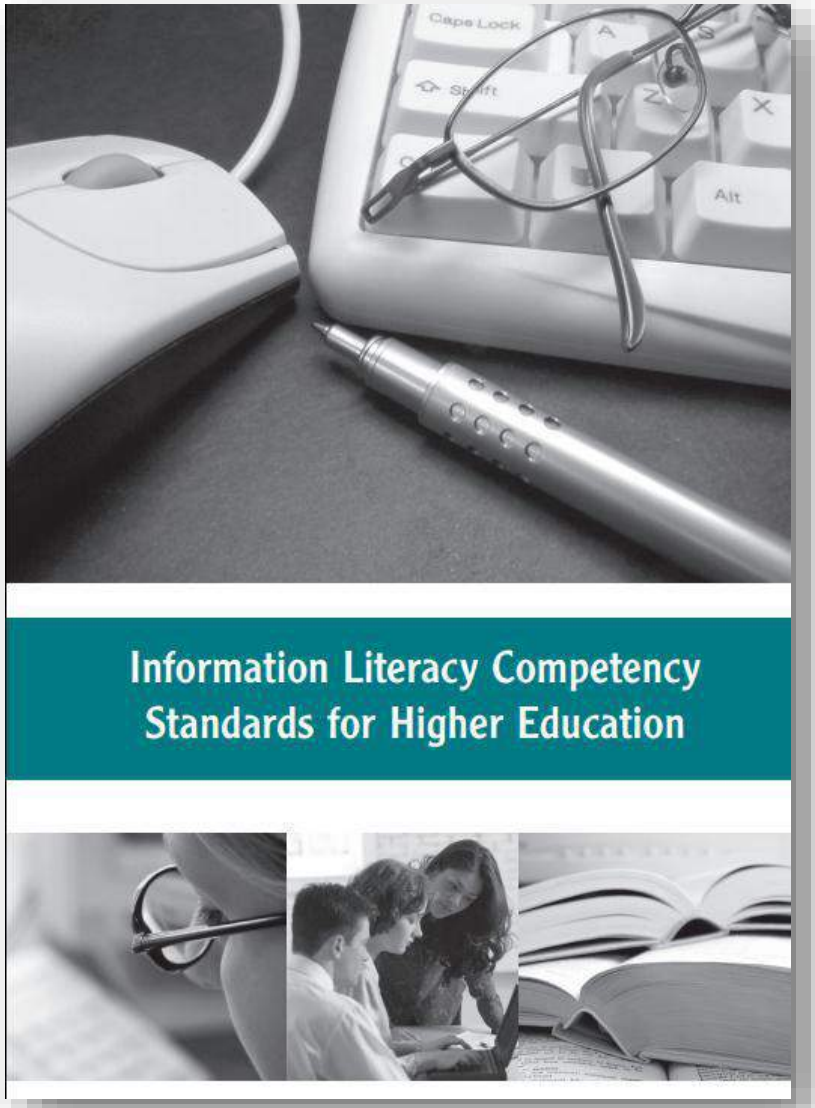
Information literate people will demonstrate an awareness of how they gather, use, manage, synthesise and create information and data in an ethical manner and will have the information skills to do so effectively.

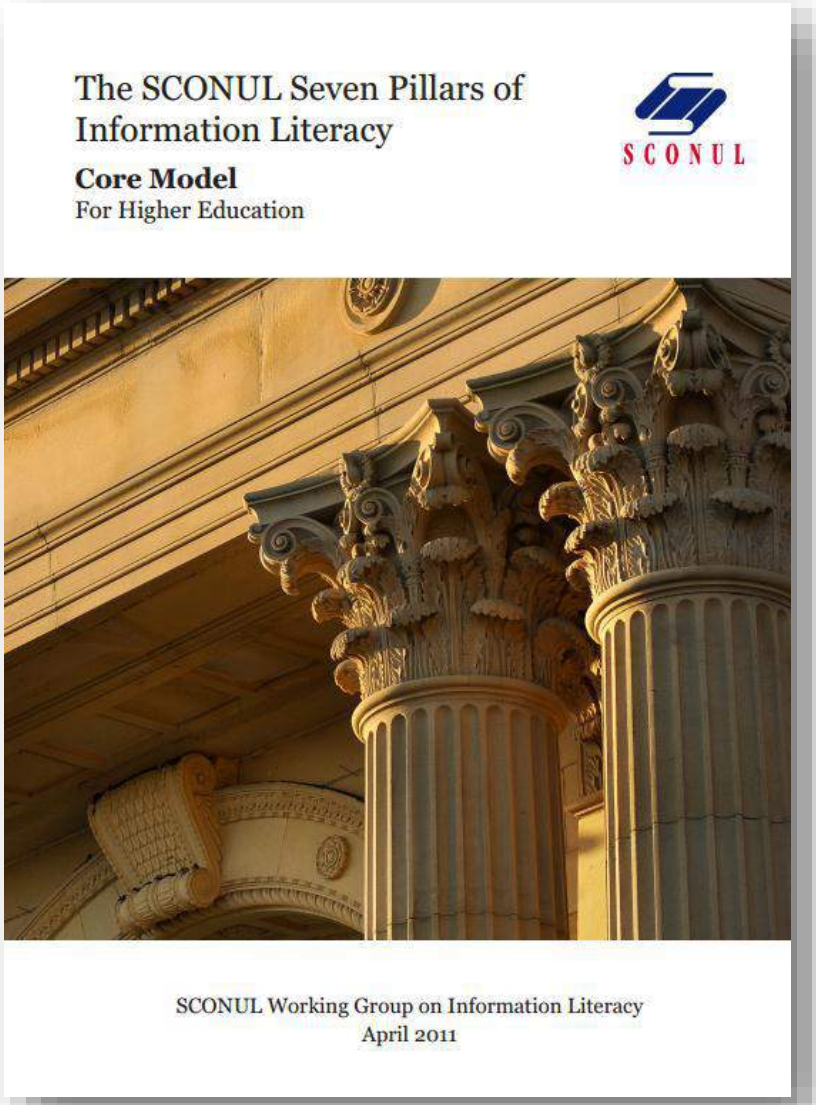
Information literacy model

Seven pillars of information literacy
dikembangkan oleh Society of College National and University Libraries (SCONUL) dan diterbitkan pada tahun 1999.

