Titik-titik perjumpaan
scholarly communication & information literacy

Faizuddin Harliansyah, MIM

Dipresentasikan pada acara
Seminar dan workshop nasional: Perpustakaan dan pustakawan inovatif dan kreatif
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Definisi scholarly communication

Association of College & Research Libraries (ACRL)

- "Scholarly communication is the system through which research and other scholarly writings are created, evaluated for quality, disseminated to the scholarly community, and preserved for future use. The system includes both formal means of communication, such as publication in peer-reviewed journals, and informal channels, such as electronic listservs. This document addresses issues related primarily to the formal system of scholarly communication" (ACRL, 2003).

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ACRL provides Scholarly Communications toolkit to support advocacy efforts for academic and research libraries

Contact: Mary Ellen Davis

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For Immediate Release
March 10, 2005

ACRL provides Scholarly Communications toolkit to support advocacy efforts for academic and research libraries

CHICAGO-- The Association of College and Research Libraries (ACRL) offers members a Web-based Scholarly Communications toolkit as a resource designed to support advocacy efforts that work toward changing the scholarly communication system and to provide information on scholarly communication issues for librarians, faculty, academic administrators and other campus stakeholders.

The toolkit aims to meet the needs of the full range of academic institutions represented in the ACRL membership base. A primary goal of the toolkit is to summarize key issues and content in order to give readers quick, basic information on scholarly communication topics.

"I'm delighted that the ACRL Scholarly Communications Toolkit is now available to support learning and advocacy related to

http://www.ala.org/news/news/pressreleases2005/march2005/acrlscholarlytoolkit

ACRL — Advancing learning Transforming scholarship

Association of College & Research Libraries
A division of the American Library Association

Scholarly Communication Toolkit: Scholarly Communication Overview

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Welcome to the ACRL Scholarly Communication Toolkit

The ACRL Scholarly Communication Toolkit was initially launched in 2005 by the ACRL Research and Scholarly Environment Committee (formerly the Scholarly Communication Committee) to support advocacy efforts designed to transform the scholarly communication landscape.

The toolkit is an educational resource primarily directed to librarians to assist them with:

1. integrating a scholarly communication perspective into library operations and programs and
2. preparing presentations on scholarly communication issues for administrators, faculty, staff, students, or other librarians.

The Toolkit includes short overview essays on key scholarly communication issues and highly selective lists of other sources of information on these topics, and copies of presentations, handouts, and similar material including materials from the ACRL Workshop "Scholarly Communication: From Understanding to Engagement."

All materials that are prepared for and directly part of the toolkit are made available under a Creative Commons Attribution-Noncommercial-Share Alike (CC-BY-NC-SA) license.

In 2016, ACRL conducted a major update of the Toolkit and migrated it to ACRL LibGuides. The Toolkit will continue to be updated and maintained by members of the Research and Scholarly Environment Committee's Toolkit Editing Team.

