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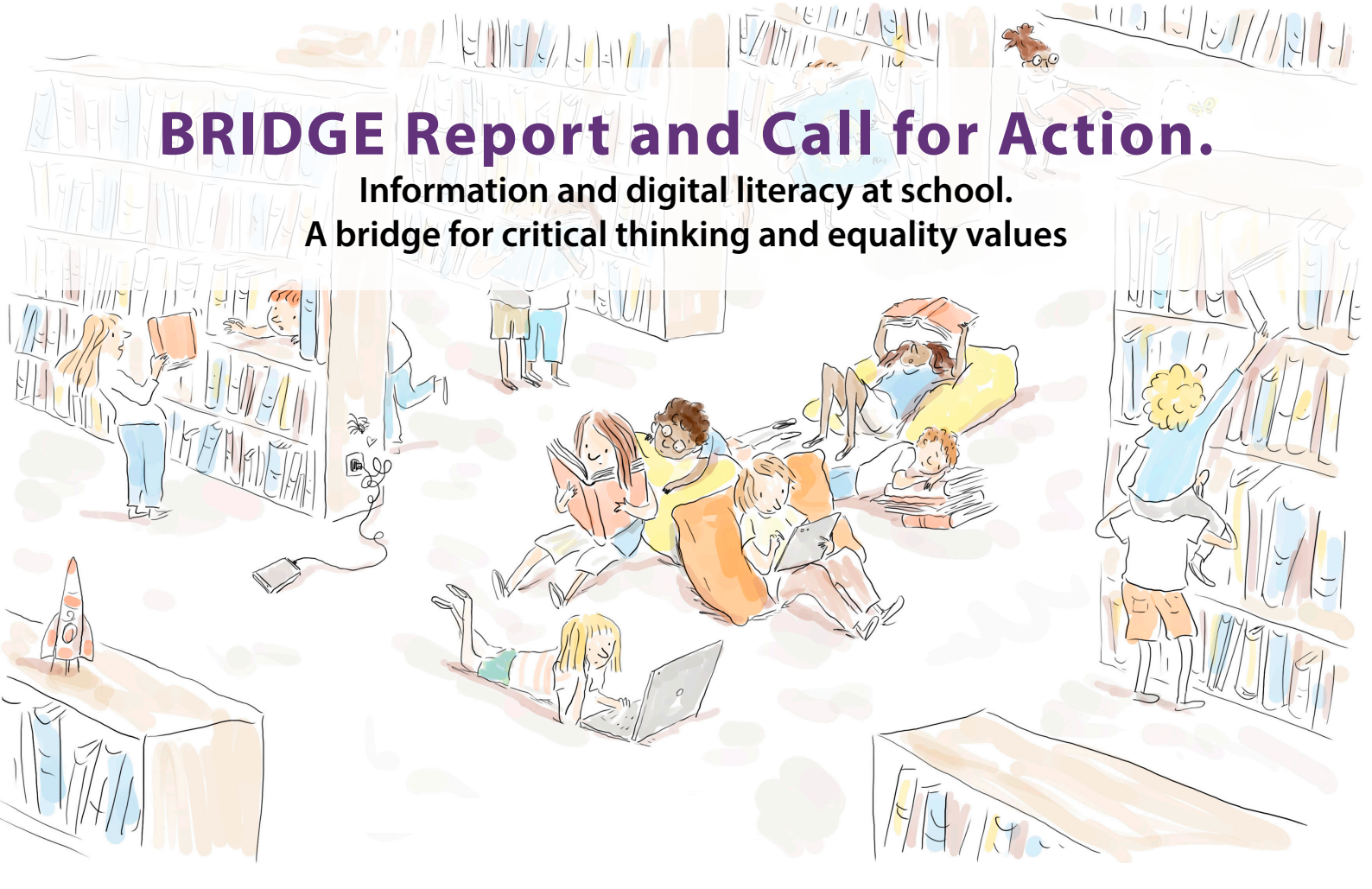
BRIDGE Report and Call for Action.

Information and digital literacy at school.
A bridge for critical thinking and equality values



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INFORMATION AND DIGITAL LITERACY AT SCHOOL. A BRIDGE TO SUPPORT CRITICAL THINKING AND EQUALITY VALUES FOR PRIMARY EDUCATION USING CHILDREN'S LITERATURE AND TRANSMEDIA
(BRIDGE)

Project number: 2021-1-ES01-KA220-SCH-000032527

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This report was coordinated by Petros Kostagiolas and Konstantina Martzoukou, and prepared by the Erasmus+ project BRIDGE, «Information and Digital Literacy at School. A Bridge to Support Critical Thinking and Equality Values for Primary Education Using Children's Literature and Transmedia» (Project number: 2021-1-ES01-KA220-SCH-000032527).

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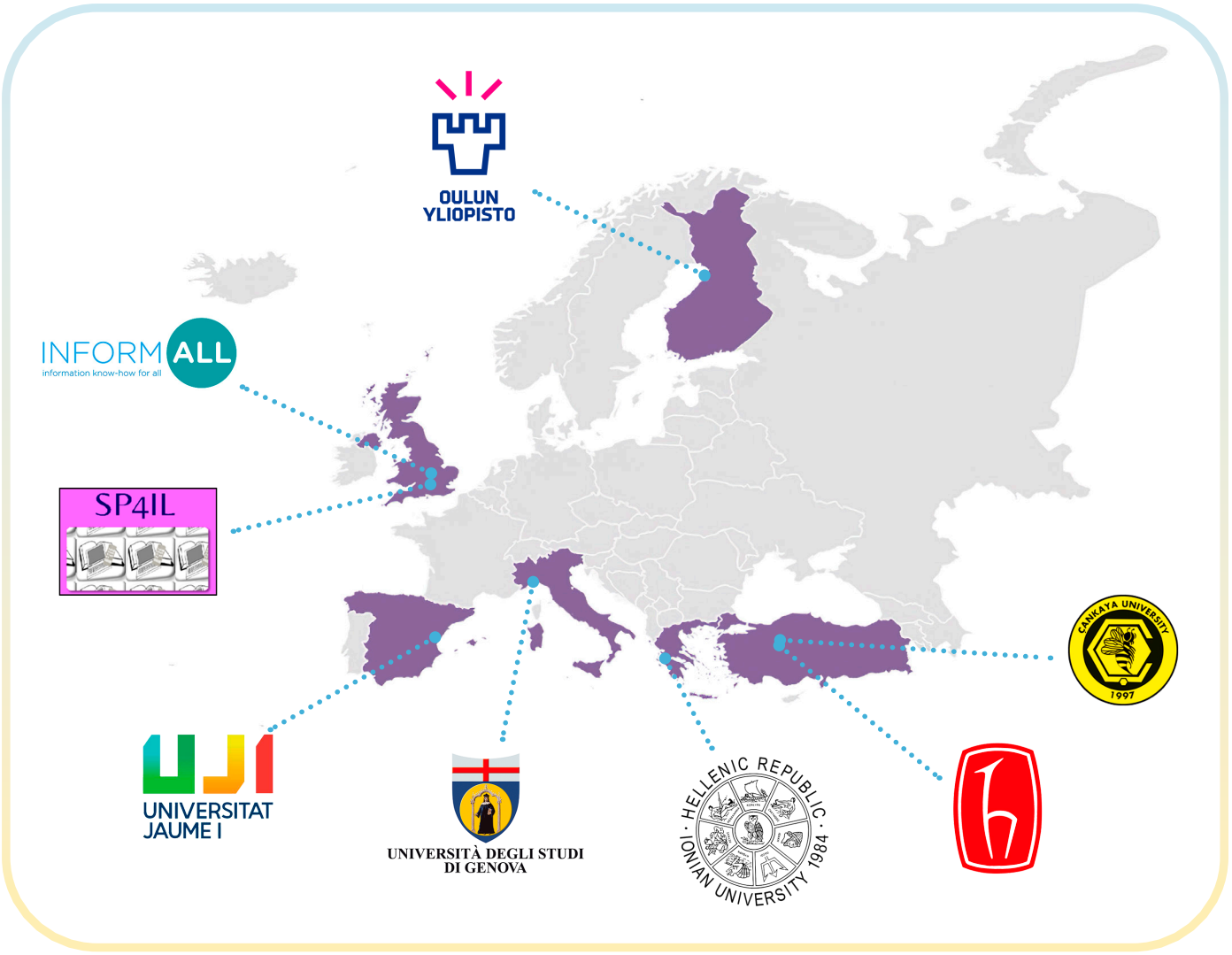

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1. Introduction - BRIDGE Rationale

The BRIDGE project starts from the realisation that primary education is of paramount importance in promoting information and digital literacy and that it is essential to have appropriate resources, as well as examples of good practices that stimulate teachers and other involved trainers, such as school librarians. The main purpose of BRIDGE is to create a transnational cooperation network for the exchange of good practices and resources for the joint promotion of information and digital literacy as a way of underpinning education in equality values in primary schools. The project aims at children in the approximate middle primary school stage (aged 8-11 years) and intends to take advantage of the educational potential of children's literature, (especially picture books) and transmedia. It aims to offer access to information and digital literacy activities as a door that helps to foster inquisitiveness, informed, enquiry-led learning and critical thinking. In that sense, based on the grounds that information and digital literacy is vital for the exercise of ethical citizenship, this implies that it helps to undo stereotypes and curb misinformation, being egalitarian and inclusive. In other words, the values of equality (gender and intersectional, to recognise and uphold the dignity and human rights of all people) are part of the holistic approach promoted by BRIDGE, in line with critical information literacy.

The objectives of the project were as follows:

- O1. To advocate for the urgent need to promote information and digital literacy in primary schools, as a key pillar for the education of a democratic citizenship based on critical thinking and values of equality.
- O2. To elaborate an open access and multilingual portal where good practices from all over Europe will be collected, together with guiding educational pills elaborated from the project.
- O3. To design a training seminar to provide recommendations and guidelines on how to implement information and digital literacy with an emphasis on the promotion of values of equality, inclusion and diversity in an embedded and transversal way in the school curriculum.

This report includes an analysis for the need to promote information and digital literacy in the school curricula in all countries involved in our Erasmus+ cooperation network. At the same time, the key importance of libraries, both school and public, for the implementation and sustainability of any information and digital literacy initiative is highlighted. The report includes an environmental analysis of the distinct educational systems for all the countries involved in the project, as well as a SWOT analysis for diagnosing appropriate strategies for information and digital literacy per country. An integral part of this effort is to capture the voice of all of those involved in the primary education ecosystem (school directors, teachers of all specialties, librarians) for children aged 8 to 11. This has been done through a carefully designed survey by all BRIDGE members.

The questionnaire survey is identical for all the different countries that participated in the project and it was initially developed in English before being translated into the different languages of the participant countries. This first stage of development was critical for ensuring that the different themes and questions included into the questionnaire were meaningful for all of those involved, as there were differences based on country distinct educational systems. The process of finalising the

questionnaire was both intriguing and challenging, as anticipated when conducting empirical research at a transnational level. The survey questionnaire was finalised after being qualitatively pilot tested by all participant countries to ensure consistency and clarity. The final questionnaires for each country also received approval by the appropriate ethics committees of each project partner prior to distribution. The final version of the questionnaire included the following sections:

- **Section A: Background questionnaire survey** (6 items): Children age groups / grades, legal status of primary education school (public, private, other), presence of an organised school library, primary role of the responder (teacher, librarian, school leader, other), teaching subject, years of experiences.
- **Section B: Information competences, digital competences, critical thinking and equality values within teaching practices**
    - A single item question (1 item): the respondents' knowledge of the term information literacy.
    - A subsection "Information competences within teaching practices" including the following (6 items): identify information needs; collect useful vocabulary for an inquiry / learning task; use different approaches to search information; understand how to evaluate information; organise information; use (and share) information and content ethically.
    - A subsection "Digital competences within teaching practices" including the following: (5 items): whether respondents' understand the principles and values of digital citizenship; netiquette; online safety; understand online security; digital creativity.
    - A subsection "Critical thinking and equality values within teaching practices" including the following (5 items): whether respondents are inquisitive/formulate their own questions; seek information to support both sides in an argument; use balanced information to understand diversity/inclusion/equality issues; use balanced information to shape personal beliefs and worldviews; understand the importance of informed decision-making/ problem-solving.
- **Section C: Information about school environment** including the following (6 items): school has enough resources; teacher's ability to select learning material that is useful and valuable to learners; teacher's ability to influence school management in the development of policy and practice in the teaching of information and digital competences; school support with teacher's problems concerning practices on information and digital competences, critical thinking and equality values; school support for the development of your own information and digital competences, critical thinking and equality values; teacher's view if the school library (if exists) support pupils to develop information and digital competences, critical thinking and equality values.
- **Section D: Open question for "Practices & resources & children books"** (3 – separate open questions): responders in three sections provide links or additional notes on: a. practices, b. resources and c. children literature, to foster information and digital competences, critical thinking and equality values that you have implemented or know of.
- **Section E: Demographics** (5 - items): Gender identification, age, highest level of education, professional qualifications, country's region.

Sections B & C were followed by an open-ended question for the responders to provide additional information in a qualitative manner.

The distribution of the questionnaires took place online and included background information about the BRIDGE project with explanations regarding ethics, data protection and the anonymity of the responders and a consent page in order to proceed and information to respondents about their right to withdraw at any time. The overall sampling methodology was a convenient snowball sampling involving individual contacts and distribution through educational authorities, school regional networks, school library networks and professional organisations. The qualitative and qualitative data gathered informed the project report, offering recommendations for appropriate educational strategies as well as gathering suggested resources, good practices, and children book titles that were included into the BRIDGE portal. The country versions of the questionnaire are available in the appendices. Brief selected overviews from the national surveys are provided in the country-specific sections of this report.

The report has been developed in common by all eight (8) "BRIDGE" partners (Universitat Jaume I, Spain; Hacettepe Universitesi and Cankaya Universitesi Vakfi, Türkiye; Università degli Studi di Genova, Italy; Oulu University, Finland; Ionian University, Greece; InformAll and SP4IL, United Kingdom) from the six (6) participating countries, i.e., Spain, Italy, Türkiye, Finland, Greece and the United Kingdom (England). As this report responds to the first Project Objective, its aim is to articulate the need for information and digital literacy in the school curriculum and serve as background for institutions and stakeholders in the different countries to understand its importance. This report is aligned with the UN Sustainable Goals (United Nations Development Programme, 2023), UNICEF's scoping paper Digital Literacy for Children (Nascimbeni & Vosloo (2019). Exploring definitions and frameworks and the European priorities declared in the European Education Area (European Commission, 2023a), the Digital Education Action Plan (2021-2027) (European Commission, 2023b) and the European Pillar of Social Rights (EuroHealthNet, 2022), among other bases. It also highlights the key importance of libraries, both school and public, for the implementation and sustainability of any information literacy initiative.

1.1 The key directions of the project

Information and digital literacy is central to all levels of education and in all circumstances, as highlighted by the UNESCO Alexandria Proclamation in 2005 (Devotion Garner, 2006) to the recent Seoul Declaration in 2020 (UNESCO, 2020). It is increasingly essential to promote information and digital literacy, as part of the process of teaching how to learn and reflect, so that everyone knows how to recognise when they need information, how to acquire it, how to locate it, how to evaluate it and how to use it effectively and ethically.

In this project, we align with the CILIP (2018) definition of information literacy as "the ability to think critically and make balanced judgements about any information we find and use. [...] Information literacy incorporates a set of skills and abilities which everyone needs to undertake information-related tasks; for instance, how to discover, access, interpret, analyse, manage, create, communicate, store and share information. [...] Information literacy is associated and overlaps with other literacies, including specifically digital literacy, academic literacy and media literacy" (CILIP, 2018). IFLA, the International Federation of Library Associations and Institutions (2017) in their description of what it means to be digitally literate, for

example, states that "one can use technology to its fullest effect – efficiently, effectively and ethically – to meet information needs". UNESCO defines 'digital literacy' as "the ability to access, manage, understand, integrate, communicate, evaluate and create information safely and appropriately through digital technologies" (UNESCO, 2023). Thus, information literacy has not only evolved to be seen as inextricably connected to other literacies (such as digital and media literacy) but is it more than just library or information search skills. Its focus is not only on locating and accessing information, but on critical and vital skill in the 21st century, a means to achieve a 'lifelong learner', who is capable in using different digital media; someone who can educate themselves and has developed a set of critical transferable skills, which can be used throughout one's life in different situations. Critical thinking encompasses the "ability to process and synthesise information…for informed decision-making and effective problem-solving", and construct "sound and insightful new knowledge" (Heard et al., 2020, p.2).

Beyond the technological perspective, a key aspect of information and digital literacy is critical thinking and equality values. The recent COVID-19 pandemic has, indeed, ascertained the need for critically thinking citizenship in the current information society. The project fosters the key importance of information and digital literacy for the education of critical thinking that supports equality values from primary education. In that respect it considers the "sociopolitical dimensions of information and production of knowledge and critiques the ways in which systems of power shape the creation, distribution, and reception of information" (Drabinski & Tewell, 2019, p.1). Education for critical information literacy "builds on traditional definitions of information literacy" (ACRL, 2021) and views students as "active agents" in their own learning, asking and answering questions that matter to them and to the world around them" (Elmborg, 2006). It focuses on recognizing and resisting to "dominant modes of information production, dissemination, and use" and identifies that "authority is constructed and contextual" (Drabinski, 2017) for instance, asking teachers and learners to consider context in assessing authority and marginalised populations (Drabinski & Tewell, 2019)

Central to this project is also the use of children' s literature which is broadly defined as "any creative literary work that has been especially written and designed for children's use." (Chambers, 1971). According to Antoniazzi (2013), "among the ways and forms of narrating, Children's Literature plays a fundamental role because, since its origin it maintains a unchanged one characteristic that is making it unique and immediately recognizable: being an hybrid product, contaminated, at the edge between a multiplicity of linguistic codes and different communication tools...re-elaborating transformations deriving from the coming of every new media and new technology» (Antoniazzi, 2013, p.68). Children's literature, "enhances children's literary awareness and information literacy, and has the potential to encourage readerly empathy" (Mallan, 2017). Transmedia relates to "different story forms that flow across multiple media channels" (Jenkins, 2003), such as book-trailers and animations. Storytelling using transmedia represents "a process where integral elements of a fiction get dispersed systematically across multiple delivery channels for the purposes of creating a unified and coordinated entertainment experience" (Jenkins, 2003).

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2. BRIDGE framework

The Digital Education Action Plan (2021-2027), funded by the EU's Erasmus+ programme, provides the European Union with a policy initiative that designates a shared vision and direction for EU member states focusing on providing "high-quality, inclusive and accessible digital education in Europe", as well as "greater cooperation" in the digital education environment, with a view to addressing both the opportunities and challenges created by the digital age and, particularly, the changes caused by the COVID-19 pandemic. The Action Plan presents a call for a number of key players in the education context, including teachers and students as well as policy makers, the academia and researchers overall, and priority 2 specifically addresses the enhancement of "digital skills and competences" that can be achieved by means of creating "Common guidelines for teachers and educators to foster digital literacy and tackle disinformation through education and training" (the work is expected to be finalised in Autumn 2022). The Action Plan acknowledges that "Digital literacy has never been as important as in today's increasingly digitised world. The rapidly changing media and information landscape, together with the great number of online media platforms and sources of information, requires that people are not only confident, but also knowledgeable and critical in the digital world" (European Commission, 2023c).

Within a continuously changing and complex information and media environment and with the proliferation of different digital tools and information sources, the lifelong development of information and digital skills have never been more important. The changing nature of the information landscape, particularly with the rapid evolution of teaching and learning due to the COVID-19 pandemic has signified an era of digital education at all levels via new possibilities offered by digital technology and has further reinforced the importance of ensuring that everyone has equal access to online education, made available in multiple media formats and technologies, and that is empowered as a modern learner and information seeker.

To function effectively in the digital education era, people are expected to *possess a complex set of information and digital literacy competences* to be in a position to shape their personal information and learning landscapes, to learn and work with digital media, to participate in online social communication networks and explore a multitude of fields of knowledge as active creators of knowledge and collaborators. This is particularly important for young learners, who are already active online information seekers, users and producers of content and increasingly use digital tools and technologies at a younger age. Therefore, there is now a growing awareness of the importance of information and digital education with renewed directions around the establishment of information and digital skills standards, addressing all education levels, including both early years and primary education to ensure that young people are equipped with the necessary skills, as future citizens in a fast growing and increasing complex digital world.

However, both the concepts of 'information literacy' and 'digital literacy' have diverse and sometimes conflicting conceptualisations or definitions that make standardising research findings in this area quite difficult (Bawden, 2001). For example, some definitions place emphasis on functional skills such as the ability to use digital tools and technologies, other focus on computational thinking and coding with an emphasis on employability and the economy, while others place importance on higher level transferable skills, such as critical evaluation, problem solving and the ability for lifelong learning, using constantly evolving digital tools and technologies, as well as following changing online behaviours and expectations (Hague and Payton, 2010; Jenkins, 2007; Belshaw, 2017).

At a European level, the term digital competences, which, according to Aesaert et al. (2013) is "conceptualised more broadly than digital skills", is mostly prevalent with the *Digital Education Vision for the European Schools*, envisaging that "Every pupil and student develops throughout his/her European School Education the digital competence to foster confident, critical, responsible and creative use of, and engagement with, digital technologies for learning, at work, and for participation in society" (Schola Europaea, 2019). Thus, while digital skills relate to the use of information and communication technologies and to functional or technical skills to perform certain digital activities, such as using a computer, using software and applications, digital competences are defined in a way that encompasses not only what people can effectively do, but also what behaviour and attitudes they should be developing towards technology and online connectivity, with responsibility as online citizens and confidence as creators of content.

In the context of education, digital competence is included as one of the eight key competences in *Key Competences for Lifelong Learning in the European Schools* (Schola Europaea, 2018). with initiatives to support online accessibility, such as high-speed broadband access, the use of technology for teaching and learning, addressing the direction on functional skills, and the provision of easy to use, accessible and customisable self-assessment tools, such as SELFIE (European Commission, 2022) which can be used within a school context to explore digital skills and technology gaps, as well as behavioural and attitudinal aspects that address online safety, media literacy and cyber security and resilience.

Other important work in this area, of particular value to schools, includes the Digital Competence Framework (DCF - see figure 1) (Schola Europaea, 2020), which is based on the European Digital Competence Framework for Citizens (also known as DigComp). Digital competences is an important direction in the context of the European Union, described as a necessary transversal key competence on the basis of lifelong learning and participation in the information society on different levels (education, work and everyday life) (Carretero et al., 2017). The DigComp framework is structured in five areas, focusing on a number of key skills including information and data literacy, communication and collaboration, digital content creation, safety and problem solving. The DCF addresses all learners from nursery to primary and secondary school education and has six proficiency levels. The descriptors are defined through learning outcomes (using action verbs, following Blooms' taxonomy) and are inspired by the structure and the vocabulary of the European Qualifications Framework (EQF) (European Union, n.d.).

The DCF offers the foundations required for the development of key skills at different levels, stating that children at P3-P5 level (in the last three years of primary school that are of interest to this study) should develop these skills on their own and with increasing autonomy, being able to solve straightforward problems. Overall, the DCF designates the development of both functional/technical and cognitive skills around finding, understanding, evaluating, creating, communicating and safely using digital information, with a dedicated area on problem solving, which emphasises innovation, lifelong learning and continuous development. These are skills that all learners should be supported to develop from an early age moving from early to primary and then secondary education.

The first area of the DCF, 'Information and Data Literacy' is of particular interest for school librarians. It addresses what has been traditionally perceived in the library and information field as 'information literacy' (IL) skills, a complex concept that involves not simply the effective use of information and communication technology (ICT) tools to effectively search for and evaluate information using different information sources, but also the ability to think critically about information. Information Literacy incorporates a set of critical and evaluative competences which are essential for addressing

the challenges of the modern information society. According to CILIP, the Chartered Institute of Library and Information Professionals in the UK, "Information literacy is the ability to think critically and make balanced judgements about any information we find and use. It empowers us as citizens to develop informed views and to engage fully with society". Within education specifically it means "developing critical thinking skills at all stages of education, from school to higher education" (CILIP, 2018).

1	**Information and data literacy** To articulate information needs, to locate and retrieve digital data, information and content. To judge the relevance of the source and its content. To store, manage, and organise digital data, information and content.	**1.1** Browsing, searching and filtering data, information and digital content **1.2** Evaluating data, information and digital content **1.3** Managing data, information and digital content
2	**Communication and collaboration** To interact, communicate and collaborate through digital technologies while being aware of cultural and generational diversity. To participate in society through public and private digital services and participatory citizenship. To manage one's digital identity and reputation.	**2.1** Interacting through digital technologies **2.2** Sharing through digital technologies **2.3** Engaging in citizenship through digital technologies **2.4** Collaborating through digital technologies **2.5** Netiquette **2.6** Managing digital identity
3	**Digital content creation** To create and edit digital content. To improve and integrate information and content into an existing body of knowledge while understanding how copyright and licences are to be applied. To know how to give understandable instructions for a computer system.	**3.1** Developing digital content **3.2** Integrating and re-elaborating digital content **3.3** Copyright and licences **3.4** Programming
4	**Safety** To protect devices, content, personal data and privacy in digital environments. To protect physical and psychological health, and to be aware of digital technologies for social well-being and social inclusion. To be aware of the environmental impact of digital technologies and their use.	**4.1** Protecting devices **4.2** Protecting personal data and privacy **4.3** Protecting health and well-being **4.4** Protecting the environment
5	**Problem solving** To identify needs and problems, and to resolve conceptual problems and problem situations in digital environments. To use digital tools to innovate processes and products. To keep up-to-date with the digital evolution.	**5.1** Solving technical problems **5.2** Identifying needs and technological responses **5.3** Creatively using digital technologies **5.4** Identifying digital competence gaps

Figure 1. Digital Competence Framework (Schola Europaea 2020)

Information literacy skills go beyond technical training on information and communication technologies, simply the efficient use of new technologies for the retrieval of relevant information or the mechanics of using particular information sources. They also deal with the development of a set of higher cognitive, transferable skills, which are essential in the Information Society: the critical selection, analysis and evaluation of information, which, as seen earlier, are higher level skills that are similarly addressed in digital competences definitions and directions.

The CILIP definition also implies understanding of the wider context of a learner's information experiences, which has been previously critically discussed in information literacy research as a 'continuum' of learning, that requires the development of an IL mind-set, perceived as an "adaptive, transferable and ongoing" activity that emphasises lifelong learning and transgresses the boundaries of prescribed skills within specific learning contexts, as everyday life and education contexts converge (Martzoukou and Sayyed, 2017). In other words, learning takes place in multiple contexts of life via both formal and informal avenues, coinciding with the notion that information literacy is not just library skills but 'ways of knowing'. As Lloyd puts it "Information literacy is a way of knowing the many environments that constitute an individual being in the world (Lloyd, 2010, p. 26). Similarly, according to Bruce (1999) information literacy is "about people's ability to operate effectively in an information society" and it is "inextricably associated with information practices and critical thinking in the information and communication technology environment' (Bruce, 2004). Therefore, IL involves an appreciation of the need for information, to attain skills to locate, organise, evaluate information, and effectively use information to solve problems, make decisions, create new knowledge and to supply information to others. Therefore, information literacy goes beyond simply acquiring the skills to use information tools and to find information resources. It includes lifelong learning and professional development, and the ability to interact with others in the information society (Kirton and Barham 2005).

This concept of information literacy as an enabler for participation in the 'Information Society' and as an essential component of continuous learning has also been embraced by the United Nations Educational, Scientific and Cultural Organisation (UNESCO). At a UNESCO-sponsored Meeting of Experts in Information Literacy in Prague in 2003 Information Literacy was described as following (UNESCO, 2003): *"Information Literacy encompasses knowledge of one's information concerns and needs, and the ability to identify, locate, evaluate, organise and effectively create, use and communicate information to address issues or problems at hand; it is a prerequisite for participating effectively in the Information Society, and is part of the basic human right of lifelong learning"*.

The Alexandria Proclamation, adopted by the High Level Colloquium on Information Literacy and Lifelong Learning in November 2005, defined information literacy as a means to "empower people in all walks of life to seek, evaluate, use and create information effectively to achieve their personal, social, occupational and educational goals. Information literacy is a basic human right in a digital world and promotes social inclusion of all nations" (Horton 2008 p.63). UNESCO has developed a set of eleven stages of the Information Literacy Life Cycle, which include the following areas:

- Realise that a need or problem exists that requires information and its satisfactory resolution.
- Know how to accurately identify and define the information needed to meet the need, solve the problem, or make the decision.
- Know how to determine whether the needed information exists or not, and if it does not, know how to create, or cause it to be created (also referred to as "creating new knowledge"
- Know how to find the needed information if you have determined that it does, indeed, exist.
- Know how to fully understand found information, or know where to go for help if needed to understand it.
- Know how to organise, analyse, interpret and evaluate information, including source reliability.
- Know how to communicate and present the information to others in appropriate and usable formats and mediums.

- Know how to utilise the information to solve a problem, make a decision or meet a need.
- Know how to preserve, store, reuse, record and archive information for future use.
- Know how to dispose of information no longer needed, and safeguard information that should be protected (Horton 2008 pp.8-13).

More recently, UNESCO has put emphasis on a composite concept of Media and Information Literacy (MIL), which is perceived as "an important prerequisite for fostering equitable access to information and knowledge and promoting free, independent and pluralistic media and information systems', a means of empowerment of people. MIL "recognizes the primary role of information and media in our everyday lives". Similarly within the UK, the work of CILIP since 2021 has moved on from a single focus on IL to contribute to the establishment in 2021 of the Media and Information Literacy Alliance (MILA), "help[ing] people lead happier, healthier, safer and more productive lives". Therefore, broadly a person who has developed information literacy, media literacy has the following characteristics:

- is able to use diverse technologies appropriately and effectively to retrieve information, interpret results, and judge the quality of that information;
- understands the relationship between technology, life-long learning, personal privacy, and stewardship of information;
- uses these skills and the appropriate technology to communicate and collaborate with peers, colleagues, family, and on occasion, the general public; and
- uses these skills to actively participate in civic society and contribute to a vibrant, informed, and engaged community (Visser, 2013 p. 106).

Within the primary school context although it is assumed that information literacy and the other four digital competences listed in the DCF discussed earlier (i.e., communication and collaboration, digital content creation, safety and problem solving) should be developed at an early age (Aesaert et al., 2013; Ilomäki et al., 2016) it is not yet clear how this vision can be enabled. Although national and EU initiatives emphasise the development of these skills at an early age, as young people are exposed to and interact with the online digital environment and the surrounding information overload both online and offline, there still a fundamental lack of research focusing on younger learners and particularly within the context of primary education to explore both the challenges and the opportunities created in the fast-growing digital environment.

A study by Aesaert & van Braak (2015) found that by the time children finish primary school they still experience challenges with online information evaluation, the creation of digital content and advanced search strategies. Recent research by Desimpelaere, Hudders, and Van de Sompel (2020) with children (8-11 years) identified concerns around young people's ability (and their parents) to safeguard their personal information from commercial online services. This is also reflected in other studies with adolescents (Shin and Kang, 2016). They offer evidence of the necessity for awareness at an early school level to empower young people to understand not only how personal data are made available online but also how to make informed and critical choices about what personal data to share openly with others and how to protect one's own personal data as well as that of others (e.g., family, friends), following online safety and security behaviours while using commercial online tools, making ethical online choices. This notion of critical and informed choices is also highlighted by Kumar et al. (2018)

providing everyday scenarios of data shared (e.g., such as an app which controls the security of a house) highlighting the value of critical conversation and decision-making when it comes to online privacy concerns as well as the value of educational resources. Martzoukou (2022) and Martzoukou et al. (2023) similarly, emphasise the value of opening a dialogue with children around issues of online connectivity and safety through creative and interactive educational activities that relate to their own everyday life experiences.

In a systematic review of digital competences in primary school Goadaert, et al. (2022), found that there have been few empirical investigations into the assessment of primary school students' overall digital competences, addressing the key thematic directions of the DCF. In addition, the variant definitions of digital competences, including 'information and data literacy', 'communication and collaboration' and 'creation of digital content' offer less ground for cross-comparisons across existing studies. Certain areas such as 'safe and responsible use' and 'problem solving' included in the above DCF appear to have a lesser research focus. The researchers further state that most attention has been given on the measurements of skills as opposed to knowledge and attitudes and behaviours.

It is easy to assume that young people who have grown with the Internet have these skills naturally developed, growing up in the digital society. However, previous research has found that digital natives may overate their performance, may use surface search approaches, and may be reluctant to build 'deeper' search strategies, or invest little effort in thinking how to build up an efficient search and view only a small number of results. In addition, constructing advanced search strategies and critical appraisal of information are often missing when searching on the Internet. The younger generation of information users may be considered to be 'techno savvy' but not necessarily 'info-savvy' (Brown, Murphy and Nanny 2003). This is the case with other areas in the DCF. For example, at EU level, children face online harms is an area which requires more understanding, at the level of how young people behave online and how to ensure that their online safety and privacy is safeguarded without compromising the positives of online connectivity, participation and creativity (Council of Europe, 2023). The EU Kids Online project, which surveyed 25,101 children aged 9-16 from 19 European countries, identified a significant increase in screen time children spend online which had almost doubled in some European countries (such as Spain and Norway) (Livingstone et al. 2011). However, beyond these concerns there is also a call for researchers (and policy makers) to "shift the focus from a count of hours to a more contextual assessment of the quality and nature of children's engagement with digital media" (Livingstone, 2022).

No matter the conceptual landscape surrounding the information and digital literacy definitions, the development of information and digital literacy has been linked to a number of positive outcomes in terms of societal inclusion, active civic participation and engagement and employability. In this vein, the BRIDGE project addresses the development of information and digital literacy for promoting critical thinking and equality values in primary education. This is achieved by means of providing a conceptual framework that is accompanied by a practical methodology: creating lesson plans based on an open access and multilingual portal that collects children's literature and resources/good practices from all over Europe for the promotion of values of equality, inclusion and diversity in an embedded and transversal way in the school curriculum.

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BRIDGE

3. BRIDGE Countries' Report: Spain, Italy, Türkiye, Finland, Greece and United Kingdom

3.1 BRIDGE Report for Spain

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3.1.1 Guidelines and initiatives

Introduction to the Spanish education system

In the Spanish education system, which is regulated by the State, three types of schools can be found: public, private and subsidised (the latter being a combination of the first two, since these schools are private initiatives subsidised through public funds).

In Spain, education is free and compulsory between the ages of 3 and 16. There are two stages. Firstly, Primary Education, which consists of six school years (1st, 2nd, 3rd, 4th, 5th, 6th), comprising three stages, each lasting for two academic years. Secondary Education is divided into compulsory (ESO) and post-compulsory (Bachillerato/FP). The compulsory stage consists of four school years (1st, 2nd, 3rd and 4th) and is for students aged between 12 and 16.

Primary Education, which is the focus of this project, has traditionally been organised through different subject areas of study. At present, in addition to this, the curriculum emphasises the need to work by competences and, consequently, includes an adaptation of the key competences established in the Recommendation of the Council of the European Union (Ministerio de Educación y Formación Profesional, 2020). These are:

- Competence in linguistic communication
- Multilingual competence
- Mathematical competence and science, technology and engineering competence
- Digital competence
- Personal, social and learning-to-learn competence
- Citizenship competence
- Entrepreneurial competence
- Competence in cultural awareness and expression

Specifically in relation to our project, it is important to highlight what the Curriculum proposes in terms of digital competence (Real Decreto 157/2022):

> "Digital competence involves the safe, healthy, sustainable, critical and responsible use of and interaction with digital technologies for learning, working and participating in society.
> It includes information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), security (including digital well-being and cybersecurity

skills), digital citizenship issues, privacy, intellectual property, problem solving, computational and critical thinking."

Also, in relation to the values of equality on which our project is based, regarding citizenship competence the Curriculum (Real Decreto 157/2022) states that:

> "Citizenship competence contributes to enabling pupils to exercise responsible citizenship and participate fully in social and civic life, based on an understanding of social, economic, legal and political concepts and structures, as well as knowledge of world events and active engagement in sustainability and the achievement of global citizenship. It includes civic literacy, the conscious adoption of the values of a democratic culture based on respect for human rights, critical reflection on the major ethical issues of our time and the development of a sustainable lifestyle in line with the Sustainable Development Goals set out in the 2030 Agenda."