Information literacy competency standards for higher education
dikembangkan oleh Association of College and Research Libraries (ACRL) dan diterbitkan tahun 2000

Information literacy model







METALITERACY

Framework for Information Literacy for Higher Education:
ala.org/acrl/standards/ilframework

Metaliteracy MOOC:
metaliteracy.cdlprojects.com

Metaliteracy: Empowering Yourself in a Connected World:
coursera.org/learn/metaliteracy



Information Literacy Competency Standards for Higher Education



Standards, Performance Indicators, and Outcomes

Standard One

The information literate student determines the nature and extent of the information needed.

Performance Indicators:

1. The information literate student defines and articulates the need for information.

Outcomes Include:

a. Confers with instructors and participates in class discussions, peer workgroups, and electronic discussions to identify a research topic, or other information need
b. Develops a thesis statement and formulates questions based on the information need
c. Explores general information sources to increase familiarity with the topic
d. Defines or modifies the information need to achieve a manageable focus
e. Identifies key concepts and terms that describe the information need
f. Recognizes that existing information can be combined with original thought, experimentation, and/or analysis to produce new information

2. The information literate student identifies a variety of types and formats of potential sources for information.

Outcomes Include:

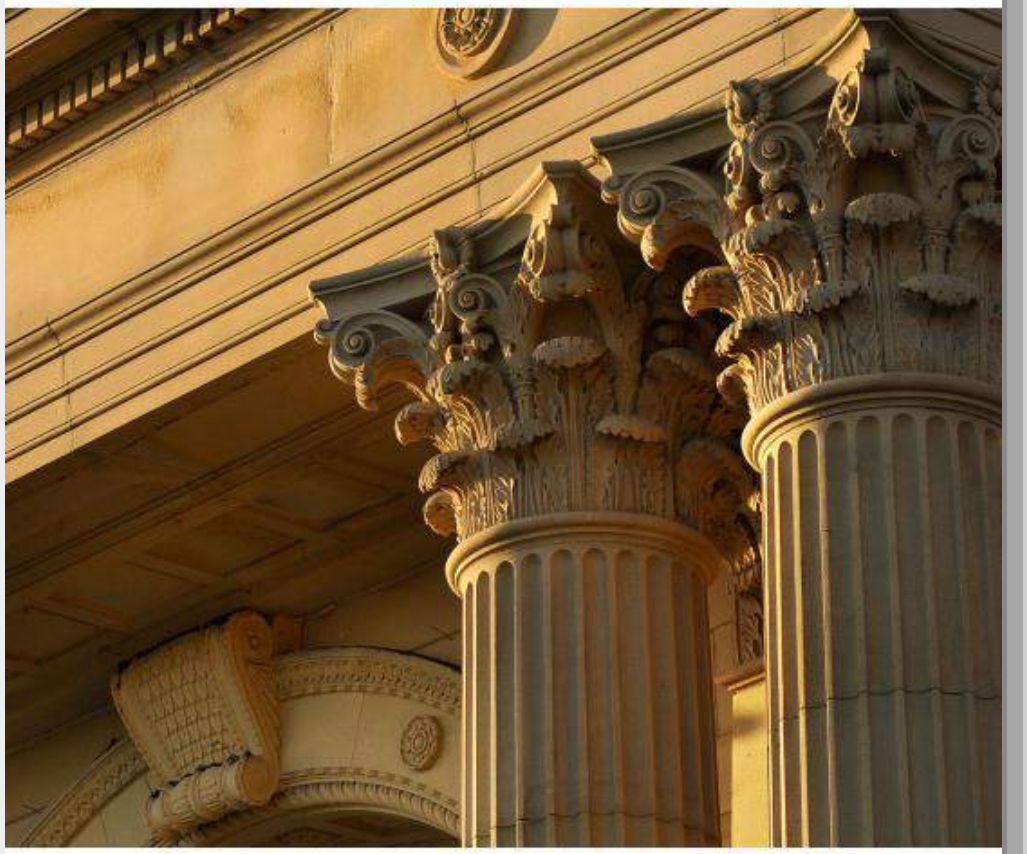
a. Knows how information is formally and informally produced, organized, and disseminated
b. Recognizes that knowledge can be organized into disciplines that influence the way information is accessed
c. Identifies the value and differences of potential resources in a variety of formats (e.g., multimedia, database, website, data set, audio/visual, book)
d. Identifies the purpose and audience of potential resources (e.g., popular vs. scholarly, current vs. historical)
e. Differentiates between primary and secondary sources, recognizing how their use and importance vary with each discipline
f. Realizes that information may need to be constructed with raw data from primary sources

