

Serap Kurbanoglu Sonja Špiranec  
Esther Grassian Diane Mizrachi  
Ralph Catts (Eds.)

Communications in Computer and Information Science

492

# Information Literacy

Lifelong Learning and Digital Citizenship  
in the 21st Century

Second European Conference, ECIL 2014  
Dubrovnik, Croatia, October 20–23, 2014  
Proceedings

 Springer

Editorial Board

Simone Diniz Junqueira Barbosa

*Pontifical Catholic University of Rio de Janeiro (PUC-Rio),  
Rio de Janeiro, Brazil*

Phoebe Chen

*La Trobe University, Melbourne, Australia*

Alfredo Cuzzocrea

*ICAR-CNR and University of Calabria, Italy*

Xiaoyong Du

*Renmin University of China, Beijing, China*

Joaquim Filipe

*Polytechnic Institute of Setúbal, Portugal*

Orhun Kara

*TÜBİTAK BİLGEM and Middle East Technical University, Turkey*

Igor Kotenko

*St. Petersburg Institute for Informatics and Automation  
of the Russian Academy of Sciences, Russia*

Krishna M. Sivalingam

*Indian Institute of Technology Madras, India*

Dominik Ślęzak

*University of Warsaw and Infobright, Poland*

Takashi Washio

*Osaka University, Japan*

Xiaokang Yang

*Shanghai Jiao Tong University, China*

Serap Kurbanoglu Sonja Špiranec  
Esther Grassian Diane Mizrachi  
Ralph Catts (Eds.)

# Information Literacy

Lifelong Learning and Digital Citizenship  
in the 21st Century

Second European Conference, ECIL 2014  
Dubrovnik, Croatia, October 20-23, 2014  
Proceedings

 Springer



## Preface

The Second European Conference on Information Literacy (ECIL) was co-organized by the Department of Information and Communication Sciences of Zagreb University, Croatia and the Department of Information Management of Hacettepe University, Turkey. Information literacy, media literacy, and life-long learning being the main theme, ECIL aimed to bring together researchers, information professionals, media specialists, educators, policymakers, and all related parties from around the world to exchange knowledge and experience and discuss current issues and recent developments.

In all, 283 proposals were submitted to the conference. All submissions were subjected to a double-blind review process and 93 were accepted as full papers. This book consists of 80 contributions (2 keynotes, 1 invited paper, 70 papers, 7 doctoral papers). Contributions came from 50 different countries (Albania, Austria, Belgium, Botswana, Brazil, Bulgaria, Canada, China, Croatia, Czech Republic, Estonia, Finland, France, Germany, Hungary, Iceland, Iran, Ireland, Israel, Italy, Jamaica, Latvia, Mexico, Moldova, Montenegro, The Netherlands, Norway, Oman, Pakistan, Peru, Poland, Portugal, Puerto Rico, Romania, Russia, Saudi Arabia, Serbia, Singapore, Slovakia, Slovenia, South Africa, Spain, Sweden, Switzerland, Taiwan, Turkey, UK, Ukraine, United Arab Emirates, USA) and addressed a number of issues.

Starting with our own organizations, Hacettepe University and the University of Zagreb, we are grateful to many organizations for their support. Our special thanks go to UNESCO and IFLA, two major organizations that have contributed tremendously to the development of information literacy, for generously providing their patronage.

We would like to take this opportunity to thank the conference keynote speakers David Bawden and Michael B. Eisenberg; invited speakers (Bill Johnston, Louise Limberg, Tefko Saracevic, Ross J. Todd, Maria Carme Torras-Calve, Andrew Whitworth, and Sheila Webber); workshop presenters; authors and presenters of papers, best practices, PechaKuchas, posters; and session chairs. We would like to thank and acknowledge the hard work of the members of the Standing and Program Committees, who invested their time generously to make this event happen.

Our editorial team should also be acknowledged here. Special thanks to Esther Grassian, Diane Mizrachi, and Ralph Catts for their hard work and valuable editorial contributions.

Last but not least, we would like to thank the local Organizing Committee.

November 2014

Serap Kurbanoğlu  
Sonja Špiranec

## Organization

The European Conference on Information Literacy (ECIL) was co-organized by the Department of Information and Communication Sciences of Zagreb University and the Department of Information Management of Hacettepe University.

### Standing Committee

Paul G. Zurkowski	USA (Honorary Chair)
Serap Kurbanoğlu	Hacettepe University, Turkey (Co-chair)
Sonja Špiranec	University of Zagreb, Croatia (Co-chair)
Szarina Abdullah	MARA Technology University, Malaysia
Buket Akkoyunlu	Hacettepe University, Turkey
Susie Andretta	London Metropolitan University, UK
Aharon Aviram	Ben-Gurion University, Israel
George Awad	UNESCO Regional Office, Lebanon
Rafael Ball	University of Regensburg, Germany
Tomaz Bartol	University of Ljubljana, Slovenia
Athina Basha	Albanian Library Association, Albania
Carla Basili	Italian National Research Council, Italy
David Bawden	City University, UK
Dilara Begum	East West University, Bangladesh
Albert K. Boekhorst	University of Pretoria, South Africa
Alexander Botte	Institute for International Educational Research, Germany
Joumana Boustany	Paris Descartes University, France
Patricia Senn Breivik	National Forum of Information Literacy, USA
Christine Bruce	Queensland University of Technology, Australia
Mersini Moreleli-Cacouris	Alexander Technological Educational Institute of Thessaloniki, Greece
Toni Carbo	Drexel University, USA
Paola De Castro	National Institute of Health, Italy
Ralph Catts	University of Stirling, UK
Jerald Cavanagh	Limerick Institute of Technology, Ireland
Kunjilika Chaima	University of Montreal, Canada
Samuel Kai Wah Chu	University of Hong Kong, SAR China
Ioannis Clapsopoulos	University of Thessaly, Greece
John Crawford	Independent Information Professional, UK
Gülçin Cribb	Singapore Management University, Singapore
Lenka Danevska	Central Medical Library, Republic of Macedonia