This is also connected with competence in cultural awareness and expression, on which the Curriculum (Real Decreto 157/2022) states the following:

> "Competence in cultural awareness and expression involves understanding and respecting how ideas, opinions, feelings and emotions are expressed and communicated creatively in different cultures and through a wide range of artistic and cultural manifestations. It also involves a commitment to understanding, developing and expressing one's own ideas and sense of place or role in society. It also requires an understanding of one's own evolving identity and cultural heritage in a world characterised by diversity, and an awareness that art and other cultural manifestations can be a way of looking at and shaping the world."

Overall, the Curriculum emphasises the transversality of all learning and the fact that the acquisition of each of the key competences contributes to the acquisition of all the others, from a holistic viewpoint.

It should be noted that the Curriculum also sets out specific competences to be developed in relation to all the key competences. One such specific competence refers explicitly to media and information literacy:

> "Media and information literacy: basic strategies for guided information search. Communication of information. Recognition of authorship. Guided use of the library as well as digital resources in the classroom (Real Decreto 157/2022)."

Legislation

Spain is divided into 17 autonomous regions and 2 autonomous cities. When dealing with educational legislation, it should be taken into account that, although there is a State Law and a curriculum which applies to the whole territory and which establishes a series of compulsory minimums, the autonomous regions have, in most cases, their own decrees which contain more specific content and allow them some room for manoeuvre. However, It should be noted that the autonomous cities (Ceuta and Melilla), have not incorporated adaptations in the last two versions of the Spanish curriculum (2014 and 2022).

After an exhaustive analysis of the laws, it has been possible to verify that although there has been an undeniable evolution, the discourse related to information literacy usually focuses on the use of Information and Communication Technologies (ICT). This centres on practical use of technology and not so much on critical, ethical and conscious thinking of the socio-political dimension of information, which is the *raison d'être* of information literacy as claimed by Martínez-Ávila and Cuevas-Cerveró, 2002; Sales, 2022. This research also emphasises the need for understanding critical information literacy, within Spain at present. However, in the legislative review, some texts that link ICT with reading and with classroom and school libraries have been found, including Aragon (2014), the Canary Islands (2014), and Valencia (2014, 2017). The preliminary draft decree of Galicia (2022), stresses the relevance of school libraries as a space in which to develop critical thinking skills:

> "The school library should become a hub for learning basic knowledge and acquiring skills, offering resources both for sharing, reflecting and expressing personal preferences around reading, and for fostering innovation, creativity and critical thinking in the educational community." (p. 183)

With regard to the field of equality, all these documents tend to focus the discourse on gender equality from a binary approach. Disability and sometimes racism and LGBT phobia are also mentioned, although these issues are usually addressed in a more superficial and less critical way. Several regional regulations (Galicia, 2014; Navarra, 2014; Cantabria, 2022; Euskadi, 2022; Catalonia, 2022) relate and link critical thinking to equality, non-discrimination practice and prejudice, and some (Canary Islands, 2022, which is in draft version) talk specifically about information literacy and propose its use in conjunction with equality.

On the other hand, over the last few years, two state education laws have come into force: the Organic Law for Quality Improvement of Education (LOMCE) (Ley Orgánica, 2013) and the Organic Law of Modification of the Organic Law of Education (LOMLOE) (Ley Orgánica, 2020).

In LOMCE (Ley Orgánica, 2013) there are no references to the critical management of information. There is some defence of the use of ICT as a transversal tool, but this is not at all linked to a critical perspective. In this case, the digitalisation of schools is advocated as a form of modernisation and as a form of teaching methodology.

In LOMLOE (Ley Orgánica, 2020), however, several references to the critical use of ICT can be observed, even stressing the need to "pay special attention to the disappearance of gender stereotypes that hinder the acquisition of digital competences under equal conditions" (p. 122920). In addition to reflecting on the gender gap in relation to the use of digital tools, it also stresses the need to encourage critical thinking for the development of basic technological skills and establishes a connection between ethics and the critical management of information:

> "Develop basic skills in the use of information sources in order to acquire new knowledge with a critical sense. Develop basic technological competences and advance in an ethical reflection on their functioning and use." (p. 122890)

With regard to the curricula developed as a result of these laws, there is also an evolution between the 2014 and 2022 documents. While the former refers to digital competence briefly but quite centrally, possibly due to the influence of the European DigComp framework, (since this is included as one of the

7 basic competences), the 2022 curriculum refers directly to information literacy, although mixing it with other concepts that would fall under this umbrella, such as audiovisual or media literacy.

Educational projects on Information Literacy in Primary Education

With regard to regional and national studies and educational projects, there is not much work on information literacy related to Primary Education, and most of it tends to centre on the digital literacy (Alonso Ferreiro, 2016, Fernández-Montalvo, Peñalva, Irazabal and López-Goñi, 2017; Garmendia, Martínez, Karrera, Larrañaga, Jiménez, Olveira, Basasoro and Garitaonandia; 2021, Martínez-Piñeiro, Gewerc and Rodríguez-Groba, 2019; Plan Nacional de Competencias Digitales, 2021; Pelegrin, 2015; Reina and Reina, n.d.). Studies relating to equality refer only to gender equality approached from a binary perspective and without pedagogical underpinning. In addition, there are hardly any initiatives related to LGBTIQ+ or racialised people.

However, there are some interesting articles, chapters and doctoral theses that address information and/or digital literacy in Primary Education (Mercedes, 2014; Peñalba and Irazabal, 2016), a number of regional open access resource portals (Junta de Castilla y León, n.d.; Consejería de Educación, Universidades, Cultura y Deportes del Gobierno Canarias, n.d.; Departament d'Educació del Generalitat de Catalunya, 2022). The issue has also been documented in teachers' blogs (Durban, 2016-2017). School library projects in some Pre-school and Primary School Centres (CEIPs in Spanish) offer activities and resources about information and digital literacy that could be of interest to teachers (CEIP La Motilla, 2014; CEIP San José Obrero, 2020).

Teachers' and students' viewpoint

Teachers tend to have a higher self perception of their competence in information literacy in comparison with their actual knowledge in practice (Nieto-Isidro, Martínez-Abad and Rodríguez-Conde, 2021). More focus needs to be placed on understanding current practices, challenges and opportunities and why teachers this dichotomy exists. As the authors of this study note, this has an impact on students, whose knowledge of information literacy is gained from specific teacher training.

Students' self-perception of competence could also be defined as altered. While Comas, Sureda, Pastor and Money (2011, cited in Nieto-Isidro, Martínez-Abad and Rodríguez-Conde, 2021) showed that most students considered that they were good or very good at, for example, searching information on the Internet, work such as that carried out by Moreneo and Badia (2012, cited in Nieto-Isidro, Martínez-Abad and Rodríguez-Conde, 2021) indicate that in school environments, various problems related to information management are encountered and that this leads to incorrect, incomplete or biased searches.

It is not surprising, bearing all this in mind, that the study, based on the DigComp framework (European Commission), which Martínez-Piñeiro, Gewerc and Rodríguez-Groba (2019) carried out with 6th grade students (10-12 years old in Spain), concludes that the lowest levels are obtained in the informational and content creation dimensions.

3.1.2 School curriculums under the umbrella of Information and Digital Literacy

Brief introduction

As mentioned in the previous section, the territorial organisation and the different levels of educational documentation must be taken into account when considering the Spanish education legislation. Thus, it should be borne in mind that there is a state education law, responsible for establishing a general framework within which educational activity is to be developed. This is always accompanied by a state curriculum that includes, among other things, a series of compulsory minimum elements, and which is applied throughout the territory. Using these documents as a base, each autonomous region draws up, if necessary, its own curriculum, which is then applied in the area. It should be noted here that the autonomous cities of Ceuta and Melilla have not applied any adaptations to the last two national curricula (2014 and 2022).

Taking into account the complexity of Spanish educational legislation, for this section the state and regional laws and curricula currently in force (2022) and those immediately prior (2014) have been analysed. In this way, a total of 38 documents were reviewed, and in addition modifications and/or extensions of some of them. This analysis considered two specific approaches (information & digital literacy and equality) and the way in which these competences were related.

Analysis of the state curricula

School curricula, as already mentioned, are developed under the protection of the state law in force at that time. For this reason, it is worth starting with a brief analysis of them, and then analysing the curricula and the relationship between information literacy and the values of equality and critical thinking in depth.

While *Ley Orgánica [Organic Law] 8/2013, of 9 December, for the improvement of educational quality* (LOMCE) (Ley Orgánica, 2013) makes no reference to the critical management of information and addresses the digitalisation of schools as a form of school modernisation, *Ley Orgánica [Organic Law] 3/2020, of 29 December, which amends Organic Law 2/2006 of 3 May on Education* (LOMLOE) (Ley Orgánica, 2020) makes numerous references to the critical use of Information and Communication Technologies (ICT), enhancing the need to foster critical thinking for the development of basic technological competences (p. 122887).

In line with the discourse maintained in each of the aforementioned laws, an evolution can also be perceived between the 2014 curriculum (Real Decreto [Royal Decree] 126/2014, of 28 February, establishing the basic curriculum of Primary Education) and that of 2022 (Real Decreto [Royal Decree] 157/2022, of 1 March, establishing the organisation and minimum teaching of Primary Education). Thus, it can be seen that in the 2014 curriculum reference is made to digital competence in a brief but quite central way. This is surprising as despite being one of the 7 competences included, it is merely mentioned but no specific information is provided). In contrast, the 2022 curriculum speaks directly of information literacy, although mixing it with other concepts that could be considered to fall within the

definition, such as audio-visual and media literacy. Interestingly, it can also be seen how the definition of digital competence is deepened within the 2022 curriculum; it states:

> "It includes information and data literacy, communication and collaboration, media education, digital content creation (including programming), security (including digital wellbeing and cybersecurity skills), digital citizenship issues, privacy, intellectual property, problem solving, and computational and critical thinking." (p. 22408)

The LOMLOE (Ley Orgánica, 2020) also maintains a broader discourse than the LOMCE (Ley Orgánica, 2013), in which social justice has an important place, as shown in the following excerpt:

> "The education system shall ensure the full integration of students in the digital society and the learning of a responsible consumption and a critical and safe use of digital media, respectful of human dignity, social justice and environmental sustainability, constitutional values, fundamental rights and, particularly, respect and guarantee of personal and family privacy and personal data protection". (p. 122952)

The same law makes several references to the critical use of ICT, even stressing the need to "pay special attention to the disappearance of gender stereotypes that hinder the acquisition of digital competence under equal conditions" (p. 122920).

This evolution of the law, regarding information literacy, can also be observed in the curricula changes. The 2022 curriculum has more content relating to equal rights and social justice than in 2014. Even so, the approach to talking about equality is binary and devoid of any critical analysis related to class, race or ability. The new documents adopt a gender equality approach, but at no point is there any mention of a feminist approach or pedagogy, nor is there any reference to anti-racism or anti-capacity from an intersectional perspective. However, this text does include affective-sexual education, and emphasises how there is a need to specify that delivery must be "adapted to the maturity level" (p. 122881). It could be said that even the most current legislative documents, although much more critical than those derived from the LOMCE (Ley Orgánica, 2013), still present a rather good-natured and generalist approach, far removed from any truly critical perspective that enables social transformation through education.

Analysis of the regional curricula

In this section, reference will only be made to some highlights of the 2022 regional curricula.

With regard to terminology, it is worth noting that over time it has become common to use the term *information literacy*, either alone or more often in conjunction with media literacy. In the Andalusian curriculum (2022), for example, "media and information literacy" is referred to as follows:

> "Media and information literacy: strategies for searching for information in different documentary sources and with different media and formats. Recognition of authorship. Comparison, organisation,

> critical evaluation and creative communication of information. Progressively autonomous use of the library, as well as digital resources in the classroom" (Real Decreto 157/2022, p. 24472).

This definition shows how a relationship is established between the school library and critical appraisal. This idea has been gaining weight in the set of legal documents corresponding to 2022, as can be seen in this fragment of the Galician curriculum:

> "The school library should become a hub for learning basic knowledge and acquiring skills, offering resources both for sharing, reflecting and expressing personal preferences around reading, and for fostering innovation, creativity and critical thinking in the educational community". (Consellería de Cultura, Educación e Universidade da Xunta de Galicia, 2022, p. 183)

In the same way, it can be seen how mention of critical thinking and other related terms are becoming more abundant. The Aragon curriculum includes a dozen terms relating to critical thinking/attitude/use/commitment/analysis of different aspects (Departamento de Educación, Cultura y Deporte del Gobierno de Aragón, 2022).

It is also relevant to mention that La Rioja document makes specific mention, for the first and only time, of the historical demand by communicative approaches to include information literacy in the curriculum:

> "Thus, the sixth competence lays the foundations for information literacy. Responding to the need to teach how to read all kinds of texts and for different reading purposes - as communicative approaches have been demanding for decades" (p. 11591).

In relation to equality and social justice, it should be noted that, as mentioned at the beginning of this section, the approach is generally binary, centred on gender (ignoring other identity factors such as ethnicity or ability) and uncritical. Thus, we find confusing and assimilationist wording such as that found in the Canarian curriculum, which speaks of "Integrating diversity as an added value" (2022, p. 23) and then refers to educational inclusion.

Similarly, it can be seen how in documents intended to address discrimination in the classroom and social processes such as migratory movements, there is talk of 'integration processes, such as the European Union', 'values of European integration' as well as 'values of Europeanism' (Real Decreto 157/2022, p. 244418 and Departamento de Educación, Cultura y Deporte del Gobierno de Aragón, 2022, p. 86).

Encouraging advances can be observed in curriculum subjects such as physical education, historically perceived as a school space where heteronormativity, heterosexism and homophobia prevail (Silva, Jaeger and Valdivia-Moral, 2018). Oliver, Perez-Samaniego and Monforte (2021) highlight two dominant ideologies: that of performance and that of sexism. Within physical education, it is increasingly common to see references to the need for acceptance of different body types and abilities, to gender stereotypes and their relationship with the subject. The following wording shows how basic knowledge of these aspects is included within the curriculum:

> "Identifying, addressing and rejecting violent or anti-coexistence behaviour in motor situations (discrimination based on gender, ability or motor competence; xenophobic, racist or sexist attitudes; sexual abuse or any form of violence)" (Decreto 66/2022, p. 18134).

3.1.3 School Libraries and other resources for supporting Information Literacy

Libraries stuck in the past

The changes that have taken place in recent decades have forced school libraries to adapt and evolve. As de la Cruz and Marzal (2019) note, in the case of Spanish school libraries, this evolution has been limited by a number of factors.

Although Ley [Law] 10/2007 (amended in 2014) established a series of improvements and made the public authorities responsible for the promotion of reading and the use of school libraries, the current reality is that this regulation is obsolete and the proposed model is far from meeting the demands of contemporary education. Moreover, the situation is very diverse among the different autonomous regions; Castellanos Claramunt (2022) gives a succinct and updated review of references to school libraries in the regional regulations.

In addition, according to the same authors, those responsible for school libraries often lack the skills of information professionals to, among other things, set up digital libraries, coordinate library networks or integrate resources into information literacy programmes, largely due to a lack of necessary support.

Integrating information literacy into the education system

As indicated in the report developed in Spain by the Grupo de Trabajo de Alfabetización Informacional del Consejo de Cooperación Bibliotecaria [Information Literacy Working Group of the Library Cooperation Council] (2016), the school library constitutes a structure that facilitates the acquisition of information literacy competences. As such, they state, it should be supported by the educational administration in order to be able to serve the educational community efficiently and fulfil the functions required by the school. Thus, according to this same report, it is a priority to extend the premises set out in the reference framework for school libraries (MEC, 2011 cited in Grupo de Trabajo de Alfabetización Informacional del Consejo de Cooperación Bibliotecaria [Information Literacy Working Group of the Library Cooperation Council] 2016) to the educational administrations of the different autonomous regions, as well as to update the approach to these spaces and underline the importance they have when implementing any programme aimed at information and media education.

Similarly, this report enhances the need to adopt clear regulations establishing the role of the person in charge of the library, who should have both management and teaching functions, and also provide a support team to cover the whole of the school's teaching time. These aspects, which may seem basic, are necessary in view of current data. As stated in the latest statistics on school libraries (cited in Piquín, 2022), only 29.8% of libraries are open for more than 10 hours a week with the library team on duty and only 17.8% are open for more than 20 hours a week. It should be noted that 18.6% of school libraries are currently staffed by a single person, 51.9% have a team of between 2 and 5 people, and only 28.4% of school libraries are staffed by teams of more than 5 people.

It seems logical to think that these data may be interrelated. The school library could serve the educational community more efficiently and comprehensively and facilitate to a greater extent the acquisition of knowledge related to the identification, location, evaluation, organisation, communication and use of information, if it had a management team composed of several people trained in the field. For this reason, the report developed by the Grupo de Trabajo de Alfabetización Informacional del Consejo

de Cooperación Bibliotecaria [Information Literacy Working Group of the Library Cooperation Council] (2016) proposes, among other things, to establish a basic training itinerary to guarantee the adequate competence of staff in charge of school libraries. It also calls for urgent action to promote awareness of the role of the library manager in the initial training of teachers. Likewise, with the aim of making visible those aspects that make the school library an essential place from which to respond to the information needs of students and to promote communication and dissemination of the knowledge generated, it is also proposed to hold a series of national and international meetings focused on this thematic area.

Challenges for school libraries 2020

In March 2019, in Santiago de Compostela, the Jornada Técnica: Biblioteca Escolar. Cuestión de Enfoque [Technical Conference: School Library. A Question of Focus] was held. At the conference, the dissemination of the "four challenges for the school library of 2020" (VVAA, 2019, p. 1) was proposed and agreed. These challenges, which link perfectly with what has been discussed in the previous sections of this report, are aimed at various contexts within school libraries. Here we can address them according to the competences and possibilities within the Central Administration, the Autonomous Communities and each educational centre. Each of these challenges is described below.

The first challenge would be to provide stability to school libraries. It is proposed, among other things, to give visibility to school libraries and their role in the educational community, to allocate resources, to provide them with a regulatory framework, to establish a set of minimum standards and indicators to evaluate results and to promote the creation of library networks.

The second challenge would involve promoting a school library model that would place it as an educational space tailored to the schools' aims. Thus, this space would be designed as a versatile, flexible environment allowing a wide variety of uses. This would include the possibility of creating experiences with an educational purpose based on media and information literacy. Furthermore, the space would encompass the principles of collaboration, co-creation, communication, sharing and co-learning.

The third challenge would be to conceive the school library as a mediator for reading in the school and to place it at the heart of public policies that deal with reading, in all formats, for all purposes. To this end, measures are proposed such as including reading and the school library as cross-curricular elements, socialising reading, involving families and updating the training of the people in charge.

Finally, the fourth challenge would involve promoting a vision of the school library as the most suitable context for the development of media and information competences, and as a requirement for the development of critical thinking, an approach that coincides with the one proposed in the report developed by Grupo de Trabajo de Alfabetización Informacional del Consejo de Cooperación Bibliotecaria [Information Literacy Working Group of the Library Cooperation Council] (2016). To this end, it is recommended to focus on three main proposals for action: 1) to promote the development of critical thinking, 2) to raise awareness of the unavoidable and urgent need for media literacy, and 3) to highlight the relationship of media literacy content in the curriculum, to proactively develop information and media competences.

3.1.4 Beyond COVID-19 pandemic: lessons learned for post COVID-19 era

As shown in the Spanish report of the SMILES project (Anducas and Nadesan, 2021), the Covid-19 pandemic has served as an enhancer of the phenomenon of disinformation. This situation, which was already considered to be worrying, has been aggravated for various reasons, including: the lack of credibility of the media and public institutions on the part of citizens, the increase of social media as a door to information and the rise of fake news, political polarisation, and the lack of knowledge and generalised lack of use of verification platforms (Anducas and Nadesan, 2021).

According to the report, the understanding of disinformation is critical and the promotion of information and media literacy is essential to combat it. Thus, the project focuses on teachers and librarians and the key role they play in the development of the competences associated with these areas.

However, the current situation in schools is complex. Rosa Piquín (2022) reflects on the impact of the pandemic on the school library space, in her analysis published in El Diario de la Educación. This has also launched a section focusing on school libraries in 2022. The following excerpt is essential when thinking about information and digital literacy in primary education during the pandemic, as well as in the present and future of these spaces:

> "In many schools, the physical space of the library was either closed or its use was modified (it was no longer loaned out and was used as a classroom for ordinary groups because of the physical distance...) and, in some of them, nothing happened. Perhaps because these libraries were not really integrated into educational practices (...) This has only confirmed what we already knew: where traditional teaching methods are maintained, whether in virtual or face-to-face mode, the obsolete school library model is perfectly dispensable." (Piquín, 2022, paragraph 4)

Moreover, certain schools are seeing a resurgence of anti-equality attitudes that they thought had been eradicated, such as LGTBIQ+ phobia. According to some of the teachers who are members of the Rede Educativa de Apoio LGBTIQ+ de Galicia, which generates LGBTIQ+ support spaces in the schools of the network, one of the greatest effects of the pandemic was the limitation of spaces for debate and socialisation as a result of the health regulations in force during the 2020-2021 school year. In addition there was a drop in participation in different activist groups, such as the Rede itself, whose discourses have a supporting impact in the classroom (Amigo-Ventureira and Garrido, 2022).

For all these and other reasons, it is essential to promote the development of critical information literacy in primary schools with the help of both teachers and library staff, generating synergies for the benefit of the whole school outlook and the educational curriculum. This also involves taking advantage of the school library as a privileged space from which to work on information competences which are clearly increasingly vital for the education of a critical and ethical citizenship based on values of equality. At the same time, it is worth highlighting the need to promote teaching digital competence, as this may have an impact on the critical perspective of social commitment for the educational approach to information and digital literacy (Area and Adell, 2021).

3.1.5 SWOT for needs and challenges to be met for Information and Digital Literacy

From the corpus of 113 questionnaire responses collected in Spain from 28 February to 8 June 2023 within the framework of the BRIDGE project (see BRIDGE Spanish survey in Appendix 1), it is found that primary school teachers are aware of the unavoidable and urgent need for information and digital literacy and that, according to their possibilities, they integrate it to some extent (moderately or a great deal) into their teaching. In fact, 69.3% of the teachers who responded were aware of the term information literacy and had received some training in this area.

Maryanne Wolf (2020: 77) explains the existence of a so-called Matthew-Emerson effect for intellectual baggage. According to Wolf, those who have read "a lot and well" will have sufficient resources to apply to their reading, while those who have read less will have fewer resources and will be more inclined to assimilate un-checked information, whether it is manipulated or totally false. This is because, she argues, these people will have less of a basis for developing inference, deduction and analogical thinking. However, there is a tendency to promote online reading and even digital book lending, rendering the library physical space useless. A recent manifesto (*Manifiesto a favor de las bibliotecas escolares y el acceso a lecturas en papel [Manifesto in favour of school libraries and access to paper-based reading]*, 2023) signed by more than 200 researchers in Spain argues that reading "has a crucial role in the democratisation of knowledge" (Lluch, 2023). According to the promoters of the manifesto themselves, "above all, we wanted to warn that poor reading comprehension endangers democracy" (Navarro, 2023). Thus, taking into account that school libraries are essential for an active education, for a critical, well-educated and well-read citizenship, the current situation, which was already a weakness as discussed previously in this report regarding Spain, has become a threat.

This situation, as explained by Júlia Baena (2022), who focuses on the case of Catalonia but whose analysis can unfortunately be extended to the whole of Spain, has intensified in the wake of the pandemic. As José A. González (2023) points out, despite the fact that school libraries are compulsory by law, these spaces are losing weight in primary schools in Spain, especially in Catalonia and the Balearic Islands, according to recent data available in the archive of the Ministry of Education and Vocational Training.

This drift can also be observed in the results obtained from the 113 responses collected in Spain, which show that up to 14% of those surveyed do not have a library (with opening hours and a staff member present) in the educational centre where they work. It is also worth highlighting here the response of one of the people surveyed, "The library worked until the pandemic, but it has not been used again since then. However, we do have classroom libraries". This illustrates the shift in priorities.

González (2023) explains that, at present, a large part of the resources that are allocated come through the parents´ federations or associations. Less than half of Spanish schools have a specific allocation for school libraries. Together with the decrease in the budget that each centre manages in one way or another, the little money that arrives is allocated to the purchase of funds, audiovisuals or books, for the centre, but there is no specific programme. Above all, the human resources needed to maintain these spaces and make them more dynamic are not strengthened. In short, there is a serious problem in resourcing school libraries both in terms of physical resources and staffing. Cristina Novoa (in Marqués, 2023) advocates the incorporation of a teacher from the teaching staff as school library coordinator, with a background in library science or pedagogy, as she points out that having trained people is fundamental, even more than economic resources.

The situation described here makes it essential to carry out an in-depth analysis of the strengths, weaknesses, threats and opportunities regarding information and digital literacy in primary education in Spain, which is outlined as follows.

Strengths	Weaknesses
• There are some schools where specific work on information literacy is being carried out. • The fact that there is regional educational legislation has meant that there are now more advanced Autonomous Regions in terms of information literacy, which can be examples of good practice.	• Pre-eminence of digital literacy over media and information literacy or information literacy as a basis, and the need to take it beyond the instrumental perspective. • Lack of integration of a critical feminist pedagogy to address gender equality education and other relevant factors such as race, class or ability from an intersectional perspective. • Both in the legislative documents and in the educational resources collected we found that, despite repeated talk of equality, there is no clear anti-racist or anti-disability stance. • The self-perception of teachers' information literacy competence does not correspond to their actual knowledge. • The obstacles and problems faced by the teachers surveyed in supporting students in the development of information and digital competences, critical thinking and equality values seem to be mainly lack of time, lack of analogue and digital resources and lack of qualified staff. • The fact that the regulations do not explicitly support the work carried out from the school library implies that all actions carried out from this space have to be voluntary on the part of the teaching staff.
Opportunities	**Threats**
• The fact that there is regional legislation provides the possibility of improving the curriculum proposed at state level in the future. • The fact that there is autonomous legislation favours the possibility of making comparisons between the conditions of different autonomous communities, in terms of information literacy, with the aim of being able to improve them in the future. • The educational dimension of all libraries as spaces for lifelong learning is being emphasised in Spain by publications such as the recent LABBBs Libraries Guide (2023), which stresses the holistic capacity of these spaces and their staff, and their undeniable potential for promoting reading and for generating training in information, digital and media literacy. In this sense, there are also growing calls for more support for school libraries, as nerve centres for information, digital and media literacy training in an integrated and critical way ("Manifesto in favour of school libraries and access to reading on paper" [Manifesto in favour of school libraries and access to paper-based reading], 2023).	• The lack of support for school libraries. • School libraries have come to be seen as dispensable during the pandemic. • The number of times that the police and the civil guard are seen as suitable avenues for digital skills training according to the responses to the questionnaires, and how their involvement in the classroom may increase if the far right governs. • The coming to power of the far right and how this may affect public education policies and a real implementation of the LOMLOE (current education law) in the different autonomous communities.

Strategy 1. Strengthening school libraries and providing continuing education for teachers

School libraries in Spain clearly need strong support to meet their needs. Current legislation (LOMLOE) establishes that all educational centres must have a school library. The law also establishes, as well as the related curriculum development decrees of both the Ministry and the Autonomous Communities, that media, information and digital literacy have to be taught at all stages and in all subjects. However, it is urgent to provide schools with resources so that they can undertake this training, and an essential strategy would be to strengthen the school library and offer continuous training to the school's teaching staff.

Objective 1.1 Strengthen school libraries resources

Strengthen the resourcing of the school library so that it is kept up to date with both literary and informative material.

Objective 1.2 Strengthen school libraries staff

Strengthen the human resourcing of the school library, so that it has trained staff (in librarianship and/or pedagogy) with hours dedicated to the library, in order to be able to provide guidelines and support to both teachers and students.

Objective 1.3 Offering continuous training to teachers

To offer continuous training to teachers with the aim of strengthening the school's pedagogical culture around the holistic and multidisciplinary importance of information and digital literacy, as well as media literacy, and to encourage the use of the school library.

Strategy 2. Promote Integrated Documentary Projects

It would be very fruitful to promote Integrated Documentary Projects, which are activities in which students research on a specific topic, familiarising themselves with the mechanisms for searching and evaluating information, as well as using the resources provided by the school library. These are developed through a collaborative and active methodology with the aim of developing basic skills, integrating learning from different subject areas and ensuring that the resources available in school libraries serve students to expand their knowledge, creativity and communication skills (Iribas, 2012). Integrated Documentary Projects are also a way of working with information and digital literacy competences in a transversal and multidisciplinary way (Gutiérrez de Álamo, 2023).

Objective 2.1 Encourage children's critical thinking

Encourage children to ask questions, comment and raise discussions throughout the development of the project, but avoid polarised and dichotomous debates that facilitate the defence of hegemonic positions.

Objective 2.2 Focus on information critical assessment

Learn to contrast and evaluate information through the analysis of fake news and manipulated graphics; promote fact-checking and the search for evidence and reliable sources.

Objective 2.3 Practise the production of documents with cited information sources

Produce documents in a variety of formats in which sources of information are appropriately cited.

Strategy 3. Encourage Reading Routes

It would be highly recommended to encourage Reading Routes, that is a learning methodology based on the use of stories, books and oral literature to approach the understanding and interpretation of different topics (TresBrujas, 2014). It is clear that Reading Routes could fit into the classification of Integrated Documentary Projects, but due to the interest of BRIDGE in vindicating picture books as a useful tool for tackling information and digital literacy and to promote critical thinking and equality values, this strategy would provide a good fit here too.

Objective 3.1 Enhance the use of picture books (and related transmedia resources) as the basis for Integrated Documentary Projects

To use picture books (and possibly associated transmedia resources for their dynamisation) to promote active reading, to strengthen the role of school libraries and to work on values related to social justice, and use them as the basis for Integrated Documentary Projects.

Objective 3.2 Enhance information research

Carry out research activities related to the selected album, following the students' interests arising from the classroom discussion.

Objective 3.3 Promote reading integrated with visual literacy

Encourage a taste for reading by using stories that also help to enhance visual literacy by working on the complementarity between text and illustrations.

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3.2 BRIDGE Report for Italy

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3.2.1 Guidelines and initiatives

The relationship between Italian schools and digital technology has always been complex and difficult to manage, because it is characterised by a clear gap between teachers' needs and the institutional need to innovate teaching and renew technological equipment. This gap is expressed, on the one hand, in the reluctance and deep preconceptions that a part of the teaching staff expresses with regard to digital technology and, on the other, by the institutional need to make IT a concrete reality within schools of all levels. This need has emerged not only from European and national political indications, but above all from the need to adapt schools to the reality experienced by students outside the classroom. Already the 1985 *Piano Nazionale Informatica* (National Computer Science Plan, PNI from the Italian acronym) is provided for the setting up of laboratories for teaching computer science and word processing. The Plan, which mainly concerned secondary schools, also gave rise to an extensive training programme for mathematics and physics teachers.

In the early 1990s, the PNI(2) extended experimentation and teacher training to the language-literature area as well, with the aim of shifting the focus from computer operation to the content it could convey. In that period, the first Internet connections became available, and people began to speak with regard to educational institutions, 'virtual communities', 'communities of practice', etc.

The second half of the 1990s saw a new revival of ministerial policies on information and communication technologies (ICT). Between 1997 and 2000, the *Programma di sviluppo delle tecnologie didattiche* (Programme for the Development of Educational Technology, PSTD from the Italian acronym) was launched; it envisaged the inclusion of multimedia in curricular activities, with the consequent dissemination of computers in schools of all levels. This intervention provided specific training for teachers and funds for purchasing multimedia teaching equipment.

In 2000, the Lisbon Strategy consolidated in Italy the process of bringing schools closer to the digital age, thanks to the *Bassanini Reform* (59/1997), which provided, among other things, for the rule that each school institution should become a legal entity and the school director a direct employer. This rule, defined as 'school autonomy', allows school managers to have autonomy in the areas of administration, experimentation, research and development. At the level of ICT too.

The 14th Italian Legislature, from 2001 to 2006, steered schools towards a training axis commonly defined as the three 'I's (from the initial of the three words in Italian): English, Enterprise and Computer Science. In this context, in 2002, the national teacher training plan on ICT (known as FORTIC) was launched. This training programme focused on IT skills and their use in teaching and involved approximately 180,000 teachers (MIUR Ministry of Education, University and Research, 2002).

In the following years, substantial funding was allocated to the equipping of interactive whiteboards and schools and the MIUR promoted three pilot projects: Cl@ssi 2.0, Scuole 2.0 and the School Digital Publishing action, which pushed towards the digitalisation of teaching resources to make them "editable, commentable and interactive". The Cl@ssi 2.0 project, in particular, aimed to change the learning environment through a constant and widespread use of technologies to support everyday teaching.

According to research promoted by the MIUR, it emerged that the Cl@ssi 2.0 project had been more effective on pupils with special needs (Campione et Alii, 2014). However, research has also emphasised that, too often, ministerial funds (and those, sometimes considerable amounts, made available by the Regions) had been used by schools to purchase digital technologies rather than for digital teacher training (e.g. Eurydice 2011). Regarding funding, between 2007 and 2013, schools could count on the considerable funding made available by European regional policy through projects under the National Operational Plan (PON from the Italian acronym) to purchase ICT equipment and invest in training in the four Italian Regions with the lowest economic development rate (Campania, Apulia, Calabria and Sicily). In this case, at least from the point of view of ICT equipment, the so-called 'Convergence Objective' was achieved, approaching, and in some cases even surpassing, the northern Regions in terms of technological equipment available (Giusti et al. 2015). However, structural problems remained, since a 2019 survey by AGCOM highlighted how the percentage of Italian pupils who do not have a broadband connection at school was still significantly higher in 2019 than in many European countries.

In the 2015 National Digital School Plan (PNSD from the Italian acronym), included within the so-called La Buona Scuola (The Good School) Reform (Law 107/2015), the digital issue shifted from the need to provide schools with technological equipment – the prevailing approach was that of Bring Your Own Device (BYOD) – to teachers' training with regard to digital competence. The Ministry encouraged the creation of territorial training centres with the specific task of coordinating teachers' digital training. The PNSD also provided for the establishment of the 'digital animator': an expert teacher who would act as a reference point for technological innovation within each school. The Plan also provided for a systematic review of the good practices and an observatory on educational innovation (Actions 31 and 33).

A study carried out by Salmieri (2019) with 44 primary and secondary school 'digital animators' showed how there was a clear gap between the ideal vision of digital use at school that emerges from European and national indications (e.g. the DigCompEdu framework for teachers' digital competences) and the reality of everyday use in the classroom. Even the Digital Civic Education Syllabus, published by MIUR in 2017, has so far collected a set of non-homogeneous materials submitted by different research centres and Italian schools which, however, do not have the structure of a curriculum nor have they been submitted for evaluation.

Between 2016 and 2019, the Plan for the Training of Teachers mentioned digital competences as a priority for schools at all levels, but even the latest large funding release (2019) for 'innovative learning environments' only concerns the acquisition of technologies (green screens, small robots, etc.), and actually excludes teacher training from the expenditure items.

Despite the efforts, not only economic, that have been made since 1985, an analysis of the data and literature clearly reveals a lack of systematic research on digital literacy and information, and a lack of real indications for the development of digital skills of teachers and pupils. Moreover, the little research available shows that the use of the Internet is mainly based on the search for information rather than on the creation and sharing of content.

3.2.2 School curriculums under the umbrella of Information and Digital Literacy

In line with the aforementioned National Computer Science Plan (NIP), the 1985 Primary School Programmes referred to computer science only in the learning of mathematics and science, and indicated a predominantly instrumental use (linked to word processing and simple didactic games) for other disciplines.

In 1997, with the Bassanini Law (59/1997), the process towards autonomy (in the areas of administration, experimentation, research and development) of schools began. In the same year a Commission of Wise Wo-Men was set up with the aim of identifying 'the fundamental knowledge for young people's learning in Italian schools in the coming decades'. The document drafted by this Commission indicates among the primary needs of schools, those of providing better and more adequate skills in English and Computer Science, as well as a 'serious book culture'. The document does not overlook the need for adequate school libraries, capable of connecting to the National Library System and equipped with telematic and computer resources. That same document highlights the criticalities that still accompany the use of ICT in schools, namely that "they have too often been confused with hardware and reduced to it, so they were thought to have been applied simply because they had workstations with computers and related equipment in schools and offices". The Commission's indication is, on the contrary, to use IT across all disciplines, as a vehicle for didactically valid and effective content.

The document drafted by the Commission of Wise Wo-Men, although largely disregarded, is perfectly in line with the definition of 'knowledge society' that began to spread in the 1990s (Stehr 1994) and that, with the Lisbon Strategy, became a key slogan for the European Union (EU Council 2000).