The SCONUL Seven Pillars of Information Literacy

Core Model

For Higher Education

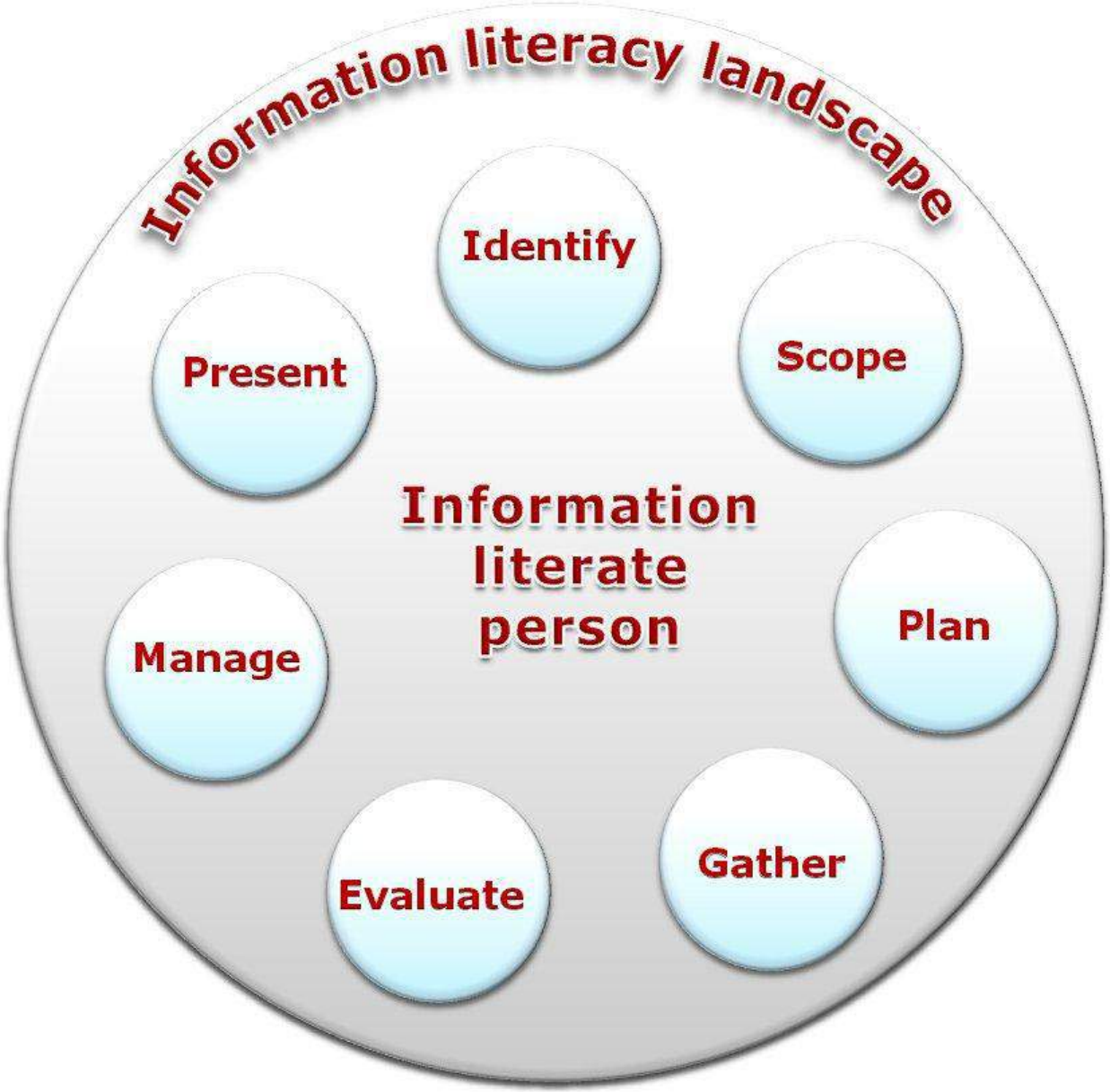
SCONUL



SCONUL Working Group on Information Literacy

April 2011


Manage
Evaluate
Present
Gather
Identify
Plan
Scope
Information Literacy Landscape


Information literacy landscape
Identify
Scope
Plan
Gather
Evaluate
Manage
Present
Information literate person

IDENTIFY

Able to identify a personal need for information

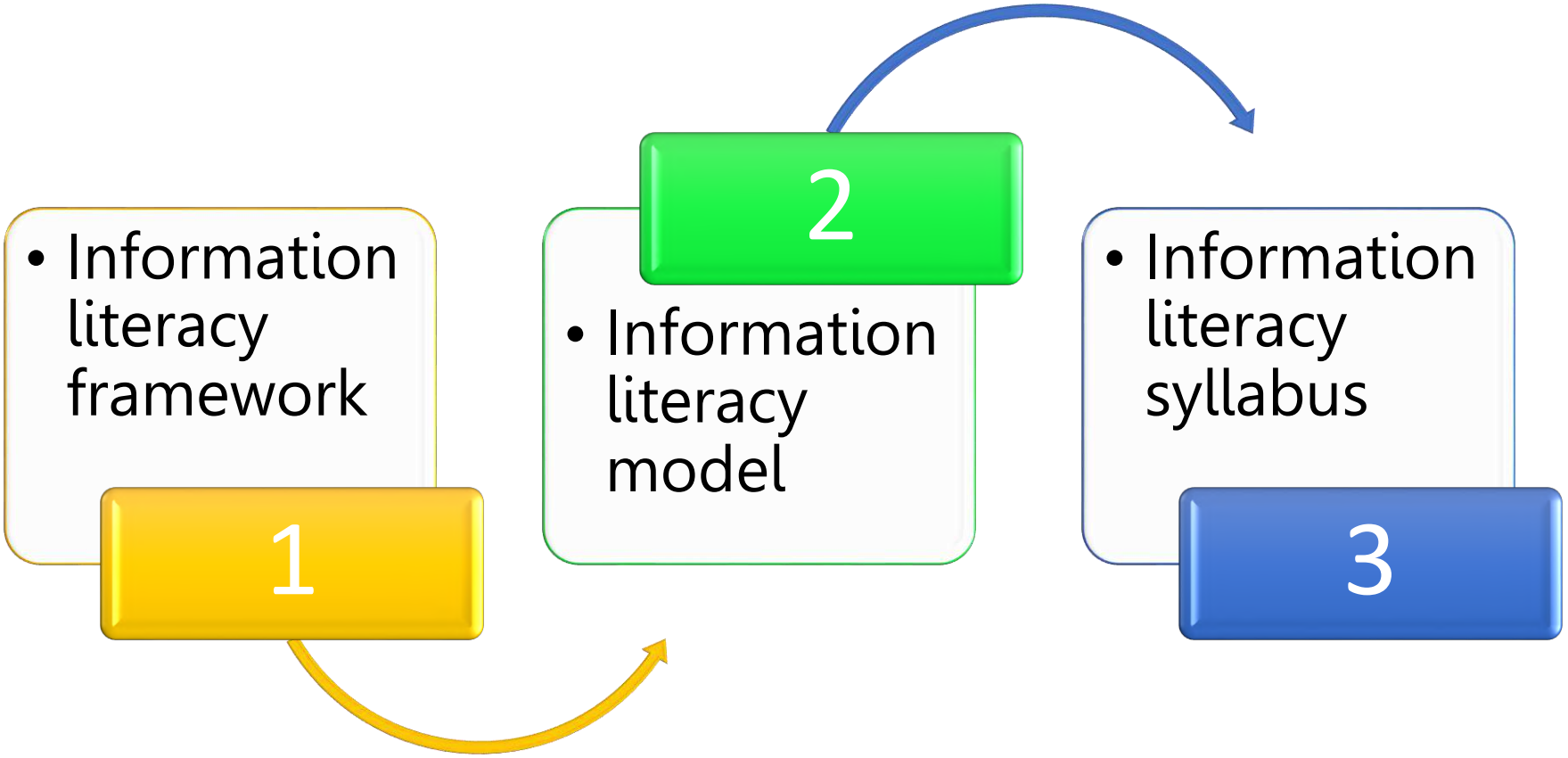
Understands:

- That new information and data is constantly being produced and that there is always more to learn
- That being information literate involves developing a learning habit so new information is being actively sought all the time
- That ideas and opportunities are created by investigating/seeking information
- The scale of the world of published and unpublished information and data

Is able to:

- Identify a lack of knowledge in a subject area
- Identify a search topic / question and define it using simple terminology
- Articulate current knowledge on a topic
- Recognise a need for information and data to achieve a specific end and define limits to the information need
- Use background information to underpin the search
- Take personal responsibility for an information search
- Manage time effectively to complete a search

Alur pengembangan IL syllabus



Learning for Life



Information Literacy Framework & Syllabus

QUT

Queensland University of Technology

CARDIFF UNIVERSITY
PRIFYSGOL CAERDYDD

Information Literacy Framework for Wales

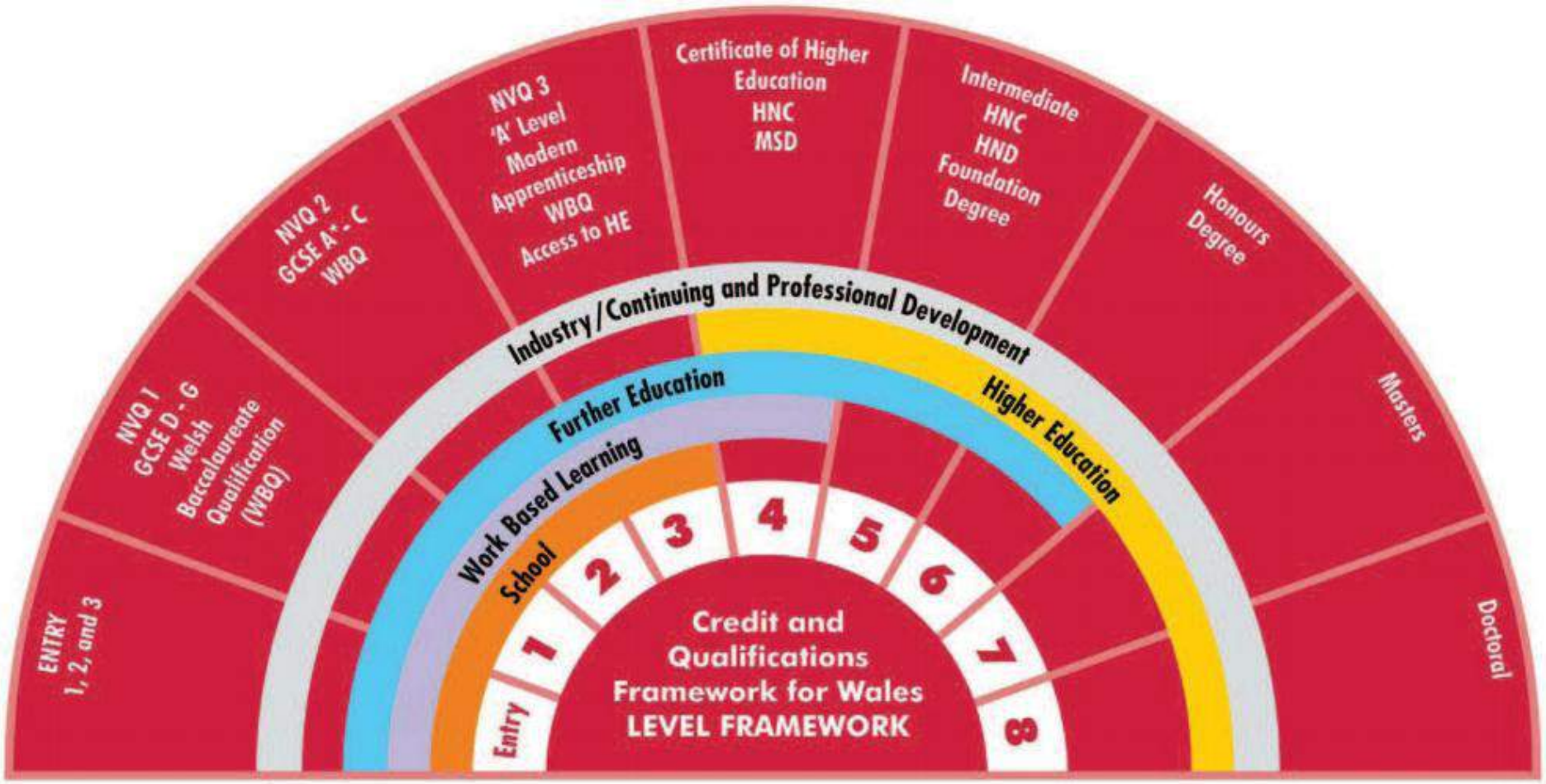
Finding and using information in 21st century Wales