## VIII Organization

Lourense H. Das	ENSIL Foundation, The Netherlands
Senada Dizdar	University of Sarajevo, Bosnia and Herzegovina
Noraida Dominguez	University of Puerto Rico, Puerto Rico
Elisabeth Adriana Dudziak	University of Sao Paulo, Brazil
Susana Finquelievich	University of Buenos Aires, Argentina
Almuth Gastinger	University of Science and Technology Trondheim, Norway
Natalia Gendina	Kemerovo State University of Culture and Arts, Russia
Nieves González	University of Seville, Spain
Esther Grassian	University of California, Los Angeles, USA
Eystein Gullbekk	Oslo University, Norway
Chow Wun Han	National Library, Singapore
Thomas Hapke	Hamburg University of Technology, Germany
Päivi Helminen	Helsinki University, Finland
Jos van Helvoort	The Hague University, The Netherlands
Alan Hopkinson	Middlesex University, UK
Kees Hopstaken	Utrecht University, The Netherlands
Forest Woody Horton	International Library and Information Consultant, USA
Teo Jye Ling Jaclyn	National Library, Singapore
László Z. Karvalics	University of Szeged, Hungary
Irmgarda Kasinskaite-Buddeberg	Knowledge Societies Division, UNESCO
Padraig Kirby	Limerick Institute of Technology, Ireland
Tibor Koltay	Szent István University, Hungary
Rumyana Koycheva	Global Libraries, Bulgaria
Carol C. Kuhlthau	Rutgers University, USA
Claudio Laferlac	University of Malta, Malta
Hana Landova	Information Education and IL Working Group, Czech Republic
Piotr Lapo	Belarusian State University Library, Belarus
Jesús Lau	Veracruzana University, Mexico
Anne Lehmans	University of Bordeaux, France
Louise Limberg	University of Borås, Sweden
Vincent Liquete	University of Bordeaux, France
Annemaree Lloyd	Charles Sturt University, Australia
Szu-chia Scarlett Lo	National Chung-hsing University, Taiwan
Randi Lundvall	Løkeberg Primary School, Norway
Latifa Mammadova	Ministry of Culture and Tourism, Azerbaijan
Luisa Marquardt	Roma Tre University, Italy
Vanessa Middleton	Petroleum Institute, United Arab Emirates
Muhammad Sajid Mirza	International Islamic University, Pakistan
Theophilus E. Mlaki	Consultant ICT for Development, Tanzania

Intan Azura Mokhtar	Nanyang Technological University, Singapore
María Pinto Molina	Granada University, Spain
Camilla Moring	Royal School of Library and Information Science, Denmark
Rajen Munoo	National Library Board NLB Academy, Singapore
Mitsuhiro Oda	Aoyama Gakuin University, Japan
Anna Onkovich	National Academy of Pedagogical Science, Ukraine
Chido Onumah	African Centre for Media Literacy, Nigeria
Heike vom Orde	International Central Institute for Youth and Educational Television, Germany
Judith Peacock	Queensland University of Technology, Australia
Zdravka Pejova	Library and Information Consultant, R. of Macedonia
Manuel Pinto	University of Minho, Portugal
Gloria Ponjuan	University of Havana, Cuba
Niels Ole Pors	Royal School of Library and Information Science, Denmark
Maria Próchnicka	Jagiellonian University, Poland
Viviana Quinones	National Library, France
Mircea Regneala	University of Bucharest, Romania
Angela Repanovici	Transilvania University of Brasov, Romania
Laurie Ortiz Rivera	University of Puerto Rico, Puerto Rico
Manuela Rohrmoser	Vienna University, Austria
Jurgita Rudzioniene	Vilnius University, Lithuania
Philip Russell	Institute of Technology Tallaght, Ireland
Ramza Jaber Saad	National Commission of UNESCO, Lebanon
Jarmo Saarti	University of Eastern Finland, Finland
Chutima Sacchanand	Sukhothai Thammathirat Open University, Thailand
Armando Malheiro da Silva	University of Porto, Portugal
Diljit Singh	University of Malaya, Malaysia
Jagtar Singh	Punjabi University, India
Kaisa Sinikara	Helsinki University Library, Finland
Eero Sormunen	University of Tampere, Finland
Philipp Stalder	University of Zurich, Switzerland
Jela Steinerova	Comenius University, Slovakia
Gordana Stokić Simončić	Belgrade University, Serbia
Paul Sturges	University of Pretoria, South Africa
Olof Sundin	Lund University, Sweden
Samy Tayie	Cairo University, Egypt
Ellen R. Tise	Stellenbosch University, South Africa



## X Organization

Ross J. Todd	The State University of New Jersey, USA
Maria Carme Torras Calvo	Bergen University, Norway
Ramon R. Tuazon	Asian Institute of Journalism and Communication, Philippines
Anne Sissel Vedvik Tonning	University of Bergen, Norway
José Manuel Pérez Tornero	University of Barcelona, Spain
Jordi Torrent	United Nations Department of Education, USA
Isabelle Turmaine	International Association of Universities, France
Peter Underwood	University of Cape Town, South Africa
Cristóbal Pasadas Ureña	University of Granada, Spain
Alejandro Uribe Tirado	University of Antioquia, Colombia
Egbert John Sanchez	
Vanderkast	National Autonomous University, Mexico
Tapio Varis	UNESCO Chair, University of Tampere, Finland
Aurora de la Vega	Catholic University of Peru, Peru
Jose de Jesus Cortes Vera	Autonomous University of Ciudad Juárez, Mexico
Henri A. Verhaaren	Ghent University, Belgium
Sirje Virkus	University of Tallinn, Estonia
Li Wang	University of Auckland, New Zealand
Sheila Webber	University of Sheffield, UK
Sharon A. Weiner	National Forum of Information Literacy, USA
Barbro Wigell-Ryynanen	Ministry of Education and Culture, Finland
Pradeepa Wijetunge	University of Colombo, Sri Lanka
Carolyn Wilson	University of Toronto, Canada
Tom Wilson	University of Sheffield, UK
Andrew Whitworth	University of Manchester, UK
Michaela Zemanek	Vienna University, Austria
Julia Zhang Xiaojuan	Wuhan University, China

## Program Committee

Maryam AlOshan	Imam Muhammed bin Saud University, Saudi Arabia
Mihaela Banek Zorica	University of Zagreb, Croatia
Tomaz Bartol	University of Ljubljana, Slovenia
David Bawden	City University, UK
Albert K. Boekhorst	University of Pretoria, South Africa
Joumana Boustany	University of Paris Descartes, France
Ralph Catts	University of Stirling, UK
Sabina Cisek	Jagiellonian University, Poland
Ioannis Clapsopoulos	University of Thessaly, Greece
John Crawford	Independent Information Professional, UK
Elisabeth Adriana Dudziak	University of Sao Paulo, Brazil