In 2001, the Ministry provided the *Guidelines for the curriculum design* and indicated the 'specific learning objectives relating to pupils' competences' but did not give any specific indication about the ICT use.

Following the Moratti Reform (Law 53/2003), the National Indications (annexed to the Law 59/2004) were drawn up for the *Personalised Study Plans of the educational activities of pre-school, primary school and secondary school* and the *Cultural and Professional Educational Profile of the student at the end of the first cycle of education*. As far as primary school is concerned, the reference to ICT starts with the knowledge of the computer main components and their use to perform simple games, also didactic ones, planned for the first class, and arrives at the creation of web pages and the consultation of multimedia works planned for the fourth and fifth classes. There is still no reference to critical thinking, but emphasis is being placed – as already indicated in the 1985 reform – on the values of equality, especially with reference to personal opportunities and the removal of economic and social obstacles.

In 2007 the Primary School Curriculum Directions (MPI, 2007) were launched; they emphasised that the acquisition of knowledge also requires the availability of equipped places that facilitate the process of exploration and research, for science, IT, EU languages, music production, theatre, painting activities, motor skills, etc. Particular importance is given to the school's library, to be meant as a place that supports autonomous and continuous learning; a public place that encourages communication between the school and the territory, facilitating integration paths, creating bridges between languages, religions and cultures. The document also focuses on the need to use IT to expand spaces, times, modes of contact and social interaction between individuals, schools and territorial communities. It shows how the progressive acquisition of skills in the use of specific information and communication tools can enable pupils to develop their own ideas, to find, interpret and exchange information, and to organise, process, store and reuse it. Furthermore, the document highlights how ICT can foster the development of critical and evaluative skills. This is a first, significant step towards the recognition of the relevance of digital literacy and information, also in the educational settings. Further ministerial guidelines on learning objectives (in the various school levels) provide for the development of skills relating to specific digital citizenship education, which envisages:

- exercising their citizenship by critically and consciously using the Net and the Media,
- expressing and enhancing oneself by using technological tools in an autonomous way that meets individual needs, knowing how to protect oneself from the pitfalls of the Net and the Media (plagiarism, swindling, grooming…),
- knowing how to respect specific rules (respect for privacy, respect/copyright protection, etc.),
- be competent citizens of the contemporary.

(https://www.cittadinanzadigitale.eu/)

The aforementioned *Buona Scuola Law* (107/2015) contains the *National Digital School Plan* (PNSD from the Italian acronym) prioritising the development of digital skills. In a note, the MIUR explains that "this is first and foremost a cultural action, which starts from a renewed idea of school, understood as an open space for learning and not just a physical place, and a platform that puts students in a position to develop skills for life. In this paradigm, technologies become enabling, everyday, ordinary, at the service of school activity, first and foremost activities oriented towards training and learning, but also administration, contaminating, and in fact reuniting, all school environments: classrooms, common areas, laboratory spaces, individual spaces and informal spaces. With consequences extended to the territory' (MIUR 2014b).

The National Digital School Plan also provides for the specific teachers' training on didactic innovation and the development of a digital culture in teaching, the development of students' digital skills, as well as the training of general and administrative service directors, administrative and technical assistants, (Law107/2015, par. 58, d and e).

The PNSD also envisages the creation of the 'digital animator': an expert teacher who acts as a reference point for technological innovation within each school. However, many animators merely supervise the technologies in use in schools and have no real function in supporting digital literacy and information.

A new PNSD is currently being drafted by the Ministry in line with the Digital School 2022-2026 programme, activated by the Ministry of Education note No. 651 of 12th May 2022, which aims to support a path of innovation in educational institutions to make them more digital, modern, accessible and efficient.

3.2.3 School libraries and other resources for supporting IL

At a local level, there have been many instances of connecting school libraries and IL since the late 1980s. However, it is through the Programme for the Promotion and Development of School Libraries (1999-2000) that a cycle of interventions, including those of an economic nature, have been aimed at the dissemination of new school libraries and the strengthening of existing ones in Italy. In both cases, the interventions were aimed at creating school libraries or a significant enhancement of school libraries that were already equipped. The resources targeted a model of school multimedia resource centres, the creation of a network of such centres as a reference point for the dissemination of the model, the possible gradual inclusion in the National Library System SBN, the improvement of the infrastructure equipment, the increase of the multimedia equipment and a possible limited enhancement of the documentary heritage. According to the programme promoters, the direction of school libraries as an IL support hub is clear since the document states: "The school library can represent one of the factors

of educational continuity, carrying out a process (which is vertical with respect to school levels and transversal with regard to knowledge), of learning information skills, essential for effective lifelong learning. The ever more massive dissemination of new ICT in schools, thanks to the national Three-Year Plan for New Technologies, and also EU projects, and the steady growth of information on different media which characterise the knowledge society, require to have increasingly extensive and diversified information skills (research, acquisition, evaluation, selection and re-elaboration of information). It is not a question of superficially contrasting paper-based sources with computer-based ones, but rather of aiming at an integrated use of the resources and possibilities offered today by the different modes of culture transmission' (MIUR, 1999).

In 2004, the *Libraries in Schools* project set out to enhance the print and electronic library resources in schools, to integrate school libraries into the SBN and, as a result, to renew school libraries as a strategic social and cultural force to fight against and prevent new forms of illiteracy and social exclusion.

In 2007, the Centre for Books and Reading (Presidential Decree No. 233/2007) was established, which should have acted as a link between schools and their territorial context but, being part of a Ministry separate from the Ministry of Education, had unsystematic connections with the school world.

In 2009/2010, the Project *Bibliorete 21*. *A network of school libraries for the key competences of the 21st century*, proposed by the General Directorate for School Regulations and Autonomy, intended to reconfirm the centrality of school libraries as a place to increase the book culture (on the most diverse media) and the pleasure of reading, as well as to become a "teaching space" that contributes to fostering integration between the school curriculum and new learning methods, aimed at the acquisition of key competences including information, digital and multimedia. The project's aim was to build a "network of networks" to help survey and connect school libraries, offering common tools and opportunities for information and training exchange. The lack of specific funding and the early interruption of its technical-scientific committee work convened by the Ministry did not allow the project to reach its expected goals.

It was not until the 2015 *Buona Scuola* Reform that the importance of school libraries came back into the limelight. Action No. 24 of the National Digital School Plan concerns the creation of innovative school libraries and states they should be "capable of assuming (…) the function of documentation and information literacy centres, (…) open to the surrounding area, in which to multiply the opportunities for fostering writing and reading experiences, also with the aid of technologies and the web. The networks will also be training centres for teachers on the issues of managing paper and digital information resources (…)."

The school library, in the ministerial view, is called upon to take on a central role for new generations' educational process since it is a 'place of learning' capable of stimulating creativity and the development of critical evaluation skills, as well as fostering information and media literacy processes. In 2020, the National Action Plan for the Promotion of Reading (Art. 2, Paragraph 1, Law No. 15 of 12/02/2020) was set up for supporting reading as a means for the development of knowledge, the dissemination of culture, the promotion of civil, social and economic progress of the community, and citizens' education and well-being, providing the implementation of a training plan for school staff working, also non-exclusively, in libraries. The plan concerns, among other things, 'the development of skills related to reading education on the basis of the results of the most advanced international research and practice on reading and media and IL education'. Unfortunately, to date, probably also due to the COVID-19 pandemic effects, not all schools have adapted to the ministerial guidelines and, often, have not even participated in the funding calls for the Action 24 of the aforementioned plan.

3.2.4 Beyond COVID-19 pandemic: lessons learned for post COVID-19 era

As a result of the Coronavirus emergency, from 5th March 2020 in Italy, classroom teaching activities for the 2019/2020 school year were suspended throughout the country, both in educational services for children and in schools of all levels. At the same time, distance teaching was activated, with different modalities from school to school.

As stated in a National Agency for New Technology, Energy and Sustainable Economic Development (ENEA from the Italian acronym) report, 'in many schools, significant criticalities have emerged: inadequate infrastructure, limitations in digital skills, scarce and insufficient technological equipment, pupils lacking adequate digital platform introduced by the school or lacking adequate devices or insufficient connections. The risk was a new form of school drop-out: the digital one' (ENEA, 2020).

To remedy this situation, schools, individually or in networks, took urgent measures that, in many cases, revealed unsuspected management, organisational and teaching skills. At the same time, many research organisations, and in particular the National Institute for Documentation, Innovation and Educational Research (INDIRE from the Italian acronym), made available to teachers and students materials, tools and, in particular, expertise in the area of online learning. Furthermore, many national and international platforms offered web learning, and in some cases coding, services, making many courses for which there was normally a cost free of charge.

For its part, the Ministry, with Prot. Note No. 643 of 27 April 2021, launched the School Plan to regulate school, educational and training activities in educational institutions. This plan was limited, for the most part, to managing the pandemic emergency, also instituting forms of integrated teaching in order to guarantee each pupil the same educational offer. The document emphasises that "it is necessary to continue to organise, individually or on a network, by means of webinars or in presence, depending on the pandemic evolution, training activities for the teaching and administration staff, so as to consolidate the skills in the use of new technologies acquired in the two previous school years. The aim is for 'digital' to become a tool for reinforcing 'in-presence' teaching and, more generally, the professional skills of all staff" (MIUR, 2021).

Interesting, at least from a theoretical viewpoint, is the Summer 2021 Plan, developed to enable pupils to regain learning and social skills through skill-building workshops and through educational activities focusing on music, art, sport, digital, paths on legality and sustainability, and environmental protection.

3.2.5 SWOT for needs and challenges to be met for Information and Digital Literacy

Despite its widespread dissemination through institutional channels, teachers' associations, websites dedicated to digital literacy and information, university tutors (primary school teachers in charge of supporting future primary school teachers during their traineeship experiences), training organisations, direct acquaintances, etc., the Italian BRIDGE survey (see survey in Appendix 2) was only completed by 86 teachers from 17 (out of 20) different Italian Regions. This is an extremely small number, of course, in the overall number of primary school teachers, but it is sufficient to indicate some trends and to outline the difficult situation in Italy with regard to the dissemination of digital literacy and information. The small number of answers and the analysis of the data highlight some elements on which it is necessary

to dwell. Firstly, despite the fact that the questionnaire was addressed to all primary school teachers, in reality the vast majority of respondents were teachers of Italian Language and Art & Image. The low participation of teachers of other subject areas – particularly Science – confirms a recurring prejudice in Italian schools, according to which children's literature – mentioned in the questionnaire's declaration – is of exclusive interest to those who teach literary and/or artistic subjects. To this aspect, as far as the low adherence to the survey is concerned, one must add the deep-rooted and persistent prejudice of Italian primary school teachers towards the new technologies used in teaching; prejudice that has not been appropriately eradicated through specific training. As pointed out above, in fact, the extensive and widespread funding received by institutes for the purchase of increasingly sophisticated equipment has not been matched by an active involvement of teachers who, for the most part, have continued to deliver traditional teaching.

A further critical element concerns the target group identified for the questionnaire (8-11 years) which, in the Italian case, does not correspond to that of primary schools (6-11 years); a circumstance which effectively excluded almost half of the teachers who could have participated.

Lastly, but there could be other causes, the considerable amount of extra-budgetary and extra-hours work carried out in Italy by primary school teachers certainly did not facilitate participation in the questionnaire: teachers' overtime work is not recognised in any way.

After this necessary premise, the analysis of the questionnaire revealed interesting elements on which it will be necessary to reflect even beyond this first analysis.The answers show that 97.7% of the respondents teach in a public school and that the majority of them (56.1%) teach a specific discipline. Moreover, 51.2% of the respondents have been tenured in a school for more than 20 years (a figure that becomes even more significant and worrying if we consider that 'tenure' usually occurs after several years of precarious employment). 59.7% of the respondents are over 50 years of age; a figure that is significantly higher than the OECD average. The high age of the majority of teachers also determines the fact that 40.4% of them state that a secondary school diploma is the highest level of education completed: only since 2001-2002, in Italy, has a university degree been required to become a primary school teacher (currently a five-year degree). This situation negatively affects training opportunities in Digital Literacy. As the answers to the survey indicate, training mainly took place at university (especially for younger teachers) or through membership of private initiatives and only rarely took place within the schools in which the teachers work.

Another worrying fact that emerged from the questionnaire concerns not only the lack of libraries in more than 16% of schools, but also the situation where these facilities are present in the various institutes, which are, as the answers report: meagre, lacking technological devices and/or Internet connection, chaotic and disorganised, with no librarians and located in inadequate spaces.

Within the structural criticality of the institutions and their instrumental equipment, it is clear from the questionnaires that the human factor really does make a difference. While the digital competences of the teachers interviewed are mostly mediocre or lacking, the competences related to education in critical thinking and equality values are much more developed. Moreover, in response to the institutions' lack of attention to specific teacher training, teachers tend to seek out training and experimentation opportunities on their own. In their answers to the open-ended questions, in fact, they report the use of:

- LMS (Learning Management System) platforms that usually also provide training to their users
- coding programmes such as Scratch
- graphic design websites such as Canva
- Immersive Learning platforms such as Thinglink
- websites such as Wordwall, which help teachers create customised teaching resources, or Genially, used to create interactive and animated content,
- or portals such as Playandlearn that combine creativity, technology and multimedia, creating ad hoc projects for various classes in primary schools.

These are, of course, commercial organisations that provide specific training on their content and not wide-ranging as institutional training might be.

Teachers then mention institutional sites such as INDIRE (National Institute for Documentation, Innovation and Educational Research), which promotes the dissemination of quality projects in schools, or such as the Liguria Digital School portal: a strategic project of the Liguria Region in collaboration with the Regional School Office and the University of Genoa, financed with over 7 million euros from the European Social Fund, to support teachers and trainers with tools and opportunities useful for bringing out innovative experiences with digital technologies. coordinates activities with multiple administrations and multiple subjects.

A particularly significant case reported by teachers is BIMED (Biennial of Arts and Sciences of the Mediterranean), which not only promotes teacher training courses (online and in-presence), but through the Escriba portal has created a network of over 280 schools to carry out the format *Staffetta di Scrittura per la Cittadinanza e la Legalità* (Writing Relay for Citizenship and Legality), aimed at students in schools of all levels.

Returning to the questionnaire analysis, when using digital resources, teachers propose documentaries, educational games and video games, science experiments, etc. to their class. They also point out, beyond or in addition to digital, in-depth meetings with experts, outdoor educational experiences, simulations through role-playing and the use of storytelling through picture books, comics, novels, films, cartoons, etc. Also interesting in this regard are the websites of some important Italian magazines such as:

- Andersen - The Italian children's book magazine;
- Focus Junior, etc.

Finally, the analysis of the survey shows how, despite the goodwill of teachers and the support of portals and private platforms, a real development plan is lacking in Italy, not only with regard to digital literacy and information processes at school, but also with regard to a coherent and effective strengthening of school libraries. While networks of public and school libraries are already being set up and/or strengthened in some Italian Regions to foster a better circulation of books and a more effective dissemination of knowledge, still a part of the territory is excluded from these virtuous processes.

Strengths	Weaknesses
• Teachers' sense of initiative. • School and public library networks. • Training courses available on the web. • Institutions in charge of disseminating the best projects. • Use of storytelling for teaching.	• Lack of effective national coordination on digital literacy. • Uneven spread of knowledge and skills across the country. • Lack of specific training involving all teachers, regardless of discipline. • Seniority (of service and in general) of teachers. • Lack of efficient and up-to-date school libraries.
Opportunities	**Threats**
• Free access to many databases and search engines. • Networking of organisations selecting good practices. • Possibility of acquiring new skills on the web. • Opportunities to engage with other teachers through platforms and websites. • Possibility of realising active citizenship projects on the web.	• Using digital without adequate literacy and information. • Having economic resources, but only using them for purchases of goods/technology without focusing on human resources. • Fostering organisations aimed solely at making profits, not obtaining a valid training. • Using the web and its content as a complete substitute for traditional teaching. • Stopping at superficial knowledge without in-depth study.

Strategy 1. Selecting good practices and designing the future of education: the example of INDIRE

The first strategy identified is to promote and enhance the experience of INDIRE (National Institute for Documentation, Innovation and Educational Research) which, for almost 100 years, has been the point of reference for educational research in Italy. Since 1925, the Institute has developed new didactic models, experimented with the use of new technologies in training courses, and promoted the redefinition of the relationship between spaces and times of learning and teaching. Since the 1980s, one of Indire's main missions has been to promote digital innovation in schools. The institute has the task of managing Erasmus+ for the period 2021-2027. It is also the national support service for the following European projects: *eTwinning*, the community of teachers to connect, collaborate and share ideas in Europe; *Epale*, the European online platform entirely dedicated to the adult education sector; *Eurydice*, the European information network on education and education systems in 37 countries.

Objective 1.1 Dissemination and accessibility

Although INDIRE is a fundamental institution for the archiving, storage and dissemination of good practices, there are too many teachers who still do not know and do not use that portal. It should be the task of the educational institutions, through its managers and/or appropriately trained teachers, to make the materials designed and/or organised by INDIRE known and accessible at all levels.

Objective 1.2 Comparison with good practice and self-design

Knowledge of good practices implemented in the school through specific projects should be a stimulus for creativity and the development of autonomous didactic planning.

Objective 1.3 Conduct more workshops and seminars

Promote more education throughout the country through the active involvement of teachers.

Strategy 2. Promoting citizenship and legality through networking: the BIMED writing relay

The Staffetta di Scrittura per la Cittadinanza e la Legalità (Writing Relay for Citizenship and Legality) is a format realised by Bimed and represents one of the most interesting and effective projects in terms of creating 'global' networks between schools distributed on the national territory. The project involves schools in their entirety - headmasters, teachers, students, families, local institutions and libraries - as it aims to support and disseminate the schools' writing and reading activities, offering the new generations the opportunity to tell their stories and get to know each other through the inventions of writing and the emotions of reading. And this is also done through the Escriba portal that allows the 10 classes involved in each relay (in the 2022-2023 school year there were 111 relays) to write a story, collaborating with each other, chapter after chapter.

Objective 2.1 Promoting teacher training on digital literacy and information

Incentivising good training institutions to extend the promotion of digital literacy and information among teachers.

Objective 2.2 Encouraging the development of teacher networks

Stimulating the exchange of good practices and projects between teachers by using the web.

Objective 2.3 Encouraging the possibility of interaction - also networking - between schools

Encouraging the development of increasingly close relations between schools in different areas of the territory.

Strategy 3. Selecting and promoting quality digital products: the Mamamò experience

Mamamò is a portal dedicated to digital education for children and adults. It provides reviews of apps, ebooks, video games, video channels, films and TV series and news on media education and technology under 13. It promotes the development and dissemination of digital citizenship by providing expert advice for a conscious consumption of videos and video games, the Internet and social networks by parents and children, to foster a media education that takes into account the risks and opportunities offered by digital. It also offers tools for combating cyberbullying and increasing the safety of minors when surfing the net.

Objective 3.1 Encouraging quality interactions between the school and private companies

Promoting the dissemination of quality experiences offered by the network for the selection of digital products for children.

Objective 3.2 Fostering a culture of quality in the promotion of storytelling for children

Report and promote, through institutional portals, the use of storytelling as an effective educational tool.

Objective 3.3 Promoting good practices and encouraging their dissemination through institutional portals

Report and promote, through institutional portals, good practices and best projects for the dissemination of quality digital products from non-institutional contexts (platforms, magazines, blogs, etc.).

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3.3. BRIDGE Report for Türkiye

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3.3.1 Guidelines and initiatives

Although there exists a large body of literature related to information and digital literacies; those reporting on developments in Türkiye are few and far between (Kurbanoglu, 2014). The total impact of information literacy studies conducted in Türkiye has been less than satisfactory. The direct applications of information literacy have been limited mostly to private schools with adequate funding, personnel, and technical infrastructure. The importance of the issue is far from ignored and several well meaning attempts have been made to make information literacy a cornerstone of Turkish education. However, the realisation of these efforts will require time and patience when the conditions of school libraries in public schools in the country are taken into account (Kurbanoğlu, 2004).

Guidelines

Türkiye does not have an explicit policy for information literacy. However, information literacy, digital literacy and some other related concepts such as higher order thinking skills and lifelong learning are addressed in several policy and strategy documents.

High level policy documents include the Constitution and the Long-Term Strategy and Development Plans. According to the Constitution of the Republic of Türkiye, promulgated in 1982, it is the state's responsibility to ensure the freedom of information, the right to obtain information, the right to education and freedom of education.

The Long-Term Strategy and Development Plans of the last decades incorporate the importance of lifelong learning, higher order thinking skills such as critical thinking, analytical thinking and problem solving as well as the right to access to information. Also included is the importance of increasing the quality of education and equipping individuals with skills necessary to live in information society, and the importance of ICT and ICT infrastructure. However, information literacy has never explicitly been included in these plans (State Planning Organisation, 2001, 2006). The only exception to this is the report prepared by the Special Expertise Committee on Information Technologies and Policies that provided the basis for the Eighth Five-Year Development Plan for 2001–2005, which pointed out the inadequacy of the information literacy level in the country. This report also emphasised the need to provide information literacy education in all sorts of education organisations at all levels and the need to develop school and public libraries to support information literacy and lifelong learning (Bilişim Teknolojileri ve Politikaları Özel İhtisas Komisyonu Raporu, 2001). Nevertheless, none of these recommendations were included in the relevant development plan.

As for the policy documents within the education sector, the National Education Law that was put in force in 1973, emphasises preparing citizens of the Republic of Türkiye for life by providing them with necessary information and competences.

The National Education Council, the highest consultative committee that is responsible for exploring educational issues and taking advisory decisions when necessary, refers to lifelong learning, developing students' thinking skills, communication skills, developing teachers' ICT skills as well as ethical use of ICT (Milli Eğitim Bakanlığı, 2006, 2010, 2014b). Strategic plans for the Ministry of National Education steer the future of education in the country and aim to improve the quality of education. In the first Strategic Plan, for the period of 2010-2014, the following issues are addressed: Integration of ICT in education, improving ICT infrastructure in educational settings, producing digital content for education, training students to access information via ICT, fighting the digital divide by making ICT facilities available in schools, developing students' ICT skills and skills to access, use, produce, evaluate and communicate information with the help of ICT, lifelong learning, developing digital literacy skills, developing students' higher order thinking skills such as analysis, synthesis, and evaluation as well as communication skills (Milli Eğitim Bakanlığı, 2009). In the second Strategic Plan, for the period of 2015-2019, the following issues are addressed: Lifelong learning, increasing employability by equipping individuals with skills required by the job market, providing technology supported education, producing e-content for education, effective use of technology for educational purposes, developing teachers' and students' ICT skills, difficulties to judge the reliability of information, providing opportunities to raise individuals with skills necessary for information societies such as thinking, comprehension, research, problem solving, digital literacy skills (Milli Eğitim Bakanlığı, 2015).

Initiatives

The concept of information literacy was first introduced to Turkish scholars in 1998. A project for integrating information literacy into the curriculum of a private school (TED Ankara School) was put into effect in 1999. This is the first known attempt at the development and delivery of an information literacy program for K-12 students. The aim of this project was to equip 6th grade students with information literacy skills which they could employ in their studies (Kurbanoglu & Akkoyunlu, 2002a). A more comprehensive and wide-ranging project targeted to all 6th graders was initiated in the 2000–2001 school year at the same school. Topics addressed during the 15-week program included accessing information, locating and using information sources and the Internet, evaluating information sources, and writing a research paper (Kurbanoglu & Akkoyunlu, 2001). The project continued with the inclusion of 7th grade students so that any problems arising during the previous program could be remedied.

The same year, information literacy workshops were organised for teachers from all levels and different branches at two private schools (Tevfik Fikret Schools) (Akkoyunlu & Kurbanoglu, 2002). During the 2001–2002 school year, an information literacy program was undertaken at Hacettepe University targeted to seniors majoring in initial teacher training (Kurbanoglu & Akkoyunlu, 2002b).

In October 2002 a new elective course titled *Information Retrieval and Research Techniques* by the Ministry of Education (Milli Egitim Bakanlığı, 2002) was prepared for high school students. Information literacy was a major component of this course, which included subjects such as how to use libraries, learning about information sources, how to prepare homework and how to avoid plagiarism. However due to the lack of adequate infrastructure most schools could not offer this course.

A study was carried out in 2013 to investigate information literacy perceptions and programmes in school libraries. 18 schools participated in the web-based survey, only 2 (11%) of which were public schools and the rest (89%) were private schools. Although findings of this study failed to reflect the

situation in general, especially regarding the public schools, it still provided some insights about the situation in private schools. The findings revealed that there were differences among the schools which participated in the survey in terms of information literacy related services, factors affecting these services and their frequency. According to the school librarians, 50% of school managers supported school librarians for information literacy activities at higher levels. However, support from teachers was relatively low. Information literacy training was provided by the majority (almost 80%) of the school libraries that participated in the survey. Subjects covered in the training sessions differed from library to library and from level to level and included topics of information sources, research methods, ethical use of information, access to information, and evaluation of information sources (Çakmak & Önal, 2013).

3.3.2 Information Literacy (IL) in Turkish Primary Curriculum

Turkish education system

The formal education system of Türkiye encompasses school and tertiary education, and a non-formal education is also an integral part of the country. Education in Türkiye is managed and regulated by the State.

According to the Constitution of the Republic of Türkiye, every citizen has the right to education which is free of charge for the compulsory primary education. Except in specially licensed and foreign institutions, Turkish must be taught as the mother tongue. Since 2012, twelve years of education is compulsory for boys and girls.

The Turkish education system is divided into three levels which make up 12 years of compulsory education.

- The first level in the education system is primary school education consisting of four years (1st, 2nd, 3rd and 4th grades), ages 6 to 10 and the credential is a primary school diploma.
- The second level is middle school education consisting of four years (5th, 6th, 7th and 8th grades), ages 10 to 13 and the credential is a middle school diploma.
- The third level is high school education consisting of four years (9th, 10th, 11th and 12th grades), ages 13 – 17 and the credential is a high school diploma.

In the Turkish education system, there are two types of schools: public and private schools in compulsory education and students in both are under the auspices of the Turkish Ministry of Education. Public schools follow the Turkish National Curriculum and the language of instruction is Turkish. However all students must learn a foreign language that is usually English, German, Spanish or French. Turkish public schools are free for all children, including immigrants. Private schools are opened by real or corporate bodies of Turkish nationality. Private schools in Türkiye generally follow the Turkish National Curriculum, the language of instruction in these schools is Turkish, but they also provide bilingual education.

The Ministry of National Education (MEB) runs educational administration of the country and is responsible for drawing up curricula, coordinating the work of official, private and voluntary organisations, designing and building schools, developing educational materials and so on. The Supreme Council of National Education discusses and decides on curricula and regulations prepared by the Ministry. In the provinces, educational affairs are organised by the Directorates of National Education appointed by the Minister but working under the direction of the provincial governor.

Information literacy in Türkiye

The fact that millions of students in the education system do not have information literacy skills in both their academic and daily lives currently is still a big problem. Information literacy studies at primary level in Türkiye were introduced at the end of the 1990s and mostly in private schools and in their libraries. For instance, the first information literacy curriculum for a K12 private school in Türkiye was developed by Prof. Dr. Serap Kurbanoğlu and Prof. Dr. Buket Akkoyunlu. Along with the curriculum

developed within the scope of the Information Literacy Project, teacher, student and librarian training was completed, and practices were started by integrating the objectives of the prepared curriculum into the lessons (TED Ankara Koleji, 2001). Today, the number of private schools that implement information literacy programmes is increasing.

When information literacy programmes of private schools are examined, they usually follow the Big6 model that has been accepted in several states in the USA (Eisenberg & Berkowitz, 2000). The Big6 model has been developed to combine information literacy with digital literacy and basic programming, with an emphasis on problem-solving (Kalaš et al., 2012).

School librarians usually have responsibility for conducting Information literacy programs. Teachers cooperate with these librarians by directing students to the library for the assignments and projects they give students during the term.

In addition, postgraduate studies have been conducted, and theses are prepared at universities on topics such as information literacy and its importance, providing information literacy skills to students and teachers, and the role of school libraries in providing information literacy skills in schools. Studies are still ongoing regarding the design and implementation of an information literacy programme for students, as well as studies on information literacy skill levels and the training of teachers in the subject of information literacy (see some examples: Aldemir 2004, Balcı, 2013; Kızılaslan, 2017; Yasa, 2018).

Over time information literacy in Türkiye has been carried out with the work of ministries and the resulting policy documents have guided the Turkish National Education System. The main documents shaping this change are:

- National Education Council Decisions (2010, 2014, 2018)
- MoNE Strategic Plans (2010 – 2014, 2015 – 2019)
- MoNE Lifelong Learning Strategy Document and Action Plans (2009– 2013, 2014 – 2018) and
- Tenth Development Plan (2014 – 2018).

However, the contents of the policy documents affecting the Turkish National Education System do not include regulations for providing students with information literacy skills as a whole and only *The importance of information literacy skills and equipping students with those skills through the curriculum* and *The importance of developing information literacy skills of teachers* have been highlighted.

Information Literacy in Curriculum

There is no information literacy curriculum as a stand-alone course in Türkiye. However, information literacy skills take place as part of the curriculum Since the 2000s, technological elements have resulted in a need for increased effectiveness in communication as well as in the creation of information. The use of information and communication technologies in the learning environment has provided access to different and diverse sources of information via electronic media. Therefore, within the education system, the need for students to acquire information literacy skills in learning and teaching processes has come to the fore. These developments have brought about changes in the curriculum. By making radical changes in the 1968 curriculum, new curriculums were prepared by the Ministry of National Education (MEB) in 2005, and eight common skills were determined for all courses in the programs. These were:

- critical thinking
- creative thinking
- communication
- research – questioning
- using information technologies
- entrepreneurship
- using Turkish correctly and effectively.

The 2005 curriculum was enriched with activities, and emphasis transferred from learning being teacher-centred to student-centred, underpinning the importance of equipping students with research skills. Although the concept of information literacy is not used explicitly in the curriculum, students are encouraged to pose information problems, identify information sources, reach the information they need, evaluate and present information, and to specify information sources.

The basic skills and competences in the curriculum in Türkiye have been determined to be compatible with the Turkish Qualifications Framework. The Turkish Qualifications Framework (TQF) has been designed to be compatible with the European Qualifications Framework (EQF); It is a national qualifications framework that shows all qualifications gained through vocational, general and academic education and training programs as well as other learning paths, including primary, secondary and higher education. They are brought together under 13 strands:

1. Native Language Literacy
2. Physical Education and Sports Competences
3. Information Literacy
4. Information and Communication Technologies Literacy
5. Science Literacy
6. Human Rights and Democratic Sensitivity Competences
7. Mathematical Literacy
8. Learning Competences
9. Self-Awareness
10. Art Competences
11. Basic Life Competences
12. Foreign Language Literacy and Competences
13. Civic Knowledge and Consciousness.

Many of these qualifications and skills overlap and support each other. The curriculum content emphasises that for individuals to be considered information literate, they need to be able to develop problem-solving strategies and use them in daily life, to be able to search, collect, understand, criticise, interpret, organise and manage information using appropriate methods. For this, it states that the habit of concretizing situations, events, facts and ideas, analysing the whole-part relationship, using the steps of reasoning effectively, and questioning the reliability of information sources should be gained.

Other required competencies include being able to distinguish subjective and objective judgments, evaluating the appropriateness of the justifications given or shown, the assumptions affecting the process, and the evidence leading to the conclusion as these are considered indispensable elements

of information literacy. Additionally, the student is expected to be able to distinguish the effects of different sources on the formation of thoughts, opinions and behaviours, to question the effect of their feelings and thoughts on the information source of their actions, and to discover the connections of information with real life. (http://mufredat.meb.gov.tr/Veliler.aspx - Board of Education official website).

These competences and skills are seen as the themes that the curriculum focused on, and integrated into the curriculum on a core course basis (Turkish, Science, Social Studies, Mathematics etc.) by associating them with learning achievements and explanations. Elements related to information literacy in the 2018 Turkish Course Curricula are exemplified. The achievements in the Turkish Course Curricula are grouped under four basic language skills for each grade level:

- reading
- listening
- speaking
- *writing.*

Figure 1 shows basic skills in the Turkish Primary Curriculum since 2005.

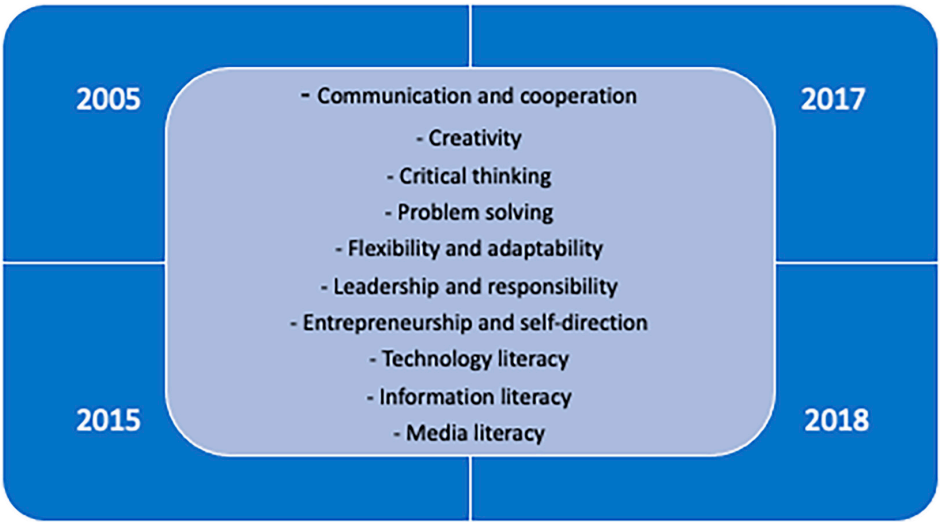

Figure 1: Skills included in the 2005, 2015, 2017 and 2019 Turkish Primary Curriculum

IL has been examined under the headings of special objectives, learning-teaching approach and achievements in the Turkish course curriculum.

Special objectives

- developing skills of researching, discovering, interpreting and structuring information in mind,
- developing the skills of accessing, organising, questioning, using and producing information from printed materials and multimedia resources,
- providing critical evaluation and questioning by understanding what they read.

The curriculum points out that students benefit from technology in collecting, organising and classifying data, writing, organising and presenting their findings and states that the safe use of the internet and compliance with the ethical rules and copyright in the use of digital resources, especially

materials downloaded from the internet, by taking into account confidentiality, integrity and accessibility when using technological tools and equipment needs to be included..

While the most frequently used information literacy elements in the curriculum are 'defining the information problem' and 'selecting and evaluating information', the least used elements are 'recording information' and 'directing to use information centres'.

Although the subject of information literacy is an issue that is gaining importance day by day, we still have a long way to go in this regard in Türkiye.

3.3.3 School Libraries and other resources for supporting IL

School libraries in Türkiye

Anatolia, as the cradle of many ancient civilizations, has a long history with libraries. As for school libraries, they have existed since the period of the Ottoman Empire (16th-18th centuries). However, the emergence of school libraries, in today's sense, were somewhat delayed until well into the Republican Era (early 20th century) (Cunbur, 1960; Soysal, 1966; Önal, 1995b; Atılgan et al., 2005).

During the Republican Era, when the Law of the Unification of Education came into force in 1924, all educational institutions in the country, along with the school libraries, were affiliated to the Ministry of National Education. Under this Law, tremendous progress in education was achieved. However, the same progress did not take place in school libraries (Önal, 2005a). Although there are no exact figures concerning the number of the libraries and size of their collections in those days, it is known that many schools were without libraries (Candan, 2015).

Between 1924 and 1959, several foreign experts were invited to Türkiye to make contributions to the development of school libraries (Önal, 1995a). John Dewey, the educational reformer, emphasised the urgent need for school libraries for the development of the Turkish education system in his reports. He recommended that each school should have an active library centre and courses on librarianship should be provided for those teachers who are responsible for the school library (Dewey, 1952, 1960). Lawrence S. Thompson, in his report, noted the deplorable condition of school libraries in Türkiye and made some recommendations to organise the library as a reading, reference and materials centre and as an intrinsic part of the entire educational process (Thompson, 1952a, 1952b). John Rufi noted that although there had been some developments and improvements, major problems still existed and there was much work to be done to revitalise or rehabilitate school libraries in Türkiye (Rufi, 1956).

In the 1960s and 1970s, Turkish scholars started to study problems of school libraries in Türkiye and came up with further recommendations (Ersoy, 1966; Soysal, 1966, 1969a, 1969b, 1971). These studies indicated that school libraries were considered as places where students spent their spare time and improved their reading habits rather than places necessary for education. Progress during this time was slow as the problems identified in earlier reports still existed.