Welsh Information Literacy Project, 2011

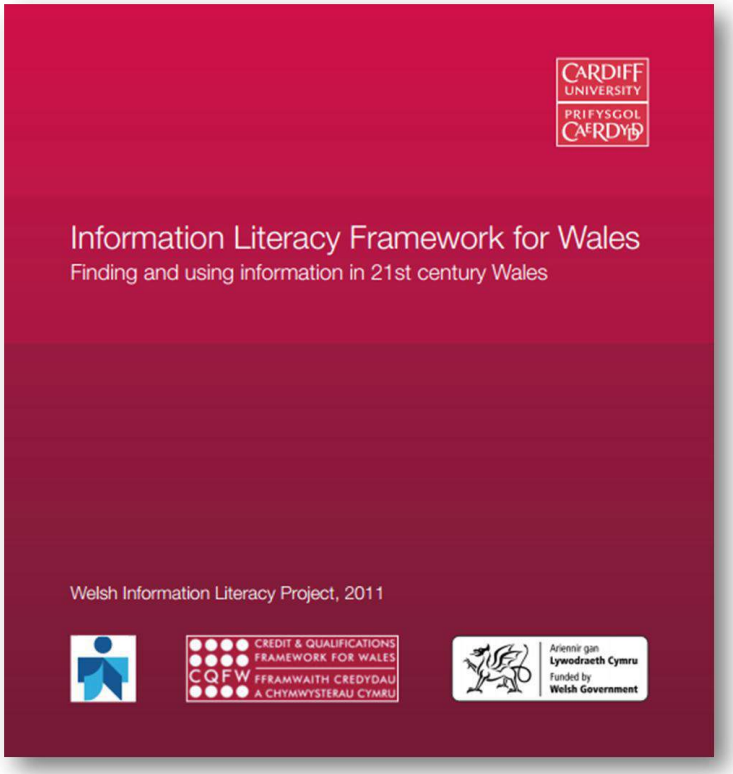








Credit qualifications framework for Wales





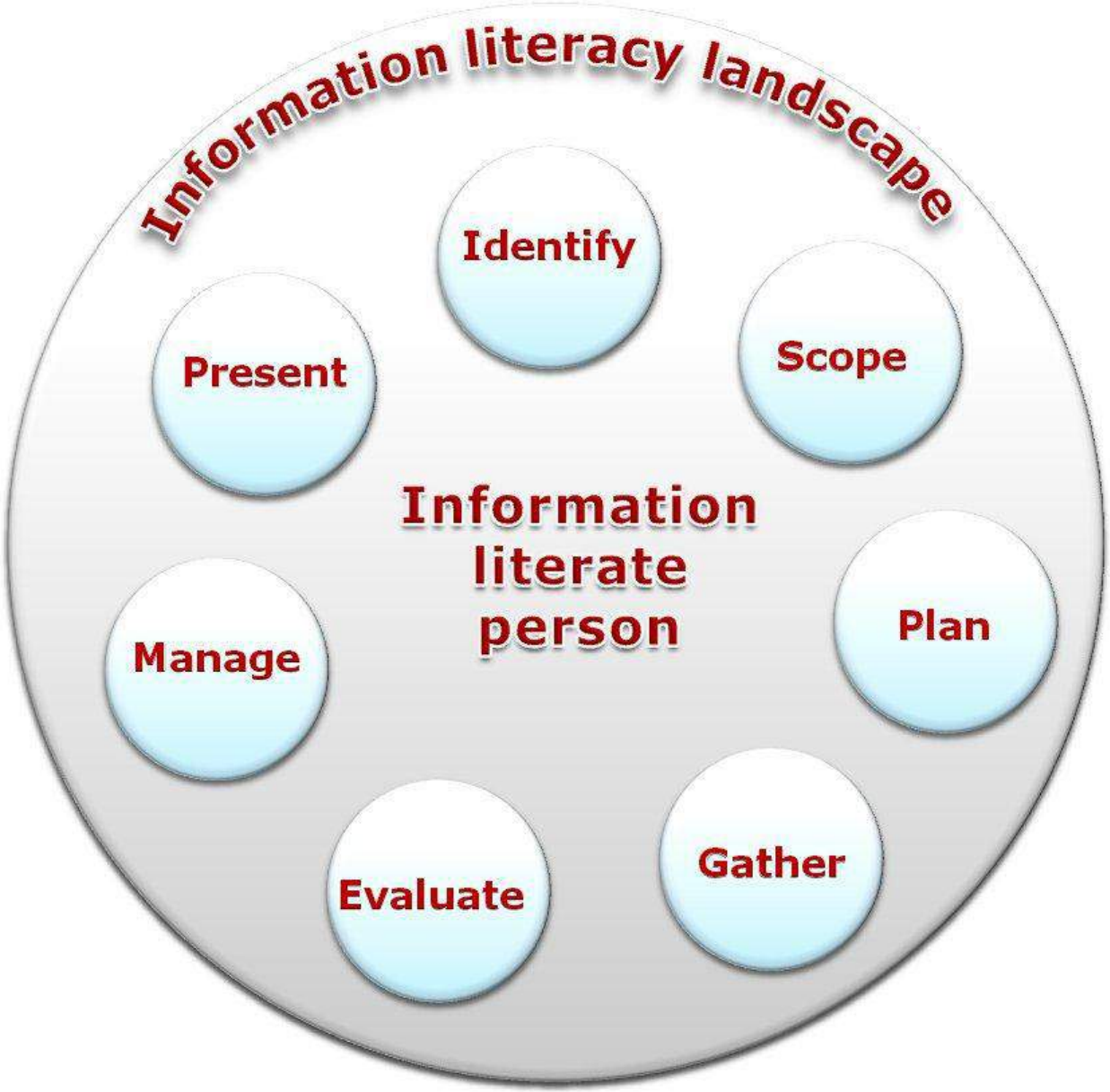
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Level 8: PhD, Professional Doctorate and DPhil (not typically credit based)