Susana Finquelievich Emmanouel Garoufallou	University of Buenos Aires, Argentina Alexander Technological Educational Institute of Thessaloniki, Greece
Almuth Gastinger	University of Science and Technology Trondheim, Norway
Natalia Gendina	Kemerovo State University of Culture and Arts, Russia
Nieves González	University of Seville, Spain
Eystein Gullbekk	Oslo University, Norway
Gaby Haddow	Curtin University, Australia
Fredrik Hanell	Lund University, Sweden
Jos van Helvoort	The Hague University, The Netherlands
Mark Hepworth	Loughborough University, UK
José Antonio Gómez-Hernández	University of Murcia, Spain
Bill Johnson	University of Strathclyde, UK
László Z. Karvalics	University of Szeged, Hungary
Anthi Katsirikou	University of Piraeus, Greece
Trishanjit Kaur	Punjabi University, India
Paulette Kerr	University of West Indies, Jamaica
Tibor Koltay	Szent István University, Hungary
Monika Krakowska	Jagiellonian University, Poland
Līga Krūmina	University of Latvia, Latvia
Serap Kurbanoglu	Hacettepe University, Turkey
Hana Landova	Information Education and IL Working Group, Czech Republic
Jesús Lau	Veracruzana University, Mexico
Louise Limberg	University of Borås, Sweden
Vincent Liquete	University of Bordeaux, France
Annemaree Lloyd	Charles Sturt University, Australia
Elitsa Lozanova-Belcheva	Sofia University St. Kliment Ohridski, Bulgaria
Elena Maceviciute	University of Boras, Sweden
Mian Shaheen Majid	College of Humanities, Arts, and Social Sciences, Singapore
Viviana Fernández Marcial	University of La Coruña, Spain
Katarzyna Materska	Warsaw University, Poland
María Pinto Molina	Granada University, Spain
Camilla Moring	Royal School of Library and Information Science, Denmark
Delia Neuman	Drexel University, USA
Ágústa Pálsdóttir	University of Iceland, Iceland
Zdenka Petermanec	University of Maribor, Slovenia

## XII Organization

Angela Repanovici	Transylvania University of Brasov, Romania
Laurie Ortiz Rivera	University of Puerto Rico, Puerto Rico
Manuela Rohrmoser	Vienna University, Austria
Jurgita Rudzioniene	Vilnius University, Lithuania
Jarmo Saarti	University of Eastern Finland, Finland
Chutima Sacchanand	Sukhothai Thammathirat Open University, Thailand
Laura Saunders	Simmons College, USA
Foo Shou Boon Schubert	Technological University, Singapore
Eero Sormunen	University of Tampere, Finland
Sonja Špiranec	University of Zagreb, Croatia (Chair)
Jela Steinerova	Comenius University, Slovakia
Gordana Stokić Simončić	Belgrade University, Serbia
Ivanka Stricevic	University of Zadar, Croatia
Paul Sturges	University of Pretoria, South Africa
Olof Sundin	Lund University, Sweden
Alejandro Uribe Tirado	University of Antioquia, Colombia
Tania Y. Todorova	SULSIT, Bulgaria
Anne Sissel Vedvik Tonning	University of Bergen, Norway
Egbert John	
Sanchez-Vanderkast	National Autonomous University, Mexico
Polona Vilar	University of Ljubljana, Slovenia
Sirje Virkus	University of Tallinn, Estonia
Andrew Walsh	University of Huddersfield, UK
Geoff Walton	Northumbria University, UK
Shelia Webber	Sheffield University, UK
Andrew Whitworth	University of Manchester, UK
Iwan Wopereis	Saskias Research Group, The Netherlands
Mei Mei Wu	National Taiwan Normal University, Taiwan
Julia Zhang/ Xiaojuan	Wuhan University, China
Sharon Q. Yang	Rider University, USA
Pan Yantao	Sun Yat-Sen University, China
Nei-Ching Yeh	Shih-Hsin University, Taiwan
Sandy Zinn	University of the Western Cape, South Africa

### Local Organizing Committee

Mihaela Banek Zorica	University of Zagreb, Croatia (Co-chair)
Sonja Špiranec	University of Zagreb, Croatia (Co-chair)
Krešimir Pavlina	University of Zagreb, Croatia
Ivana Ogrizek Biškupić	University of Applied Sciences Baltazar Zaprešić, Croatia
Ana Pongrac Pavlina	University of Zagreb, Croatia

## Table of Contents

### Keynotes

Lessons Learned from a Lifetime of Work in Information Literacy . . . . .	1
<i>Michael B. Eisenberg</i>	
Being Fluent and Keeping Looking . . . . .	13
<i>David Bawden</i>	

### Invited Paper

Information Literacy in the United States: Contemporary Transformations and Controversies . . . . .	19
<i>Tefko Saracevic</i>	

### Theoretical Framework

The Personal Knowledge Base Conception of Information Literacy . . . . .	31
<i>A.A.J. (Jos) van Helvoort</i>	
Emerging New Information Literacies – A Conceptual Outlook . . . . .	37
<i>László Z. Karvalics</i>	
From Green Libraries to Green Information Literacy . . . . .	47
<i>Serap Kurbanoğlu and Joumana Boustany</i>	
Information Heuristics of Information Literate People . . . . .	59
<i>Katarzyna Materska</i>	
Information Horizons Mapping for Information Literacy Development . . . . .	70
<i>Jela Steinerová</i>	
Mapping Educational Standards to the Big6 . . . . .	81
<i>David Willer and Michael B. Eisenberg</i>	

### Related Concepts

Copyright Literacy of Librarians in France . . . . .	91
<i>Joumana Boustany</i>	
Social Media Networking Literacy: Rebalancing Sharing, Privacy, and Legal Observance . . . . .	101
<i>John N. Gathegi</i>	

XIV Table of Contents

Linked Open Data Literacy for Librarians . . . . .	109
<i>Jasmin Hügi and René Schneider</i>	
Transliteracy and Knowledge Formats . . . . .	118
<i>Anne Lehmanns and Anne Cordier</i>	
Health Information Literacy of Senior Citizens – A Review . . . . .	128
<i>Venkata Ratnadeep Suri, Yun-Ke Chang, Shaheen Majid, and Schubert Foo</i>	
A Multinational Study on Copyright Literacy Competencies of LIS Professionals . . . . .	138
<i>Tania Todorova, Tereza Trencheva, Serap Kurbanoglu, Güleda Doğan, Aleksandra Horvat, and Joumana Boustany</i>	
Archival Literacy: Different Users, Different Information Needs, Behaviour and Skills . . . . .	149
<i>Polona Vilar and Alenka Šaupperl</i>	
Digital Literacy as a Prerequisite for Achieving Good Academic Performance . . . . .	160
<i>Radovan Vrana</i>	

**IL Research**

Qualitative Research in the Field of Information Literacy in the Second Decade of the XXI Century . . . . .	170
<i>Sabina Cisek</i>	
Lessons on Information Literacy Research: A Portuguese Experience . . . .	180
<i>Armando Malheiro da Silva, Viviana Fernández Marcial, and Fernanda Martins</i>	

**Policies**

Developing Information Literacy Policies within States: The Role of Communities of Practice . . . . .	189
<i>John Crawford</i>	
Upstairs – Downstairs: Representation of Information and MediaLiteracy in Icelandic Educational Legislation, Policy Documents and Curricula of Upper Secondary Schools . . . . .	200
<i>Thórdís T. Thórarinsdóttir and Ágústa Pálsdóttir</i>	