Türkiye passed the first school library legislation (School Libraries By-law) in 1959 which was revised in 1976, 2001 and 2006. The school library legislation now reflects a change of focus, with a special emphasis on programmes and student achievement (Milli Eğitim Bakanlığı, 2001; Önal, 2005a).

The Section of School Libraries responsible for all school libraries in Türkiye was founded in 1981 within the Ministry of National Education to provide school libraries with materials, to help them to get organised by using new library approaches and to train those running school libraries (Önal, 1995b).

The School Libraries Working Group was officially formed within the Turkish Librarians' Association in 2002 and became an independent School Librarians Association in 2010. The School Librarians Association organises National Conferences, where current developments, best practices as well as problems are discussed and collaboration is built up among school librarians. This is the first important collaborative effort on the part of school librarians in Türkiye and has contributed to the development of the school libraries (Okul Kütüphanecileri Derneği, n.d.). However, its effect is somehow limited, because participants in these conferences were librarians mainly from the private schools, and public schools were not well represented (Yılmaz, 2015).

School libraries struggle with more problems than the other types of library in Türkiye (Candan, 2015). An adequate collection housed in a well-equipped library room under the management of a certified school librarian is the ideal for every school, but many schools in Türkiye are still operating in restricted conditions, far from this ideal (Önal, 2005a). Today, almost every school has a library. However, they do not necessarily meet the standards required of a modern school library. Sometimes, in the form of a few shelves of books, 'libraries' can be found in the teachers' lounge, the principal's office and the corridors as well as in the classrooms (Önal, 2005a; Akman & Akman, 2017).

According to the Turkish Statistical Institute, in 2020, there were 43.601 schools (56% primary and 44% secondary level) in Türkiye. About 90% of the schools were public and 10% were private schools. Total number of students was 10.541.360 (about half at primary level and the other half at secondary level) (See Table 1).

Table 1: Number of Schools and School Children in Türkiye (2020)

Number of Schools			Number of Students		
Primary	Secondary	Total	Primary	Secondary	Total
24.576	19.025	43.601	5.328.391	5.212.969	10.541.360

According to the 2021 statistics, the total number of school libraries in the country was 32.690 (see Table 2). Which means about 75% (three quarters) of the schools, today, have a library. However, this does not mean that these are fully equipped effective libraries.

Table 2: Figures Regarding School Libraries in Türkiye (2021)

School Libraries	Books	Non-book Materials
32.690	34.325.612	944.422

According to the regulations (School Libraries By-law), every school, which has 3000 or more books, has to appoint a member of library staff (Ministry of National Education, 2001). However, the staff member mentioned in the regulation is generally a teacher who is given full-time or part-time responsibility to run the library (room, bookshelves etc). Only in private schools are there qualified librarians present. So, even if a school has a library that does not mean they have a trained school librarian (Yüksel-Durukan, 2012).

The private schools in Türkiye are the forerunners of school libraries. Most private schools are keen to go through the accreditation process, and since 1994, some of the schools are offering one or more of the IB (International Baccalaureate) programmes. Both the accreditation institutions and IB programmes

demand an appropriate library collection and a trained librarian to support the programmes (Yüksel-Durukan, 2012). This is why private schools are quite advanced regarding library facilities provision in comparison with public schools.

To increase the equality of opportunity in education and to reduce the differences among schools, the Ministry of National Education initiated the *No School Without a Library* project. Within the scope of this project, completed at the end of 2021, new libraries were built in 16,361 schools that previously did not have a library (Milli Eğitim Bakanlığı, 2022a).

Taking into consideration the current state of the school libraries, The Ministry of National Education developed another project in 2011 based on a new concept of 'Enriched Libraries' (z-libraries). The aim was to create active school libraries with improved physical conditions, technological infrastructure, digital collections as well as effective services. Starting from 2011, z-libraries opened in schools at all levels (primary and secondary) in every region of Türkiye (Alver, 2019; Alaca & Önal, 2017). The total number of z-libraries reached 1908 in 2022 (Milli Eğitim Bakanlığı, 2022b).

In z-libraries, library services are largely provided by volunteer teachers who do not necessarily have the skills and knowledge of librarianship. Findings of a survey carried out with a sample of these teachers, found them underqualified for the management of a library (Alaca & Önal, 2017). Findings of another research considering the opinions of 3rd and 4th grade students, showed that most of the students were satisfied with the physical conditions of the z-library; however, a significant number of students pointed out that they cannot get adequate help from the library staff (Ak & Çetintaş, 2015). The lack of professional librarians is also underlined in a report prepared within the Ministry of National Education as one of the main problems affecting the school libraries (Milli Eğitim Bakanlığı, 2014a).

In conclusion, substantial changes have taken place in the Turkish education system over the past 100 years. Although the conditions of school libraries have improved, there are still serious problems such as a lack of resources, lack of qualified librarians, inadequate budgets and inappropriate levels of facilities and buildings fit for purpose.

3.3.4 Beyond COVID-19 pandemic: lessons learned for post COVID-19 era

The coronavirus disease 2019 (COVID-19) pandemic caused nationwide school closures in Türkiye beginning in mid-March 2020. Due to COVID-19-related school closures, online emergency remote teaching was implemented and continued for the remainder of the 2020 and 2021 school years. Unexpected school closures affected the education of students as well as teachers.

Emergency remote teaching requires a different approach but schools were unprepared in terms of technical infrastructure, professional development, and skill sets. The interruption of education in schools made the rapid transition to distance education vital. It brought several problems for students, teachers and even parents, especially a lack of infrastructure and skills. To survive emergency remote teaching, all stakeholders in education, including teachers, parents, and students, had to gain the skills needed in a digital environment. Some basic skills such as using a computer (e.g., turning on/off the computer, installing an application, saving a file), using the Internet, accessing the needed information, using the information, and distinguishing the false or fabricated information from the truth can all be considered prerequisites of remote teaching. These skills are also considered 21st-century skills. The emergency remote teaching experienced during the pandemic accelerated digital adoption. Increased engagement with technology has now become a requirement for students for educational purposes.

Therefore the increased use of technology for education during the pandemic has also influenced the acquisition of 21st-century skills.

During COVID-19, uncertainty was a central factor in information behaviour. Information uncertainty also went beyond understanding the disease itself, reaching into every corner of society and impacting all our societal systems: public health, economics, education, legal, and so on. Of course, the nature of information (as a means of communication) is that some uncertainty will always be present. Therefore, the main purpose of information literacy is to help people reduce that uncertainty. This was not easy when the information in every corner of life was uncertain at that time. Therefore, information literacy—the capacity to critically evaluate content for its quality and usefulness—has now become crucial and the cornerstone to survival and recovery. We know that during COVID–19, misinformation was an issue. Social media has taken a very important place in our lives in the search for information. Information overflow on social media has triggered the proliferation of misinformation and disinformation.

The Ministry of National Education has carried out a study to address the need to use digital technologies and information correctly. Such advances have gained an important place in our lives in recent years and have become the centre of daily life for people of all ages, including teachers, students, and parents, and especially within the distance learning process. The Ministry prepared the *Digital Literacy Teacher's Guide* for teachers who will guide our children to participate in digital life, learn and work in this current society (Milli Eğitim Bakanlığı, 2020).

The *Digital Literacy Teacher's Guide*, which was prepared to help teachers provide this support to young people, includes the following sections:

- Basic Concepts of Digital Literacy
- Digital Literacy in Practice
- Components of Digital Literacy
- Promoting Digital Literacy in the Classroom
- Issues to Consider
- What Can You Do?

While defining digital and information literacy, the guide includes a number of suggestions that can help teachers to incorporate this concept into their daily practices, use information technologies more creatively and critically while conveying the outcomes of their lessons, and create a common language with their colleagues on this subject.

The *Digital Literacy Teacher's Guide*, based on the question 'How can you support your students to become effective digital and information literate?' was prepared by the General Directorate of Teacher Training and Development in the light of a comprehensive literature study. Although the young generation easily uses digital technologies in many areas of their daily lives while seeking information, communicating, and learning, they need the right support so that they can have all the knowledge, skills, and understanding they need.

3.3.5 SWOT for needs and challenges to be met for Information and Digital Literacy

Between 17 March and 12 April 2023, 97 teachers who teach 8 to 11 years old students participated in the BRIDGE survey (see survey in Appendix 3). Since the employment of librarians in schools in Turkey

is generally limited to private schools, primary school teachers were selected as the target group. Therefore, all of the respondents were teachers.

Of the respondents, 57% were female, and 42% were male, the average age was 43, Most of the participants (80%) had a bachelor's degree, approximately three-quarters (74%) worked in public schools. The majority of the respondents (82.5%) worked as classroom teachers. The average experience of the respondents was approximately 20 years, indicating that the respondents are experienced teachers. Almost all (92%) of the schools where the participants work had a school library. 73% (n=71) of the participants were familiar with the concept of information literacy.

Findings indicate that about three quarters of the participants supported their students in all aspects of information competences (such as identifying information needs, identifying keywords, searching for information, evaluating information, organising information and the ethical use of information) as well as digital competences (such as understanding the principles and values of digital citizenship, understanding the rules of etiquette in the Internet environment, understanding the importance of protecting personal data on the Internet, understanding the importance of taking security measures on the Internet). The degree of support given to students in developing digital creativity was lower than that of other digital skills.

The degree of support (to a great deal plus a lot) provided to students for critical thinking and egalitarian values was over 60%. Support and opportunities provided by their schools and school libraries in developing information and digital competences, critical thinking, and equality values were described as sufficient by the participants.

Although, the survey revealed positive results regarding teachers', schools and school libraries' support for the development of students' equity values, critical thinking, information and digital literacy skills, due to the limited number of participants results cannot be generalised.

Strengths	Weaknesses
• Today, almost every school has a library. • Information Literacy programs in schools provide students with a strong foundation for lifelong learning and critical thinking. They empower students to become independent learners who can effectively find, evaluate, and use information from various sources. • The vast majority of teachers (who participated in the survey) working at primary education are familiar with the concept of information literacy.	• Schools lack the necessary resources, including qualified teachers and access to up-to-date technology, to effectively teach Information Literacy. • Most school libraries lack resources, qualified librarians, adequate budget and proper facilities and buildings. • Disparities in access to technology and internet connectivity cause inconsistencies across schools • Library services are largely provided by volunteer teachers who do not necessarily have the skills and knowledge of librarianship. • The direct applications of information literacy have been limited mostly to private schools with adequate funding, personnel, and technical infrastructure. • School libraries are considered as the places where students make use of their spare time and improve their reading habits rather than the places which are necessary for education

Opportunities	Threats
• There is a School Librarians Association which organises National Conferences, where current developments, best practices as well as problems are discussed and collaboration is built up among school librarians • The school library legislation reflects a change of focus, with a special emphasis on student achievement. • The Section of School Libraries within the Ministry of National Education is responsible for providing school libraries with materials, helping them to get organised by new library techniques and training those running school libraries in all school libraries in Türkiye. • Private schools are quite advanced compared to public schools regarding library facilities. • In order to increase equality of opportunity in education and to reduce the differences among schools, the Ministry of National Education started several projects with the aim to create active school libraries with improved physical conditions, technological infrastructure, digital collections as well as effective services. • Information literacy, digital literacy and some other related concepts such as higher order thinking skills and lifelong learning are addressed in several policy and strategy documents. • The proliferation of digital learning tools and resources presents opportunities to enhance Information Literacy education.	• Türkiye does not have an explicit policy for information literacy. Lack of IL policy creates inconsistencies among the implementation of Information Literacy programs and inconsistencies across schools and regions. • Effect of the School Librarians Association is somehow limited, because participants of its activities are librarians mainly from the private schools, and public schools were not well represented. • The prevalence of misinformation and disinformation online poses a significant threat to students' ability to discern credible sources. • The rapid evolution of technology and information sources requires schools to continually update their Information Literacy curriculum to remain relevant. • High teacher turnover rates can disrupt the continuity and effectiveness of Information Literacy programs.

Strategy 1. Developing a national information literacy policy

Although information literacy, digital literacy, and other related concepts, such as higher-order thinking skills and lifelong learning, are addressed in several policy and strategy documents, Türkiye does not have an explicit policy for information literacy. Developing a National Information Literacy Policy can contribute to developing Information Literacy programs. It can prevent inconsistencies in implementing Information Literacy programs across schools and regions.

Objective 1.1 Establishing policy formation committee

Establish a committee comprising experts in education, information science, technology, and other relevant fields. To ensure a comprehensive perspective, include representatives from government agencies, educational institutions, libraries, and civil society organisations.

Objective 1.2 Conducting needs assessment

Conduct a thorough needs assessment to identify the specific information literacy needs and challenges across different regions and educational levels in Türkiye.

Objective 1.3 Defining policy objectives

Clearly define the objectives of the National Information Literacy Policy. These objectives should align with broader education and societal goals and address the unique challenges Turkish schools and learners face.

Objective 1.4 Ensuring alignment with national education goals

Ensure that the policy aligns with Türkiye's national education goals and standards. Information literacy should be integrated into the broader curriculum framework.

Objective 1.5 Conducting pilot programs

Consider piloting the policy in select regions or schools to test its effectiveness before rolling it out nationwide.

Objective 1.6 Review and revision

Periodically review and revise the policy to adapt to changing educational and technological landscapes. Seek feedback from educators and stakeholders for continuous improvement.

Objective 1.7 Legislation and regulation

If necessary, work with legislative bodies to pass laws or regulations that support and enforce the National Information Literacy Policy.

Strategy 2. Developing collaboration among sectors

The direct applications of information literacy are mainly limited to private schools with adequate funding, personnel, and technical infrastructure. Public schools can benefit from collaboration among sectors.

Objective 2.1 Stakeholder engagement

Engage with stakeholders from various sectors, including government agencies, private schools, public schools, non-profit organisations, and local communities. Ensure that all relevant parties are involved in the planning and execution of the strategy.

Objective 2.2 Resource sharing

Promote the sharing of resources among different sectors. Private schools can offer expertise, funding, and technical resources, while public schools can provide more comprehensive outreach and community involvement opportunities.

Objective 2.3 Documentation and sharing best practices

Document the successes and challenges and share best practices with other regions or countries facing similar issues. This can help promote collaboration on a broader scale.

Objective 2.4 Community involvement

Encourage community involvement by organising information literacy workshops, seminars, and awareness campaigns. Engage parents and local organisations to support the initiative.

Strategy 3. Improving the conditions of school libraries

Although today almost every school has a library in Türkiye, most school libraries lack resources, qualified librarians, adequate budgets, and proper facilities and buildings. There are disparities in access to technology and internet connectivity. Library services are provided mainly by volunteer teachers who do not necessarily have the skills and knowledge of librarianship. There is a need and room for improvement.

Objective 3.1 Improving the general conditions and resources of school libraries

Use the approach of the Ministry of Education to increase equality opportunities as a good point to ask for support from local authorities.

Objective 3.2 Improving the skills and knowledge of library teachers

Include information literacy in teacher education and in-service training programs.

Objective 3.3 Improving the quality of school library staff

Put pressure on authorities to follow the School Library legislation, which emphasises that a librarian or a teacher with a certificate from in-service training on library services is appointed to school libraries with a collection more extensive than 3000 books.

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3.4 BRIDGE Report for Finland

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3.4.1 Guidelines and initiatives

While information and digital literacy are not widely used concepts in the Finnish school context, there are national legislation, guidelines and initiatives that connect to them, mainly under the umbrellas of media literacy, multiliteracy, or literacy in general.

Legislation, guidelines, and national initiatives

In Finland, the administration of education is organised at multiple levels: the Parliament makes decisions on legislation, funding, and policies concerning the educational system as a whole and the Government is in charge of the planning and execution of such policies and determines the general national objectives of education and the allocation of lesson hours to different subjects (see Basic Education Decree [852/1998]; Government Decree on the National Objectives for Education Referred to in the Basic Education Act and on the Distribution of Lesson Hours [422/2012]). The Ministry of Education and Culture is responsible for all publicly funded education in Finland and oversees it, and prepares educational legislation, for example. The Finnish National Agency for Education EDUFI, in turn, is a central actor in education development and the execution of education policy. It determines the objectives and core contents of different subjects and cross-curricular themes. Moreover, many aspects of education are decided at both regional and local level (Finnish National Agency for Education, 2022).

Basic education in Finland is guided by the Act on Compulsory Education (1214/2020), Basic Education Act (628/1998) and decrees that specify them. Moreover, legislation such as the Act on Equality between Women and Men (609/1986) and the Non-Discrimination Act (1325/2014) also apply to schools. Compulsory education in Finland starts the year a child turns seven and ends when they turn 18 or when they have finished upper secondary education. Compulsory education is free, and, in principle, affords everyone the same eligibility for further studies. The Basic Education Act outlines the broad objectives of basic education in grades 1 to 9:

1. To support pupils' growth into humanity and ethically responsible membership of society and to provide them with knowledge and skills needed in life.
2. To promote civilisation and equality in society and pupils' prerequisites for participating in education and otherwise developing themselves during their lives.
3. To secure adequate equity in education throughout the country. (Basic Education Act 628/1998 Amendments up to 1136/2010.)

In accordance with the Act, the more specific aims and contents of teaching are defined in a unified national core curriculum, prepared by EDUFI, including the following core subjects: mother tongue and literature, the second national language, foreign languages, environmental studies, health education, religious education or ethics, history, social studies, mathematics, physics, chemistry, biology, geography, physical education, music, art, crafts, and home economics.

The recent *Education Policy Report* of the Finnish Government (2021) includes the objectives of increasing the level of education and competence among the population, decreasing differences in

learning outcomes, and increasing educational equality and well-being among children and young people. The Report highlights the need for continuous learning and, with regard to more specific learning outcomes, strengthening skills in literacy, numeracy, and critical thinking among children and young people (Finnish Government, 2021). In line with the aim to reduce inequality in learning, the Ministry of Education and Culture is currently implementing development programmes that aim to improve the quality and equality of early childhood education and care and comprehensive school education and through that secure an equal start for learning. Improving literacy is mentioned as one of the aspects connected to the objective of reducing and preventing learning differences (Ministry of Education and Culture, 2019).

EDUFI (2021) recently announced a National Literacy Strategy 2030 with three central areas, namely, creation and strengthening structures of literacy work; promoting multiliteracy; and encouraging reading and diversifying literacy. In the Strategy, literacy is defined as multiliteracy, which includes the idea of reading, producing, interpreting, and assessing all kinds of texts from traditional written texts to, for example, audiovisual presentations (EDUFI, 2021). The promotion of literacy is seen as a societal task and thus, the key actors in this work are child health clinics, early childhood education, basic education, upper secondary and vocational education, higher education, basic art education, and liberal adult education (EDUFI, 2021). In addition to educational institutions, libraries play an important role in promoting literacy, because they support literacy throughout people's lifetimes (EDUFI, 2021). In addition, literacy is promoted by actors from the media, publishing and book industries, organisations, associations, foundations, financiers, and decision-makers (EDUFI, 2021).

In the current core curriculum for basic education, the term multiliteracy is applied as a transversal competence area and described in the following way:

> "The pupils need multiliteracy in order to interpret the world around them and to perceive its cultural diversity. Multiliteracy means abilities to obtain, combine, modify, produce, present and evaluate information in different modes, in different contexts and situations, and by using various tools." (EDUFI, 2016, p. 23)

This understanding of multiliteracy encompasses competences associated with media and information literacy and it differs to some extent from the conceptions of multiliteracy in research literature (Palsa & Ruokamo, 2015). According to Kupiainen, Kulju and Mäkinen (2015), information literacy was discussed as an option for the concept of multiliteracy during the core curriculum process, but multiliteracy was selected as the overarching term.

In the prior national core curricula, since the 1970s in fact, media education has had a central role (Palsa & Salomaa 2020) and covered a variety of information and media competences (see Ojaranta 2019). Overall, media education has had and still has a strong position within the Finnish policy framework, being addressed within its own national policy and also integrated within other national-level policies in different sectors (Palsa & Salomaa, 2020). In the media literacy policy and guidelines for national media education by the Finnish Ministry of Education and Culture (Salomaa & Palsa, 2019), it is stated that the goal is to improve the opportunities for everyone in Finland to develop their media literacy through systematic, high-quality, and encompassing media education. As such, the scope of media education is not limited to school education, but media literacy is considered as a civic skill needed by not only children and young people but also the adult population, elderly people, and special groups (Salomaa & Palsa, 2019).

Public libraries are among the organisations taking responsibility for the promotion of literacies, and the Basic Education Act (628/1998) recommends to arrange library activities in conjunction with basic education. However, librarian education in Finland does not include pedagogical training (see Ojaranta, 2019). The Library Act (1492/2016), the law that defines tasks and official guidelines to public library work, outlines that public libraries promote equal opportunities for everyone to access education and culture and availability and use of information; reading culture and versatile literacy skills; opportunities for lifelong learning and competence development; and active citizenship, democracy, and freedom of expression. According to the Act, the implementation of these objectives should be based on a sense of community, pluralism, and cultural diversity.

Research

Previous research on information and digital literacy in Finnish schools and among young people reflects the fact that literacy, multiliteracy, and media literacy are the concepts typically used in this context and information literacy is referred to mainly when focusing on educational activities in higher education. This being said, there are exceptions including Ojaranta's (2019) work on information literacy discourses in curricula and among teachers and librarians; the research of Sormunen and colleagues (2023) and Alamettälä (2022) on information literacy skills and their promotion; Hirvonen and Palmgren-Neuvonen (2019) and Nygård (2021) on information literacy practices in classrooms, and Tanni (2013) on teacher trainees' conceptions of information literacy instruction. Moreover, Finnish researchers have been active in conceptual information literacy research (see e.g., Suorsa, Bossaller, & Budd, 2021; Hirvonen, 2023) and studying information literacy in everyday life and work contexts (see e.g., Multas & Hirvonen, 2019; Ahmad, Widén & Huvila, 2020). The need for Finnish information literacy research has been acknowledged and currently, there is an ongoing research program funded by the Strategic Research Council (SRC) that focuses on information literacy and evidence-informed decision-making (LITERACY; 2020–2026).

Ojaranta (2019) studied the information literacy conceptions in the 2004 and 2014 national core curricula and found that while the previous curriculum emphasised activities such as information seeking and critical thinking, the more recent one focused on reflection and working with information. However, information literacy issues were more prominent in the more recent curriculum. Based on interviews with teachers and school librarians, Ojaranta (2019) concluded that teachers tended to pay attention to planning phases and reading skills, whereas school librarians emphasised information seeking and critical thinking. Furthermore, she found the term information literacy to be foreign to both teachers and librarians (Ojaranta, 2019). Tanni's (2013) research indicates that teacher trainees lacked strategies to teach information literacy and tended to rely on information sources they found trustworthy and convenient rather than using online sources, for example. Studies conducted in classroom settings suggest that multiple sources are used as part of students learning tasks including textbooks, Google-retrieved online sources, and teacher-provided materials, but often with little guidance on their seeking or evaluation (Hirvonen & Palmgren-Neuvonen, 2019).

Recent research on Finnish adolescents' online reading and information skills supports the argument that more effective instructional activities are needed, and young people would benefit from opportunities to engage with information seeking and critical evaluation practices and integrating information across multiple sources (Kiili, Leu, Utriainen, et al., 2018). Kaarakainen and colleagues (2018) examined the information skills and technology use of more than 3,000 Finnish 12–22-year-olds students and found that, on average, their information skills were insufficient especially when it comes to creating

search phrases and evaluating source reliability. Kiili and colleagues' (Kiili, Leu, Utriainen et al., 2018; Kiili, Leu, Marttunen, et al., 2018a; Kanniainen et al., 2019) research among approximately 500 adolescents suggests, among other things, that they have challenges in the critical evaluation of online information sources (Kiili, Leu, Marttunen, et al. 2018a) and that those struggling with reading (reading fluency and comprehension, spelling) also tend to have difficulties in locating, evaluating, and synthesising online information (Kanniainen et al., 2019). Aaltonen (2019) examined the connection between digital reading and reading motivation, and found digitality to facilitate fiction reading, promote the discovery of interesting books, and offer young people an easy platform for reading experiences, lowering the threshold for reading a book.

Finland is among the participants of the extensive Educational Achievement's International Computer and Information Literacy Study, ICILS (Fraillon et al., 2019) where Finnish adolescents demonstrated relatively high levels of computer and information literacy. Based on the international comparative research programmes the Digital Reading Assessment of the Programme for International Student Assessment, PISA (OECD, 2019) and Progress in International Reading Literacy Study, PIRLS (Leino et al., 2017), Finnish students have also demonstrated high literacy levels. PIRLS is especially relevant for the current project, as it focused on 4th grade students' reading comprehension and practices. Among its interesting findings is that those who read for fun and did it daily were more likely to do well in the reading comprehension test, and with regard to different types of texts, only reading fiction was significantly associated with reading comprehension. Finnish children were not among the ones who enjoy reading the most and based on the findings, Leino and colleagues (2017) argue that it would be important to provide children the kinds of texts they are interested in and opportunities to discuss them.

PIRLS also covers the effect of school resources in association with pupils' reading comprehension, but no significant associations were discovered other than the presence of a school or classroom library. At the time of the study, 45% of the pupils studied in a classroom with their own classroom library and 70% of the schools in the survey had a school library. The libraries were generally small (3% of pupils studied in a school where the school library included more than 5 000 books, 40% with 501–5 000 books, and 26% with 500 books or less). The size of the school library was connected to pupils' reading comprehension: the larger the library, the better the scores. However, the differences were not considerable in comparison with other countries that do not have a comprehensive public library network that schools can collaborate with. Of the pupils, 70% were in a class whose teacher reported taking them to a library (beyond the classroom library) at least once a month. Leino and colleagues (2017) conclude that it is important to ensure that all pupils have easy access to a library during school days. According to PIRLS findings, teaching is predominantly based on textbooks, with more than 90% of teachers using them weekly. Shorter fictional texts were used by more than 70% of teachers and longer fiction books by 50% of teachers weekly. Only some 20% of teachers asked pupils to read digital texts weekly, 28% of them supported criticality in reading such texts, 32% asked pupils to seek information (e.g. facts and definitions) online, and 24% of them asked them to study a topic using digital resources at least weekly (Leino et al., 2017).

3.4.2 School curriculums under the umbrella of Information and Digital Literacy

As indicated above, information literacy or digital literacy are not mentioned as concepts in the Finnish National Core Curriculum for Basic Education (FNBE, 2016). However, in essence, they are included in the curriculum and especially practices included in information literacy appear frequently.

Objectives related to digital literacy are also mentioned, but often referring to technology use in a more general sense. The curriculum highlights the importance of promoting multiliteracy and sets it as one of the seven transversal competences (T4) that should be considered in all school subjects. Information and digital literacy are also closely related to the learning objectives of the transversal competences of Thinking and learning to learn (T1), Cultural competence, interaction and expression (T2), ICT competence (T5), and Participation and influence, building the sustainable future (T7) (see Table 1).

Table 1. Transversal competence areas in the Finnish core curriculum of basic education having information literacy and/or digital literacy related objectives.

Transversal competences	Information literacy	
	Grades 1–2	Grades 3–6
T1: Thinking and learning to learn	- To learn to make observations and to seek, evaluate, edit, produce, and share information - To realise that information can be constructed in multiple ways - To encourage students to encounter unclear and conflicting information - To inspire students to formulate new information and ideas - To guide students to use information independently and in interaction with others - To give opportunities to analyse topics critically	- To strengthen students' skills of posing questions and finding answers independently and in interaction with others by making observations and using various information sources and tools. - To gradually develop critical assessment
T2: Cultural competence, interaction and expression	- To support students to recognise how media shapes the culture	- to give students opportunities to analyse the media culture and recognise and reflect upon the impacts of media
T4: Multiliteracy	- To develop abilities to obtain, combine, modify, produce, present, and evaluate information in different modes, contexts, and situations, and by using various tools - To enhance critical thinking - To learn that texts can be interpreted and produced in a written, spoken, printed, audiovisual and digital form - Students must have opportunities to study both in the traditional learning environments and in the digital environments	- To encourage students to use versatile information sources, including oral, audiovisual, printed, and digital sources as well as search engines and library services - To guide students to compare and evaluate the appropriateness of information - To develop critical literacy in the cultural contexts that are meaningful for the students - To present information in the meaningful ways for this age group - To guide students to work with various media
T5: ICT competence	- To guide the students to use ICT in information management and in exploratory and creative work - To guide students to use ICT responsibly, safely, and ergonomically - To gather experience of and practice using ICT in interaction and networking	- To practise finding information in several different sources by using search engines - To guide students to use sources to produce information and to practise evaluating information critically
T7: Participation and influence, building the sustainable future	- To learn to assess the impacts of media and to exploit the potential it offers	[no clearly identified objectives associated with digital and information literacy]

Furthermore, in grades 1–2 (7-8 years), learning objectives related to information literacy are included in individual subjects including mother tongue (Finnish, Swedish, Saami, and Romani), second national language, foreign language, environmental studies, and visual arts. In addition to the ones mentioned, in grades 3–6 (9-12 years) information and digital literacy are included in Saami and sign

language as a mother tongue, A language (from grades 1–6), Swedish as a second national language, religion, history, social sciences, visual arts, and guidance counselling.

According to the core curriculum (FNBE, 2016), value education is of great importance especially due to multimedia communication, global information networks, social media, and peer relationships shaping the world and values of children and young people. Value discussions at school should guide students to identify and name the values and appreciations they encounter and also to think about them critically (FNBE, 2016). Moreover, the curriculum emphasises that all activities in basic education must strengthen educational equality and parity, and improve learning skills and other prerequisites for lifelong learning.

3.4.3 School Libraries and other resources for supporting IL

School libraries

In Finland, many schools have a school library, but they tend to be small (Leino et al., 2017) and lack trained staff (Ojaranta, 2019). Most school librarians are teachers with no qualifications in library services (Ojaranta, 2019). School library services are considered particularly important for the promotion of transversal competences, especially the development of Thinking and learning to learn (T1), Taking care of oneself and managing daily life (T3), Multiliteracy (T4), and ICT competences (T5) (Frantsi et al., 2015) and their existence in schools has been found to be associated with pupils' reading comprehension (Leino et al. 2017). According to a recent study (Lähteelä et al., 2022), only half of the 1 to 6-grade teachers who participated were satisfied with their classroom library or school library. Issues with school libraries include lack of resources, quantity and quality of books, and lack of multilingual books (Lähteelä et al., 2022). Most schools make use of public libraries for pupils' and teachers' library needs, which emphasises the role of public libraries in promoting reading among children and young people (Ojaranta, 2019). The law concerning public libraries states that to fulfil their legislative duties, libraries may operate also through school and school collaboration (see Library Act 1492/2016, Ojaranta, 2019). On top of providing support for the school curriculum and programmes, public libraries have their own programmes to promote children's and young people's media literacy, information seeking skills, reading, and literacy (Lubu, n.d.).

Progress in the Finnish library field is often boosted by different programmes within libraries assigned a specific development task (Lubu, n.d.). Altogether nine libraries throughout the country are serving as regional development libraries and as such they further librarians' professional development and cooperation in their respective areas (Lubu, n.d.). The national and regional development tasks are provided for in the Finnish Public Libraries Act and the special tasks are regulated by decrees of the Ministry of Culture and Education. All national and regional development tasks are funded by the Ministry of Culture and Education. Seinäjoki Public Library works as the national developer and coordinator of reading promotion work for children and young people (Lubu, n.d.). The primary target group for the services are Finnish public library employees who work with children and young people. The services also benefit other stakeholders and partners, including school and early education professionals (Lubu, n.d.)

Learning materials

Primary school teachers can use various learning materials to promote information and digital literacy. Teachers make use of both free and paid online learning materials and they also use their own networks to share them. Often schools have material banks collected by teachers for different subjects and teachers create and collect learning material for their own and colleagues' use and give each other

tips for good materials. Finnish teachers also have social media groups such as the Facebook group *Opettajien aarreaitta* [Teachers' treasure-trove] where they share self-made learning materials with each other. Table 2 includes examples of freely available materials. In particular, there is an abundance of media education resources such as manuals and learning materials for practical education, which reflects the long traditions and strong position in, and diversity of providers of media education in Finland (Salomaa & Palsa, 2019).

Table 2. Examples of available materials for information and digital literacy promotion.

Provider	**Type of material**
Finnish National Board of Education https://www.oph.fi/fi/opettajat-ja-kasvattajat/ihmisoikeus-ja-demokratiakasvatus	Free materials, e.g. Media literacy and influencing: Task bank of media literacy school, Newspaper in education, Vlogging club
Publishing houses: Otava Learning, SanomaPro, Edita etc. https://www.sanomapro.fi/opettajat/alakoulun-opettajat/ https://learning.otava.fi/ https://oppiminen.edita.fi/oppimateriaalit/	Free and paid materials available, but hard to find anything that is connected to information and/or digital literacy
Library of open educational resources https://aoe.fi/#/haku	Materials on media education, information retrieval and evaluation
Toki-verkkokirjasto [online library] https://toki.verkkokirjasto.fi/	Information retrieval guides
YLE, OpettajaTV [TeacherTV] http://vintti.yle.fi/yle.fi/opettajatv/opettajatv.yle.fi/teemat/aine/920.htm	Media education materials
MAPPA material bank https://mappa.fi/materiaalit/kulttuurisensitiivinen-mediakasvatus-materiaalikooste/	Culture sensitive media education
The Finnish Society on Media Education https://mediakasvatus.fi/materiaalit/	Wide range of various media education materials in Finnish and Swedish
MLL The Mannerheim League for Child Welfare https://www.mll.fi/mediakasvatus/kouluikaisen-mediakasvatus/	Media education materials
Faktabaari, Factbar https://faktabaari.fi/edu/mediataitoviikko-2021-faktabaari-edu/	Information literacy guide (free)
Lukuliike [Reading movement], Finnish National Agency of Education https://lukuliike.fi/materiaalipankki/	Learning material aimed at different grades and age groups, e.g. multiliteracy, media education
Mediataide kasvattaa! [Media art educates!] https://mediataidekasvattaa.fi/oppimateriaalit/	Learning materials in Finnish, Swedish, and Sámi, e.g. What is true? Fact or fiction.
Koulukino, School Cinema Association https://www.koulukino.fi/oppimateriaalit/	Most materials for the secondary level, e.g. disinformation, hate speech, and means of media education -learning material
Google for education https://edu.google.com/intl/ALL_fi/teaching-resources/	Learning materials, e.g. digital literacy
Lukuinto [Joy of reading] https://lukuinto.fi/lukuinto-ohjelma.html	Idea bank including materials in Finnish and Swedish, e.g. School<3 Library, information creation and management, and media
Mediametka https://mediametka.fi/	Learning materials of digital well-being, media dialogy, animation and other content production etc.

Teacher training

Naturally, teachers are in a central role when it comes to the promotion of information and digital literacy of pupils. In Finland, the Decree on the Qualifications Required of Teaching Staff (986/1998) defines the qualifications required from principals, teachers, and other educators. In Finland, grades 1–6 (primary school) are usually taught by a class teacher who teaches all or almost all subjects. The qualification requirement for a primary school teacher is a) master's degree in education, at least 60 credits of interdisciplinary studies of the subjects and subject areas taught in primary school, and at least 60 credits of pedagogical studies or b) studies required of a primary school subject teacher and at least 60 credits of interdisciplinary studies of subjects and subject areas taught in primary school (Finnish National Agency of Education, n.d.). Teacher training takes about five years, and training qualifies work as a teacher in both preschool and grades 1–6. With the help of their minor studies, teachers can tailor their training and focus areas of their work and acquire the qualifications of a subject teacher and/or a special education teacher.

Teacher in-service training is organised by several organisations: the universities that offer teacher training also offer teacher in-service training; Regional State Administrative agencies hold hundreds of in-service training sessions for teachers in Finnish and Swedish every year; LUMA Centre Finland, a science education network of Finnish universities, and Finnish Classroom Teachers Association also offer training. In addition to these, numerous commercial actors offer in-service training for teachers and thus education is a business. According to Heikkinen (2021), teachers' opportunities to take part in in-service training vary depending on how they can detach from the daily teaching work. The fact that the school does not hire a substitute for the teacher, can become an obstacle. In fact, teachers actively participate in in-service training, but often on their own time, also during summer holidays, weekends, and evenings.