http://acrl.libguides.com/scholcomm/toolkit
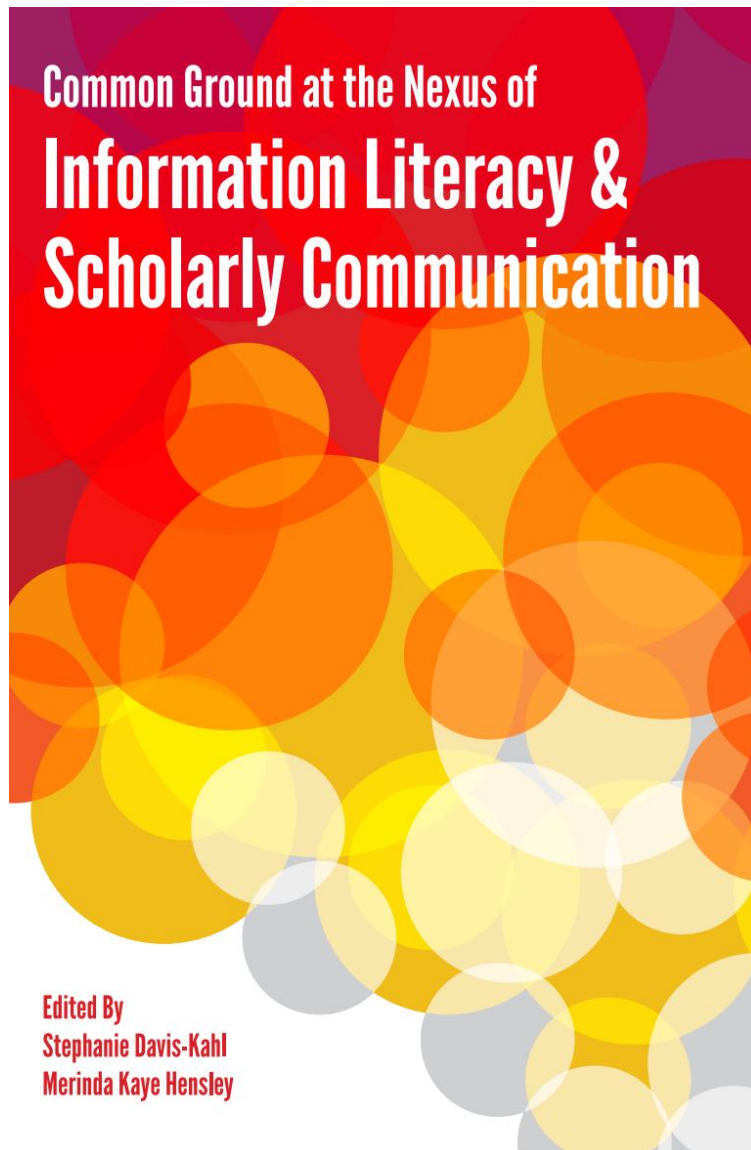
Davis-Kahl, Stephanie, and Merinda Kaye Hensley, eds. (2013). Common Ground at the Nexus of Information Literacy and Scholarly Communication. (Chicago: ACRL). ala.org/acrl/sites/ala.org.acrl/files/content/publications/booksanddigitalresources/digital/commonground_oa.pdf
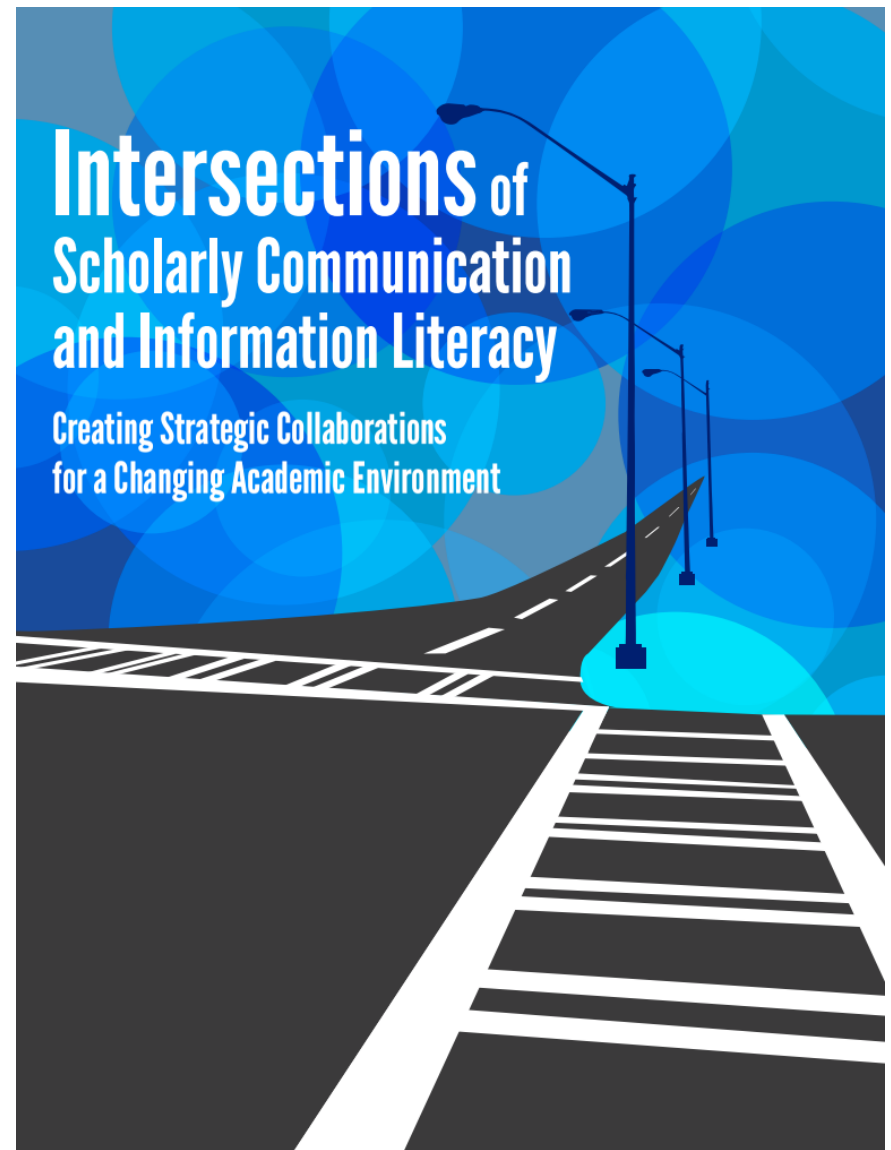
ACRL (2013). Intersections of Scholarly Communication and Information Literacy: Creating Strategic Collaborations for a Changing Academic Environment (Chicago, IL: ACRL) ala.org/acrl/sites/ala.org.acrl/files/content/publications/whitepapers/Intersections.pdf.

