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Parallel Paper Session

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Room: FCT - Aula 15

Chair: Katja Scharenberg

Contribution

Design and implementation of an evaluation scale of Information Skills for Secondary Education teachers in Spain.

The development of Information and Communications Technology (ICT) has destroyed all previous ideas regarding access, search, use and publication of information. It has also generated new communication channels and new sources of information (Fernández, Zayas, & Urra, 2008). The Internet is, on its own merit, the most important ICT-related innovation, because it increases information, diversifies it and promotes distributed localization (Hernández Serrano & Fuentes Agustí, 2011).

«The internet has been the key driver of this paradigm shift because it has made possible the transition from analogue to digital information, and this has affected how knowledge is produced and disseminated through the effect of the internet means that this knowledge is more widely accessible than ever before» (Jones & Goff, 2011, p. 11)

It is here in this context that the concept of Information Competency emerges (American Library Association, 1989; Kong, 2008). According to the Conference of Rectors of Spanish Universities (CRUE) and the Spanish University Libraries Network, this concept can be defined as 'the group of knowledges, skills, aptitudes and behaviours which enable individuals to recognise when they need information, where to find it, how to evaluate it and use it adequately for the purpose for which it is required?' (CRUE-TIC & REBUN, 2009, p. 7).

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