Pillar	Learning Objectives
Identify	• Understand knowledge and data is constantly being produced and that there is always more to learn • Understand that being information literate involves developing a learning/ research habit so new information is being actively sought all the time • Understand that ideas and opportunities are created by investigating/ seeking information • Understand the scale of the world of published and unpublished information and data available • Understand different disciplines place greater emphasis on different types of information and data • Understand the need for information will vary depending on the task at hand, the subject discipline and the stage of research • Identify a lack of knowledge in a subject area • Identify a research topic / question and define it using simple terminology • Articulate current knowledge on a topic • Recognise a need for information and data to achieve a specific end and define limits to the information need • Use background information to underpin the search • Take personal responsibility for a research project • Manage own time effectively to complete a research project

Scope	• Understand what types of information are available (e.g. data, people, written sources) • Understand characteristics of different types of information source (e.g. books, journals, data banks) and how they might be affected by format (digital, print) • Understand the processes for the dissemination of research outputs, including publication, in terms of how and why individuals make their research results known and the currency of information • Understand issues of accessibility (e.g. free/subscribed; license restrictions, electronic/print) • Understand what services are available to help and how to access them (eg different libraries, people, organizations, structures) • "Know what you don't know" to identify any information gaps • Identify the types of information required (e.g. data, people, videos, published information) to meet the need • Identify the available search tools, such as general and subject specific resources at different levels • Identify different data collection methods • Identify different formats in which information may be provided (e.g. print, digital, multimedia) • Demonstrate the ability to use new tools as they become available

Plan	• Understand the range of searching techniques available for finding information. (e.g. discussing with peers, qualitative and quantitative research, browsing, data mining, active searching, serendipity) • Understand the differences between different search tools (e.g. bibliographic databases, subject gateways, search engines) and the need to be familiar with a range of different retrieval tools, recognizing advantages and limitations • Understand why complex search strategies can make a difference to the breadth and depth of information found • Develop approaches to searching such that new tools are sought for each new question (not relying always on most familiar resources) • The need to match data collection techniques to the circumstances • The need to revise keywords and adapt search strategies according to the resources available and / or results found • Understand the value of controlled vocabularies and taxonomies in searching • Scope the research question clearly and in appropriate language • Define a search strategy by using appropriate keywords and concepts, defining and setting limits (e.g. date, location, type of information) • Select the most appropriate search tools (people, search engines, databases etc.) and data collection techniques • Identify controlled vocabularies and taxonomies to aid in searching • Identify appropriate search techniques (eg from finding contents pages and indexes to complex data mining) • Identify specialist search tools appropriate to each individual information need