## Rights and Ethics

Information Literacy as a Right and a Duty: The Experience of the Czech Republic . . . . .	210
<i>Michaela Dombrovská, Hana Landová, Ludmila Tichá, and Marta Zizienová</i>	
IL and Information Ethics: How to Avoid Plagiarism in Scientific Papers? . . . . .	217
<i>Ivana Hebrang Grgić</i>	
Mutual Understanding in Online News for Ethical Information . . . . .	227
<i>Caroline Venaille</i>	

## Children

Children's Internet Competence vs. Self-confidence and Self-comfort: Case Study of Latvia . . . . .	233
<i>Inta Brikše, Viktors Freibergs, and Guna Spurava</i>	
I-LEARN: Helping Young Children Become Information Literate . . . . .	243
<i>Mary Jean Tecce DeCarlo, Allen Grant, Vera J. Lee, and Delia Neuman</i>	
Information and Media Literacy in Kindergarten . . . . .	253
<i>Sonja Gust von Loh and Maria Henkel</i>	
Information and Media Literacy of Polish Children According to the Results of "Children of the Net" and "Children of the Net 2.0" Studies . . . . .	263
<i>Ewa Aleksandra Rozkosz, Piotr Siuda, Grzegorz Dominik Stunża, Anna Justyna Dąbrowska, Marta Klimowicz, Emanuel Kulczycki, Damian Muszyński, Renata Piotrowska, Marcin Sieńko, and Krzysztof Stachura</i>	

## K12

Integrating Information Literacy Instruction into Iranian Primary Science Curriculum . . . . .	274
<i>Fatima Baji</i>	
Early Findings from a Study of Information Literacy Practices in Primary Schools of Pakistan . . . . .	282
<i>Syeda Hina Batool and Sheila Webber</i>	
Emerging Technologies or Technophobia in School Libraries Survey: Technology and Learning in School Libraries in Croatia . . . . .	291
<i>Korina Udina</i>	

Narratives of Information Literacy in South African Township Schools . . . . .	297
<i>Nicoline Wessels, Nampombe Mkeni-Saurombe, and Hannalie Knoetze</i>	

**Higher Education**

Transitions from School to Higher Education: Understanding the Needs of Undergraduates at LSE . . . . .	309
<i>Maria Bell and Jane Secker</i>	
International, Collaborative and Online Education of LIS-students – A Step to the Future? . . . . .	319
<i>Eliane Blumer, Markus Hennies, and René Schneider</i>	
The Benefits of Integrating Information Literacy Activities into the Higher Education Curriculum of Future Healthcare Professionals . . . . .	327
<i>Carme Hernández-Rabanal</i>	
Moldovan and Norwegian PhD-Students’ Information Needs . . . . .	338
<i>Ane Landoy, Natalia Cheradi, and Angela Repanovici</i>	
Piloting a Holistic Information Culture Program: The Experience of CETYS Universidad System of Libraries . . . . .	350
<i>Juan D. Machin-Mastromatteo, Omar Beltrán, and Jesús Lau</i>	
Progress Testing of Information Literacy versus Information Literacy Self-Efficacy in Medical Students . . . . .	361
<i>Ann De Meulemeester and Heidi Buysse</i>	
Information Literacy Competencies among Social Sciences Undergraduates: A Case Study Using Structural Equation Model . . . . .	370
<i>María Pinto and Rosaura Fernández-Pascual</i>	
Information Literacy: A Research Report with the Directors of the Libraries of Institutions of Higher Education in Southern Brazil . . . . .	379
<i>Elizete Vieira Vitorino</i>	

**Education and Instruction**

The Effects of Integrating Information Literacy into Inquiry Learning: A Longitudinal Study . . . . .	391
<i>Lin Ching Chen, Tsai Wei Huang, and Ren-De Yan</i>	
Using the I-LEARN Model to Design Information Literacy Instruction . . . . .	400
<i>Stacey Greenwell</i>	

Development of Visual Skills: Digital Photography as a Tool for Research and Teaching in Architectural Education . . . . .	407
<i>Mayra Jiménez-Montano and Laurie Ortiz-Rivera</i>	
From Know That to Know How – Providing New Learning Strategies for Information Literacy Instruction . . . . .	417
<i>Kathrin Knautz, Anja Wintermeyer, Lisa Orszulok, and Simone Soubusta</i>	
Debating Transformative Approaches to Information Literacy Education: A Critical Look at the Transformative Learning Theory . . . . .	427
<i>Denis Kos and Sonja Špiranec</i>	
Using Collaborative Teaching and Inquiry-Based Learning to Help Elementary School Students Develop Information Literacy and Information Technology Skills . . . . .	436
<i>Yuang-Ling Lai, Shy-Jen Guo, and Chung-Hsien Tsai</i>	
Virtual Embedded Librarianship for Information Literacy Teaching . . . . .	446
<i>Konstantina Martzoukou and Evi Tramantza</i>	
A New Approach to Equip Students with Visual Literacy Skills: Use of Infographics in Education . . . . .	456
<i>Pinar Nuhoğlu Kibar and Buket Akkoyunlu</i>	
Information Competences – University Professors’ Perspective . . . . .	466
<i>Krešimir Paulina, Sonja Špiranec, and Ana Pongrac Paulina</i>	
Teaching Information Literacy Using Argument, Alternative Perspectives, and Images . . . . .	474
<i>Sharon Radcliff</i>	
Reception and Application of Information Literacy Instruction in Portuguese Academic Libraries . . . . .	484
<i>Tatiana Sanches</i>	
Strategies for the Effective Implementation of Information Literacy Instruction in Medical Libraries of Pakistan . . . . .	494
<i>Midrar Ullah and Kanwal Ameen</i>	
Curriculum Framework for the Development of Information Literacy: Methodological Issues Based on Hungarian Experiences . . . . .	504
<i>Katalin Varga and Dóra Egervári</i>	
<b>Assessment and Evaluation</b>	
The Ball is in Your Court: Information Literacy Self-efficacy and Information Literacy Competence Relation . . . . .	512
<i>Ivana Batarelo Kokić and Višnja Novosel</i>	