3.4.4 Beyond COVID-19 pandemic: lessons learned for post COVID-19 era

Because of the COVID-19 pandemic, Finland was twice in a state of emergency, from 16 March to 16 June 2020 and from 1 March to 27 April 2021 (Finnish Government, n.d.). On 17 March 2020, the Finnish Government issued, on the basis of the Emergency Act, a decree on temporary restrictions on the early childhood education and on the obligation to organise teaching and training (Vuorio et al., 2021). With the decisions of Regional State Administrative Agencies, the facilities of schools, educational institutions, universities, universities of applied sciences, adult education centres and other liberal adult education, as well as basic art education were closed, and contact instruction was suspended and switched to distance learning (ibid.). Contact instruction, however, was an option in pre-primary education, in grades 1–3 of basic education, to students with special support, and to students in preparatory education for basic education (ibid.). Pre-primary and basic education returned to contact instruction on 14 May 2020. In the autumn term of 2020, teaching was mainly organised as contact instruction, but the education providers had the possibility to shift to exceptional teaching arrangements, such as distance learning, owing to a temporary amendment in the Basic Education Act (ibid.). The temporary amendment was also valid from 1 January to 31 July 2021.

During distance learning, digital services and tools were used to support learning in a more versatile manner than before. Digital pedagogical models that promote learning and facilitate teachers' work will continue to be used as part of everyday school life. Examples of such proven good models include:

- working methods that emphasise interaction and functionality between students
- video, speech or other content production as competence indicators
- digital portfolios
- production of broad digital texts and collaborative writing
- solutions that gamify learning
- working methods that promote joint information management and processing and media literacy
- utilisation of topical texts in promoting media literacy (Finnish National Agency of Education, 2022).

3.4.5 SWOT for needs and challenges to be met for Information and Digital Literacy

The strengths and weaknesses identified in this section are based on the already described mapping of the situation of information literacy promotion in Finland as well as the BRIDGE questionnaire survey directed to Finnish primary school teachers and school leaders. While the findings of the survey cannot be generalised to all Finnish teachers, we draw from them here to identify challenges and generate ideas for future action. In total, 146 teachers and school directors responded to the Finnish survey. Of them, 113 responded to the questionnaire in Finnish (see survey in Appendix 4.a) and 33 in Swedish (see survey in Appendix 4.b). Nearly all regions in Finland were covered. Almost all respondents, 98%, worked in a public school which reflects the Finnish school system. Of the respondents, 78% were teachers, 15% school leaders or headmasters, and 7% other personnel. Of the respondents, 77% were female and 20% were male, and their average age was 49. Most of the participants (98%) had a master's degree and 94% had official qualifications for their role. The respondents were experienced teachers as they had, on average, 20 years of experience in teaching. Around half of the respondents reported their school to have a school library (53%) while 24% had a public library in or in connection to their school. Some 90% of the respondents had some collaboration with the public library. Collaboration included, for example, library visits and lending as well as book talks and information literacy lessons provided by librarians.

Of the respondents, 60 (n=74) were familiar with the concept of information literacy. In terms of supporting pupils in information literacy competences, the responses indicated variation in their estimates of how often they engaged in such support. For example, approximately 10% of the respondents said they very rarely support pupils in identifying information needs, while 46% said to do it very often. Notably, supporting information organisation and use and sharing seemed to be less common activities among the respondents as more than 30% said to never or very rarely support pupils in information organisation and 25% in information use and sharing. The median value was "moderately" with all aspects of information literacy. The same applies to supporting digital literacy and critical thinking, except for the values of digital citizenship and understanding netiquette, where the median response was "a lot". The teachers evaluated their schools' resources to support information and digital literacy to be fairly good (median response "a lot") and themselves to have some opportunities to select appropriate materials, influence practices, and gain support (median response "moderately"). Most variation was found in responses to the school library's role in supporting information and digital literacy which is natural as only some of the schools had their own library.

Based on these responses and the more general mapping of information literacy in Finland, we have identified the following strengths, weaknesses, opportunities, and threats:

Strengths	Weaknesses
• Qualified and enthusiastic teachers • Teachers open to share resources • Transversal competences in the core curriculum already cover central IL areas • Established collaboration with schools and public libraries • Many schools well equipped with digital tools & have received digital mentorship/training	• IL not a recognised term in the curriculum • Lack of systematic IL training • Transversal competences are everyone's (and no one's) responsibility • School libraries as such non-existent or are run by teachers • Teachers are very busy and are stressed on tasks that feel like extra work • Teachers may think that teaching IL is not relevant for young pupils
Opportunities	**Threats**
• The Public Libraries Act (1492/2016) and The Finnish national core curriculum offer a framework for designing local curricula that can highlight concrete actions for including information literacy to curricula. • Partnerships between teachers and librarians can be strategically directed through local curricula. • Partnerships can be promoted already during the education of future teachers and librarians. • Information literacy can be integrated into existing transversal competencies and media education.	● Teachers will continue to be overloaded and stressed ● Collaboration between schools and libraries is not supported. ● Transversal competences are not supported by the curriculum and understood by the teachers and, consequently, fall behind ● Learning outcomes and learning conditions are progressively unequal

Strategy 1. Supporting partnerships between primary schools and public libraries

In Finland, many primary schools already have well-established partnerships with the local public library and librarians, and the collaboration is also supported by the Public Library Act. Of the respondents to our questionnaire, most teachers visited the library regularly or collaborated in some ways with the public library or librarian. Suorsa's (2017) study on the collaboration between librarians and teachers indicated, that there is a mutual need for creating more structured means for collaboration, and Finnish libraries have created tools to do this, including the Library route (https://www.ouka.fi/oulu/kirjastoreitti/in-english) and Reading diplomas. Yet, according to a recent study by Tikkinen and Korkeamäki (2021), the partnerships between teachers and librarians easily remain at a rather superficial level, that is, as cooperation and coordination instead of collaboration. Moreover, while some teachers have established strong ties and routine practices to work together with public librarians, others have not and some do not have any collaboration. Furthermore, the concept of information literacy has remained relatively foreign to both teachers and librarians (Ojaranta, 2019).

Objective 1.1 Including partnerships between teachers and librarians into local curricula

According to TIkkinen and Korkeamäki (2021), the successful integration of librarians into instruction requires administrative-level support and inclusion of cooperation plans into local curricula. The inclusion of teacher-librarian collaboration in information literacy promotion activities to curricula could be a way to establish long-term collaboration.

Objective 1.2 Including teacher-librarian collaboration in promotion of information literacy into the tasks of the regional development library.

In Finland, libraries have a central role in promoting reading and literacy among children and young people, and currently this work is being coordinated by the Seinäjoki Public Library that acts as a national coordinator for this work. This library is in a good position in terms of supporting teacher-librarian collaboration in the promotion of information literacy.

Strategy 2. Integrating information literacy into transversal learning competences and media education activities

A central challenge in the Finnish context is that information literacy is not a well-established concept in law, policies, or school curricula. The term information literacy appears to be foreign to both teachers and librarians (Ojaranta, 2019), whereas media literacy and multiliteracy are more widely used. Moreover, there are challenges in contextualising complex concepts such as multiliteracy to local school settings (Palsa & Mertala, 2019).

Objective 2.1 Conceptual clarification of multiliteracy and other transversal competences in the core curriculum

There is a need for conceptual clarification of the transversal competences included in the Finnish core curriculum both in grassroots-level work and in the curriculum context to avoid multiple interpretations of concepts and to guide their pedagogical implementation. This specifically applies to the challenging concept of multiliteracy (Palsa & Mertala, 2019). The clarification of these concepts may support the integration of information literacy into the curriculum. Moreover, the body of research and practice-based knowledge on information literacy pedagogy may, on its part, be useful in this task.

Objective 2.2 Emphasis on the promotion of information literacy among young learners

Teachers should become aware of the need and possibilities to teach information literacy related competences also to young, primary-school-aged children. Already at this age, children are ready to think, communicate and internalise issues related to information literacy when things are taught in a manner suitable for them. For example, in information seeking tasks, the used information sources should be more limited and the task should be carefully scaffolded by the teacher.

Objective 2.3 Integrating information literacy in media education

Media education has a strong position within the Finnish policy framework, as it is addressed within its own national policy and as a concept included in other national-level policies (Palsa & Salomaa 2020). The goal of media education is to improve media literacy as a civic skill (Salomaa & Palsa, 2019). We propose, in line with UNESCO's (2023) suggestion, the use of the composite concept 'media and information literacy' to address competences that tend to become overlooked in media education, including recognition of information needs and information seeking.

Strategy 3. Integrating information literacy and professional collaboration in teacher and librarian training

Both primary school teachers and public librarians would benefit from training that focuses on information literacy pedagogy and professional collaboration. In Finland, both future librarians and future primary teachers are taught in higher education institutions, but under different faculties. In

their formal education, these student groups rarely interact with each other. Instead, the collaboration between disciplines relies mostly on research collaboration and does not focus on teaching.

Objective 3.1 Increased interaction between students of library and information science and education

The collaboration and interaction of future librarians (i.e., students in information studies/library and information science) and future teachers (i.e., students in educational sciences) should be increased and supported. They should be brought together to discuss and reflect on issues related to e.g., reading, children's literature, and children's competences on acquiring, processing and evaluating information.

Objective 3.2 Training on information literacy pedagogy for public librarians

Currently, Finnish public librarians do not typically have pedagogical training. Increasing the possibilities of future or already working librarians to gain pedagogical training, especially when it comes to information literacy pedagogy, could help them in finding common ground with teachers and sharing responsibility in planning and executing information literacy promotion activities.

Objective 3.3 Training for primary teachers on information literacy

Information literacy is not a concept that primary teachers would likely come across in their training, especially as the Finnish core curriculum uses other overlapping concepts including multiliteracies and learning to learn. Overall, teachers and librarians are likely to have different understandings on central concepts due to the differences in their education and policies guiding their work. Mutual understanding of concepts can support partnership (Tikkinen & Ojaranta, in press) which is why we suggest increasing awareness of the concept of information literacy among teachers. Increased understanding of the differences between the overlapping but unique concepts of information literacy, multiliteracies, and media literacy, for example, may help in realising the need to also include information literacy related competences in teaching and the benefits of collaborating with librarians.

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3.5 BRIDGE Report for Greece

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3.5.1 Guidelines and initiatives

In Greece, the Ministry of Education, Religious Affairs and Sports (MINEDU) is the main digital reform regulator which, in collaboration with the Ministry of Digital Governance, focuses on strategies for developing the information and digital literacy skills development of the students at every level, on the basis of school administration issues and educational processes. Most initiatives relate to the Higher Education level but during the last decades initiatives and projects have taken place in regard to the primary and secondary education. It has to be noted that there is a lack of an appropriate educational framework that allows to measure students' information and digital literacy in any education level. Despite being developed by the Greek Ministry of Digital Governance within the DigComp framework, the Self-Assessment Tool of Citizens' Digital Academy (https://nationaldigitalacademy.gov.gr) is addressed at adult users without adaptation to children's particular requirements.

The MINEDU project *Digital School I: Digital Educational Platform, Interactive Books and Learning Objects Repository* took place between 2010 and 2015 as part of the *Actions for Digital Educational Content* framework. This was followed by the *Digital School II: Expansion and Utilisation of the Digital Educational Platform, Interactive Books and Learning Objects Repository* project. The Digital School includes (https://dschool.edu.gr):

- Photodentro Interactive School Books – Photodentro e-books (ebooks.edu.gr)
- Photodentro National Aggregator of Educational Content for Primary and Secondary Education
- Photodentro Open Educational Resource Repository with 7 categories (learning objects, educational videos, educational software, user materials, educational scenarios, open educational practices, student creations)
- Digital Educational Platform e-me (https://e-me.edu.gr) as well as the e-class (https://eclass.sch.gr).

Similarly, one of MINEDU's attempts to update and organise all educational services led to the development of the Panhellenic School Network (PSN). PSN is the national internet service provider network (ISP) that undertakes the electronic interconnection of school community members (schools of all levels, libraries, teacher/administrative staff, students, parents, MINEDU bodies), offering collaboration and e-learning. Another project concerns "MySchool" which serves thousands of school units, contributing daily to orderly operation and administration of Primary Education, as well as the "eParent" Digital Service, which functions as an information channel for citizens-parents regarding school events.

In addition, under MINEDU's auspices, mooc.edu.gr (Ministry of Digital Governance, 2020b) is a platform where Massive Online Open Courses (MOOCs) are available for teachers. Entitled *We learn*

digitally, we teach digitally and through educational scenarios, technology and digital media pedagogic leveraging for learning skills development in Education is highlighted (CTI -Diophantus 2024). Basic programme principles comprise the 4Cs, i.e. collaboration, communication, critical thinking and creativity. Apart from digital and technological literacy cultivation, development of flexibility, understanding, problem-solving, adaptability and initiative-taking are also sought (CTI -Diophantus 2024). At the same time, expert technological support was developed regarding digital accessibility for children with special needs. Moreover, through *Digital Care 1 and 2* programmes, a €200 voucher was provided to students and teachers for laptop or tablet purchase.

Additional initiatives in Greece include the eTwinning and STEM programmes. The STEM programme is best described as an educational approach that seeks to introduce Technology as well as Engineering Science in teaching Mathematics and Science, while eTwinning aims to develop collaboration between schools across Europe via ICT. According to the DESI index, Greek primary education presence on the eTwinning platform and programs is noteworthy, as in 2021 9,848 schools and 31,199 teachers participated in 18,512 projects, while 30 teachers from 24 Greek schools won the European eTwinning Award that particular year. In 2020, Greece was among the 6 most active countries in the European programming week with 68,000 participants. In the same year, almost 6,000 students and more than 1,600 school groups from all over Greece took part in the Panhellenic Educational Robotics Competition (European Commission, 2021).

Via the Hellenic Center for Safe Internet (ITE) which is part of *Safer Internet Centres | Shaping Europe's digital future* (europa.eu) European project, for safer and better Internet surfing, three distinct actions are included: a MINEDU-approved website aimed at teachers, parents and students that incorporates multimedia and interactive educational material for digital literacy enhancement, a consultation helpline for internet issues as well as a complaint line. The ODYSSEAS programme which took place from 2000 to 2016 by the Primary Education Pedagogical Department of Crete, focused on ICT and creativity and collaborative learning, via a complete Distance Education programme (DE), which placed Information and Communication Technologies (ICT) into pedagogical use, with an emphasis on video conferencing and WEB 2.0. Finally, within the *Human Resource Development, Education and Lifelong Learning* Operational Programme context, continuous vocational education training programs are implemented through the Institute of Technology and Computers (CTI-Diophantus) as well as the Institute of Educational Policy (Ι.Ε.Π.), addressing a wide range of teachers, trainers, prospective trainers as well as Training Support Centres. Similar digital training programmes for teachers have been developed over the last few years by other bodies such as the Regional Centres of Educational Design (ΠΕΚΕΣ) and the Hellenic Open University.

3.5.2 School curriculums under the umbrella of Information and Digital Literacy

The Greek Ministry of Education, Religious Affairs and Sports, in compliance with European directives, has institutionalised since 2003 the Interdisciplinary Integrated Curriculum Framework (ΔΕΠΠΣ) and the New Analytical Curriculums (ΑΠΣ) (Government Gazette 303Β/13-03-2003 & Gazette 304Β /13-03-2003). In these curricula, the aim is to provide knowledge and skills as well as to cultivate specific behaviours in students so that they can plan a personal, social and work path. Among the most important skills are the following:

- the skill/ability to use various information and communication sources and tools aiming at finding, analysing, evaluating and presenting information, while protecting against "information pollution"
- peer collaboration skills in group projects
- the ability to critically process information, values and assumptions
- the ability to solve problems through cultivation of design, control, feedback and remedial intervention skills and strategies. To promote action as a methodological way of thinking which may gradually lead learners to autonomy
- the utilisation of knowledge and the adoption of values suitable to form a personal viewpoint for decision-making" (Μπαλατζάρας & Ζαπουνίδου, 2016).

The new legislation for school curricula 2023 explicitly mentions individual information and digital skills, including those for finding, analysing, critically evaluating and presenting information, peer collaboration and problem-solving skills in several subjects (e.g. history, visual art, literature etc.) but not information literacy explicitly as a compound concept. Digital literacy is explicitly mentioned in a recently reviewed course for ICT which, under certain circumstances, may present a supportive direction for digital literacy (ΙΕΠ, 2023). Primary teachers in Greece seek information using a wide range of digital resources and the school library when it is available, for their teaching (Garoufalou, et. al., 2016). Recent research (Tzafilkou et. al., 2023) assesses teachers' digital competences to integrate pedagogical and professional elements for ICT education in Greece. Overall, it is reported that teachers' digital competences are at medium levels; their level of education positively affects digital and information literacy; whilst teachers of informatics have significantly higher levels of digital competences. This research further highlights the need for lifelong learning programs on information and digital skills in primary education (this has also been reported in Bougatzeli, et.al., 2015) as well as additional support with the necessary educational resources to implement the new subject curricula. In particular, the introduction of digital resources and information technologies has multiple positive impacts on all subject areas in primary education, including teaching visual arts (Kalamatianou & Hatzigianni, 2018).

In the Greek educational context, the terms 'digital citizen', 'digital citizenship' and 'digital literacy' are only indirectly mentioned in the current Curriculum of primary schools. These, however, can be supported when teaching subjects that are relevant to citizenship issues such as Social and Political Education. In the ICT subject in primary schools, it is noted that teaching ICT in primary schools involves some information literacy dimensions as well as some critical thinking competences and EU values regarded as necessary for students as citizens in maturing digital societies (Eurydice, 2021). The same is also evident in the existing primary schools operating framework, as determined by the Presidential Decree (PD) 79/2017 published in the Official Government Gazette 109/A/1-8-2017 which was later amended (Ministry of Education, Religious Affairs and Sports, 2017).

With regard to the Integrated Curriculum for Foreign Languages (ΕΠΣ-ΞΓ, 2016) within the information and digital literacy context, reference is made to different material such as electronic texts, letters, website texts (informative), entries from electronic encyclopaedias, search engines on the Internet (e.g. google), image repositories, social media, online video channels, electronic messages (email), electronic discussion (e.g. blogging), article production for an online (school) newspaper. Direct references to online behaviour rules (netiquette) or broader citizenship are absent, and although various good practices are suggested, their implementation is left to the teacher's individual school context and

the students' potential within that context. However, the Ministry of Education, through the Institute of Educational Policy (ΙΕΠ) has designed new curricula that will be implemented by the Greek educational system in the coming years. These will include the terms 'digital citizen' and 'digital citizenship', as well as goals for information literacy and digital information literacy development among learners, aiming at the development of an "active democratic citizens with critical skills and participatory action" (Ι.Ε.Π., 2021). In addition, as of September 2021, MINEDU has included the subject Skills Workshops 21 in the Greek school timetable. It is an innovative, dynamic, educational act whose objective is to strengthen the development of life, soft, technology and science skills.. Within the category of life skills, there is reference to Digital Citizenship skills (Ι.Ε.Π., 2021).

On the other hand, existing barriers to implementation include those that relate to resistance to change when it comes to innovative practices and the lack of adequate training. The HORIZON 2015 K12 report (NMC, 2015), for example, concluded that often new practices and approaches fail because of teachers' anxiety related to system difficulties and inadequate preparation to implement new educational approaches. That is exactly where the Institution of Educational Policy as well as other bodies such as the Hellenic Open University and the Regional Educational Center of Education in collaboration with the Ministry of Education now organise continuous and varied digital teacher training.

3.5.3 School Libraries and other resources for supporting IL

In primary schools in Greece the most recent legislation for School Libraries has been made available as a Government Law-FEK 688/B/2018 titled *Establishment of a School Libraries Network in Public Primary Schools* and replaced older legislations, such as Presidential Decree 1566/85 (FEK 167/A/1985), and law 1784 (FEK 1784/B/2003). The 2018 law highlights the School Library as a key point for Lifelong Learning and education environment and sustainability pillar (Article 2). In the 2018 law, the School Libraries in Greece are understood as a(n):

1) space for learning and socialising;
2) information and intellectual production unit, educational material repository and knowledge sources centre, space for interaction and collaboration between teachers and students;
3) dynamic point for developing scientific dialogue and potential venue for cultural events organisation;
4) centre with electronic and digital equipment, where knowledge is stored, processed and circulated, with access to the internet and an open world of information;
5) place that encourages love for reading and a tool that enriches and expands curriculums (FEK 688/B/2018, article 3).

It is noteworthy that for the first time 'information', 'information needs', 'information literacy' and 'information literacy skills development' are mentioned, as it is stated that the school library constitutes an alternative learning environment which uses ICT and at the same time shifts emphasis from teaching searching, finding and retrieving information mechanisms, to promoting critical literacy and skills development related to the effective use and exploitation of acquired knowledge. The school library becomes a stable, guaranteed, sustainable educational process factor, a dynamic teaching means, which is connected to the curriculum, strengthens and evolves it. It contributes to information literacy and

responds to new users' needs for self-education, independent research, critical information evaluation, deep understanding and effective knowledge application (Government Gazette 688/B/2018, article 5). Although the 2018 law scientifically moves in the right direction, it seems that there are two issues which, in practice, lead to incomplete specifications implementation or even to goal self-refutation.

The first issue concerns school library staffing. In contrast to previous legislations, the 2018 law in article 8 emphasises that a school teacher of any specialty is appointed as a School Library Manager for 3 hours per week. Without specifying either the way, the time or the institution, it is stated that the teacher who will undertake the School Library Manager role may be gradually trained by a public institution regarding the specific knowledge required for this particular position. In the corresponding 2003 law, the School Library Head was defined as "a Librarian or a teacher with training or special knowledge" (FEK 1784/B/2003), while in the Presidential Decree 1566/1985, article 43, it is written that "By presidential decree librarian positions may be established for school library operation, be allocated by categories, branches and grades, while qualifications and appointment procedure for these positions may be set" (FEK 167/A/1985).

The second issue arising from the 2018 law concerns school library opening hours. It is stated that "The Library remains open for three (3) hours per week" (Article 8), when the corresponding 2003 law, without specifying the manner provided for its operation, stipulated 37.5 hours per week. The 1566/1985 Presidential Decree did not refer to operating hours at all. The 2018 law (FEK 688/B/2018) establishes the operation of a School Library Network System which all primary education school libraries in the country may join, under Ministry of Education and Culture guidance and coordination (Article 1). It is defined that the purpose for creating a School Library Network System in primary education is to institutionalise a uniform development, school libraries organisation and operation as well as optimal coordination for their effective contribution to public education (Article 2). Via a 2019 Ministry of Education and Culture decision, €3,000 in funding was approved for each of the 912 school libraries that had initially joined the School Libraries Network so as to supply technical and technological equipment as well as books for the Library.

By the end of 2019, 1,575 Primary Education School Libraries had joined the Network (Ministry of Education, 2019), while by the school year 2022 - 2023 it is estimated that 1,914 schools had also joined. It is worth emphasising that, apart from the first 912 school libraries that joined the Network in 2019, no financial, technological or infrastructure support is foreseen by the Ministry of Education for any of the next 1,000 School Libraries. Over the school years 2018–2021 many school libraries have acquired more books and the teachers / library directors were entitled to three teaching hours fewer per week (Margariti, 2022). A ministry plan, implemented by education authorities (T5ES, 06–05-2020), has been established for school libraries' collection development (FEK 14/22511/D1/9-2-2018, FEK 17/47528/DD1/28- 3-2019, FEK17/65182/D1/29-5-2020, FEK B΄2634/30-6-2020 and EK 17/ 42673/BM/D1, 14-4-2021). Moreover, the network of libraries in primary education in Greece is actually aiming to promote reading. Curiosity, new books and information needs motivated children to visit the school libraries.

It has to be pointed out that the Network is not supported by any official website of its own. It is integrated in the *MySchool* unified information educational system mainly as a procedural-recording framework for school library material. Modern information portals are hardly employed in the Greek educational context, a fact that is confirmed by school libraries' appearance as repositories of forgotten books. This is because, in Greece, the school library has never been treated as a structural educational system component. As a result, there have been few attempts to create and develop school libraries within the educational system (Ζάχος, 2019).

We suggest that:

A. every school should have a full-time trained school librarian or a qualified teacher librarian;
B. every school should have a fully functional library providing access to conventional and digital resources equally to all children
C. there should be increased participation of children at educational and creative activities throughout the day (beyond school hours) organised by the teachers and by the librarians in school libraries;
D. stakeholders (teachers, parents, children, and authorities of primary education) should support reading policy and cultivate the love for books and reading culture. Reader development should be high in the priorities. The collaboration/cooperation of all stakeholders is significant. In that framework, the role of school libraries should be further upgraded. In that framework, the role of information technologies should be taken into consideration. Reading policy, and more specifically the encouragement of reading at school has been exhibited as a major theme (Apostolidou 2012; Apostolidou et al 2018; Κατσίκη-Γκίβαλου & Πολίτης 2013). The role of libraries, school and public as well, is crucial to that (Kostagiolas & Katsani 2021).

3.5.4 Beyond COVID-19 pandemic: lessons learned for post COVID-19 era

The COVID-19 pandemic had a significant impact on primary education in Greece, as it forced schools to close and shift to remote learning. During the COVID-19 pandemic, educational institutions of all levels in Greece carried out online distance education named *Emergency Remote Teaching* (ERT). During that period, Greek teachers in primary education had to handle digital tools and educational platforms (e.g., Webex, e-me, e-class) without formal prior training, as well as support their students psychologically and academically (Αθανάτου & Υφαντόπουλος, 2020). In addition, most pupils lacked basic digital competences in handling platforms/software and/or on solving technical issues, while parents/guardians aided the Emergency Home Teaching by supporting young learners in their distance learning endeavours (Raikou et al., 2021; Λιακοπούλου και Σταυροπούλου 2021). The following summarises the main challenges encountered during that period:

- Accessibility: family members with simultaneous needs for work, education, information and entertainment coexisted in the same space during lockdowns.
- Technical infrastructure: there was little or no availability of appropriate infrastructure and /or familiarity with educational platforms. Indeed, the situation was compounded by simultaneous connections of thousands of users, system crashes, telecommunications companies' infrastructure problems, and the absence or poor internet connection in remote areas etc.
- Educational design: there was a lack of a specific educational methodology, use of specially designed content for online learning or support for active learning approaches.

The Greek Ministry of Education, Religious Affairs and Sports took several measures to address the above challenges faced by all actors in primary education during the pandemic. Some of these measures included:

- Distance learning: online classes, educational TV programs, and other digital platforms to continue education when pandemic lockdowns were introduced.

- Support for teachers: training and support for teachers was gradually made available to help them adapt to remote teaching and online learning.
- Health and safety measures: schools were provided with guidelines and protocols for maintaining health and safety measures, such as social distancing, wearing masks, and regular cleaning and disinfection of classrooms and facilities, when these operated.
- Mental health support: mental health support for students, teachers, and parents was introduced to help them cope with the stress and anxiety caused by the pandemic.
- Infrastructure improvements: some improvements of technological infrastructure were made to schools to support online learning.

Overall, these measures helped to mitigate the impact of the pandemic on primary education in Greece and ensure that pupils continued to receive some education despite the challenges posed by the pandemic. Furthermore, despite the challenges and difficulties posed by the pandemic on primary education, a number of changes were made and lessons were learned from that experience. For example, structural changes were achieved for online teaching and learning suitable for emergency situation following the suggestions made by UNESCO (2020) for an emergency response plan during periods of operation inability, which allow to carry out remotely: a) teachers' committee meetings, b) updating of parents/guardians and students, and c) educational processes. The pandemic not only increased the preparedness but also matured the responsiveness of the primary education system in Greece: communication between teachers and parents/ guardians/ students was made possible on an online basis,via the creation of formal school websites and asynchronous platforms. All students now have accounts on online teaching platforms connected to the school system, and access to online digital resources, while training programs on online teaching are also available for educators.

The use of technology and improved digital competences through experience and training led to improved collaboration and communication among educators and parents. Online learning was mainly delivered via WebEx online platform by means of running synchronous classes, while only few schools employed an asynchronous distance education teaching methods..Furthermore, educational programs developed for primary school subjects were produced by the Ministry of Education and were broadcasted through Educational Television and radio while corresponding programs for Kindergarten and High School were posted on the Internet. Teachers exchanged good practices through formal and/or informal channels of communication and joined eTwinning teacher communities, Scientix, and other specialty communities (Κεσκινίδου & Παπαδημητρίου 2022). An example of an informal teachers' channel was the Distance Education group that was voluntarily created on Facebook, reaching over 20,000 members.

An impactful initiative to train teachers on digital competences was provided by the Laboratory of Advanced Learning Technologies in Lifelong and Distance Education, at the Pedagogical Department of Elementary Education of the University of Crete. From March 2020 to December 2021, through teleconferences, live streaming broadcasts and educational material provision, more than 24,600 primary and secondary education teachers were trained in ICT. Over the same period, ICT training programs for teachers of all specialties were organised by CTI-Diophantus, the Institute of Technology and Computers. During that training, participants implemented teaching activities and complete educational scenarios with their students, critically applying pedagogical principles assimilated from the program.

In September 2020, the Greek Ministry of Education, Religious Affairs and Sports, through the Institute of Educational Policy, prepared a specially designed guide regarding the educational planning of distance-learning courses. From March 2021 to June 2021, MINEDU carried out an Integrated Training Program in Distance Education for teachers of all levels and specialties (t4e.sch.gr). Finally, with a view to update both teachers and students, the *Digital Care 1 and 2* programmes were implemented that madepossible for students and teachers to purchase a laptop or tablet via a €200 voucher (European Commission, 2021).

This COVID-19 experience has further highlighted the importance of educational technology as well as information and digital literacy in primary education in Greece. It has also emphasised the need for more flexible and adaptable educational systems that can accommodate unexpected disruptions, as well as the importance of social and emotional support for students during times of crisis.

3.5.5 SWOT for needs and challenges to be met for Information and Digital Literacy

The Greek survey (see survey in Appendix 5) provides valuable information to diagnose the primary education environment in Greece in relation to information and digital literacy, critical thinking and egalitarian values within teaching practice. However, before offering an overview of the SWOT analysis, and in addition to the above overview of the current primary education context, it is important to provide a short synopsis of some of the key results of the questionnaire survey administered in Greece.

The survey took place online from February to March of 2023, and was distributed through formal (e.g., regional educational authorities, primary education authorities, school directors' networks and school library networks) and informal routes (e.g., research, academic and personal networks).The research protocol, including the survey questionnaire, received approval from the Research Ethics and Deontology Committee of the Ionian University (2024). Although a convenience snowball sampling method was followed, presenting some limitations to the generalisation of the results, the response received was overall positive. The online survey was completed by 340 respondents, most of whom were school class teachers (70.1%), school directors (8.8%) and learning disabilities support teachers (20%). The majority worked in public primary schools (92.9%) with an organised school library (60.6%). More than half of the respondents were general education teachers (67.1%), while 16.5% were specialised in foreign languages, and the rest 16.4% included ICT, music and physical education teachers. It is noteworthy that more than half of the responders (51.2%) reported that they knew the term "information literacy". In terms of demographics most of the respondents were female (75.9%) and there was a good balance in the sample across different age groups and regions in Greece. The respondents stated that they support their learners for:

- "Information competences within teaching practices" (it was around 65% or more for all items examined in the survey)
- "Digital competences within teaching practices" (i.e., for digital citizenship and understanding netiquette, both were around 50% and for understanding online safety and understanding online security, both were around 70%; while digital creativity development was observed at around 40%);
- "Critical thinking and equality values within teaching practices" (it was around 65% or more for all items examined).

It should be noted that 79 responders suggested resources and good practices they employ within their teaching, and 61 proposed children's books to foster information and digital competences, critical thinking and equality values. The qualitative results derived from the open questions of the survey are rich, providing valuable suggestions and shedding light on teachers' perspectives for information and digital literacy within their teaching practices. The teachers suggest in the survey that the new school subject curricula should further incorporate the role of information and digital literacy. Furthermore, both qualitative and quantitative survey results indicate that they highly valued information and digital competences, and that they were interested in lifelong learning programs. The respondents further stated that they needed appropriate educational resources concerning information and digital competences, critical thinking, and equality values. Moreover, they clearly suggested that school libraries in Greece should be further strengthened to support pupils, educators as well as other actors within schools.

Strengths	Weaknesses
• The new legislation for school curricula 2023 explicitly mentions individual information and digital skills, including those for finding, analysing, critically evaluating and presenting information, peer collaboration and problem-solving skills in several subjects (e.g., history, visual art, literature etc.) but not information literacy explicitly as a compound concept. • Digital literacy is explicitly mentioned in a recently reviewed course for ICT which, under certain circumstances, may present a supportive direction for digital literacy. • New curricula that will be implemented by the Greek educational system in the coming years include the terms "digital citizen" and "digital citizenship", as well as goals for information literacy and digital information literacy development among learners, emphasising the need for active democratic citizens with critical skills. • Teachers are supportive of the development of information and digital literacy within the school environment. • In schools where an organised library is present, teachers consider it to be a space for promoting critical literacy and skills development related to the effective use and exploitation of acquired knowledge. • The pandemic increased the preparedness and matured the responsiveness of the primary education system in Greece. • The educational system is better prepared to deal with unpredictable external crises. • Students have accounts on online teaching platforms connected to the school system, and access to online digital resources. • Certified training programs on online teaching and ICT skills are available for educators. • Digital collaboration and communication between educators and parents are improving.	• The weekly allocated time for ICT (Information and Communication Technologies) subjects in the primary school curriculum is not sufficient to address the complexity of information and digital skills development needs of pupils. • There is a lack of modern facilities and sufficient resources to support delivery of the ICT subject needs. • In the school primary education curriculum, the terms "Digital Citizen", "Digital Citizenship" and "Digital Literacy" appear only indirectly. There are various good practices, but their implementation is left to the teacher's individual school context and the students' potential within that context. • An established educational framework that allows the evaluation of students' and teachers' information and digital literacy has not been incorporated into educational practices at schools. • Educators of all subjects are insufficiently trained across the whole spectrum of information and digital literacies. • Because of lack of resources, a small percentage of schools that have an organised library use it mainly for borrowing books as opposed to offering critical learning activities associated with it. • School libraries are underfinanced and understaffed due to fiscal restrictions as well as lack of prioritising the presence of qualified LIS staff in primary schools. • Administrative issues create further limitations in the operational hours of school libraries in primary education.

Opportunities	Threats
• The Council of Europe's vision is for a quality education that relies on qualified teachers who are committed to continuous professional development, and this can extend to information and digital literacy skills. • There is a strong European digital rights and principles agenda to empower all individuals in society and promote sustainability of our common digital future. This equality values vision is also fundamental to be cultivated in primary education level. • Europe's Digital Decade Policy Programme 2030 (European Commision, 2024) aimed at all professionals, including educators, drives societies and economies towards upskilling and reskilling, based on a digital and green agenda. Information and digital literacy educational initiatives directly support the development of this European strategy. • European and national policies put lifelong learning high in strategic priorities. • The national digital strategy addresses digital literacy, and it is aimed towards the development of a digital learning culture, where digital competences development takes place throughout formal education, while information literacy skills are embedded within digital literacy. • Repositories of cultural and /or educational material, digital resources and knowledge sources centres (e.g., Europeana project, eTwinning etc.), are available to all educators. • A more mature European and national culture is formed that encourages the love of reading, the interaction and collaboration between teachers and students, the development of scientific dialogue and the encouragement of cultural events organisation within conventional and digital spaces, where knowledge is at the epicentre, processed and circulated, with access to the internet and an open world of information.	• At the national ecosystem there are barriers to change that relate to resistance to innovative educational practices and digital upskilling. • National directions at school management level do not directly include instructions and guidelines for the support of teachers' initiatives on information and digital literacy. • Teachers are not adequately supported with funded programmes to participate in lifelong learning for information and digital literacy. • Lack of teacher confidence: Technologies are considered to have a "supportive" role for teaching and learning, while teachers may lack confidence to delve deeper into digital literacy skills development. This is considered an area of expertise for the Computing teacher. • Systemic barriers and sustainability: The school library is not treated as a structural educational system component, with few attempts only to create and develop school libraries within the educational system in a sustainable way.

Strategy 1. Information and Digital Literacy at the epicentre of school curriculum

Information and digital literacy values should be further embedded into the new primary school curricula and educators should further upgrade their information and digital literacy competences through appropriate training and establishing a reading culture as a sustainable practice.

Objective 1.1 Increase weekly teaching hours of the ICT course

Digital literacy is explicitly mentioned in a recently reviewed course for ICT which, under certain circumstances, may present a supportive direction for digital literacy. The ICT course should be strengthened both qualitatively and quantitatively in the weekly teaching schedule.

Objective 1.2 Enhance information and digital literacy education-related activities within all subjects

The new legislation for school curricula 2023 explicitly mentions individual information and digital skills, including those for finding, analysing, critically evaluating and presenting information, peer collaboration and problem-solving skills in several subjects (e.g., history, visual art, literature etc.) but not information literacy explicitly as a compound concept.