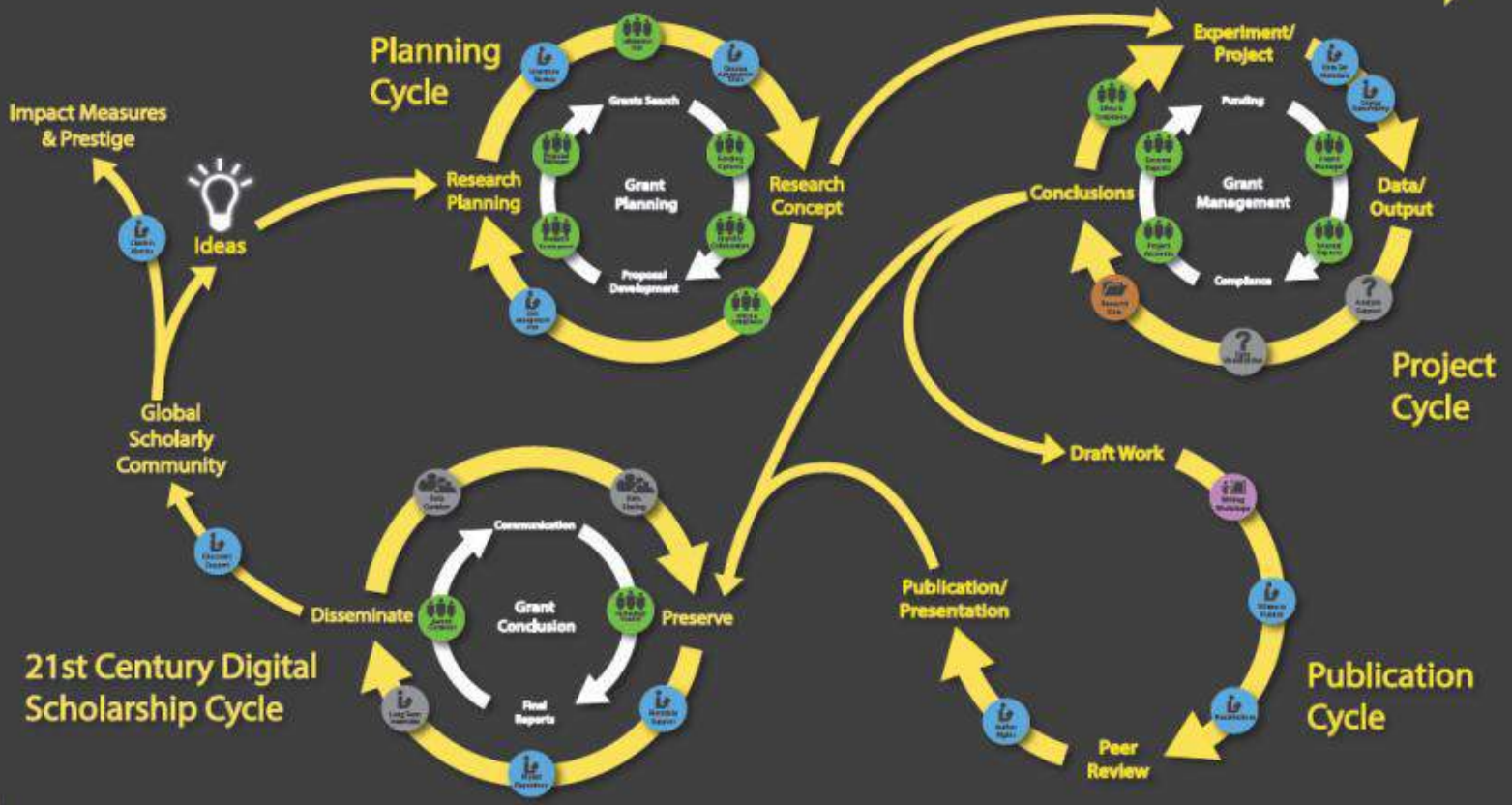

Information literacy landscape
Identify
Scope
Plan
Gather
Evaluate
Manage
Present
Information literate person


Online research skills
Information landscape
Searching strategies
Managing references
Critical thinking
Literature review
Writing genre
Research & writing
Publishing
Publishing channels

Research Lifecycle at University of Central FL

Version 2.0

A library-led institutional collaboration to develop a mental model of research support and services



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Legend

Research Data Management | Faculty Center for Teaching and Learning | Libraries | Office of Research and Commercialization | Institute for Simulation & Training | Not yet supported

Design Inspiration by OpenWetWare

library.ucf.edu/ScholarlyCommunication

Research Lifecycle at the University of Central Florida

What Do You Need Help With?

Click on Cycles to Explore



- Literature Reviews
- Collaboration Tools
- Citation Management Tools
- Ethics & Compliance
- Data Management Plans
- Grant Planning



- Data Set Metadata
- Analysis Support
- Research Data
- Ethics & Compliance
- Grant Management



- Writing Workshops
- Deciding Where to Publish
- Author Rights



- Metadata Services
- Open Access Hosting
- Long Term Preservation
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- Data Curation
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Live and recorded | Upcoming



12 time-saving tips for research support

Christian DeFeo, PhD Candidate, Product Marketing

Recorded: Mar 16 2017 | 62 mins



Research data literacy and the library

Christian Lauersen, University of Copenhagen; Sarah Wright,

Recorded: Dec 8 2016 | 60 mins



Targeting the librarian's role in research services

Amanda Horsman, Université de Moncton; Nina Exner, North

Recorded: Nov 8 2016 | 61 mins



Trends in teaching information literacy

Katy Kavanagh Webb, East Carolina University; Jay Bhatt,

Recorded: Oct 13 2016 | 61 mins



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101 Innovations in Scholarly Communication


Jeroen Bosman @jeroenbosman
Utrecht University Library

The Changing Research Workflow

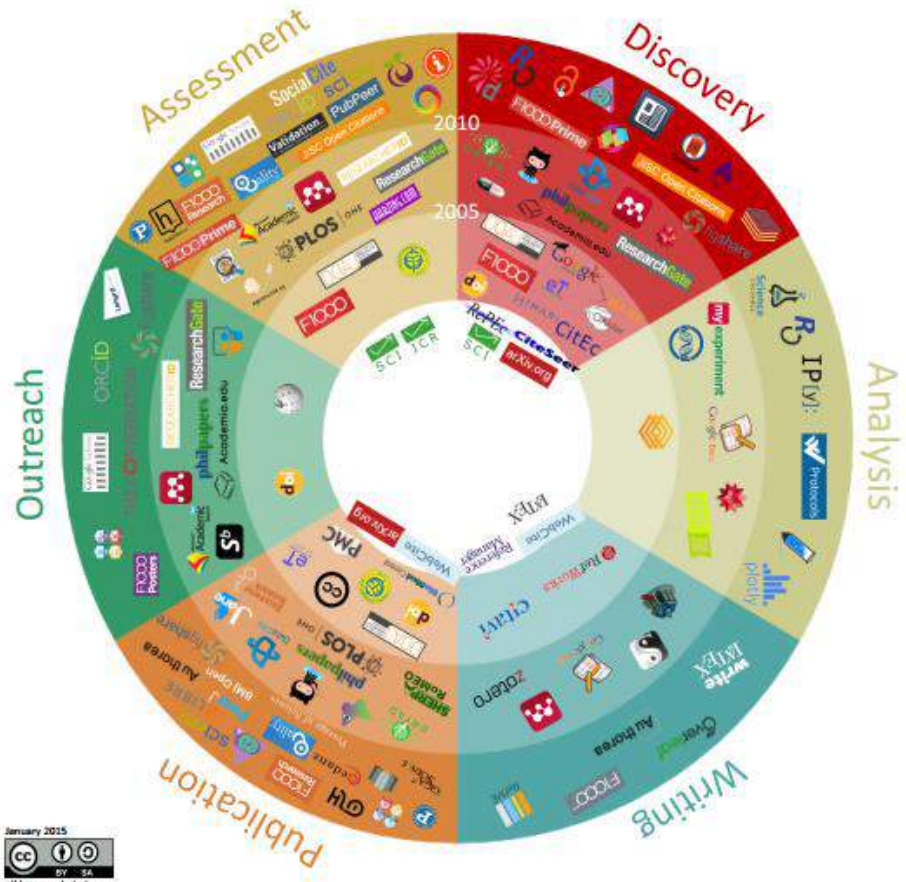

Bianca Kramer @MsPhelps
Utrecht University Library

innoscholcomm.silk.co

Science is in transition. This poster gives an impression of the exploratory phase of a project aiming to chart innovation in scholarly information and communication flows from evolutionary and network perspectives.

We intend to address the questions of what drives innovation and how these innovations change research workflows and may contribute to more **open, efficient** and **good** science.