XVIII Table of Contents

Assessing Information Literacy: Creating Generic Indicators and Target Group-Specific Questionnaires . . . . .	521
<i>Lisa Beutelspacher</i>	
Assessing IL Skills of Primary-5 Students in Singapore . . . . .	531
<i>Yun-Ke Chang, Schubert Foo, and Shaheen Majid</i>	
Evaluation of Organizational Literacy in Context of Organizational Learning: A Literature Review . . . . .	540
<i>Şahika Eroğlu and Tolga Çakmak</i>	
Towards Adult Information Literacy Assessment in Latvia: UNESCO Media and Information Literacy Competency Matrix in Practice . . . . .	550
<i>Baiba Holma, Liga Krumina, Daina Pakalna, and Jelena Avanesova</i>	
Evidence-Based Learning Approach in Evaluation of Information Literacy Education . . . . .	560
<i>Pavla Kovářová and Gabriela Šimková</i>	
Diving into Deep Water: Development of an Information Literacy Rubric for Undergraduate Course Syllabi . . . . .	570
<i>Jesús Lau, José Luis Bonilla, and Alberto Gárate</i>	
Measuring Information and Digital Literacy Activities through Learning Record Store Repository of the National Training Centre for Continuing Education for Librarians in Croatia . . . . .	580
<i>Dijana Machala and Marko Orešković</i>	

**Libraries**

Synergy of Managerial Competences in Academic Libraries and Information Literacy of Library Users . . . . .	589
<i>Jasminka Mihaljević and Josipa Zetović</i>	
What and Why a Research about Reading Promotion on Public Libraries in the Metropolitan Area of Lisbon . . . . .	599
<i>Vera Maria da Silva and Francisco António Lourenço Vaz</i>	
The School Library as a Promoter of Multimedia Literacy in Primary Education in Croatia . . . . .	612
<i>Danijela Unić, Nives Mikelić Preradović, Ana Sudarević, and Damir Boras</i>	
Information Literacy and Public Libraries in Peru: An Approach to Its Study . . . . .	622
<i>Aurora de la Vega</i>	
The Role of Libraries in Shaping 21st Century Skills in Poland . . . . .	634
<i>Zuza Wiorogórska</i>	

The Role of Public Libraries in Information Literacy in Turkey: A Study of a Provincial Public Library .....	642
<i>Bülent Yılmaz and Demet Soylu</i>	

### Different Aspects

Academics' Use of Scholarly E-Journals: A Case of University of the Punjab .....	652
<i>Alia Arshad and Kanwal Ameen</i>	
Students of Law and E-Democracy .....	663
<i>Kornelija Petr Balog and Ljiljana Siber</i>	
What is the Employers Stand on Information Literacy – Researching Employers on Expected Generic Outcomes of Their Future Employees .....	673
<i>Mihaela Banek Zorica, Sonja Špiranec, and Ivana Ogrizek Biskupic</i>	
A Domain-Specific Test of Procedural Knowledge about Information Searching for Students of Computer Science .....	683
<i>Peter Birke, Tom Rosman, Anne-Kathrin Mayer, and Bernd Walter</i>	
Professors' Influence on Students' Choice of Format for Their Research Materials: Are There Differences Between the Academic Disciplines?....	693
<i>Snježana Dimzov and Ivanka Stričević</i>	
Six Views on Information Safety Education in Libraries .....	703
<i>Pavla Kovářová</i>	
Unravelling the Literature Review: Helping Graduate Students in Education Re-conceptualize the Research Process .....	713
<i>Elizabeth A. Lee and Corinne Laverty</i>	
Research Dimensions in Information Seeking of Music: A Plea for the Socio-technical Perspective .....	722
<i>Sergej Lugović</i>	
Online or Print: Which Do Students Prefer? .....	733
<i>Diane Mizrachi</i>	
Information Literacy in Brazil .....	743
<i>Selma Letícia Capinzaiki Ottonicar and Glória Georges Feres</i>	
Information Literacy Skills of Portuguese LIS Students: Some Topics on Evaluation of Resources Credibility .....	752
<i>Ana Lúcia Terra</i>	
Content Analysis of the Croatian Tourism Library Websites in Relation to the Information Literacy .....	763
<i>Ksenija Tokić</i>	

XX Table of Contents

Supporting Ethical, Independent Learning Behavior among University Students in the Arabian Gulf .....	774
<i>Judith Mavodza and Mary Sengati-Zimba</i>	
<b>Author Index</b> .....	785

# Evaluation of Organizational Literacy in Context of Organizational Learning: A Literature Review

Şahika Erođlu and Tolga akmak

Hacettepe University, Faculty of Letters, Department of Information Management  
06800 Ankara, Turkey  
{sahikaeroglu,tcakmak}@hacettepe.edu.tr

**Abstract.** Organizations constitute the restructuring conditions to maintain their functions and enable adaption to new competitive conditions for modern changes as a part of globalization. In this context, the emerging concept of learning organization and organizational learning provide opportunities for creating new information, access to information, sharing and transferring information issues. The concept of organizational literacy is considered as an important component of the information literacy for organizations in terms of surviving in the varying marketing conditions, keeping alive the organizational memorials, adapting to the organizational culture and gaining competitive advantage. In this study organizational learning and organizational literacy concepts were explored in the literature as related concepts in terms of organizational identity and organizational culture. The results were obtained via literature review and reflected the importance of two complementary concepts, organizational literacy and organizational learning, on learning organization.

**Keywords:** Information literacy, organizational learning, organizational literacy, organizational memory, organizational identity.

## 1 Introduction

Of late, organizations tend to capture, use and share information faster in order to catch up with new developments and advancements in technology. Organizations are required to adapt themselves and their organizational structures to rapidly changing conditions especially in the organizational information management fields such as ingestion, use, and information sharing according to technological convergence emerged in the related sector. Besides, Learning, as one of the core concepts in the education field, is described as one of the fundamental knowledge management processes. It is also a significant concept related to management field which affects organizations in terms of providing competitive advantage and adaptation of new innovative technologies.

In this perspective, adaptation of new technologies and being a leading part of changing conditions are important for organizational development through improving learning methodologies. Organizations' objectives, their general characteristics, and target groups can be stated as decisive organizational information management factors

that differ from organization to organization. Considering organization structures, employees use information sources and their information literacy skills within the boundaries of organizational procedures and facilities. Adjustments to the new processes, rules and regulations in the nature of organizations require a learning period for employees [1]. In the literature, organization defined as a set of coordinated components such as opinions, beliefs, traditions, values and behaviors [2-3]. In line of this definition, norms, regulations and rules determined by the organizations can be shown as not only essential components for the reflection of organizational identity and organizational culture, but also components that are directly affect adaptation processes to new developments. In this context, it is seen that the relationship amongst organizational behavior, culture, identity, organizational learning and organizational information management are explained by models and theories in the literature. In light of this information, this study aims to indicate the relationship of organizational literacy with organizational learning processes and organizational memory.