Objective 1.3 Provide appropriate information and digital literacy resources to be used by educators in all subjects

Provide good practices and resources for information and digital literacy related to specific subjects in primary education. Include children's literature and transmedia resources.

Strategy 2. Functional modern school libraries for all schools

Every school should have a fully functional library providing access to various conventional and digital resources and sufficient infrastructure to support increased participation of children in information and digital literacy activities. Greek primary school libraries should be considered an essential component of the primary school education system, and greater awareness should be cultivated about their role and function in fostering children's development of information and digital literacy. To achieve this, it is important to re-examine libraries' operational characteristics by extending their limited operation times, developing a suitable school building infrastructure, offering appropriately designed spaces for learning activities, ensuring the presence of an enriched library collection with suitable material on information and digital literacy at all levels, and securing the provision of sufficient digital equipment and material, ensuring, at the same time, the presence of qualified staff with training and expertise in library services.

Objective 2.1 Provide primary school libraries with LIS staff

Individual schools or groups of schools within the existing Network of School Libraries in Primary Education (myLib, 2024) should be supported by appropriately trained staff with a priority to engage LIS qualified personnel.

Objective 2.2 Provide appropriate resources for school libraries

School libraries should be supported by developing strategies to improve the availability and the efficiency of space, IT resources and access to educational resources for efficiently organising information and digital literacy training initiatives.

Strategy 3. Funded accredited high quality lifelong learning programs on information and digital literacy for all educators and all aspects of teaching practices and educational realities

Lifelong Learning (LLL) is a key element that is present in strategies at both an EU and Greek level, as well as a direction that is supported and funded by national and European sources. Emphasis should be placed on the development of a holistic strategy for LLL programs that centres on teachers' information and digital literacy skills enhancement, based on an established methodological approach that supports the ongoing and systematic assessment of skills and exploration of needs. As an outcome of this, accredited programmes can be designed and implemented involving evaluation and ongoing review. This threefold approach (i.e., exploration of needs, programme design and ongoing review) can further support existing initiatives and collaborate with existing LLL institutions for further programme development on information and digital literacy. Furthermore, developing lifelong learning programs on information and digital literacy that are funded and /or co-financed by national bodies and /or the European Union, may provide a strong motive to all primary education teachers of different subject areas to build their confidence as contributors to a continuously expanding digital ecosystem.

Objective 3.1 Critical exploration of educational needs for information and digital literacy development of educators

This can take the form of an online survey based on DigComp 2.2 (Vuorikari, Kluzer & Punie, 2022).

Objective 3.2 Development of appropriate lifelong learning programmes on information and digital literacy

LLL institutions should be encouraged to develop LLL programmes on information and digital literacy based on objective 3.1 results for different subject areas and for different levels of skills.

Objective 3.3 On-going review and evaluation in view of a constantly evolving information and digital landscape

Information and digital skills development should not be considered a static skill set but should be revisited on an ongoing and expanding basis, where individual teachers are encouraged to continuously be meeting their information and digital literacy related educational needs.

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3.6 BRIDGE Report for United Kingdom (England)

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3.6.1 Guidelines and initiatives

Although this national report reflects the UK arm of the BRIDGE project, its focus is more specifically on England, as the education systems in the three other devolved nations of the UK - Scotland, Wales and Northern Ireland - are separate and distinct and did not form part of the study. However, in the overview below, there are references to UK initiatives and reports, where these relate to all four nations.

In the UK, and particularly in England, information literacy both as a concept and as a practice is not widely recognised in public policy and practice. Instead, the focus in recent years has been on digital literacy and media literacy. In practice, these three literacies overlap significantly, and sometimes, the terms are used interchangeably in policy documents, so that information literacy, even though it is not mentioned, is implicitly present in digital and media literacy. For instance, the definition of media literacy set out in the UK government's 2021 Online Media Literacy Strategy (HM Government, Department for Science, Innovation and Technology & Department of Digital, Culture, Media & Sport, 2021b) could easily be adapted for information literacy:

> "An understanding of the nature and characteristics of material published by means of the electronic media; an awareness of the impact that such material may have (for example, the impact on the behaviour of those who receive it); an awareness and understanding of the processes by which such material is selected or made available for publication."

Digital literacy has featured in public discourse for longer than media literacy. In 2017, the government published its UK Digital Strategy (HM Government, Department for Science, Innovation and Technology & Department for Digital, Culture, Media & Sport, 2017); this presented digital literacy largely in terms of functional digital skills, aligned with IT/computing skills, to allow people to make the most of online environments; to combat digital exclusion; and to boost the UK economy by helping businesses to develop their digital capabilities. The Essential Digital Skills Framework (HM Government, Department for Education, 2018) drawn up the following year, signalled a broader approach to digital literacy, by englobing not only foundation skills, but also more advanced abilities relating to communicating and sharing information, handling and evaluating online content, problem-solving and contracting. The Framework was designed for adults, but in 2017, the Children's Commissioner for England, a public agency that champions the voices and needs of children, produced its 'Growing up Digital' report (Children's Commissioner for England,2017), which called for a step change in how children are prepared for their digital lives. This too took a broad view of digital literacy, moving beyond functional skills, notably by calling for the creation of a digital citizenship programme to be compulsory in every school for children aged 4 to 14.

Until around 2018, media literacy featured little in national policy making. That changed with the growing realisation of the dangers that online harms represent to society and to democracy. In 2019, the Government published its Online Harms White Paper (HM Government, Department of Digital, Culture, Media & Sport & Home Office, 2019). Although this placed much emphasis on the imperative to

strengthen the regulatory environment, its chapter on empowering users related largely to both media literacy and digital literacy, and on the relationship between the two literacies:

> "Online media and digital literacy can equip users with the skills they need to spot dangers online, critically appraise information and take steps to keep themselves and others safe online. It can also have wider benefits, including for the functioning of democracy by giving users a better understanding of online content and enabling them to distinguish between facts and opinions online."

Thus, the White Paper recognised that media literacy and digital literacy have significant societal importance in the face of a wide range of online risks and dangers. Similar concerns emerged from the Cairncross Review (Cairncross, 2019), a government-commissioned investigation on the future of journalism. The report stemming from the review, published in 2019, argued that sustaining high-quality, ethical journalism depends partly on equipping people to judge the quality of online news. The report referred to this ability as critical and digital literacy as well as media literacy.

Both the White Paper and the Cairncross Review called for a national strategy on media literacy. The government accepted this proposal and in 2021, the Department of Digital, Culture, Media and Sport (DCMS) – which was at the time the government ministry responsible for the digital agenda – set out its Online Media Literacy Strategy (HM Government, Department for Science, Innovation and Technology & Department of Digital, Culture, Media & Sport, 2021b). For the first time, there was in England a national framework for developing, coordinating and implementing media literacy, which recognises the importance of boosting media literacy capabilities across society (note that the Strategy applies only to England, not the three other devolved nations). The Strategy is founded on six principles, two of which are particularly noteworthy:

(i) users should understand how the online environment operates and use this to inform decisions online; and
(ii) users should understand how online content is generated and be able to critically analyse the content they consume.

The Strategy includes a section explicitly on information literacy – the first time too that this term appears prominently in a major public policy document.

The Strategy marked an important step in the recognition of media literacy, and associated literacies, as a national priority. However, it understates the vital importance of improving the English education system so that it better addresses the development of media and information literacy capabilities among school students. A major parliamentary report on disinformation (House of Commons Digital, Culture, Media & Sport Committee, 2018) recommended that digital literacy should be the fourth pillar of education, alongside reading and maths (in that report, digital literacy closely equates with information literacy and media literacy). However, the Government rejected the proposal, on the questionable grounds that digital literacy is already properly covered by the school curriculum. The Strategy unquestioningly accepted the Government's view, despite evidence to the contrary. The shortcomings of the school curriculum are covered in the section below.

As part of the research conducted to produce the Strategy, DCMS conducted research which identified 170 organisations and initiatives across the UK that undertake media literacy activities. DCMS

has documented over 70 of these in an online briefing note (HM Government, Department for Science, Innovation and Technology & Department for Digital, Culture, Media & Sport, 2021a); for the most part, they are third-sector, charitable initiatives. A large number of them, destined for young people, adults, parents and educators, are about staying safe online, avoiding harmful content and addressing cyberbullying, but some of the resources relate more broadly to promoting discernment and critical thinking, particularly in the face of mis/disinformation. The following are a few selected examples which are particularly relevant to young people, including primary school children:

- Be Internet Legends (ParentZone, 2023): this programme aims to help 7- to 11-year-olds become safer, more confident explorers of the online world.
- The Economist Educational Foundation (2023): aims to empower young people to join inspiring, high-quality discussions about current affairs in the classroom and online. Its vision is for all young people to have high-quality current-affairs discussions regularly, so that these become a normal part of growing up.
- BBC Young Reporter (BBC, 2023): provides an opportunity for 11–18-year-olds to develop media skills, news literacy and share their stories with the BBC.
- Be Internet Citizens (The Institute for Strategic Dialogue, YouTube & ParentZone, 2023): a programme that empowers young people to become accountable and conscientious digital leaders.
- NewsWise (The Guardian Foundation, 2023): this initiative, aims to empower 7–11-year-olds with the skills and knowledge to engage with and enjoy news, to feel confident to ask questions and to challenge misinformation, and to have their own values and opinions.
- The Student View (2023): a network of pop-up newsrooms in schools across England, where journalists volunteer and support schoolchildren from underrepresented groups in the media to spot misinformation and launch their own local news investigations.
- Digiworld (Telenor Group & ParentZone, 2023): designed to help 5–16-year-olds, their families and their schools to develop the knowledge and skills needed to navigate the online world in a safer and more enjoyable way, while promoting digital resilience.

New initiatives are constantly emerging. As part of its plans to implement the Online Media Literacy Strategy, DCMS has funded a first tranche of pilot projects (HM Government, Department for Digital, Culture, Media & Sport, 2022) aimed at fostering media literacy, through a call for proposals issued during summer 2022 and worth around £1 million. At the time of writing, the Department for Science, Innovation and Technology (DSIT, which is the government ministry that took over responsibility for media literacy from DCMS in early 2023) has issued a further call for proposals to extend some of these projects into 2024.

Another major development was the passing of the Online Safety Act (UK Parliament, 2023). This extensive piece of legislation, which took a year and a half to get through the UK Parliament and became law in October 2023, mostly relates to the regulation of online platforms. However, it includes a chapter on media literacy, which places a responsibility on Ofcom, the UK's national media regulator, to heighten the public's awareness and understanding of media literacy, particularly in the context of guarding against online harms. This confers an educational role on Ofcom, although the legislation is unclear about how that role would be filled; and the Act does not say anything specifically about the role of schools

In practice, prior to the Act, Ofcom has been active in the area of media literacy, notably through its Making Sense of Media Programme (Ofcom, 2023a), which includes extensive research into people's online behaviour, both adults and children, through annual rounds of surveys and analysis. This provides detailed insights into how such behaviour and attitudes towards mainstream and social media evolves over time. As a result of the Act, Ofcom's regulatory role will expand and is likely to include developing its capacity-building and its ability to engage with media literacy stakeholders. As part of this, in 2023, it launched a toolkit for evaluating media literacy interventions (Ofcom, 2023d). Part of this toolkit includes maintaining regularly updated lists of media literacy research and initiatives (Ofcom, 2023c, 2023b). These complement the lists set out by DCMS, as mentioned above.

There has thus been some progress in the UK to recognise media literacy and digital literacy as a significant public policy concern. To date, the driver behind public policy has been around countering risks and dangers, i.e. perceiving media literacy in particular as a form of defence. This is clear from the Online Harms White Paper and the Online Media Literacy Strategy. Arguably, there is a need now for greater emphasis on how media literacy and digital literacy are fundamental in their own right, not just as part of countermeasures but as inherent to the workings of a healthy, democratic, inclusive society. Another point is that so far, public policy relates exclusively to the digital realm, and therefore does not explicitly address wider issues around the use of printed information and media.

3.6.2 School curriculums under the umbrella of Information and Digital Literacy

Brief Introduction

The National Curriculum for Primary and Junior Schools in the UK differs between the devolved nations of the United Kingdom: England, Scotland, Wales and Northern Ireland. Here we will consider the National Curriculum as it applies to England. The current statutory guidelines were issued in 2013 and have not been amended other than a few minor tweaks to specific subjects (HM Government, Department for Education, 2013, last updated 2015).

Primary schools cater for students aged 5-7 years old and this encompasses Key Stage One learning for Years 1 and 2. Junior school is attended by students aged 8-11 years old and the curriculum is termed Key Stage Two (KS2). KS2 is subdivided into Lower KS2 for 8 and 9 year olds (Year 3 and 4) and Upper KS2 for 10 and 11 year olds (Year 5 and 6). Information and Digital Literacy is not taught as a discrete subject but elements including critical thinking and equality values are embedded within the guidance for teaching in some subjects. How it is interpreted and deployed in practice is very much at the discretion of the teacher. It is not compulsory.

School library provision and school librarians are also not statutory in schools in England. According to the 2022 survey from the National Literacy Trust's Primary School Alliance, 11% of primary schools in England have no designated library area and this situation is more prevalent in the most impoverished areas of the country (Primary School Library Alliance, 2022).

Most primary school libraries are supervised by teachers who are given this specific responsibility rather than by a full time qualified and dedicated librarian. Initiatives such as the Primary School Alliance tend to focus on the provision of reading for pleasure books rather than curriculum-based material,

and are often linked with a specific publishing house. Although this may promote equality values and sometimes critical thinking, it rarely touches on information and digital literacy. How reading books are used for a class discussion is very much at the discretion of the teacher and there is little official guidance in the curriculum.

Curriculum specific inclusion

It is compulsory for all state schools in England to teach the National Curriculum in accordance with the guidelines set out by the Department for Education. Ofsted, the national agency responsible for educational standards, is responsible for the inspection of all schools, including for the application of the curriculum. For KS2, the National Curriculum requires study of English, Mathematics and Science as 'core subjects' and then Art & Design, Computing, Design Technology, Geography, History, Music and Physical Education as 'foundation subjects'. In addition, Languages are introduced at Upper KS2 as a foundation subject. Religious Education is also compulsory. The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools (HM Government, Department for Education, 2021). Citizenship and Sex Education teaching is not statutory until secondary school. Primary schools are required to publish their equality, diversity & inclusion (EDI) policy on their website to show they conform to the Equalities Act 2010 section relating to schools (HM Government, Government Equality Office & Equalities and Human Rights Commission (2013, last updated 2015). This also forms part of the school inspection criteria. In general teachers are expected to plan their lessons to conform to these guidelines and to show that the school's EDI policy is evident in their practice.

In England even at this young age the emphasis is placed on acquiring competences to pass a test. National Curriculum Assessments (SATS) take place at the end of KS2 and are required to be published on the school website (UK Parliament, House of Commons Library,2022). The tests are in the three core subjects and so there is considerable pressure on teachers and students to attain the required standard. This drives teaching towards ensuring students are confident in the fact based knowledge and technical ability, e.g. reading fluency, that they will need to pass the tests. Hence, it is difficult to embed non statutory information and digital literacy content into teaching practice unless this has a direct impact on test results. This is even more the case since the COVID pandemic as will be discussed in the next section.

Core subjects

Within the subject of English the areas of diversity, equality and inclusion might be raised through developing opinion and debate which is specified as a learning goal. However, much greater emphasis is placed on the mechanics of reading acquisition (including widening vocabulary) and comprehension, which will be assessed and which are also inspection criteria. The curriculum does suggest students should learn to justify their opinions about what they have read but gives no guidance on how this might be achieved. In using non fiction resources teachers are only obliged to teach the elements of the book construction e.g. an index or contents page. Students are expected to read widely and silently but reference to using a library to help with this only forms part of the non statutory advice. The content

suggested for reading for pleasure does prompt reading about other cultures but nothing else relating to equality or diversity. Again it is only within the non-statutory advice that information skills are mentioned and this is limited for instance to knowing how to retrieve information from a source using an index. It is not about justifying opinion using an evidence base. Overall, the statutory requirements are focussed on construction and comprehension of vocabulary not on opinion and debate about issues the content might raise.

The Mathematics curriculum does include the interpretation of graphs and charts but again overall the emphasis is very much on the mechanics of calculations using the 4 denominators. Even with graphs the purpose is to show how to extract data e.g. an average or a mean or time between two bus stops – it is not considering how information content is presented in terms of bias or equality values.

The third core subject of Science in the curriculum again places focus on specific vocabulary acquisition and the ability to design and carry out an experiment using scientific methods. There is however a suggestion that secondary sources should be used to underpin statements made in their results. The non statutory guidance states:

> "They should also recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations."

Overall within Science, the research element is very much just a fact-finding mission rather than being asked to evaluate what is found and raise questions. This shows the misuse of the word "research" as we would interpret it as information professionals.

Foundation subjects

The emphasis on learning facts and practical methodologies also extends to many of the Foundation subjects, again making it difficult to embed information and digital literacy concepts into lesson plans. However these subjects do not form part of the SATs and so their delivery can be interpreted more liberally. For example the controversial Computing curriculum replaced the ICT curriculum in 2014. It focusses greatly on programming and confidence in using digital products but much of this has been rejected as irrelevant by practitioners. Teachers appear to be selecting the digital literacy elements such as online safety as a core element of the course and rejecting the more technical aspects (Larke, 2019).

The History curriculum contains elements of information literacy as well as introducing diversity and equality values. It states:

> "Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time"

It also addresses critical literacy stating that students should

> "understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed".

Nonetheless, the content of the curriculum does place limits on how information literacy concepts can be developed when the statutory topics to be covered are only British history and ancient civilisations. There is no coverage of modern world history which places restrictions on discussion and evidence gathering around topics of diversity and equality and probably constricts critical thinking views.

Several subjects including Art and Design, Design and Technology, Music include finding out about historical characters in their field and the influence their inventions or techniques have on what we use today. In doing this issues of diversity and equality would be raised and discussed.

Teaching EDI and Relationships

As mentioned before a primary school has to publish an EDI policy and there needs to be evidence for the inspection process that this is being followed. At KS2 the Relationships curriculum is very much focussed on staying safe both in the physical and digital world. However it also covers topics such as bullying, respect for others and recognising a good relationship. Many books for students of this age address these topics through storytelling.

One of the support measures suggested by the Government during the COVID pandemic was a collaborative project known as the Oak's Curriculum. This afforded teachers in primary schools a very structured approach to curriculum design and lesson planning (Oak National Academy, 2023). Although this was intended as a short term measure it has been used as a substitute quick solution to lesson design by many teachers resulting in some controversy (Coles, 2022). The main issue being that this is now being used by the Government to dictate lesson content. The Oak's Curriculum being initiated to offer support during the COVID school closures, focusses on core competences and so contains little information and digital literacy aspects other than online safety.

3.6.3 School Libraries and other resources for supporting IL

As has been mentioned there is no requirement in England for schools to have a library. The national landscape for school libraries in primary and secondary schools was mapped in two reports (BMG Research, 2019 & Great School Libraries, 2023), commissioned by the Great School Libraries campaign. Key findings from the 2023 report include (these are UK-wide figures, i.e. not just for England):

- 86% of primary schools have a designated library area on site.
- 29% of primary schools have designated library staff.
- 35% of primary school libraries are open for more than 6 hours a week.
- 62% of primary schools do not have a designated library budget.

However, in primary schools, libraries may consist of no more than a corner of books in a classroom rather than a dedicated space. The 2020 SLA/Softlink survey (School Library Association & Softlink,

2021), echoed many of the findings of the 2019 Great School Libraries report, additionally breaking down the data according to size and types of primary school.

The most recent library initiative for primary schools arose from the All Party Parliamentary Group on Libraries, Information and Knowledge, out of which the Primary School Alliance was formed. However this organisation is overseen by the National Literacy Trust in conjunction with the publisher Penguin Random House UK and therefore the focus is solely on libraries providing opportunities for reading for pleasure resources (the National Literacy Trust has produced learning resources (National Literacy Trust, 2018 last updated 2019) on news literacy and critical literacy for both primary and secondary schools, but these are designed for teachers rather than librarians). There is no mention of information and digital literacy within the recommendations of either the Future of Primary School Libraries report (National Literacy Trust, 2022), nor in Primary School Library Alliance's November 2022 update (Primary School Library Alliance, 2022), other than a mention of an increase in audio and eBook versions following COVID. Discussion of the need for a diversity of authors is mentioned briefly but there is no reflection on equality or inclusion. The concern here is that this powerful and influential body will give the impression school libraries solely support reading for pleasure rather than for information and that their purpose is resource provision not reflection and discussion. The factual focus of the National Curriculum for England, and the lack of professional staffing and dedicated budget and space combine to make primary school libraries inadequate supporters of information and digital literacy.

So information and digital literacy support may sit more easily by being embedded into other subjects such as Computing which covers internet safety, Relationship teaching similarly looking at both physical and online safety and critical thinking especially within the History curriculum although other subjects considering historical influencers may also be included.

To complement what is done by school libraries, and as outlined in the guidelines and initiatives section above, a number of initiatives, mostly undertaken by third-sector, charitable organisations, work in primary schools to help develop media literacy. And additionally, websites such as Twinkl (2023) provide information on critical thinking, diversity, equality and inclusion but they are not all open source.

3.6.4 Beyond COVID-19 pandemic: lessons learned for post COVID-19 era

The COVID-19 pandemic has had a significant impact on primary schools in England. Many schools were closed to most students in an effort to slow the spread of the virus, and when they reopened, strict measures such as social distancing and the wearing of masks were put in place. This has resulted in a number of challenges for primary schools, including the need to adapt their teaching methods to accommodate these measures, and the impact on the education, social skills and well-being of students who have had to spend long periods of time away from school. In that context, primary school libraries have faced their own challenges. A report from the School Library Association highlighted the extent to which lockdowns exacerbated pre-existing conditions for libraries and, in moving forward from the pandemic, called for a better understanding from school leaders about the role of school libraries (Davidson-Crisp, 2022).

There have also been concerns about the impact of the pandemic on disadvantaged students, who may have had less access to online learning and other resources during the closures. The Government appointed a 'Catch Up Commissioner', Sir Kevan Collins, to address ways of implementing recovery

measures in February 2021. However, he resigned in June of that year, citing lack of funding (Weale, 2021). By September 2021 the Department for Education confirmed he would not be replaced.

According to research by the National Foundation for Educational Research (NFER) (Rose et al, 2021), learning loss in reading during the first lockdown has been calculated to be 1.2 months for primary school pupils in KS1. In KS2 the learning deficit is more marked for Mathematics but recovery in literacy was good. A report from the Education Endowment Foundation (Weidmann et al, 2022) also concluded that most of the learning deficit occurred with Mathematics. This report too suggests that students from less affluent areas showed the greatest degree of learning loss. Nonetheless this overall effect has resulted in efforts being placed on a "catch up curriculum" involving greater emphasis on core competences. This is evidenced by the continuation of initiatives such as the Oak's Curriculum mentioned earlier. Experts such as Geoff Barton, General Secretary of the Association of School and College Leaders, have suggested that there is no need for deliberate intervention and that catch up will evolve (Barton, 2021).

Primary school libraries in England are mostly managed by teachers rather than by dedicated librarians and so the impact of COVID mostly relates to access to resources and staff being allocated fewer hours to manage and disseminate the resources being redeployed to the teaching of core curriculum subjects, as suggested in a report from the Primary School Library Alliance (2022) . Hence it can be understood why libraries were given less priority during the COVID pandemic by senior leaders. The reports points out that:

> "The Covid-19 pandemic has had a lasting impact on how 2 in 5 (40%) state primary schools access library services, with cuts in investment and staffing decreases most impacting library provision in schools."

The main concern overall in approaches and support for information and digital literacy in the wake of the pandemic is that physical space for the library may be repurposed to increase teaching space and that staffing provision may be reduced resulting in access becoming more restricted. With lesson planning emphasis on core competences, factual learning and vocabulary acquisition will take priority over discussion and independent learning especially if the Oak's Curriculum becomes more commonplace.

3.6.5 SWOT for needs and challenges to be met for Information and Digital Literacy

The UK component of the BRIDGE survey (see survey in Appendix 6) provided 60 responses: 25 (42%) from teachers, 28 (47%) from school librarians, with the remainder accounted for by school leaders and other roles. 32 (53%) of the respondents were from state (maintained) schools and 28 (47%) from private, fee-paying schools. Almost all of the respondents (53 out of 60, or 88%) reported that their school has a library.

An analysis of the quantitative data, drawing from the Likert chart responses, showed that for all three broad competence headings covered by the survey (information competences, digital competences and critical thinking/equality values), there are no obvious cross-school patterns in the extent to which learning support is provided. For most areas, around a third of respondents provide support a lot or to

a great extent. It is only in a small number of areas that the degree of support is markedly less, notably with regards to organising information; using information ethically; digital creativity; and informed decision-making/problem-solving. Unsurprisingly, these are mostly the areas where staff are most likely to provide little or no support.

The much more obvious pattern in responses relates to the large or very large variance between reported levels of learning support provided by teachers and librarians. In virtually all of the areas under the three broad themes, teachers are much more likely to provide support a lot or to a great extent than their librarian colleagues. The discrepancy between the two types of staff is particularly marked with regards to digital competences. It is striking how, in such areas, there are large proportions of librarians who provide little or no support. There is a paradox here: librarians are far more likely than teachers to be aware of the term 'information literacy', but far less likely to provide support in the multiplicity of areas associated with information literacy.

The discrepancy is as notable in the level of support provided by the school, where librarians are far more likely than teachers to believe that their school provides relevant support a lot or to a great extent. One particular finding is somewhat disconcerting, with much greater proportions of teachers than librarians believing that their school library provides little or no support.

Another variance emerges in the extent to which independent schools provide greater levels of relevant learning support or resourcing than their state counterparts.

The qualitative elements of the responses, i.e. the comments provided by respondents, do highlight and underpin the issues raised earlier in this chapter. There are barriers to teachers and librarians addressing information literacy and digital literacy competences due to:

- financial constraint imposing choice on what is considered essential to teach the curriculum;
- the narrow focus and behaviourist approach to teaching the National Curriculum in England including an emphasis on online safety in computing;
- the change in perception of the library as a reading for pleasure hub rather than a research centre driven by both the above barriers.

Where good practice is exemplified, it tends to be in schools with an enlightened leadership offering more support and opportunity in these areas coupled with a more flexible approach to the curriculum and good levels of funding. This scenario is more achievable currently within the independent sector.

The SWOT analysis below, and the strategic proposals that follow, draw from the survey responses as well as from the issues covered in this chapter.

Strengths	Weaknesses
• Curriculum: The national curriculum provides a structured foundation for integrating information and digital literacy concepts (even if IL is not explicitly referred to) across some primary education subjects and other curricula followed such as the International Baccalaureate's Primary Years Programme (PYP) and Common Entrance examinations followed mostly by independent schools is even more integrated. • Teacher Engagement and Senior Leader Support Some educators are open to incorporating innovative teaching methods, including transmedia storytelling, to enhance critical thinking skills. • Well Resourced and Diverse Children's Literature: A wealth of children's literature exists in England and plentiful publications are written in the English language that can be used to convey complex concepts, foster critical thinking, and promote equality values. • Digital Technology: Technology and digital tools offer opportunities to engage students through multimedia and interactive resources and despite some schools restricting access many others embrace its use, particularly at primary school level through the use of tablets. • Local initiatives: instances of collaborations with third sector organisations that work in schools to support the development of competences and awareness, notably in the area of news literacy (e.g. NewsWise, Economist Educational Foundation). However, such initiatives are not generalised and take place only in a small minority of schools.	• Lack of Integration: Despite overlaps, information literacy, digital literacy, and media literacy are not explicitly integrated into the curriculum as a whole, leading to fragmented learning. • Poor awareness: lack of understanding, particularly among teachers, of the term 'information literacy', and confusion about the use of terminology with regards to associated literacies (news, media, digital, etc). • Budget Constraints: Limited available finance for books, technology, and training particularly in state funded schools can hinder the implementation of comprehensive information, media and digital literacy strategies. More broadly, inadequate funding often leads to poor library provision, notably in terms of space available for libraries and employment of staff. • Teacher and Librarian Training: Educators may lack proper training on how to effectively use children's literature and transmedia to promote critical thinking and equality values as this does not form a statutory part of their professional training. Librarians where they exist in primary schools are more likely to be solely involved in fiction reading and the perception teachers have of them does not include a role in information and digital literacy. • Assessment Focus: An exam-driven education system might prioritise rote learning over holistic skill development, including critical thinking and media evaluation. This creates a lack of opportunity to practise within the school day for both students and staff • Equity Issues: Disparities between schools, staff and students in access to technology, literature and financial resources, along with social inequality, can lead to uneven learning experiences, affecting the development of digital and media literacy skills. • Resistance to Change: Some educators may be resistant to adopting new teaching methods involving technology or transmedia. Older educators may feel less confident and newer educators may have been discouraged in their training. Librarians may not have been employed with this remit.

Opportunities	Threats
• Integrated Curriculum: There is scope to develop a cohesive strategy that explicitly integrates information and digital literacy, critical thinking, and equality values across all or most subjects despite the rigidity of the official curriculum. • Government Policy: The increasing public policy emphasis on media literacy, particularly as the result of the Online Media Literacy Strategy (2021) and an enhanced role for the media regulator Ofcom, creates the beginnings of a supportive environment for relevant educational initiatives from third sector organisations as well as public bodies. • Professional Development: Offer workshops, training and networking opportunities for educators, stakeholders, policy makers and parents to effectively incorporate children's literature and transmedia in teaching practices. • Funding: Secure additional budgets for school libraries, diverse children's literature, and digital tools to support information and digital literacy initiatives. Investigate sources of free information and resources from charities, organisations etc such as the BRIDGE resource. • Collaboration: Partner with publishers, public libraries, and educational organisations to create curated collections of literature and transmedia resources. • Innovative Learning: Capitalise on students' interest in technology and digital media to create engaging and interactive learning experiences.	• Curriculum Overload: An already packed curriculum might resist the incorporation of additional components, potentially pushing information and digital literacy to the sidelines. • Statutory Tests: The competitive pressure for schools to perform well in national tests to secure good places in league tables and thus attract students and hence funding could discourage educators from dedicating time to teaching critical thinking and media literacy. • Limited Access: Students without access to digital devices / internet access or diverse literature at home might face challenges in fully benefiting from information and digital literacy initiatives. • Lack of Guidance: The absence of clear guidelines on how to effectively use children's literature and transmedia for promoting critical thinking might hinder its implementation. • Lack of recognition of librarian role: Few librarians in the primary sector are professionally qualified and many are just volunteer parents. The remit is usually to help with a reading scheme and to shelve books correctly. Where a well-qualified librarian exists, their expertise can be dismissed because others in school have a more limited expectation of the role. • Narrow interpretation: an educational approach that is too heavily focused on functional digital skills, or which takes a purely protective attitude to information literacy, concentrating on online harms without enough reference to the empowering aspects of IL, as inherent to democratic, inclusive societies. • Insufficient understanding at political level: a failure by the Department for Education to understand the strategic importance of media and information literacy as part of a holistic approach to education.

Strategy 1 : Teacher / Librarian training

Offer professional development workshops that guide educators on integrating children's literature and transmedia for enhanced learning. Foster a culture that values independent thinking, media discernment, and digital fluency as lifelong skills.

Objective 1.1: develop comprehensive teacher training modules

Design and create structured professional development modules that provide educators with in-depth knowledge and practical skills to effectively integrate children's literature and transmedia into their teaching methods.

Objective 1.2: build pedagogical expertise

Equip teachers and librarians with pedagogical strategies that empower them to use children's literature and transmedia to cultivate critical thinking, media awareness, and digital fluency among students.

Objective 1.3: showcase best practices

Highlight successful case studies and examples of how children's literature and transmedia have been integrated to enhance learning outcomes, fostering a deeper understanding of the potential benefits.

Objective 1.4: encourage collaborative learning

Promote collaborative learning among educators by facilitating interactive workshops and discussions that enable them to share experiences, insights, and innovative approaches to integrating literature and transmedia.

Strategy 2 : Collaboration for educational policies and advocacy

Collaborate with all stakeholders that have an interest in information and digital literacy and in the promotion of critical thinking and equality values, to embed these values, competences and skills within wider society.

Objective 2.1: collaborate with educational policymakers

Establish a collaborative partnership between educational institutions, educators, policymakers and other players to advocate for the integration of information and digital literacy principles within overarching education goals.

Objective 2.2: policy integration and implementation

Seek to influence the development and implementation of educational policies that prioritise the acquisition of critical thinking skills, information literacy and equality values in all aspects of teaching and learning and integrate within the curricula, to ensure students have opportunities to develop these skills across various subjects and disciplines.

Objective 2.3: advocacy for inclusive education

Aim to engage the broader community, including parents, caregivers, and the general public, in understanding the value of relevant skills in fostering critical thinking and equality values, ensuring that information and digital literacy principles are accessible and beneficial to all students, regardless of their backgrounds.

Objective 2.4: establish collaborative partnerships with publishers

Initiate partnerships with a diverse range of publishers to ensure access to a wide variety of children's literature resources, to develop thematic and curated collections of books, to offer comprehensive support to educators on the use of curated collections and ensure equitable access to these collections.

Strategy 3 : Digital learning platforms

Create digital platforms hosting interactive transmedia content aligned with learning objectives and implement strategies to ensure all students have access to digital devices, quality literature, and online resources.

Objective 3.1: develop interactive transmedia digital platforms

Create digital platforms that host interactive transmedia content and which align with primary education learning objectives and offer engaging, multimedia-rich learning experiences that combine various forms of media, such as text, images, videos, and interactive elements.

Objective 3.2: ensure access to digital devices and quality literature

Allow all students to have access to the necessary digital devices and high-quality literature resources.

Objective 3.3: implement access strategies for online resources

Ensure students have access to a wide range of online resources beyond digital devices and literature.

Strategy 4 : Community involvement

Engage parents and caregivers in discussions about the importance of information and digital literacy, encouraging support at home.

Objective 4.1: engage parents and caregivers in discussions about information and digital literacy

Involve parents and caregivers in meaningful conversations about the significance of information and digital literacy in education.

Objective 4.2: collaborative learning resources

Create and disseminate collaborative learning resources that facilitate discussions between parents, caregivers, and students on information and digital literacy.

Objective 4.3: cultural sensitivity and inclusivity

Recognise and respect diverse cultural perspectives when engaging parents and caregivers in discussions about information and digital literacy.

Objective 4.4: communication channels

By facilitating ongoing dialogue between schools, educators, parents, and caregivers, encourage continuous engagement and exchange of ideas.

Objective 4.5: long-term engagement

Create a culture of ongoing involvement as an integral part of the educational journey from early years to primary education and beyond.

Strategy 5 : outcomes and impact

Develop an impact framework, deploying methods and tools to measure the outcome and impact of information and media literacy policies and practices.

Objective 5.1: continuous evaluation and enhancement

Establish procedures for regular review and adaptation to ensure that policies remain relevant and effective in addressing the evolving landscape of digital education.

Objective 5.2: evaluate impact and continuous improvement of training

Establish mechanisms for ongoing assessment and feedback to measure the impact of teacher/ librarian training on student outcomes related to independent thinking, media discernment, and digital fluency.

Objective 5.3: monitor and evaluate platform usage

Evaluate that platforms are effectively supporting learning objectives and facilitating students' development of critical thinking and digital literacy skills.

Objective 5.4: measure impact and feedback of literature collections

Establish feedback channels to gather insights from educators and students about the impact of the curated literature collections on promoting critical thinking, equality values, and digital literacy.

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BRIDGE

4. BRIDGE Highlights

How information and digital literacy appears in our country's legislation on primary education

- **SPAIN:** Information literacy is mentioned in relation to digital competence (key competence in the official curriculum) and is also mentioned as a specific competence throughout the curriculum together with media literacy.
- **GREECE:** The national digital strategy addresses digital literacy, and it is aimed towards the development of a digital learning culture, where digital competences development takes place throughout formal education, while information literacy skills are embedded within digital literacy.
- **UK (ENGLAND):** Media and information literacy have recently started to feature in the national policy agenda in England, largely to counter online harms. The Online Safety Act which became law in October 2023, has a section on media literacy. However, information literacy is still not widely recognised specifically in education policy. There are many media literacy initiatives for young people, but more focus is needed on schools to develop these skills systematically.
- **FINLAND:** The Basic Education Act includes broad objectives such as supporting growth into humanity and ethically responsible membership of society, providing knowledge and skills needed in life & promoting equality and equity
- **TÜRKİYE**: The curriculum incorporates Information literacy content with the goal of equipping individuals with the ability to develop problem-solving strategies for practical use in their daily lives. This includes the capacity to search for, gather, comprehend, critique, interpret, organise, and manage information through appropriate methods.
- **ITALY**: The Primary School Curriculum Directions focuses on the need to use digital technologies to expand spaces, times, modes of contact and social interaction between individuals, schools and territorial communities. The document also highlights how ICT can foster the development of critical and assessment skills.