101 Innovative tools and sites in 6 research workflow phases (< 2000 - 2015)



Most important developments in 6 research workflow phases

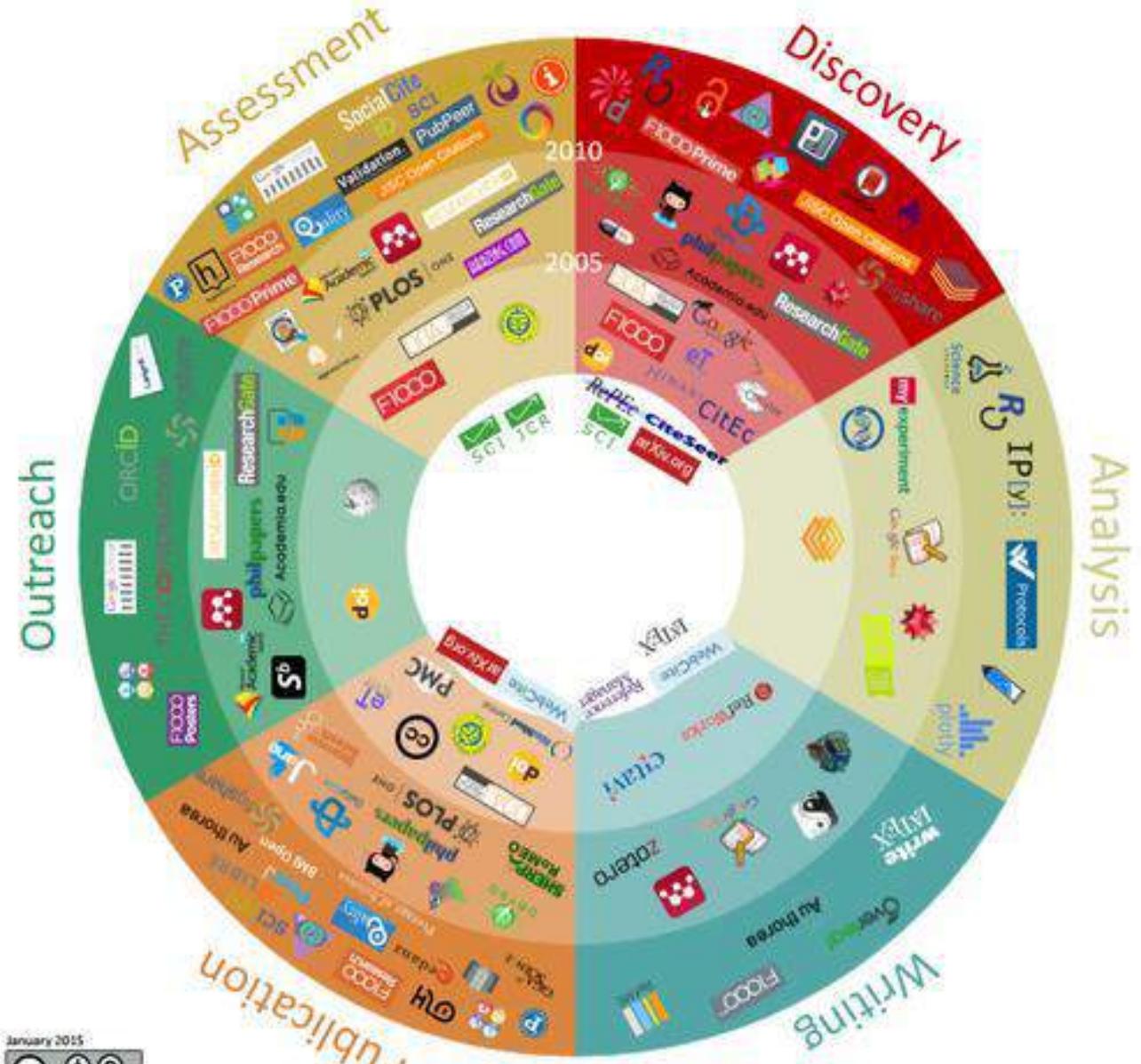
	Discovery	Analysis	Writing	Publication	Outreach	Assessment
Trends	social discovery tools	datadriven & crowdsourced science	collaborative online writing	Open Access & data publication	scholarly social media	article-level (alt)metrics
Expectations	growing importance of data discovery	more online analysis tools	more integration with publication & assessment tools	more use of "publish first, judge later"	use of altmetrics for monitoring outreach	more open and post-publication peer review
Uncertainties	support for full-text search and text mining	willingness to share in analysis phase	acceptance of collaborative online writing	effect of journal/publisher status	requirements of funders & institutions	who pays for costly qualitative assessment?
Opportunities	discovery based on aggregated OA full text	open labnotes	semantic tagging while writing/citing	reader-side paper formatting	using repositories for institutional visibility	using author-, publication- and affiliation-IDs
Challenges	real semantic search (concepts & relations)	reproducibility	safety/privacy of online writing	globalization of publishing/access standards	making outreach a two-way discussion	quality of measuring tools
Most important long-term development	multidisciplinary + citation-enhanced databases	collaboration + data-driven	online writing platforms	Open Access	more & better connected researcher profiles	importance of societal relevance + non-publication contributions
Potentially most disruptive development	semantic/concept search + contextual/social recommendations	open science	collaborative writing + integration with publishing	circumventing traditional publishers	public access to research findings, also for agenda setting	moving away from simple quantitative indicators

Typical workflow examples



Bianca Kramer, & Jeroen Bosman. (2015). 101 Innovations in Scholarly Communication: the Changing Research Workflow. Figshare. Retrieved from http://dx.doi.org/10.6084/m9.figshare.1286826

101 Innovative tools and sites in 6 research workflow phases (< 2000 - 2015)



January 2015
all logos excluded

Most important developments in 6 research workflow phases

	Discovery	Analysis	Writing	Publication	Outreach	Assessment
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Expectations	growing importance of data discovery	more online analysis tools	more integration with publication & assessment tools	more use of "publish first, judge later"	use of altmetrics for monitoring outreach	more open and post-publication peer review
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