## **2 Organizational Identity and Culture**

As in many other fields, new developments have led to various changes in the field of management and organization as well. The reduction of boundaries in global meaning, rise of possibilities in access to information and sharing facilities enforced the organizations to various attempts on for implementation and adoption of innovations in order to ensure the sustainability in changing conditions. In this context several interdisciplinary studies about organizations that are mainly trying to ensure continuity in the changing conditions appear in the literature. Basically, organizations which comprise a plurality of components are expressed as structures that bring people together for specific purposes and express the ideas by itself as a whole with a single identity [4]. In this respect, the concept of organization is a structure where tasks are performed towards determined common goals and it also represents a process which reflects the cultural characteristics in the social sense [5]. On the other hand organizations meet the employees' and administrators' needs and provide the harmony for employees and coordination between the groups within the organization through concerted purposes [6-7]. It would be correct to say that organizations have relative continuity and unity of values. Distinctive features of organizations that are shared by employees constitute organization's system and organizational identity [8-9]. At this point, organizations with their unique cultures and characteristics generate their identities in the community where they are belonged and all over the world. Organizational culture is one of the most important steps for generation of organizational identity. It especially determines written and nuncupative rules that affect employees' behaviors and organization's structure as a transcendental reality [1] and also as a general term presents all forms of organizational reflections containing organizational behaviors and modellings. Organizational culture is represented by distinctive beliefs, values and personality owned and shared within the community that is the human resource of organization.

Organizational identity is generally under the effect of not only target audience's needs but also communities' needs and parameters [9]. It is defined as a whole of forms that are used for representation of an organization and organizational identity

determines how the organization is perceived by target audiences and community [4]. All the forms of self-representation in an organization create the identity of the organization. It is seen that organizational culture and organizational identity are highlighted also under the conceptual definitions of organization. In this regard Hürel [10] states the organization as a body that has unique style, standards, rules, regulations and norms.

In general organizations have corporate identities that differentiate them from the other organizations. Main elements that reflect organizational identity to community can be sampled as logo, letterhead, business card, web sites and social media environments with the Web 2.0 technologies. The concept of organizational identity contains information about organizations such as who they are, what they do and how they do. Even the concept of organizational identity is the visible face of the organization, it has developed under the concept of organizational memory. The components of organizational culture and identity are located within the context of organizational memory. Organizational memory which plays an important role on organizational learning processes also brings sustainable learning processes in the organizations.

### **3 Organizational Memory**

Memory is an important concept for organizations as well as individuals. Organizational memory provides many advantages for organizations such as recording workflows for similar processes and reuse of recorded information in order to shorten workflows and providing efficiency in time/costs for organizations. Memory is an environment that allows recording the information by supporting the learning processes. In this regard, organizational memory can be thought as a platform or an environment for storing information in order to share and reuse of stored information with aim of organizational processes and benefits. Organizational memory is defined as the accumulation of information and competencies reflecting organizational decisions and experiences gained from best and previous practices [11]. Stored information provides efficiency for decision making processes within the organization. On the other hand, it is stated that organizational memory reduces the cost of new decisions in organizational workflow [12-13]. In general, organizational memory is an important element for organizations and it is affected by the learning and human factors. Organizations that consist of learning by individuals who know how to learn are different from the others in terms of behaviors for organizational processes, use of information literacy skills such as information seeking behaviors. These factors are considered as important elements for creation of organizational memory and it can be said that organizational literacy and information literacy skills and competencies are used in organizations and support organizational memory as well. It is also pointed that access to tacit information is important factor for organizational memory [14]. Moreover Bejinaru and Lordache [15] consider that providing access to tacit information supports learning processes in organizations and allows easier adaptation and implementation of innovative approaches within the organization. As one of the important concepts for organizational development, organizational memory requires effective organizational learning processes that shape managerial perspectives and decision making processes by providing sustainable structures.

## 4 Organizational Learning

Improvements of organizational learning capabilities are stated as an important factor for organizations in order to gain competitive advantage in sustainable and global meaning with the advancements in information technologies. In this point, it can be said that individuals can contribute to organizational culture by establishing causal links and critical thinking skills that emerge as a result of fundamental information literacy skills. In this regard, studies also confirm that organizational learning is one of the important components of organizational culture [16-17].

Organizational learning is conceptually defined in the literature as a vital capability for organizations that provide contributions to creating solutions for problems and increasing organizational capabilities in order to assure innovative ideas and sustainable competitive advantage [18]. Ghosh [19] explains that organizational learning, differently from individual learning, is based on interpretation and dissemination of information learned as a result of the business processes. Ghosh also states that organizational learning is a concept that occurs as a result of the integration of employees' inventions and assessments with common intellectual models of organizations. On the other hand, Lin and Huang [20] describe that information systems that present internal information to use of employees provide contributions to organizational learning. In this point it is possible to say that technological capabilities that generally support individual learning activities are also important for organizational learning.

According to another point of view stated in the literature, information should be transferred and shared in order to broaden its impact within the organization. In this respect, transmission and sharing of information support problem solving, individual and collective learning, innovations and multi-faceted approaches within the organization [21].

It is also considered that organizational learning and information management approaches are complementary concepts [12]. On the other hand, questioning processes and applications lead to organizational culture and they are shaped by organizational culture as well. Organizations can also develop competencies for information management with the aim of providing competitive advantage, and efficiency in change management, and improving financial conditions. It is stated that they can become a learning organization in the end of these improvements [12].

It is also seen that there are many models and theories explained in the literature with the aim of describing organizational learning and adaptation of learned processes [22]. In the framework of the literature, it can be said that most of the organizational learning processes represented via community of practices (CoPs), were defined as networks organized informally and consisting of actors who have common aim and interests within the scope of organizational learning and information management [23-25]. Playing an important role of organizations' information systems, CoPs provide the transformation of tacit information into explicit information of organizational learning. Moreover, information when it is used individually is perceived as potentially valuable for the organization, it becomes a real value for the organization by bringing learning perception to organizational dimension. This point of organizational information management processes within the scope of organizational learning can be illustrated as Figure 1.

As it is displayed in Figure 1, while organizational information is used by units of organizations, the characteristics of information is changed from tacit information into explicit information by meaning the conceptual expression of information management processes.

It is also emphasized in Figure 1 that organizational information management mainly focuses on content while organizational learning focuses on processes including capturing, creating, processing and using of information. In this context, it might be said that organizational learning is an aim of organizational information management and it contains motivation processes of creation, delivering and using of information in the organization [26].