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# Lingkup scholarly communication

Contoh program scholarly communication

- Mengembangkan *collection development policy* yang secara strategis mendukung *open scholarship* dan merespon secara positif *business model* penerbit ilmiah tradisional.

- Mengembangkan skema dan kriteria evaluasi penerbitan ilmiah baik yang *open access* maupun *subscription-based*.

- Mendorong dan mengkampanyekan inisiatif *open access* dengan beragam jenis dan formatnya.

- Membantu peneliti untuk meningkatkan *visibility* dengan menggunakan *researcher ID* dan *research impact* mereka dengan menggunakan berbagai macam sarana, baik yang tradisional (seperti impact factor) maupun alternatif (seperti altmetrics).

- Mengembangkan *institutional repository* yang *open access* untuk memaksimalnya tata-kelola dan diseminasi *research output*.

Research lifecycle
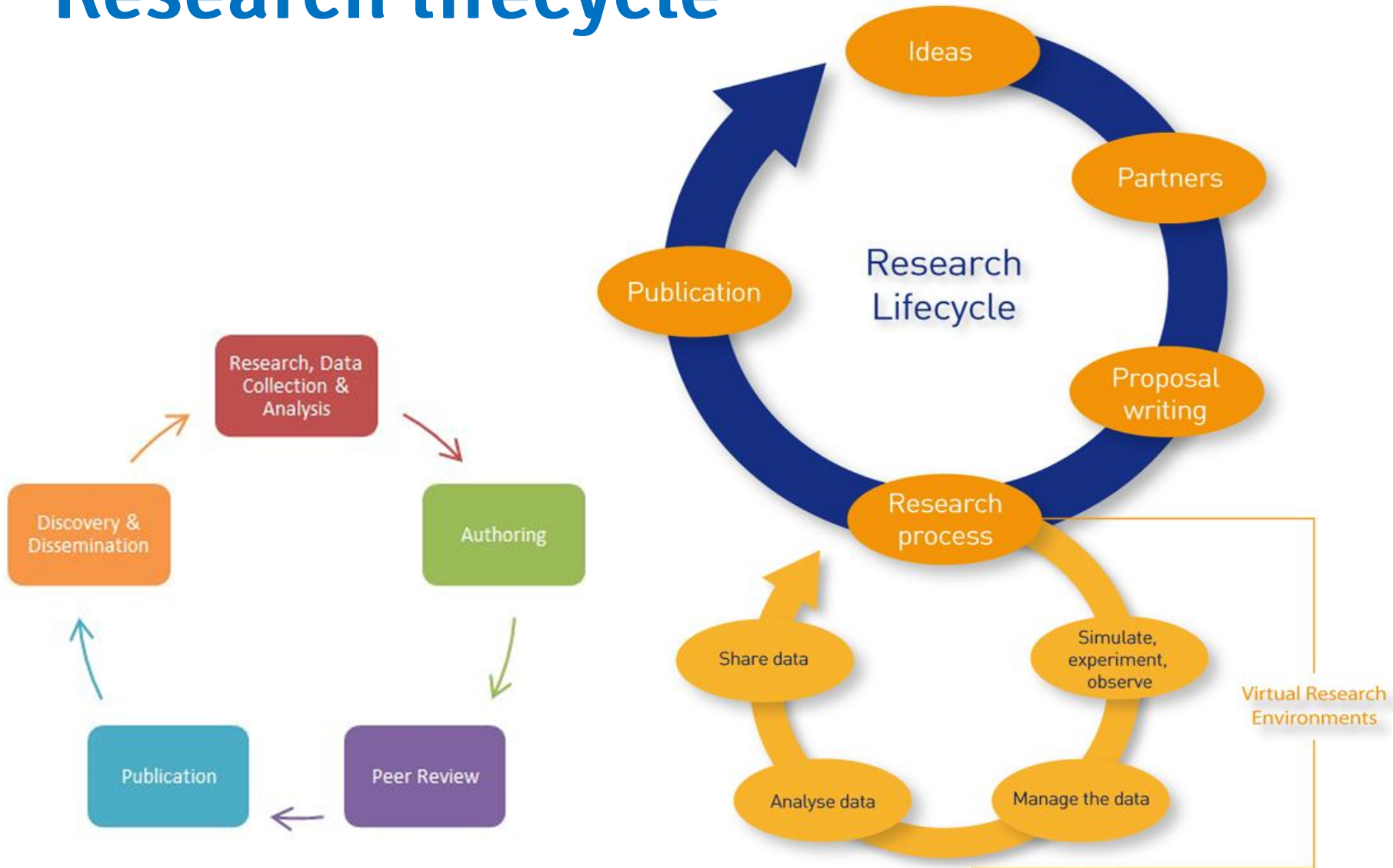
**MENTERI
PENDAYAGUNAAN APARATUR NEGARA
DAN REFORMASI BIROKRASI
REPUBLIK INDONESIA**