Connections of information and digital literacy with critical thinking and equality values in the country's curriculum

- **SPAIN:** Generally focuses on the use of technologies from an instrumental perspective and less on critical thinking, but some regional regulations do explicitly connect information literacy (also digital and media) with the promotion of critical thinking and equality.
- **GREECE:** The new legislation for school curricula 2023 explicitly mentions individual information and digital skills, including those for finding, analysing, critically evaluating and presenting information, peer collaboration and problem-solving skills in several subjects (e.g. history, visual art, literature etc.) but not information literacy explicitly as a compound concept. Digital literacy is explicitly mentioned in a recently reviewed course for ICT which, under certain circumstances, may present a supportive direction for digital literacy.

- **UK (ENGLAND):** The National Curriculum in England prioritises core competences over critical thinking skills. Information literacy is not systematically taught. School libraries lack resources and professional staff. Equality, diversity and inclusion policies exist but application depends on teachers. Relationships education covers respect and safety but not broader digital literacy.
- **FINLAND:** National core curriculum includes transversal competences including T1 Thinking and learning to learn, T2: Cultural competence, interaction, and expression, T3 Multiliteracy, T5 ICT competence, T7: Participation and influence, building the sustainable future
- **TÜRKİYE:** The Turkish curriculum, as of 2018, has been structured to align with the Turkish Qualifications Framework (TQF). Within this framework, qualifications related to Information Literacy, Information and Communication Technologies Literacy, Human Rights and Democratic Sensitivity Competences, Basic Life Competences, and more are incorporated.
- **ITALY:** The Primary School Curriculum Directions focuses on the progressive acquisition of skills to apply specific information and communication tools that can enable pupils to develop their own ideas, to find, interpret and exchange information, and to organise, process, store and reuse it.

Situation of school libraries and impact of the pandemic on information and digital literacy at primary education as a BRIDGE to support critical thinking and equality values

- **SPAIN:** School libraries are compulsory by law but lack stability and resources (both financial and human). The situation worsened dramatically with the pandemic, when the physical space of the library was closed or its use was modified.
- **GREECE:** The pandemic increased the preparedness but also matured the responsiveness of the primary education system in Greece, highlighting the importance of school libraries, digital resources, information and digital literacy and the need for a more flexible and adaptable educational ecosystem. However, school libraries are underfinanced and understaffed. Empowering and strengthening school libraries and appropriately trained educators is a challenge.
- **UK (ENGLAND):** School libraries are not statutory in England. The COVID-19 pandemic has disrupted primary education in England, with school closures and distance learning. This has exacerbated inequalities and led to some learning loss, especially in maths. School libraries have been impacted through reduced staffing and access. The emphasis is now on core competences rather than broader skills.
- **FINLAND:** School libraries non-existent or small, but schools collaborate with public libraries which is supported by the Library Act; highly educated and independent but overburdened teachers.
- **TÜRKİYE:** According to the 2021 statistics, the total number of school libraries in Türkiye was 32.690. Which means about 75% (three-fourth) of the schools, today, have a library. However this does not mean that these are fully equipped effective libraries.
- **ITALY:** The situation of school libraries in Italy is not uniform and the pandemic has significantly worsened their situation. The funding, even copious, allocated for the creation or implementation of school libraries has not achieved the objective of activating them and making them effective throughout the Country.

BRIDGE

5. BRIDGE Declaration for Information and Digital Literacy for critical thinking and equality values

Europe is transforming within a complex information and digital ecosystem which creates new realities, opportunities and challenges. Fostering information and digital literacy becomes a bridge for transferring the European values of an informed, egalitarian, inclusive and ethical global citizenry. It is increasingly essential to promote information and digital literacy as part of the process of teaching how to learn, reflect and become active, engaged members of society.

As online practices and behaviours become increasingly integral to all aspects of life, the need to promote and support information and digital literacy in schools, including primary schools, is becoming increasingly urgent and profound. In an "always on", interconnected and information-rich world, the ability of young people to make sense of the world is increasingly bound up with an individual and collective capacity to:

- access, make sense, use and create information from multiple sources;
- evaluate and analyse numerous media texts from a range of sources;
- understand how such information and media relates to equality values;
- operate effectively, ethically and safely in complex, dynamic and frequently ambiguous and even frightening digital environments.

Young people that can master such skills and abilities are the most likely to thrive as they become adult citizens and active members of society.

But while many education stakeholders internationally recognise the importance and relevance of information and digital literacy, such recognition has frequently not led to coherent strategies or programmes in education systems and curricula. Although there is variation in the approaches followed across European countries, there is a common urgent need to integrate information and digital literacy more fully into school curricula. The project results highlight the role of school libraries as a key resource for empowering educators to foster our common European values. Libraries, both school and public are important for the implementation and sustainability of any information and digital literacy initiative. They offer access to digital resources and material as well as programs and training that can empower young people to develop information and digital literacy skills and competences, as well as critical thinking. These are essential for leveraging the opportunities and navigating the challenges created in the online world. The outputs of BRIDGE are intended to help teachers, librarians and other educationalists to integrate information and digital literacy into their teaching; and to help primary school students to learn about these concepts.

Overall, BRIDGE believes in information and digital literacy as a vital foundation for building an informed, critical, ethical, respectful and empathetic citizenry for all human beings. Therefore BRIDGE calls for the promotion of endeavours to place information and digital literacy at the heart of primary education.

BRIDGE

APPENDICES

Appendix 1. BRIDGE Spanish questionnaire

Cuestionario proyecto BRIDGE

¡Hola, muchas gracias por leernos!

Te invitamos a participar en este cuestionario sobre competencias informacionales en la escuela (alumnado de 8 a 11 años).

El cuestionario forma parte del proyecto BRIDGE, que constituye una red de cooperación transnacional para el intercambio de buenas prácticas y recursos para la educación primaria. Esperamos que los resultados sirvan de apoyo a la enseñanza y el aprendizaje en tu escuela. Si quieres saber más sobre el proyecto, visita nuestra página web: https://bridgeinfoliteracy.eu. El proyecto, en el que participan seis países, está respaldado por el programa Erasmus+ de la Unión Europea, y España es el país coordinador.

El cuestionario es anónimo y se puede contestar aproximadamente en 15 minutos.

Si tienes alguna pregunta, no dudes en ponerte en contacto escribiendo a dsales@uji.es (Dora Sales).

* Indica que la pregunta es obligatoria

Consentimiento

El siguiente cuestionario forma parte de la investigación en curso realizada desde el proyecto europeo «Alfabetización informacional y digital en la escuela. Un puente para fomentar el pensamiento crítico y los valores de igualdad para la educación primaria utilizando literatura infantil y recursos transmedia» (2021-1-ES01-KA220-SCH-000032527), parte del Programa Erasmus+**.**

Tanto la información que te solicitamos como tus datos (en ningún caso se recogen datos personales) se tratarán con la debida confidencialidad cumpliendo con el Reglamento General de Protección de Datos. Se emplearán únicamente para el desarrollo de la investigación y las publicaciones del proyecto, y solo tendrá acceso a estos datos el equipo de investigación. El equipo custodiará la base de datos generada en Excel mediante este cuestionario hasta tres años después de la finalización de la actividad. Pasado este plazo, dicha base será borrada.

Muchas gracias por tu colaboración. Tu ayuda es muy valiosa.

Acepto participar en este cuestionario en línea *

Sí
No

Edad de tu alumnado

¿Das clase a alumnado entre 8 y 11 años? *

Sí

No

1. CONTEXTO

1.0. ¿Qué edad tiene el alumnado a quienes das clase y/o apoyas educativamente? (Marca todo lo que corresponda) *

8 años
9 años
10 años
11 años

1.1. ¿En qué tipo de escuela trabajas? (Si marcas "Otro", por favor, especifica) *

Pública
Privada
Concertada
Otro:

1.2. ¿La escuela en que trabajas tiene biblioteca de centro? (Una que tenga horarios de apertura, cuente con una persona responsable de la misma y organice el material y los préstamos) *

Sí
No

En caso de que tu escuela no tenga biblioteca, ¿acude el bibliobús? ¿Hay algún otro aspecto que quieras comentar?

1.3. ¿Cuál es tu función principal en la actualidad? Indica la función principal que desempeñas. (Si marcas "Otra", por favor, especifica) *

Docente
Responsable de biblioteca
Gestión escolar (p. ej. dirección, administración)
Otra

Campo abierto para especificar en caso de marcar "Otra", o en el caso de que desarrolles más de una función además de la principal que hayas marcado y desees añadir algo.

1.4. ¿Qué impartes? *

Todas las áreas.
Soy docente especialista.

Si en la pregunta anterior has marcado "Soy docente especialista", por favor, especifica en qué.

1.5. ¿Cuántos años completos de experiencia laboral tienes en educación (sin contar el presente curso, puesto que está en proceso)? *

2. COMPETENCIAS INFORMACIONALES, COMPETENCIAS DIGITALES, PENSAMIENTO CRÍTICO Y VALORES DE IGUALDAD EN LAS PRÁCTICAS DOCENTES

En este proyecto, nos alineamos con la definición de alfabetización informacional de CILIP (2018): "La alfabetización informacional es la capacidad de pensar de forma crítica y emitir opiniones razonadas sobre cualquier información que encontremos y utilicemos. [...] La alfabetización informacional incluye un conjunto de habilidades y capacidades que todas las personas necesitamos para realizar tareas relacionadas con la información: por ejemplo, cómo descubrirla, acceder a ella, interpretarla, analizarla, gestionarla, crearla, comunicarla, almacenarla y compartirla. [...] La alfabetización informacional se relaciona y se solapa con otras alfabetizaciones, que incluyen específicamente la alfabetización digital *(digital literacy),* la alfabetización académica *(academic literacy)* y la alfabetización mediática *(media literacy)*" (https://revistas.um.es/analesdoc/article/view/373811).

Descubrir, acceder, interpretar, analizar, gestionar, crear, comunicar, almacenar y compartir información forman parte del aprendizaje. Sin embargo, especialmente con las niñas y los niños pequeños, puede resultar difícil apoyar el desarrollo de las competencias necesarias para llevar a cabo estas actividades. En BRIDGE nos interesa saber cómo el profesorado y el resto del personal escolar apoyan el desarrollo de estas competencias, a menudo denominadas alfabetización informacional y/o digital, en su trabajo. Consideramos que estas competencias son clave para la educación de una ciudadanía ética e igualitaria, que entienda y asuma el valor de la información y la dignidad de todas las personas, ayudando a evitar la transmisión de estereotipos y bulos y a frenar la desinformación, a partir de un enfoque responsable de la información en todos sus ámbitos (su consumo, gestión, creación y difusión). Un comportamiento informacional y digital crítico y responsable puede contribuir a una sociedad más equitativa.

¿Conocías ya el término alfabetización informacional? *
Sí
No

Si has contestado "Sí", ¿quieres decirnos cómo lo conociste, si has recibido formación al respecto o cualquier otra cosa que quieras hacer constar?

COMPETENCIAS INFORMACIONALES

(en relación con la información tanto digital como no digital)

Apoyo al alumnado a… *
(Escala para todas las preguntas en esta sección)

1 En absoluto	2 Un poco	3 Moderadamente	4 Mucho	5 En gran medida

- Identificar sus necesidades de información (p. ej., tener en cuenta los conocimientos existentes y las lagunas, comprender qué información se necesita para las diferentes tareas de aprendizaje,

comprender que la información puede tener diferentes niveles de complejidad/dificultad).
- Recopilar vocabulario útil para una tarea de indagación/aprendizaje (es decir, pensar los términos más adecuados antes de emprender una búsqueda de información en la biblioteca o en línea).
- Utilizar una variedad de enfoques diferentes para buscar información, ya sea, por ejemplo, en la biblioteca o en línea (p. ej., utilizando diversas fuentes de información, estrategias de búsqueda y términos/vocabulario de búsqueda).
- Comprender cómo evaluar la información (p. ej., haciendo hincapié en la credibilidad de las fuentes, problematizando cualquier sesgo encontrado en las publicaciones de prensa/redes sociales, apreciando las implicaciones negativas más amplias de los bulos, la información errónea y la desinformación que se difunde intencionadamente con el propósito de engañar).
- Organizar la información (p. ej., mediante tarjetas o fichas, carpetas personales, marcadores o espacios de aprendizaje en línea).
- Utilizar (y compartir) la información y los contenidos de forma ética (es decir, reconocer/citar las fuentes de información, compartir información fiable, guardar con seguridad la información privada/sensible/personal).

Si has seleccionado "en absoluto" o "un poco" en alguna de las categorías anteriores en esta sección, por favor explica por qué (es decir, los problemas/obstáculos con que te encuentras).

Si has seleccionado "mucho" o "en gran medida" en alguna de las categorías anteriores en esta sección, por favor danos un ejemplo de cómo estás apoyando estas competencias en tu clase.

COMPETENCIAS DIGITALES

Apoyo al alumnado a… *

(Escala para todas las preguntas en esta sección)

1 En absoluto	2 Un poco	3 Moderadamente	4 Mucho	5 En gran medida

- Comprender los principios y valores de la ciudadanía digital (es decir, comportamientos para participar responsablemente en actividades sociales y cívicas en línea, tratar a las demás personas con respeto, establecer relaciones positivas y de apoyo, comprender los efectos del ciberacoso y de la incitación al odio tanto propios como en su entorno).
- Comprender la netiqueta al compartir/comunicar/colaborar a través de las tecnologías digitales y en línea (es decir, códigos de conducta, diversidades culturales y generacionales, etc.).
- Comprender la seguridad en línea (p. ej., gestionar sus datos personales, su identidad digital y su huella digital: el rastro de datos que dejan al utilizar Internet).
- Comprender la protección en línea (p. ej., proteger los dispositivos, los datos personales y la privacidad; identificar las estafas/phishing en línea y los sitios web y mensajes digitales fraudulentos: cómo se puede piratear un dispositivo -ordenador, portátil, cámaras web, teléfonos, etc.).
- Desarrollar la creatividad digital (p. ej., seleccionar/utilizar las herramientas y tecnologías digitales adecuadas para crear nuevos contenidos digitales).

Si has seleccionado "en absoluto" o "un poco" en alguna de las categorías anteriores en esta sección, por favor explica por qué (es decir, los problemas/obstáculos con que te encuentras).

Si has seleccionado "mucho" o "en gran medida" en alguna de las categorías anteriores en esta sección, por favor danos un ejemplo de cómo estás apoyando estas competencias en tu clase.

PENSAMIENTO CRÍTICO Y VALORES DE IGUALDAD

(en relación con la información tanto digital como no digital)

Apoyo al alumnado a… *

(Escala para todas las preguntas en esta sección)

1 En absoluto	2 Un poco	3 Moderadamente	4 Mucho	5 En gran medida

- Aprender a preguntar de forma inquisitiva/formular sus propias preguntas (es decir, desarrollar la curiosidad por saber más sobre un tema, percibir las relaciones entre ideas importantes y discernir la información conflictiva y contradictoria en lo que leen).
- Buscar información sobre ambas partes de un argumento, "sopesando" todas las posiciones a favor y en contra, incluso si una de ellas entra en conflicto con sus propias creencias/visiones/posiciones existentes.
- Utilizar información contrastada y sin sesgos para comprender los problemas de diversidad/inclusión/igualdad (p. ej., diferencias culturales, minorías étnicas, poblaciones marginadas, igualdad de género/racial, discapacidades).
- Utilizar información contrastada y sin sesgos para conformar las creencias personales y la visión del mundo (p. ej., sobre cuestiones medioambientales o sanitarias).
- Comprender la importancia de la toma de decisiones y la resolución de problemas con conocimiento de causa (es decir, el papel que desempeña la información en el desarrollo del pensamiento crítico).

Si has seleccionado "en absoluto" o "un poco" en alguna de las categorías anteriores en esta sección, por favor explica por qué (es decir, los problemas/obstáculos con que te encuentras).

Si has seleccionado "mucho" o "en gran medida" en alguna de las categorías anteriores en esta sección, por favor danos un ejemplo de cómo estás apoyando estas competencias en tu clase.

3. ENTORNO ESCOLAR

Marca la respuesta que mejor se ajuste a tu contexto. *

(Escala para todas las preguntas en esta sección)

1 En absoluto	2 Un poco	3 Moderadamente	4 Mucho	5 En gran medida

- ¿Crees que tu centro educativo cuenta con los recursos (p. ej., material de lectura, acceso a Internet, dispositivos) para apoyar a tu alumnado en el desarrollo de competencias informacionales y digitales, el pensamiento crítico y los valores de igualdad?
- ¿Puedes seleccionar material didáctico útil y valioso (sea del ya disponible en el centro o seleccionarlo para que pueda ser adquirido) para tu alumnado en materia de competencias informacionales y digitales, pensamiento crítico y valores de igualdad en tu centro?
- ¿Puedes influir en la dirección de tu centro para el desarrollo de políticas y prácticas en la enseñanza de competencias informacionales y digitales, pensamiento crítico y valores de igualdad?
- ¿Te apoya tu centro educativo cuando tienes un problema relacionado con las prácticas sobre competencias informacionales y digitales, pensamiento crítico y valores de igualdad? (ej. con material especializado o con asesoramiento)
- ¿Tu centro educativo apoya el desarrollo de tus propias competencias informacionales y digitales, el pensamiento crítico y los valores de igualdad (p. ej., mediante recursos de formación)?

Solo para quienes hayan respondido al inicio que su escuela tiene biblioteca: ¿Consideras que la biblioteca de tu centro escolar está apoyando al alumnado en el desarrollo de las competencias informacionales y digitales, el pensamiento crítico y los valores de igualdad?

Selecciona una opción

1 En absoluto	2 Un poco	3 Moderadamente	4 Mucho	5 En gran medida

Si has seleccionado "en absoluto" o "un poco" en alguna de las categorías anteriores en esta sección, por favor explica por qué (es decir, los problemas/obstáculos que existen).

Si has seleccionado "mucho" o "en gran medida" en alguna de las categorías anteriores en esta sección, por favor danos un ejemplo de cómo se están apoyando estos aspectos en tu centro.

4. PRÁCTICAS Y RECURSOS

El objetivo principal de BRIDGE es crear una red de cooperación transnacional para el intercambio de buenas prácticas y recursos para la promoción conjunta de la alfabetización informacional. Por favor, comparte a continuación cualquier enlace o información sobre prácticas y/o recursos para fomentar las competencias informacionales y digitales, el pensamiento crítico y los valores de igualdad que hayas implementado o conozcas. BRIDGE también tiene la intención de aprovechar el potencial educativo de la literatura infantil (especialmente los álbumes ilustrados) y transmedia (por ejemplo, los tráilers de libros / book trailers) para comprometer al alumnado con los valores de igualdad, y como puerta a actividades de alfabetización informacional y digital. Si nos recomiendas algún libro de literatura infantil en particular para estos fines, te agradeceríamos mucho la información que puedas proporcionarnos.

Te recordamos que el proyecto BRIDGE se centra en **alumnado de 8 a 11 años**.

Webs y otros recursos en línea (por ejemplo, redes sociales)

Buenas prácticas

Literatura infantil

5. DATOS DEMOGRÁFICOS

5.1. ¿Cómo te identificas? *

Mujer
Hombre
Prefiero no decirlo
Otro:

5.2. ¿Cuántos años tienes? *

5.3. ¿Cuál es tu nivel educativo más alto? *

Por debajo de Licenciatura/Grado. En este caso, por favor, explícalo
Licenciatura/Grado
Máster
Doctorado

Campo abierto para explicar lo que consideres en caso de marcar "Por debajo de Licenciatura/Grado"

5.4. ¿Dónde trabajas? *

Andalucía
Aragón
Islas Baleares
Canarias
Cantabria
Castilla-La Mancha
Castilla y León
Cataluña
Comunidad de Madrid
Comunidad Foral de Navarra

Comunidad Valenciana
Extremadura
Galicia
País Vasco
Principado de Asturias
Región de Murcia
La Rioja
Ceuta
Melilla

Campo abierto opcional en caso de que haya algo que quieras añadir.

6. SEGUIMIENTO

Nuestro trabajo pretende promover que el alumnado se comprometa con la igualdad, la diversidad y la inclusión y la ciudadanía global, y ser una puerta de entrada a actividades de alfabetización informacional y digital que ayuden a fomentar el aprendizaje informado y guiado por la investigación y el pensamiento crítico.

Como muestra de agradecimiento, nos gustaría invitarte a nuestro seminario de formación en línea, donde difundiremos y compartiremos los materiales de nuestro proyecto: un informe y llamada a la acción sobre la necesidad de promover la alfabetización informacional y digital en la escuela, y un portal de acceso abierto con recursos seleccionados y buenas prácticas para apoyar el desarrollo de la alfabetización informacional y digital en la educación primaria para promover el pensamiento crítico y los valores de la igualdad, la inclusión y la diversidad.

Por favor, déjanos tu nombre y dirección de correo electrónico si deseas que te enviemos un enlace al seminario y una copia de los materiales a su debido tiempo. Todos los datos personales serán tratados de forma confidencial.

¿Te apetecería que contactásemos contigo para realizar una entrevista en profundidad? En caso afirmativo, déjanos tu nombre y dirección de correo electrónico. Todos los datos personales se tratarán de forma confidencial.

Aquí termina el cuestionario. ¡Muchísimas gracias por tu tiempo y participación!

Appendix 2. BRIDGE Italian questionnaire

Questionario BRIDGE

Gentile Docente

Le chiediamo di partecipare a un questionario all'interno del progetto Erasmus+ dal titolo "Information and digital literacy at school. A bridge to support critical thinking and equality values for primary education using children's literature and transmedia" (https://bridgeinfoliteracy.eu/). *BRIDGE - Informazione e alfabetizzazione digitale a scuola. Un ponte per promuovere il pensiero critico e i valori di uguaglianza per l'istruzione primaria attraverso la letteratura per l'infanzia e le risorse transmediali* (2021-1-ES01-KA220-SCH-000032527).

Prima di decidere, è
importante che comprenda il motivo dello studio e cosa Le sarà chiesto di fare, qualora decidesse di prendevi parte.

Questa sezione ha lo scopo
di fornirle un'informazione corretta e completa affinché Lei possa esprimere una scelta libera e consapevole.

Il questionario ha
come obiettivo principale quello di monitorare i processi di *digital literacy* e *digital information* all'interno della scuola primaria (in Italia e nei paesi partner del progetto che sono Spagna, Grecia, Turchia, Finlandia e Gran Bretagna). La partecipazione è facoltativa, ma se decidesse di partecipare le chiederemmo di rispondere alle domande presenti nel formulario: l'indagine non richiederà più di 15 minuti di tempo.

Sia le informazioni che le richiediamo che i suoi dati (in nessun caso vengono raccolti dati personali) saranno trattati con la dovuta riservatezza in conformità con il Regolamento generale sulla protezione dei dati. Le informazioni raccolte saranno utilizzate esclusivamente nell'ambito di questo progetto e solo il gruppo di ricerca avrà accesso ai dati. Il database coi i dati del questionario anonimo, generato in Excel, sarà conservato per un massimo di dieci anni dopo la fine dell'attività. Trascorso tale periodo verrà cancellato.

Se partecipa all'indagine potrà, se lo desidera, seguire un seminario di formazione nel quale verranno restituiti i risultati del questionario e approfonditi i temi del progetto.

La responsabile della ricerca per l'Università di Genova a Sua completa disposizione per qualsiasi chiarimento: Prof.ssa Anna Antoniazzi del Dipartimento di Scienze della Formazione.
Per ulteriori informazioni e comunicazioni può contattare: anna.antoniazzi@unige.it

* Indica una domanda obbligatoria

Consenso

1) Confermo di:

- aver ricevuto spiegazioni esaustive in merito al progetto dal titolo "Information and digital literacy at school. A bridge to support critical thinking and equality values for primary education using children's literature and transmedia";
- aver preso visione della nota informativa relativa al progetto.

2) Sono consapevole:

- dei rischi e dei benefici che possono derivare dalla partecipazione a questo studio.
- che la mia partecipazione è volontaria, e di essere libero di potermi ritirare in qualunque momento senza dover dar spiegazioni

La ringraziamo moltissimo per la collaborazione.

Accetto di partecipare al questionario *

Sì
No

Vai alla sezione 11 (Grazie. Siamo spiacenti che non accetti di partecipare al questionario.).

Età degli alunni

Gli alunni della classe nella quale insegna hanno un'età compresa tra gli 8 e gli 11 anni?*

Sì
No

1. CONTESTO

1. Qual è l'età dei suoi alunni?*

Seleziona tutte le voci applicabili.

8 anni
9 anni
10 anni
11 anni

1.1 In quale tipologia di scuola lavora? * *Contrassegna solo un ovale.*

Pubblica

Paritaria (riconosciuta dall'USR)

Privata (non riconosciuta dall'USR)

1.2 La scuola nella quale presta servizio ha una biblioteca?

Sì
No

1. 3 Qual è il ruolo principale che svolge attualmente?*

Insegnante
Bibliotecario/a (e/o funzione strumentale in questa area)
Dirigente scolastico
Altro

Nel caso abbia risposto "Altro" le chiediamo di specificare

1.4 Che cosa insegna?*

Materie trasversali
Una specifica materia disciplinar
Se ha indicato "Una specifica materia disciplinare" le chiediamo la cortesia di indicare quale:

Italiano
Lingua inglese
Storia
Geografia
Matematica
Scienze
Musica
Arte e immagine
Educazione fisica
Tecnologia

1.5 Quanti anni di insegnamento ha maturato? *

2. COMPETENZE INFORMATIVE, COMPETENZE DIGITALI, PENSIERO CRITICO E VALORI DI UGUAGLIANZA NELLE PRATICHE DI INSEGNAMENTO

«L'Information Literacy è l'abilità di pensare criticamente e esprimere giudizi equilibrati sull'informazione che troviamo e usiamo [...] ci aiuta come cittadini a maturare e esprimere punti di vista informati e a partecipare in modo pieno alla società.

Il concetto di Information Literacy comprende una serie di abilità e competenze che tutti devono possedere per svolgere compiti che presuppongono l'uso di informazione, come ad esempio accedere, interpretare, analizzare, gestire, creare, comunicare, archiviare e condividere informazione. Ma è molto più di questo: si riferisce all'applicazione delle competenze, alle qualità e consapevolezza necessarie a fare il miglior uso dell'informazione e a interpretarla con criterio. L'Information Literacy include il pensiero critico e la consapevolezza e una comprensione sia degli aspetti etici che politici associati all'uso dell'informazione.

L'Information Literacy fa riferimento all'informazione in tutte le sue forme: non solo la carta, ma anche il contenuto digitale, i dati, le immagini e le parole. L'Information Literacy è legata e si sovrappone alle altre literacies, in particolar modo la digital literacy, l'academic literacy e la media literacy. Non è un concetto a sé stante, e si colloca a fianco di altri ambiti di conoscenza e di comprensione. L'Information Literacy aiuta a capire i temi etici e legali connessi all'uso dell'informazione, compresi la privacy, la protezione dei dati, la libertà di informazione, l'open access/open data e la proprietà intellettuale. Più di tutto, Information Literacy significa empowering ed è un importante fattore di sviluppo di società democratiche, inclusive, partecipative; come suggerito da UNESCO, è un diritto umano universale». (https://www.aib.it /struttura/commissioni-e-gruppi/gruppo-di-studio-information-literacy/2019/75711-definizione-il-cilip/#:~:text=Il%20concetto%20di%20Information%20Literacy,comunicare %2C%20archiviare%20e%20condividere%20informazione)

Scoprire, accedere, interpretare, analizzare, gestire, creare, comunicare, archiviare e condividere informazione fa parte dei processi di apprendimento. Tuttavia, sostenere i bambini e le bambine nello sviluppo delle competenze necessarie per svolgere queste attività può rappresentare una vera sfida.

Il progetto BRIDGE si propone di indagare come e quanto il personale docente e non docente della Scuola Primaria si avvalga di queste competenze, spesso denominate information literacy e/o digital literacy nello svolgimento del proprio lavoro. Consideriamo, infatti, tali competenze fondamentali per l'educazione ad una cittadinanza etica e ugualitaria che comprenda e assuma come necessario il valore di una corretta informazione/comunicazione per promuovere la dignità di ogni singolo individuo, provando ad evitare contenuti stereotipici e fake news e cercando di scoraggiare la disinformazione, basandosi su un approccio responsabile all'informazione in tutti i campi (dal consumo, alla gestione, creazione e divulgazione). Un comportamento critico e responsabile dal punto di vista informativo/comunicativo può, infatti, contribuire a una società più equa.

Conosceva già il termine *Information Literacy*? *

Sì
No

Se hai risposto "Sì", se vuole, indichi attraverso quali mezzi ha acquisito tale conoscenza e, nel caso, se ha ricevuto una formazione specifica in quell'ambito

COMPETENZE INFORMATIVE Supporto le/gli studenti nel…

Individuare i loro bisogni informativi (per es., prendendo in considerazione le conoscenze e le lacune esistenti, capendo di quali informazioni abbiano bisogno per svolgere i diversi compiti, rilevando che tali informazioni possano avere diversi livelli di complessità/difficoltà).

Per nulla	Poco	Mediamente	Molto	Completamente

Predisporre un glossario utile allo svolgimento di un compito o di una ricerca (per es., prima di iniziare una ricerca in biblioteca oppure online).

Per nulla	Poco	Mediamente	Molto	Completamente

Utilizzare una gamma di approcci diversi per la ricerca delle informazioni sia in biblioteca che online (per es., usando un ventaglio di fonti informative, strategie di ricerca e di termini/vocabolari diversi).

Per nulla	Poco	Mediamente	Molto	Completamente

Capire come valutare l'informazione (per es., evidenziando l'affidabilità della fonte, criticando eventuali discordanze ritrovate nella stampa e nei social media, rilevando le implicazioni negative delle fake news e della misinformazione/disinformazione).

Per nulla	Poco	Mediamente	Molto	Completamente

Organizzare l'informazione (per es. mediante appunti, segnalibri, cartelle contenenti file o spazi di apprendimento online).

Per nulla	Poco	Mediamente	Molto	Completamente

Utilizzare (e condividere) informazioni e contenuti eticamente affidabili (per es., citando le fonti, condividendo informazioni attendibili, tutelando le informazioni private/sensibili/personali).

Per nulla	Poco	Mediamente	Molto	Completamente

Nel caso abbia selezionato "Per nulla" o "Poco" in una qualsiasi delle categorie precedenti, per cortesia, ne spieghi il motivo (per es. ostacoli, ecc…)

Nel caso abbia selezionato "Molto" o "Completamente" in una qualsiasi delle categorie precedenti, per cortesia, condivida un esempio di come sostiene queste abilità nella sua classe.

COMPETENZE DIGITALI

Supporto le/gli studenti nel…

Comprendere i principi e i valori della cittadinanza digitale (per es., comportamenti adeguati per la partecipazione responsabile alle attività sociali e civiche online, trattando le altre persone in maniera rispettosa, costruendo relazioni positive e solidali, riflettendo sugli effetti del cyberbullismo e dell'hate-speech sia su se stessi che su comunità più ampie).

Per nulla	Poco	Mediamente	Molto	Completamente

Utilizzare la "netiquette" nella condivisione/comunicazione/collaborazione attraverso le tecnologie digitali e online (per es., codici di comportamento, diversità generazionali e culturali).

Per nulla	Poco	Mediamente	Molto	Completamente

Comprendere la necessità di attivare azioni a protezione dei propri dati personali online (per es., gestire dati personali, identità digitale e impronte digitali: la traccia dei dati che lasciano quando utilizzano Internet).

Per nulla	Poco	Mediamente	Molto	Completamente

Comprendere la necessità di attivare azioni che tutelino la loro sicurezza online (per es., proteggere i dispositivi, i dati personali e la privacy; riconoscere truffe online/phishing, siti e messaggi digitali fraudolenti: come è possibile hackerare un dispositivo (computer, laptop, webcam, telefono, ecc.).

Per nulla	Poco	Mediamente	Molto	Completamente

Sviluppare la creatività digitale (per es., selezionando/usando strumenti e tecnologie digitali adeguate per creare nuovi contenuti digitali).

Per nulla	Poco	Mediamente	Molto	Completamente

Nel caso abbia selezionato "Per nulla" o "Poco" in una qualsiasi delle categorie precedenti, per cortesia, ne spieghi il motivo (per es. ostacoli, ecc…)

Nel caso abbia selezionato "Molto" o "Completamente" in una qualsiasi delle categorie precedenti, per cortesia, condivida un esempio di come sostiene queste abilità nella sua classe.

PENSIERO CRITICO e VALORI DI UGUAGLIANZA

Supporto le/gli studenti nel…

Coltivare la loro curiosità e aiutarli a formulare domande (per es., per approfondire un tema, per riconoscere le relazioni tra concetti diversi e per individuare e discernere le informazioni contraddittorie e contrastanti presenti in quello che leggono).

Per nulla	Poco	Mediamente	Molto	Completamente

Cercare informazioni per sostenere entrambe le posizioni su un argomento, valutando sia quelle a favore che contro, anche se una di quelle confligge con le loro visioni/pensieri/punti di vista.

Per nulla	Poco	Mediamente	Molto	Completamente

Utilizzare informazioni appropriate per affrontare le questioni legate ad argomenti delicati quali diversità/inclusione/uguaglianza (per es., differenze culturali, minoranze etniche, popolazioni marginalizzate, equità di genere, disabilità.

Per nulla	Poco	Mediamente	Molto	Completamente

Utilizzare informazione appropriate per sviluppare un pensiero critico su se stessi e la propria visione del mondo (per es., su questioni ambientali o legate alla salute).

Per nulla	Poco	Mediamente	Molto	Completamente

Comprendere l'importanza di un'informazione adeguata nei processi decisionali e di problem-solving (per es., il ruolo che svolge l'informazione nello sviluppo del pensiero critico).

Per nulla	Poco	Mediamente	Molto	Completamente

Nel caso abbia selezionato "Per nulla" o "Poco" in una qualsiasi delle categorie precedenti, per cortesia, ne spieghi il motivo (per es., ostacoli, ecc…)

Nel caso abbia selezionato "Molto" o "Completamente" in una qualsiasi delle categorie precedenti, per cortesia, condivida un esempio di come sostiene queste abilità nella sua classe.

3. AMBIENTE SCOLASTICO

Ritiene che la scuola nella quale presta servizio disponga delle risorse necessarie (per es., biblioteca, accesso Internet, dispositivi) per supportare le/gli studenti a sviluppare competenze informative e digitali, pensiero critico e promuovere valori di uguaglianza**?**

Per nulla	Poco	Mediamente	Molto	Completamente

Utilizza materiale didattico valido, necessario per sviluppare competenze informative e digitali, pensiero critico e promuovere i valori di uguaglianza nella sua scuola?

Per nulla	Poco	Mediamente	Molto	Completamente

Indirizza la sua didattica verso lo sviluppo di competenze informative e digitali, pensiero critico e valori di uguaglianza?

Per nulla	Poco	Mediamente	Molto	Completamente

La scuola nella quale presta servizio la supporta quando si presenta un problema relativo alle pratiche legate alle competenze informative e digitali, allo sviluppo del pensiero critico e dei valori di uguaglianza?

Per nulla	Poco	Mediamente	Molto	Completamente

La scuola nella quale presta servizio la sostiene nello sviluppo delle competenze informative e digitali, nello sviluppo del pensiero critico e dei valori di uguaglianza (per es. attraverso risorse formative)?

Per nulla	Poco	Mediamente	Molto	Completamente

Solo per chi abbia risposto all'inizio che la sua scuola è dotata di una biblioteca:

Considera che la biblioteca della scuola nella quale presta servizio supporti le/gli studenti nello sviluppo di competenze informative e digitali, pensiero critico e valori di uguaglianza?