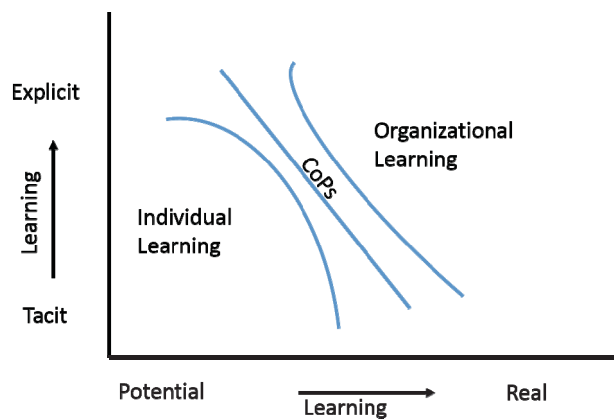


Fig. 1. Transformation of learning and information in the organization

## 5 Organizational Literacy

Learning processes in organizations are carried out on the basis of organizational objectives, organizational identity and organizational culture. In this context all organizational information management components are affected by the organizational culture and organizational identity. By and large, almost every organization has a hierarchy and all roles and responsibilities are defined clearly and employees complete their works according to assigned roles and responsibilities [27]. In this case, organizational learning processes are formed and improved by organizational workflows, defined roles and responsibilities. It is also acknowledged in the literature that organizational learning is affected by the organizational behavior, norms and organizational culture by requiring active participation of employees and the concept of organizational learning characterized as a process based on common decisions and values of the organization [28]. At this point, organizational literacy can be considered as a concept that is a set of skills and competencies evolved in individuals according to organizational identity, memory and organizational culture. It is also possible to say that the organizational literacy contains all activities related to meeting the information needs, accessing to information, developing strategies for ingestion and capturing of information, sharing and dissemination of information in



the context of organizational benefits. In line with this definition we can infer that organizational literacy as a concept that affects organizational learning and there is an interaction between the organizational culture, identity, behavior and memory. The relationships between these concepts are illustrated and explained in Figure 2. According to organizational literacy - organizational learning relationship model drawn in Figure 2, it can be explained that organizational literacy affects organizational learning processes influenced by organizational memory, culture, behavior and identity. It is also expected in this model that organizational learning affected by organizational literacy has an impact on organizational memory, culture, identity and behavior. Moreover, it would not be wrong to say that organizations who have organizational literacy skills and competencies, develop themselves by learning capabilities, evaluate their workflows and outputs, improve their problem solving skills, adopt new technologies with an innovative perspective and make improvements and developments for sustainable bodies and to become a learning organization [29]. Briefly it is seen that organizational literacy as a concept contains essential skills and competencies that make organizations a learning organization.

According to the literature, it is seen that studies were conducted from different perspectives and generally organizational literacy and corporate literacy terms were used as terminology. UNESCO considers that organizational literacy is a concept that makes organizations stronger and supports them for sustainable competition in 21st century [30]. With regard to this statement, information literacy described as a concept not only for library and librarianship but also it is a concept related to state and private organizations and companies [31]. Lau explains that information professionals can act as experts or consultants for companies in terms of developing information literacy and lifelong learning programs for their organizations. Organizational literacy conceptually used by Blase in 1984 and 1985 in education science by meaning how individuals can be educated better in schools and schools' attributes for individual development [32]. Furthermore it is also revealed that organizations should develop their literacy programs in order to create new opportunities and new innovative approaches [33]. Kauhanen-Simanainen [33], also define organizational literacy as an information flow and set of competencies that are carried out by organizations with the aim of achieving strategic objectives of organizations based on internal and external interactions. As it is explained in the definitions, engagement with the environment is another highlighted factor and it is indicated that organizational literacy is a related concept with learning organization [34].

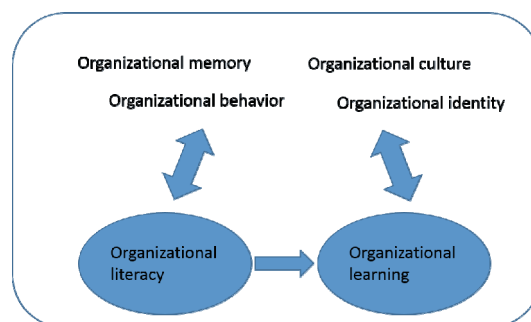


Fig. 2. Organizational literacy - organizational learning relationship model.

On the other hand, organizational literacy is a conceptual road map that directs employees for their workflows, organizational roles and responsibilities. In this context, skills and competencies of organizational literacy are described as taking the systems perspective, focusing on the organizational task & the processes that support the task, understanding roles determined in the organization, understanding individual differences, taking a self-reflective & adaptive stance, understanding of unconscious/covert processes, personal vision & proactive stance, interpersonal competencies, personal mastery, Self-authorization & leadership [35],

Beyond the competencies listed above, at first, organizational literacy competencies are described as reading, observation, evaluation, understanding and interpreting skills and it is stated that individual skills are insufficient by themselves and organizations should develop their organizational literacy structures according to their organizational identity and cultures, values and norms [32]. The studies in the literature indicate that organizational learning and learning organization concepts have an important influence on organizational literacy skills and competencies and it is also an administrative concept for organizations. Furthermore, it is possible to say that organizational culture, memory and identity are major components for carrying out organizational literacy competencies in organizational dimensions.

## **6 Conclusion and Discussion**

Learning processes which determine the nature of individuals and organizations emerge as one of the most important skills in today's conditions that are vital to be able to rapidly adopt the changing conditions. Nowadays organizations evaluate learning processes in organizational level for various reasons such as to remain competitive, flexible and innovative and to maintain the consistency as the age requires. In these processes, organizations are influenced by organizational culture, organizational memory and organizational behaviors. When the organizations operating different sectors and located different scales are evaluated basically within the frame of organization concept components they can apply the organizational literacy concept with common learning methodologies. The organizational literacy concept provides several advantages for organizational practices like establishing true collaborations in line with the shared common vision and objectives in organizations. In the context of organizational literacy, usage of information systems is described as strategic component of organizational development and it is strongly related to information literacy skills of employees. Moving from this point, it can be said that the use of information systems also increase organizational literacy level of organization in the wider sense. Plus, the service trainings are considered as an effective activity on the development of individual and organizational phenomenon for adoption of innovations and sustainable organizational functioning.

Shaping the current decisions in management processes is possible through establishing right communication and it correctly analyze the past and current time differences and similarities. Organizational literacy processes managed with the right processes provide advantages in terms of competition and continuity while it enables the development of organizational culture and organizational memory. In general, it is possible to say that information technology solutions have significant effects on formation of organizational literacy processes. Therefore, organizational literacy

processes include the basic information management process which consists of acquisition, storage and processes of information also known as information life cycle. In the light of this information the following factors are influential for the effect of developing literacy skills both individual and organizational sense:

- The creation and revision of the literacy strategy for an organization within the framework of a program according to the organization's purpose and vision,
- Making investments in employees' education in order to improve their levels and adapt to changing circumstances processes
- Increase investments for information systems
- Planning of training programs or encouragement of participation in such programs that will enables to individuals of the organizations basic literacy skills and lifelong learning skills.

In the framework of these components mentioned above, the advantages and benefits of organizational literacy competencies and skills can be listed as: execution of team works, efficient management processes with the integration of individual and organizational competencies and skills, effective change and innovation management with the productivity in management processes, support of team works in order to develop new ideas and opinions by collective intelligence and cooperation, providing cost and time efficiency with the use of common literacy modules instead of using individual learning processes, creation of systematic solutions for data collecting and analyzing, critical thinking and organizational workflows.