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.
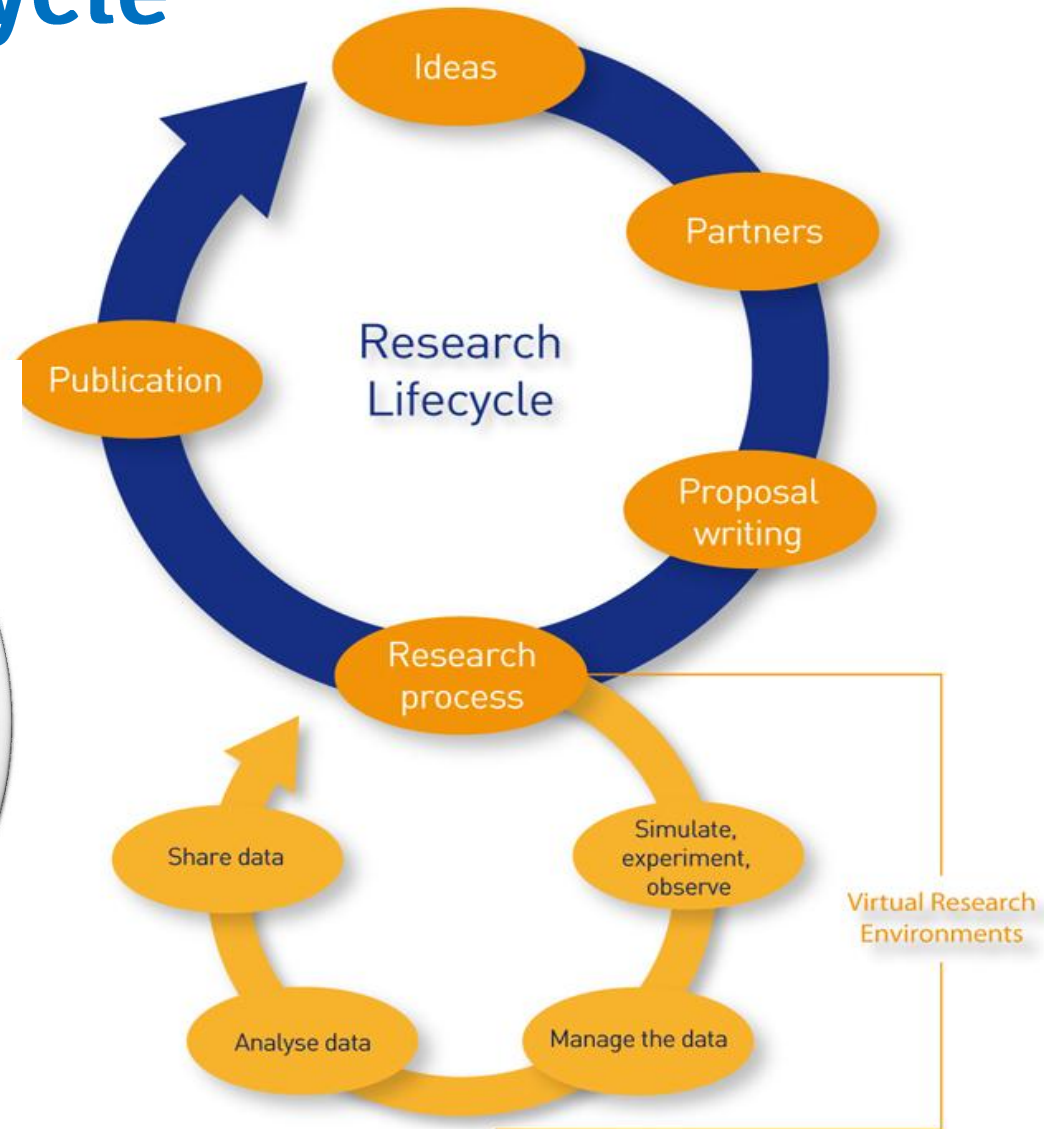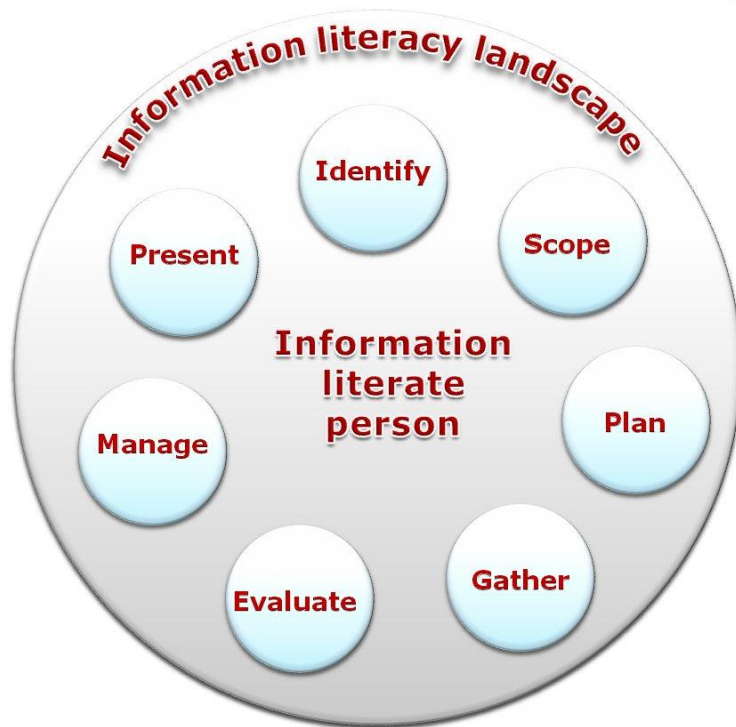
Information literacy model

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
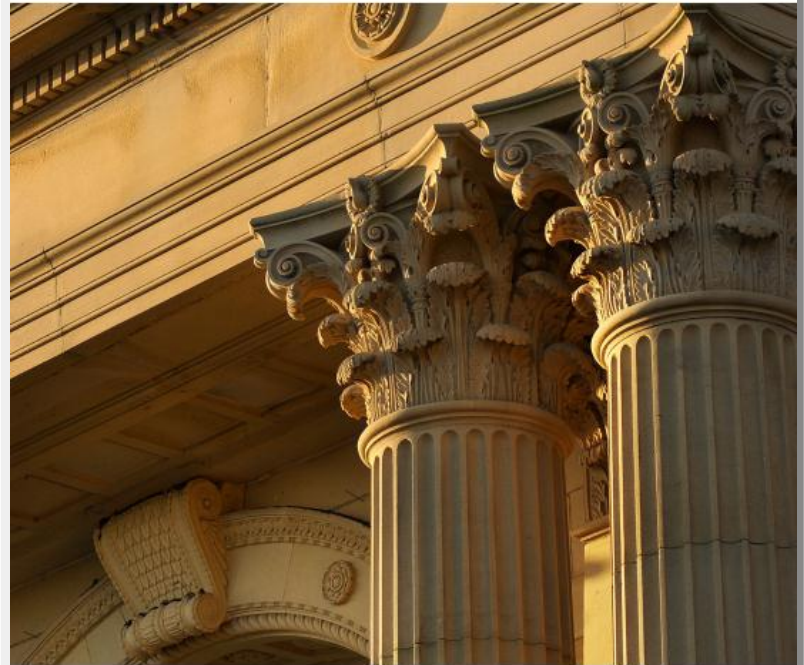
Research lifecycle

Information literacy model

Information Literacy Competency Standards for Higher Education

The SCONUL Seven Pillars of Information Literacy

Core Model
For Higher Education

SCONUL

SCONUL Working Group on Information Literacy
April 2011

Information Literacy Competency
Standards for Higher Education

Standard Two

The information literate student accesses needed information effectively and efficiently.