In this context, it can be concluded that although organizational literacy provides many advantages and benefits for organizations, organization learning and literacy competencies, similar to individual learning, may differ from organization to organization. Learning characteristics also varies widely as a result of identity and cultural differences in organizations. In this regard, the differences should be taken into consideration for further studies that will be conducted on organizational literacy skills.

## References

1. Erdem, O., Dikici, M.: Liderlik ve Kurum Kültürü Etkileşimi. *Elektronik Sosyal Bilimler Dergisi* 8(29), 198–213 (2009)
2. Brewer, M.B., Crano, W.D.: *Social Psychology*. West Publishing, St. Paul (1994)
3. Bilgin, N.: *Sosyal Psikoloji Sözlüğü: Kavramlar, Yaklaşımlar Bağlam*, İstanbul (2003)
4. Okay, A.: *Kurum Kimliği*. Mediacat Yayınları, İstanbul (2000)
5. Çakmak, T.: Belge Yönetimi ve 'Enterprise 2.0'. In: 8. Ulusal Büro Yönetimi ve Sekreterlik Kongresi: Sosyolojik ve Hukuki Boyutlarıyla Sekreterlik Mesleği Bildiriler Kitabı, pp. 205–220. Ankara Üniversitesi, Ankara (2011)
6. Hasanoğlu, M.: Türk Kamu Yönetiminde Örgüt Kültürü ve Önemi. *Sayıştay Dergisi* 52, 43–60 (2004)
7. Peker, Ö.: *Peker, Yönetimi Geliştirmenin Sürekliliği*, TODAİE, Ankara (1993)
8. Freedman, J.L., Sears, D.O., Carlsmith, J.M.: *Sosyal Psikoloji (Social Psychology)*. İmge, Ankara (2003)

9. Öztop, E.: The Importance of Recreational Activities in order to Reinforce Organizational Identity: Sample of an Industry Organization, Unpublished Master Thesis Hacettepe University, Ankara (2006)
10. Hürel, F.: 18 Yaşından Küçükler Okuyamaz, Mediacat Yayınları, Ankara (1998)
11. Moorman, C., Miner, A.S.: The Impact of Organizational Memory on New Product Performance and Creativity. *Journal of Marketing Research* 34, 91–107 (1997)
12. Akgün, A.E., Keskin, H., Günsel, A.: Örgütsel Hafıza ile Enformasyon Teknolojileri (IT) Arasındaki İlişkiler. *Yönetim ve Ekonomi* 12(2), 1–16 (2005)
13. Walsh, J.P., Ungson, G.R.: Organizational Memory. *The Academy of Management Review* 16(1), 57–91 (1991)
14. Töremen, F.: Öğrenen Okul. Nobel Yayınevi, Ankara (2011)
15. Bejinaru, R., Lordache, S.: Intellectual Capital Dynamics within the Learning Organization. In: The 3rd European Conference on Intellectual Capital held at University of Nicosia, Cyprus (2011)
16. Kevin, G., Celuch, K.G., Kasouf, C.J., Peruvemba, V.: The Effects of Perceived Market and Learning Orientation on Assessed Organizational Capabilities. *Industrial Marketing Management* 31(6), 545–554 (2002)
17. Emden, Z., Yaprak, A., Cavusgil, S.T.: Learning from Experience in International Alliances: Antecedents and Firm Performance Implications. *Journal of Business Research* 60(7), 883–892 (2003)
18. Chen, J.Q., Lee, T.E., Zhang, R., Zhang, Y.J.: Systems Requirements for Organizational Learning. *Communications of the ACM* 46(12), 73–78 (2003)
19. Ghosh, A.: Learning in Strategic Alliances: A Vygotskian Perspective. *Learning Organization* 11(4/5), 302–311 (2004)
20. Huang Lin, C.: The Innovativeness Effect of Market Orientation and Learning Orientation on Business Performance. *International Journal of Manpower* 29(8), 752–772 (2008)
21. Ipe, M.: Knowledge Sharing in Organizations: A Conceptual Framework. *Human Resource Development Review* 2(4), 337–359 (2003)
22. Vasenska, I.: Organizational Learning and Employee Empowering Increasing Tourist Destination, <http://www.toknowpress.net/ISBN/978-961-6914-02-4/papers/ML13-298.pdf>
23. Lick, D.W.: A New Perspective on Organizational Learning: Creating learning teams. *Evaluation and Program Planning* 29(1), 88–96 (2006)
24. Malone, D.: Knowledge Management: A Model for Organizational Learning. *International Journal of Accounting Information Systems* 3, 111–123 (2002)
25. Senge, P.M.: *The Fifth Discipline: The Art and Practice of the Learning Organization*. Doubleday/Currency, New York (1990)
26. Easterby-Smith, M., Lyles, M.A.: *The Blackwell Handbook of Organizational Learning and Knowledge Management*. Blackwell Publishing, Oxford (2003)
27. Radyo, T.C.: ve Televizyon Üst Kurulu: İlköğretim Medya Okuryazarlığı Dersi Öğretmen El Kitabı. T.C. Radyo ve Televizyon Üst Kurulu, Ankara
28. Atak, M.: Örgütsel Bilginin Yönetimi ve Öğrenen Organizasyon Yazınındaki Yeri. “İşGüç” Endüstri İlişkileri ve İnsan Kaynakları Dergisi 13(2), 155–176 (2011)
29. Morgül, T.: İşletmelerde Öğrenen Organizasyon Süreci, [https://www.academia.edu/6090101/Isletmelerde\\_Ogrenen\\_Organi\\_zasyon](https://www.academia.edu/6090101/Isletmelerde_Ogrenen_Organi_zasyon)

30. UNESCO.: Towards Information Literacy Indicators,  
[http://www.uis.unesco.org/Library/Documents/wp08\\_InfoLit\\_en.pdf](http://www.uis.unesco.org/Library/Documents/wp08_InfoLit_en.pdf)
31. Lau, J.: Guidelines on Information Literacy for Lifelong Learning,  
<http://www.ifla.org/files/assets/information-literacy/publications/ifla-guidelines-en.pdf>
32. Jason Earle, J., Kruse, S.D.: Organizational Literacy for Educators. Lawrence Erlbaum Associates, New Jersey (2009)
33. Kauhanen-Simanainen, A.: Corporate Literacy: Discovering the Senses of the Organisation. Chandos Publishing, Oxford (2007)
34. Maceviciute, E.: Review of: Pickard, Kauhanen-Simanainen, Anne. Corporate Literacy: Discovering the Senses of the Organisation 12(4) (2007)
35. Chase, M.: Individual Organizational Literacy & Competency,  
<http://mikechaseleadership.com/mclfolder/WebORGLIT.htm>