Performance Indicators:
1. The information literate student selects the most appropriate investigative methods or information retrieval systems for accessing the needed information.
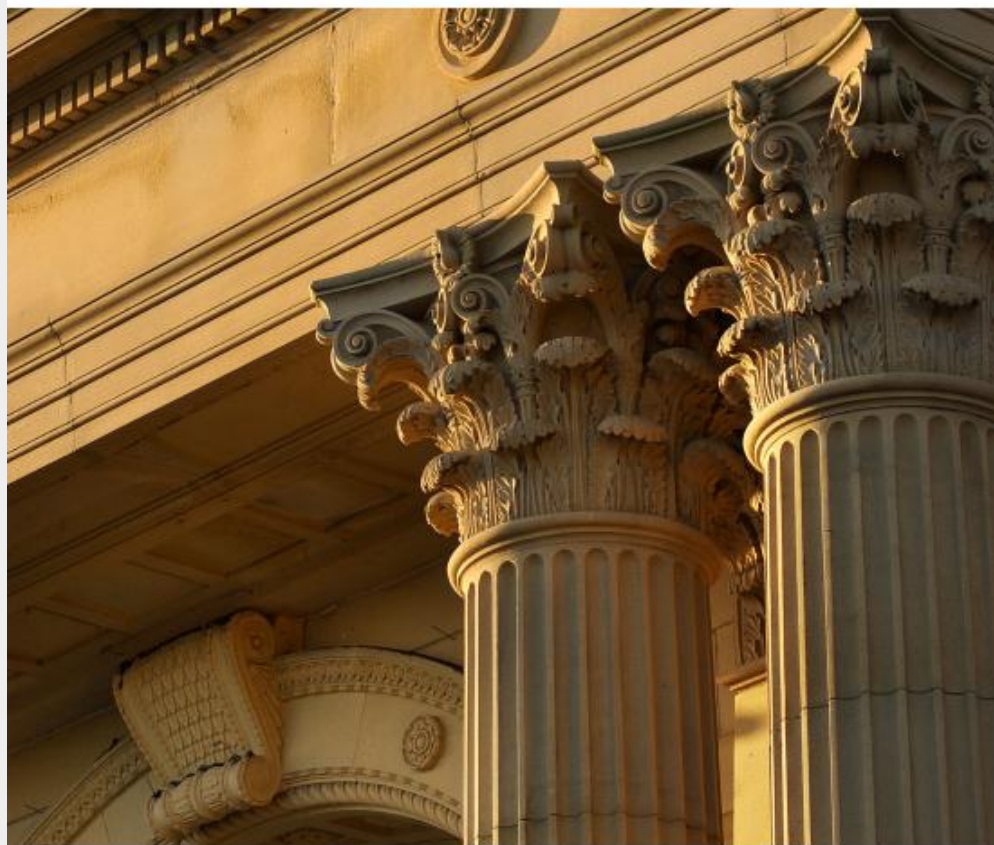
Outcomes Include:
   a. Identifies appropriate investigative methods (e.g., laboratory experiment, simulation, fieldwork)
   b. Investigates benefits and applicability of various investigative methods
   c. Investigates the scope, content, and organization of information retrieval systems
   d. Selects efficient and effective approaches for accessing the information needed from the investigative method or information retrieval system
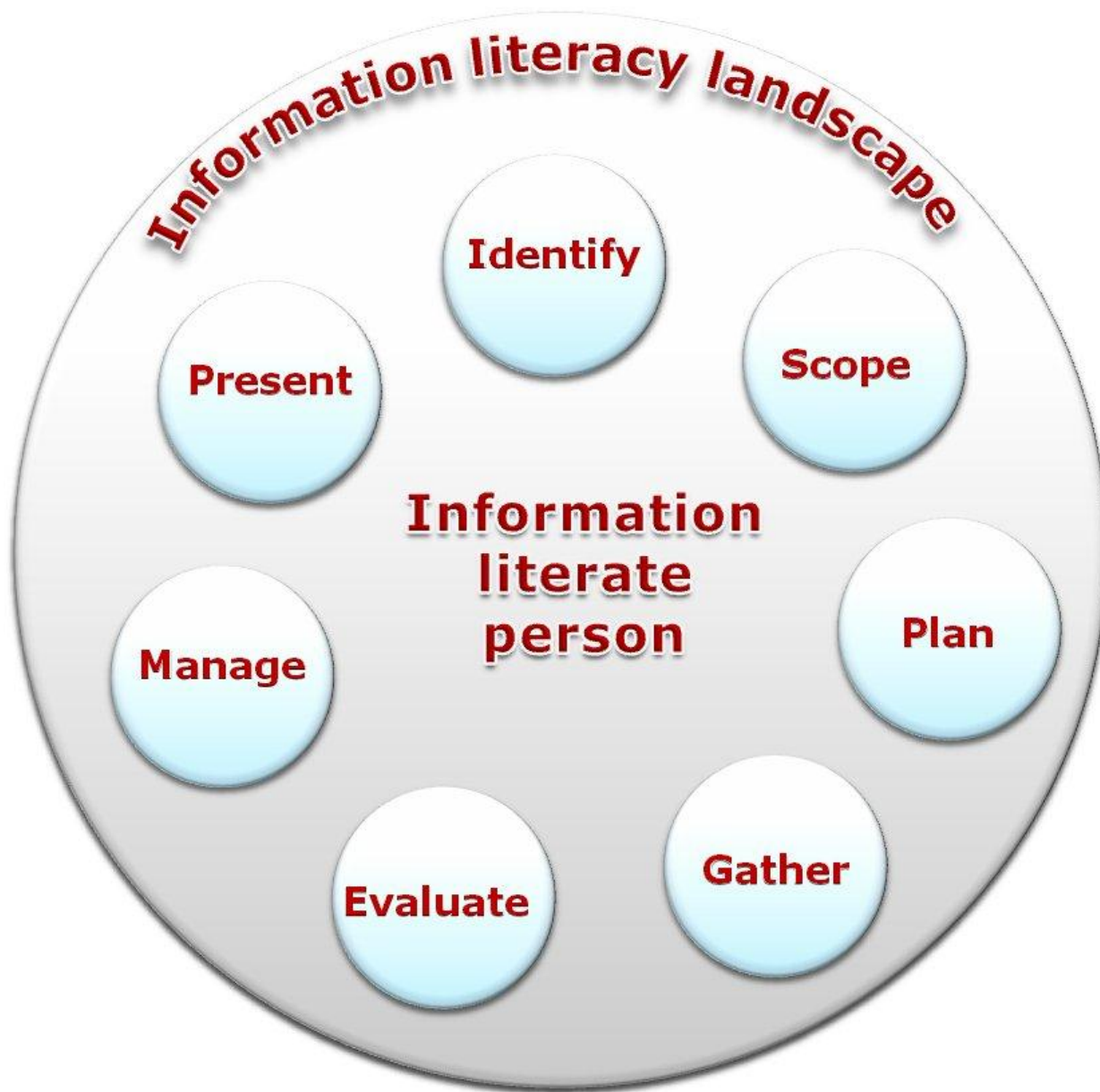
The SCONUL Seven Pillars of Information Literacy

Core Model
For Higher Education

SCONUL Working Group on Information Literacy
April 2011

Manage

Evaluate

Present

Gather

Identify

Plan

Scope

Information Literacy Landscape

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
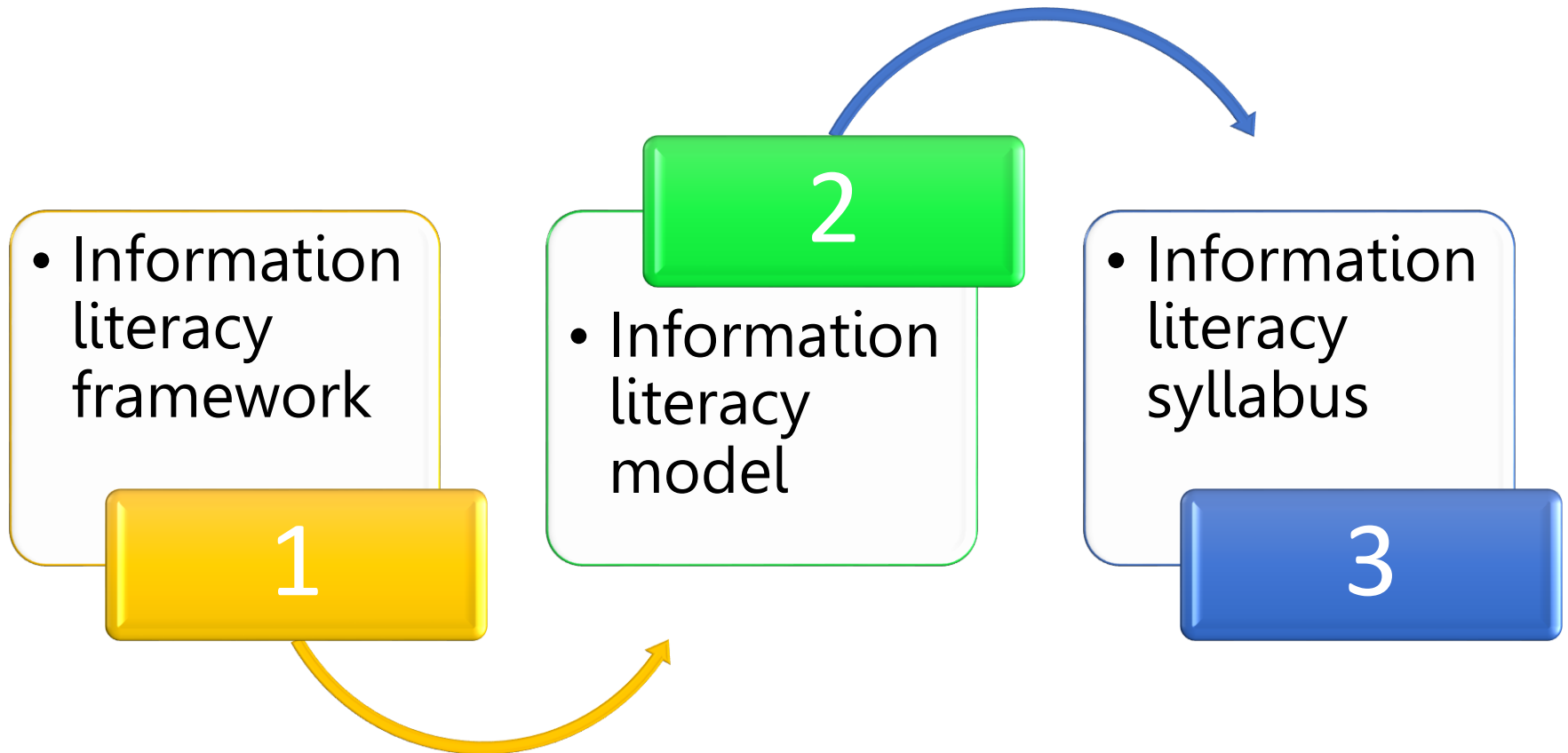
Learning for Life

Information Literacy
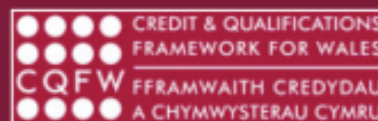## *Framework*
& Syllabus

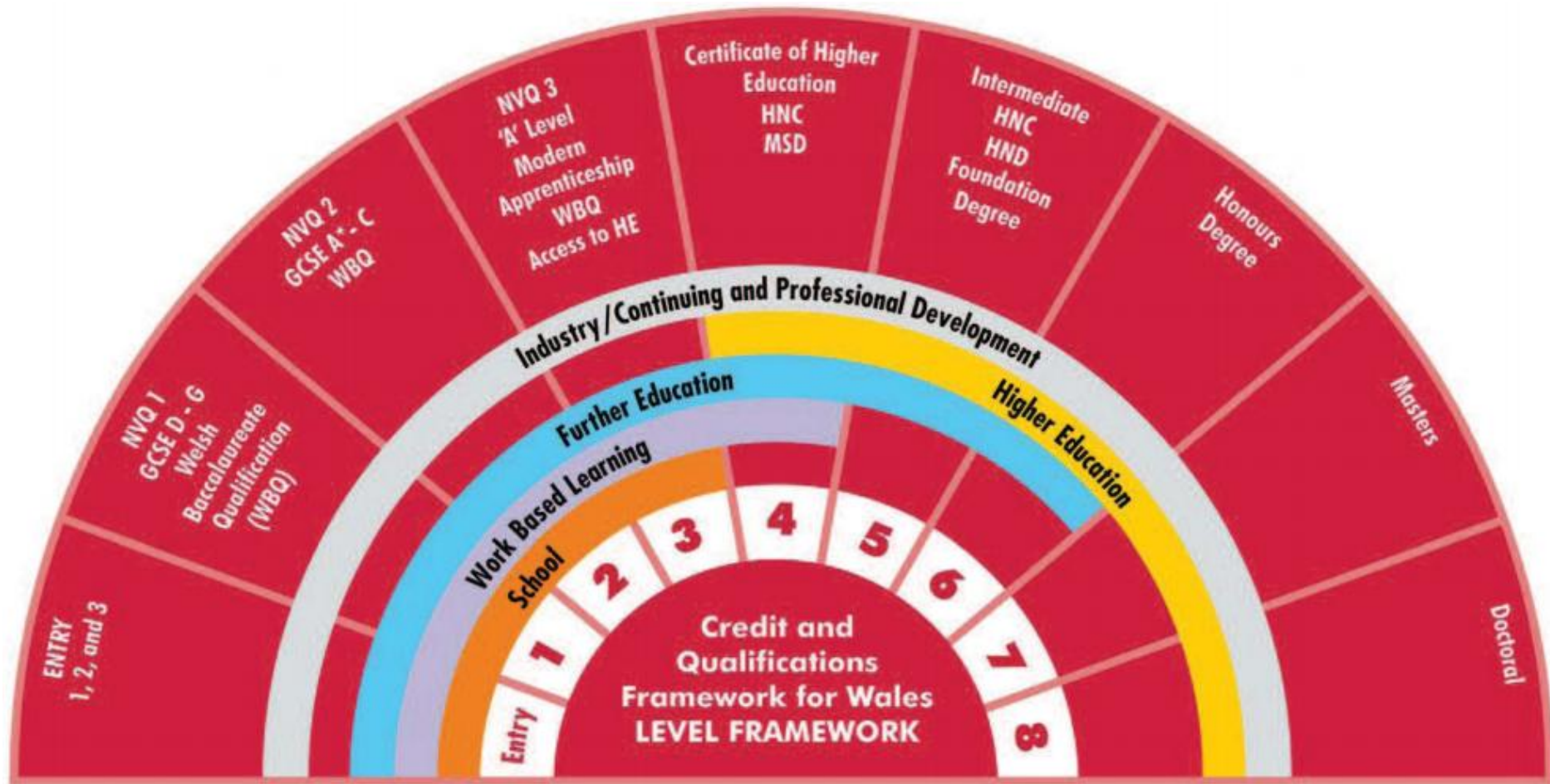**QUT**

Queensland University of Technology

Information Literacy Framework for Wales
Finding and using information in 21st century Wales

Credit qualifications framework for Wales

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

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