Per nulla	Poco	Mediamente	Molto	Completamente

Nel caso abbia selezionato "Per nulla" o "Poco" in una qualsiasi delle categorie precedenti, per cortesia, ne spieghi il motivo (per es. ostacoli, ecc…)

Nel caso abbia selezionato "Molto" o "Completamente" in una qualsiasi delle categorie precedenti, per cortesia, condivida un esempio di come sostiene queste abilità nella sua
classe

4. PRATICHE E RISORSE

L'obiettivo principale dl progetto BRIDGE è quello di creare una rete di cooperazione transnazionale per lo scambio di buone pratiche e risorse per la promozione congiunta della Information Literacy. Per cortesia, indichi di seguito i link o fornisca altre indicazioni relative alle prassi e/o risorse – da lei utilizzate o delle quali è a conoscenza – in grado di favorire le competenze informative e digitali, il pensiero critico e i valori di uguaglianza.

BRIDGE, inoltre, intende avvalersi del potenziale educativo/comunicativo della letteratura per l'infanzia (in particolare fiabe, racconti e albi illustrati) e delle risorse transmediali (per es., blog, corti animati, film, videogame, app, ecc.) sia per sensibilizzare le/gli studenti sulle tematiche legate all'uguaglianza che come porta d'accesso privilegiata verso le attività di alfabetizzazione informativa e digitale. Se ha consigliato ai suoi allievi e alle sue allieve uno o più libri (o altre narrazioni) su questi temi, apprezzeremmo molto se volesse condividere con noi le relative informazioni (titoli, link, ecc.).

- Siti web e altre risorse online
- Buone pratiche
- Letteratura per l'infanzia

5. DATI ANAGRAFICI

5.1 Come vorrebbe identificarsi? *

Donna
Uomo
Preferisco non rispondere
Altro:

5.2 Quanti anni ha? *

5.3 Qual è il livello di istruzione più alto da lei completato? *

Diploma di scuola secondaria di secondo grado
Laurea triennale
Laurea quadriennale (vecchio ordinamento), Laurea specialistica o Laurea Magistrale
Dottorato

5.4 In quale regione insegna? *

5.5 Da quale regione proviene? *

6. FOLLOW-UP

Il nostro progetto intende coinvolgere attivamente le/gli studenti sulle tematiche legate ad equità, diversità, inclusività e cittadinanza globale e si propone come porta di accesso alle attività di alfabetizzazione informativa e digitale che aiutino a promuovere l'apprendimento informato, guidato dalla ricerca partecipata, e il pensiero critico.

Come segno di riconoscenza per aver aderito alla ricerca, vorremmo invitarla al nostro seminario di formazione online, nel quale diffonderemo e condivideremo i materiali del progetto: un report e un invito all'azione sulla necessità di promuovere l'informazione e l'alfabetizzazione digitale a scuola e un portale open access all'interno del quale trovare risorse selezionate e buone pratiche per sostenere lo sviluppo dell'informazione e dell'alfabetizzazione digitale nell'istruzione primaria per promuovere il pensiero critico e i valori di uguaglianza, inclusione e diversità.

Se lo desidera, lasci il suo nome e indirizzo di posta elettronica in modo che, a tempo debito, possiamo inviarle il link per accedere al seminario formativo e una copia dei materiali prodotti.

Tutti i dati personali saranno trattati in maniera confidenziale.

Sarebbe disposto/a a rilasciarci un'intervista di approfondimento? In caso positivo, per cortesia, indichi il suo nome e un indirizzo di posta elettronica al quale contattarla. Tutti i dati saranno trattati in maniera confidenziale.

Il questionario è concluso. Grazie mille per il suo tempo e la partecipazione.

Appendix 3. BRIDGE Turkish questionnaire

BRIDGE Avrupa Birliği Projesi Anketi

Değerli Katılımcı,

Sizi 8-11 yaş arası ilkokul çocuklarının bilgi yetkinlikleri ile ilgili bu ankete katılmaya davet ediyoruz.

Anket, ilköğretim okullarında eğitimin temelini oluşturan iyi uygulamaların ve kaynakların değişimi için uluslararası bir iş birliği ağı olan BRIDGE başlıklı Avrupa Birliği projesinin bir parçasıdır. Proje çıktılarının okulunuzda öğretme ve öğrenme süreçlerini destekleyeceğini umuyoruz. Proje hakkında daha fazla bilgi edinmek isterseniz, lütfen web sitemizi ziyaret edin: https://bridgeinfoliteracy.eu

Anket anonimdir ve tamamlanması yaklaşık 15 dakika sürmektedir.

Toplanan veriler sadece bu projede ve projenin yayınlarında kullanılacaktır.

Herhangi bir sorunuz varsa lütfen iletişime geçmekten çekinmeyin: saran.murat@gmail.com

* Zorunlu soruyu belirtir

Onay

*Anket sorularına vereceğim yanıtların anonim olacağını, yalnızca belirtilen amaçlar için kullanılacağını anlıyor ve ankete katılmayı kabul ediyorum.

Evet

Hayır

Öğrencilerinizin yaşı

*8-11 yaş arası öğrencilere ders veriyor musunuz?

Evet

Hayır

1. TEMEL BİLGİLER

*1.0. Şu anda öğretmenlik yaptığınız ve/veya desteklediğiniz çocuklar kaç yaşında? (Birden fazla seçenek işaretleyebilirsiniz)

8 yaşında

9 yaşında

10 yaşında

11 yaşında

*1.1 Ne tür bir okulda çalışıyorsunuz?

Devlet okulu

Özel okul

Diğer:

*1.2 Çalıştığınız okulun kütüphanesi var mı?

Evet

Hayır

*1.3 Şu anda birincil rolünüz nedir?
Öğretmen
Kütüphaneci
İdari işler (müdür, müdür yardımcısı)
Diğer:

*1.4 Branşınız nedir?
Sınıf öğretmeni
Branş öğretmeni
Lütfen branşınızı belirtiniz:

*1.5 Alanınızda kaç yıllık deneyiminiz var?

2. ÖĞRETİM UYGULAMALARINDA BİLGİ YETKİNLİKLERİ, DİJİTAL YETKİNLİKLER, ELEŞTİREL DÜŞÜNME VE EŞİTLİK DEĞERLERİ

Bilgi okuryazarlığı, bilgi problemlerini çözmek için gerekli olan bilgiyi bulma, kullanma (analiz etme), değerlendirme (yorumlama), sunma ile ilgili bir dizi beceriyi içerir. Dijital okuryazarlık ve medya okuryazarlığı gibi diğer bazı okuryazarlık becerileri ile de ilişkilendirilir ve örtüşür.

BRIDGE Projesinde öğretmenlerin ve diğer okul personelinin, çalışmalarında bilgi okuryazarlığı ve/veya dijital okuryazarlık olarak adlandırılan yetkinliklerin gelişimini nasıl desteklediği ile ilgileniyoruz.

*Bilgi okuryazarlığı kavramını biliyor musunuz?
Evet
Hayır
Cevabınız "Evet" ise, kavramı nerede ve nasıl duyduğunuzu açıklayınız:

BİLGİ YETKİNLİKLERİ

Aşağıda verilen önermeleri size en uygun seçeneği işaretleyerek cevaplayınız.

1 Hiç	2 Biraz	3 Orta derecede	4 Çok	5 Büyük ölçüde

*Öğrencilerimi aşağıda belirtilen alanlarda destekliyorum.

- Bilgi ihtiyacını belirleme (örneğin, mevcut bilgilerini ve mevcut bilgideki eksikleri belirleme ve dikkate alma, farklı ödevler için farklı tür bilginin gerekli olduğunu anlama, bilginin zorluk seviyesinin farklı olabileceğini anlama).
- Kütüphanede veya İnternette bilgi ararken kullanılabilecek anahtar sözcükleri belirleme.
- Hem kütüphane hem de Internet'te bilgi ararken bir dizi farklı yaklaşım kullanma (örneğin, çeşitli bilgi kaynakları, arama stratejileri ve arama terimleri kullanma).

- Bilginin nasıl değerlendirileceğini anlama (kaynakların güvenilirliğine karar verme, popüler basında/sosyal medyada görülebilen önyargıyı belirleme, sahte haberlerin/yanlış bilginin olumsuz etkilerini anlama).
- Bilgiyi düzenleme (not kartları, bilgisayar dosyaları, yer imleri (bookmarks) veya çevrimiçi öğrenme alanları aracılığıyla toplanan bilgiyi düzenleme).
- Bilgiyi etik olarak kullanma ve paylaşma (kullanılan bilgi kaynaklarına atıf yapma, güvenilir bilgiyi paylaşma, hassas/kişisel bilgileri koruma).
- Bilgi ihtiyacını belirleme (örneğin, mevcut bilgilerini ve mevcut bilgideki eksikleri belirleme ve dikkate alma, farklı ödevler için farklı tür bilginin gerekli olduğunu anlama, bilginin zorluk seviyesinin farklı olabileceğini anlama).
- Kütüphanede veya İnternette bilgi ararken kullanılabilecek anahtar sözcükleri belirleme.
- Hem kütüphane hem de İnternette bilgi ararken bir dizi farklı yaklaşım kullanma (örneğin, çeşitli bilgi kaynakları, arama stratejileri ve arama terimleri kullanma).
- Bilginin nasıl değerlendirileceğini anlama (kaynakların güvenilirliğine karar verme, popüler basında/sosyal medyada görülebilen önyargıyı belirleme, sahte haberlerin/yanlış bilginin olumsuz etkilerini anlama).
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- Bilgiyi etik olarak kullanma ve paylaşma (kullanılan bilgi kaynaklarına atıf yapma, güvenilir bilgiyi paylaşma, hassas/kişisel bilgileri koruma).

Yukarıdaki alanlardan herhangi birinde 'hiç' veya 'biraz' seçeneğini işaretlediyseniz, lütfen nedenini açıklayın (buna neden olan sorunlar/engeller gibi). Yanıtlama isteğe bağlıdır.

Yukarıda belirtilen alanlardan/önermelerden herhangi birinde 'çok' veya 'büyük ölçüde' seçeneğini işaretlediyseniz, lütfen bu becerileri sınıfınızda nasıl desteklediğinize dair bir örnek verin. Yanıtlama isteğe bağlıdır.

DİJİTAL YETKİNLİKLER

Aşağıda verilen önermeleri size en uygun seçeneği işaretleyerek cevaplayınız.

1 Hiç	2 Biraz	3 Orta derecede	4 Çok	5 Büyük ölçüde

*Öğrencilerimi aşağıda belirtilen alanlarda destekliyorum.

- Dijital vatandaşlığın ilkelerini ve değerlerini anlama (ör. Çevrimiçi yurttaşlık faaliyetlerine ve sosyal faaliyetlere sorumlu bir şekilde katılma, başkalarına saygılı davranma, olumlu ve destekleyici ilişkiler kurma, siber zorbalığın ve nefret söyleminin hem bireyler hem de daha geniş topluluklar üzerindeki etkilerini anlama).
- İnternette paylaşım/iletişim/iş birliği yaparken görgü kurallarını anlama (davranış kuralları, kültür ve kuşak farklılıkları)
- İnternette kişisel verileri korumanın önemini anlama (ör. kişisel verilerini, dijital kimliklerini ve İnterneti kullanırken bıraktıkları dijital ayak izlerini yönetme).

- İnternette güvenlik önlemleri almanın önemini anlama (örneğin, cihazları ve gizliliği koruma; çevrimiçi dolandırıcılığı/kimlik avını ve sahte web sitelerini ve dijital mesajları belirleme. Bir aygıt –bilgisayar, dizüstü bilgisayar, web kamerası, telefon vb. – nasıl saldırıya uğrayabilir anlama).
- Dijital yaratıcılığı geliştirme (örneğin, yeni dijital içerik oluşturmak için uygun dijital araçları ve teknolojileri seçme/kullanma).
- Dijital vatandaşlığın ilkelerini ve değerlerini anlama (ör. Çevrim içi yurttaşlık faaliyetlerine ve sosyal faaliyetlere sorumlu bir şekilde katılma, başkalarına saygılı davranma, olumlu ve destekleyici ilişkiler kurma, siber zorbalığın ve nefret söyleminin hem bireyler hem de daha geniş topluluklar üzerindeki etkilerini anlama).
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- İnternette kişisel verileri korumanın önemini anlama (ör. kişisel verilerini, dijital kimliklerini ve İnterneti kullanırken bıraktıkları dijital ayak izlerini yönetme).
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Yukarıdaki alanlardan herhangi birinde 'hiç' veya 'biraz' seçeneğini işaretlediyseniz, lütfen nedenini açıklayın (buna neden olan sorunlar/engeller gibi). Yanıtlama isteğe bağlıdır.

Yukarıda belirtilen alanlardan/önermelerden herhangi birinde 'çok' veya 'büyük ölçüde' seçeneğini işaretlediyseniz, lütfen bu becerileri sınıfınızda nasıl desteklediğinize dair bir örnek verin. Yanıtlama isteğe bağlıdır.

ELEŞTİREL DÜŞÜNME VE EŞİTLİKÇİ DEĞERLER

Aşağıda verilen önermeleri size en uygun seçeneği işaretleyerek cevaplayınız.

1 Hiç	2 Biraz	3 Orta derecede	4 Çok	5 Büyük ölçüde

*Öğrencilerimi aşağıda belirtilen alanlarda destekliyorum.

- Sorgulayıcı olma (bir konu hakkında daha fazla bilgi edinme, kendi sorularını üretme, farklı kavramlar ve fikirler arasındaki ilişkileri algılama ve çelişkili bilgileri ayırt etme).
- Tartışmalı bir konuda görüşlerden biri kendi mevcut inançları/görüşleri ile çatışsa bile her iki görüşü de destekleyici bilgi arama, lehte ve aleyhte tüm bilgiyi birlikte değerlendirme.
- Çeşitlilik/kapsayıcılık/eşitlik konularını anlamak için önyargısız/tarafsız olarak bilgi arama ve kullanma (ör. kültürel farklılıklar, etnik azınlıklar, marjinal gruplar, cinsiyet/ırk eşitliği, engelliler)
- Kişisel inançları ve dünya görüşlerini şekillendirmek için önyargısız/tarafsız olarak bilgi arama ve kullanma (ör. çevre/sağlık sorunları gibi).

- Bilgiye dayalı karar verme/problem çözmenin önemini anlama (eleştirel düşünmeyi geliştirmede bilginin oynadığı rol).
- Sorgulayıcı olma (bir konu hakkında daha fazla bilgi edinme, kendi sorularını üretme, farklı kavramlar ve fikirler arasındaki ilişkileri algılama ve çelişkili bilgileri ayırt etme).
- Tartışmalı bir konuda görüşlerden biri kendi mevcut inançları/görüşleri ile çatışsa bile her iki görüşü de destekleyici bilgi arama, lehte ve aleyhte tüm bilgiyi birlikte değerlendirme.
- Çeşitlilik/kapsayıcılık/eşitlik konularını anlamak için önyargısız/tarafsız olarak bilgi arama ve kullanma (ör. kültürel farklılıklar, etnik azınlıklar, marjinal gruplar, cinsiyet/ırk eşitliği, engelliler)
- Kişisel inançları ve dünya görüşlerini şekillendirmek için önyargısız/tarafsız olarak bilgi arama ve kullanma (ör. çevre/sağlık sorunları gibi).
- Bilgiye dayalı karar verme/problem çözmenin önemini anlama (eleştirel düşünmeyi geliştirmede bilginin oynadığı rol).

Yukarıdaki alanlardan herhangi birinde 'hiç' veya 'biraz' seçeneğini işaretlediyseniz, lütfen nedenini açıklayın (buna neden olan sorunlar/engeller gibi). Yanıtlama isteğe bağlıdır.

Yukarıda belirtilen alanlardan/önermelerden herhangi birinde 'çok' veya 'büyük ölçüde' seçeneğini işaretlediyseniz, lütfen bu becerileri sınıfınızda nasıl desteklediğinize dair bir örnek verin. Yanıtlama isteğe bağlıdır.

3. OKUL ORTAMI

*Aşağıda verilen önermeleri size en uygun seçeneği işaretleyerek cevaplayınız.

1 Hiç	2 Biraz	3 Orta derecede	4 Çok	5 Büyük ölçüde

Okulunuzun, öğrencilerinizi bilgi ve dijital yetkinlikler, eleştirel düşünme ve eşitlik değerleri geliştirmeleri için destekleyecek kaynaklara (örneğin okuma materyali, İnternet erişimi, cihazlar) sahip olduğunu düşünüyor musunuz?

- Okulunuzda bilgi ve dijital yetkinlikler, eleştirel düşünme ve eşitlik değerleri konularında öğrencileriniz için faydalı ve etkili öğrenme materyali seçebiliyor musunuz?
- Bilgi ve dijital yetkinlikler, eleştirel düşünme ve eşitlik değerlerinin öğretilmesiyle ilgili politika ve uygulamaların geliştirilmesinde okul yönetiminizi etkileyebiliyor musunuz?
- Bilgi ve dijital yetkinlikler, eleştirel düşünme ve eşitlik değerleri ile ilgili uygulamalar konusunda bir sorununuz olduğunda okulunuz size destek oluyor mu?
- Okulunuz kendi bilgi ve dijital yetkinliklerinizin, eleştirel düşüncenizin ve eşitlik değerlerinizin gelişimini destekliyor mu (örneğin kaynaklar veya hizmet içi eğitim yoluyla)?
- Okulunuzun, öğrencilerinizi bilgi ve dijital yetkinlikler, eleştirel düşünme ve eşitlik değerleri geliştirmeleri için destekleyecek kaynaklara (örneğin okuma materyali, İnternet erişimi, cihazlar) sahip olduğunu düşünüyor musunuz?
- Okulunuzda bilgi ve dijital yetkinlikler, eleştirel düşünme ve eşitlik değerleri konularında öğrencileriniz için faydalı ve etkili öğrenme materyali seçebiliyor musunuz?

- Bilgi ve dijital yetkinlikler, eleştirel düşünme ve eşitlik değerlerinin öğretilmesiyle ilgili politika ve uygulamaların geliştirilmesinde okul yönetiminizi etkileyebiliyor musunuz?
- Bilgi ve dijital yetkinlikler, eleştirel düşünme ve eşitlik değerleri ile ilgili uygulamalar konusunda bir sorununuz olduğunda okulunuz size destek oluyor mu?
- Okulunuz kendi bilgi ve dijital yetkinliklerinizin, eleştirel düşüncenizin ve eşitlik değerlerinizin gelişimini destekliyor mu (örneğin kaynaklar veya hizmet içi eğitim yoluyla)?

Aşağıdaki önermeyi okulunuzun bir kütüphanesi varsa cevaplayınız.

Okul kütüphanenizin öğrencilerinizi bilgi ve dijital yetkinlikler, eleştirel düşünme ve eşitlik değerleri geliştirmeleri için desteklediğini düşünüyor musunuz?

Size en uygun seçeneği işaretleyerek cevaplayınız.

1 Hiç	2 Biraz	3 Orta derecede	4 Çok	5 Büyük ölçüde

Yukarıdaki alanlardan herhangi birinde 'hiç' veya 'biraz' seçeneğini işaretlediyseniz, lütfen nedenini açıklayın (buna neden olan sorunlar/engeller gibi). Yanıtlama isteğe bağlıdır.

Yukarıda belirtilen alanlardan/önermelerden herhangi birinde 'çok' veya 'büyük ölçüde' seçeneğini işaretlediyseniz, lütfen bu becerileri sınıfınızda nasıl desteklediğinize dair bir örnek verin. Yanıtlama isteğe bağlıdır.

4. UYGULAMALAR VE KAYNAKLAR

BRIDGE Projesi'nin temel amacı, bilgi okuryazarlığının gelişimi için iyi uygulamaların ve kaynakların değişimine dayalı uluslararası bir iş birliği ağı oluşturmaktır. Lütfen bilgi ve dijital yetkinlikleri, eleştirel düşünmeyi ve eşitlik değerlerini geliştirmeye yönelik yaptığınız uygulamalar ve/veya kullandığınız kaynaklarla ilgili tüm bağlantıları (link) ve/veya açıklamaları aşağıya ekleyin.

BRIDGE ayrıca, öğrencilere bilgi ve dijital yetkinlikler, eleştirel düşünme ve eşitlik değerlerini kazandırmada çocuk edebiyatının eğitimsel potansiyelini kullanmayı amaçlamaktadır. Bu amaçla kullanılabilecek çocuk kitapları önerileriniz olursa lütfen aşağıda belirtiniz.

Web siteleri ve diğer çevrimiçi kaynaklar
İyi uygulamalar
Çocuk kitapları

5. DEMOGRAFİK BİLGİLER

*5.1 Kendinizi nasıl tanımlarsınız?
Kadın
Erkek
Söylememeyi tercih ederim

*5.2 Kaç yaşındasınız?

*5.3. Tamamladığınız en üst eğitim seviyesi nedir?
Lisans derecesinin altında
Lisans derecesi
Yüksek lisans derecesi
Doktora
Lisans derecesinin altında seçeneğini işaretlediyseniz lütfen açıklayın:

*5.4 Okulda yüklendiğiniz rol için mesleki yeterliliğiniz (diplomanız veya sertifikanız) var mı?
Evet
Hayır

*5.5 Mevcut göreviniz hangi cografi bölgededir?
1. Akdeniz Bölgesi
2. Doğu Anadolu Bölgesi
3. Ege Bölgesi
4. Güneydoğu Anadolu Bölgesi
5. İç Anadolu Bölgesi
6. Karadeniz Bölgesi
7. Marmara Bölgesi

6. ÇALIŞMA SONRASI SONUÇLARI İZLEME

Okul ortamında bilgi ve dijital okuryazarlık üzerine bir rapor ve eylem çağrısı, seçilmiş kaynaklar ve uygulamalardan oluşan portal gibi proje çıktılarını paylaşacağımız çevrimiçi eğitim seminerine katılmak isterseniz lütfen adınızı ve e-posta adresinizi bırakın. Tüm kişisel bilgiler gizli tutulacaktır.

Bilgi ve dijital yetkinlikler konusunda daha ayrıntılı bilgi alışverişi için görüşme yapmak üzere sizinle iletişime geçilmesini ister misiniz? Cevabınız evet ise, lütfen adınızı ve e-posta adresinizi bırakın. Tüm kişisel veriler gizli tutulacaktır.

Anket burada sona ermiştir. Zaman ayırdığınız ve katıldığınız için çok teşekkür ederiz.

Appendix 4.a BRIDGE Finnish questionnaire (in Finnish)

Tervetuloa vastaamaan kyselyyn, jonka avulla kartoitamme opettajien ja muiden koulun ammattilaisten näkemyksiä tavoista, joilla voidaan tukea lasten informaatio- ja digilukutaitojen kehittymistä. Näitä taitoja tarvitaan esimerkiksi tiedon löytämiseen ja kriittiseen arvioimiseen sekä omien tietojen turvaamiseen digiympäristöissä.

Kysely on tarkoitettu opettajille ja muille 8–11-vuotiaiden lasten kanssa työskenteleville ammattilaisille. Vastaat kyselyyn nimettömänä ja vastaaminen vie noin 15 minuuttia.

Kysely on osa kansainvälistä BRIDGE-hanketta, jota rahoittaa Euroopan unionin Erasmus+ -ohjelma. BRIDGE kokoaa yhteen hyviä toimintatapoja ja resursseja informaatio- ja digilukutaitojen ja kriittisen ajattelun edistämiseen perusopetuksessa. Lisätietoja hankkeesta saat verkkosivuiltamme. Suomi on yksi hankkeen kuudesta osallistujamaasta ja sitä edustaa Oulun yliopiston Informaatiotutkimuksen yksikkö.

Jos sinulla on kysyttävää, voit olla yhteydessä professori Noora Hirvoseen, joka vastaa hankkeen toteutuksesta Suomessa: noora.hirvonen@oulu.fi

Tutustu tästä hankkeen tietosuojaselosteeseen.

Valitsemalla vaihtoehdon ”Kyllä” vahvistat, että olet lukenut ja ymmärtänyt tietosuojaselosteen sisällön ja annat vapaaehtoisen ja tietoon perustuvan suostumuksesi kyselylomakkeen tietojen käsittelyyn tutkimustarkoituksiin. Voit milloin tahansa peruuttaa suostumuksesi ilmoittamalla siitä tutkimuksesta vastaavalle henkilölle (yhteystiedot edellä). Huomioi kuitenkin, että kun lähetät kyselyvastauksesi, tiedot kootaan suurempaan anonymisoituun kokonaisuuteen. Vastausten lähettämisen jälkeen et siis enää voi peruuttaa osallistumistasi. Vastauksesi tallennetaan salatussa muodossa ja tietojasi käytetään anonymisoituina ja vain tässä tutkimuksessa.

Pakolliset kysymykset merkitty tähdellä (*)

1. Olen tutustunut tietosuojaselosteeseen ja annan suostumukseni tietojeni käsittelyyn siinä kuvatulla tavalla (Jos vastaat ”Kyllä”, siirryt kyselyyn. Jos vastaat ”Ei”, et näe kyselyä.)*
Kyllä
Ei

TAUSTATIEDOT

2. Minkä ikäisten lasten kanssa toimit työssäsi tällä hetkellä? (Valitse kaikki sopivat vaihtoehdot)*
8 v.
9 v.
10 v.
11 v.

Ei mikään edellä mainituista

3. Millaisessa koulussa työskentelet?*
Julkisessa
Yksityisessä
Muussa, missä?

4. Onko koulussasi kirjasto?*
Ei
Kyllä, koulukirjasto
Kyllä, kaupungin tai kunnan kirjasto koulun yhteydessä
Muu, mikä?

5. Teetkö yhteistyötä paikallisen yleisen kirjaston kanssa?*
En
En osaa sanoa
Kyllä, millaista ja kuinka usein?

6. Mikä on ensisijainen roolisi tällä hetkellä?*
Opettaja
Kirjastonhoitaja
Rehtori tai muu koulun johdossa työskentelevä henkilö
Muu, mikä?

7. Jos työhösi kuuluu opetustehtäviä, mitä opetat?*
Kaikkia opetussuunnitelmaan kuuluvia aineita
Äidinkieli ja kirjallisuus
Toinen kotimainen kieli
Vieraat kielet
Matematiikka
Ympäristöoppi
Uskonto
Elämänkatsomustieto
Historia
Yhteiskuntaoppi
Musiikki
Kuvataide
Liikunta
Käsityö
Oppilaanohjaus
Muu, mikä

8. Kuinka monta vuotta olet työskennellyt kouluun tai opetukseen liittyvissä tehtävissä?*

INFORMAATIO- JA DIGILUKUTAITOJEN SEKÄ KRIITTISEN AJATTELUN EDISTÄMINEN OPETUKSESSA

BRIDGE-hanke keskittyy lasten informaatiolukutaitoon, jonka CILIP-järjestö (2018) on määritellyt kyvyksi ajatella ja arvioida tietoa kriittisesti ja tasapuolisesti. Informaatiolukutaito sisältää taitoja, joita jokainen tarvitsee tietoon liittyviin tehtäviin, esimerkiksi tiedon löytämiseen, käyttämiseen, tulkitsemiseen, analysoimiseen, hallitsemiseen, luomiseen, viestimiseen, tallentamiseen ja jakamiseen. Informaatiolukutaito on läheisessä, päällekkäisessäkin suhteessa myös muihin lukutaitoihin, erityisesti digilukutaitoon, monilukutaitoon ja medialukutaitoon sekä kriittisen ajattelun taitoihin. Seuraavat kysymykset keskittyvät informaatiolukutaitoon, digilukutaitoon ja kriittiseen ajatteluun.

BRIDGE-hankkeessa ymmärrämme nämä taidot paitsi oppimisen kannalta tärkeiksi, myös keskeisiksi kansalaistaidoiksi. Kriittinen ja vastuullinen asenne tietoon lisää yhteiskunnan oikeudenmukaisuutta esimerkiksi antamalla välineitä stereotypioiden haastamiseen ja valeuutisten pysäyttämiseen.

Erityisesti pienten lasten kohdalla voi olla haastavaa tukea tietoon liittyvän osaamisen kehittymistä. BRIDGE-hankkeessa haluammekin selvittää opettajien ja muiden koulun ammattilaisten näkemyksiä tästä osaamisesta ja sen edistämisestä.

9. Onko ”informaatiolukutaito” sinulle käsitteenä tuttu?*
Ei
Kyllä

10. Kertoisitko tarkemmin: Missä yhteydessä olet kuullut informaatiolukutaidosta? Oletko saanut siihen liittyvää koulutusta? Haluatko kertoa jotain muuta aiheeseen liittyvää?

INFORMAATIOLUKUTAITO

11. Työssäni tuen oppijoita....*

1 En lainkaan	2 Vähän	3 Jonkin verran	4 Paljon	5 Erittäin paljon

Tunnistamaan omia tiedontarpeitaan (esim. huomaamaan millaista tietoa hänellä jo on ja millaista tietoa kulloinkin tarvitaan).

Tutustumaan oppimistehtävään liittyvään keskeiseen sanastoon (esim. ennen kuin lähdetään etsimään tietoa kirjastosta tai verkosta).

Hankkimaan tietoa useilla eri tavoilla esim. kirjastosta ja verkosta (esim. käyttämään erilaisia tiedonlähteitä, hakustrategioita tai -termejä).

Arvioimaan tietoa (esim. lähteen uskottavuuden ja luotettavuuden arvioiminen).

Järjestämään tietoa (esim. muistilapuille, tiedostoihin, kansioihin tai verkko-oppimisympäristöihin).

Käyttämään ja jakamaan tietoa ja/tai sisältöä eettisesti (esim. mainitsemaan käytettyjä lähteitä, jakamaan luotettavaa tietoa, säilyttämään yksityisiä tietoja turvallisesti).

12. Jos vastasit ”paljon” tai ”erittäin paljon” johonkin tai joihinkin edellä mainittuihin väittämiin, kertoisitko, miten esimerkiksi toteutat näitä käytäntöjä opetuksessasi.

13. Jos valitsit ”ei lainkaan” tai ”vähän” johonkin tai joihinkin edellä mainittuihin väittämiin, kertoisitko miksi (voit kertoa esimerkiksi kohtaamistasi ongelmista tai esteistä).

DIGILUKUTAITO

14. Työssäni tuen oppijoita...*

1 En lainkaan	2 Vähän	3 Jonkin verran	4 Paljon	5 Erittäin paljon

Ymmärtämään digitaalisen kansalaisuuden periaatteita ja arvoja (esim. käyttäytymään vastuullisesti verkossa; kohtelemaan toisia kunnioittavasti; ymmärtämään verkkokiusaamisen ja vihapuheen vaikutuksia).

Ymmärtämään netikettiä eli digitaalisessa ympäristössä ja verkossa tapahtuvan tiedonjakamisen, viestinnän ja yhteistyön pelisääntöjä (esim. hyviä toimintatapoja verkossa).

Ymmärtämään verkkoturvallisuutta (esim. omien henkilötietojen, digitaalisen henkilöllisyyden tai digitaalisen jalanjäljen hallintaa).

Ymmärtämään verkon tietoturvakysymyksiä (esim. verkkohuijausten/tietojenkalastelun ja vilpillisten verkkosivustojen sekä laitteisiin kohdistuvien uhkien kuten hakkeroinnin mahdollisuuden tunnistamista).

Kehittämään luovuuttaan digitaalisissa ympäristöissä (esim. valitsemaan ja käyttämään sopivia välineitä ja teknologioita uuden digitaalisen sisällön luomiseksi).

15. Jos vastasit ”paljon” tai ”erittäin paljon” johonkin tai joihinkin edellä mainittuihin väittämiin, kertoisitko, miten esimerkiksi toteutat näitä käytäntöjä opetuksessasi.

16.Jos valitsit ”ei lainkaan” tai ”vähän” johonkin tai joihinkin edellä mainittuihin väittämiin, kertoisitko miksi (voit kertoa esimerkiksi kohtaamistasi ongelmista tai esteistä).

KRIITTINEN AJATTELU

17. Työssäni tuen oppijoita...*

1 En lainkaan	2 Vähän	3 Jonkin verran	4 Paljon	5 Erittäin paljon

Esittämään ja muotoilemaan omia kysymyksiä (esim. kannustan uteliaisuuteen ja hankkimaan lisätietoa).

Etsimään tietoa ja punnitsemaan erilaisia näkökulmia samaan aiheeseen (esim. vastakkaiset ja/tai ristiriitaiset näkemykset).

Käyttämään tietoa, joka auttaa ymmärtämään monimuotoisuuteen, osallisuuteen tai tasa-arvoon liittyviä kysymyksiä (esim. kulttuurierot, etniset tai muut vähemmistöt, sukupuolten tasa-arvo, vammaisuus).

Käyttämään tietoa omien käsitysten ja maailmankatsomuksen muodostamisessa (esim. käsitykset ympäristöstä ja terveydestä).

Ymmärtämään, miksi on tärkeää tehdä päätöksiä tietoon perustuen (esim. tunnistamaan, että kriittiseen ajatteluun tarvitaan tietoa).

18. Jos vastasit ”paljon” tai ”erittäin paljon” johonkin tai joihinkin edellä mainittuihin väittämiin, kertoisitko, miten esimerkiksi toteutat näitä käytäntöjä opetuksessasi.

19. Jos valitsit ”ei lainkaan” tai ”vähän” johonkin tai joihinkin edellä mainittuihin väittämiin, kertoisitko miksi (voit kertoa esimerkiksi kohtaamistasi ongelmista tai esteistä).

KOULUYMPÄRISTÖ

20. Arvioi,*

1 En lainkaan	2 Vähän	3 Jonkin verran	4 Paljon	5 Erittäin paljon

Onko koulussasi resursseja, joiden avulla voit tukea oppilaittesi informaatio- ja digilukutaitojen kehitystä sekä kriittistä ajattelua (esim. oppimateriaaleja, toimiva Internet-yhteys, tarvittavia laitteita)?

Onko sinulla mahdollisuus valita oppimateriaalia, joka soveltuu informaatio- ja digilukutaitojen sekä kriittisen ajattelun opettamiseen?

Pystytkö vaikuttamaan koulun informaatio- ja digilukutaitojen sekä kriittisen ajattelun opettamisen käytäntöjen kehittämiseen hallinnollisella tasolla?

Saatko koululta tukea, jos kohtaat ongelmia informaatio- ja digilukutaitojen tai kriittisen ajattelun opettamisessa?

Saatko koululta tukea omien informaatio- ja digilukutaitojesi tai kriittisen ajattelusi kehittämiseen (esim. koulutuksen muodossa)?

Jos koulussasi on kirjasto: Tukeeko koulusi kirjasto oppilaidesi informaatio- ja digilukutaitojen ja/tai heidän kriittisen ajattelunsa kehittymistä?

21. Jos valitsit ”paljon” tai ”erittäin paljon” jossakin edellä mainituista kategorioista, kertoisitko muutamia esimerkkejä.

22. Jos valitsit ”ei lainkaan” tai ”vähän” jossakin edellä mainituista kategorioista, kertoisitko miksi (voit kertoa esimerkiksi kohtaamistasi ongelmista tai esteistä).

VINKKAA HYVIÄ OPPIMATERIAALEJA JA KÄYTÄNTÖJÄ!

BRIDGE-hankkeessa jaamme hyviä toimintatapoja ja oppimateriaaleja informaatio- ja digilukutaitojen sekä kriittisen ajattelun edistämiseksi kansainvälisessä yhteistyöverkostossa. Kartoitamme myös lastenkirjallisuutta ja niihin liittyviä digitaalisia materiaaleja, jotka soveltuisivat

näiden teemojen käsittelyyn. Toivomme, että jakaisit kanssamme hyviksi havaitsemiasi käytäntöjä tai materiaaleja.

23. Hyviä oppimateriaaleja verkossa
24. Hyviä opetuskäytäntöjä
25. Teemaan sopivia lastenkirjoja

OMAT TIEDOT

26. Sukupuolesi*

Nainen
Mies
Muu, täsmennä halutessasi
En halua vastata

27. Minkä ikäinen olet (vuosina)?*

28. Mikä on korkein suorittamasi koulutus?*

Alempi korkeakoulututkinto
Ylempi korkeakoulututkinto
Tohtorintutkinto
Muu, täsmennä

29. Onko sinulla tehtäväsi edellyttämä ammattipätevyys?*

Kyllä
Ei
En osaa sanoa

30. Mikä on äidinkielesi?*

suomi
ruotsi
Muu, täsmennä

31. Missä asut?*

Valitse
Ahvenanmaa
Etelä-Karjala
Etelä-Pohjanmaa
Etelä-Savo
Kainuu
Kanta-Häme
Keski-Pohjanmaa
Keski-Suomi
Kymenlaakso
Lappi

Pirkanmaa
Pohjanmaa
Pohjois-Karjala
Pohjois-Pohjanmaa
Pohjois-Savo
Päijät-Häme
Satakunta
Uusimaa
Varsinais-Suomi

***

BRIDGE-hankkeessa tuotetaan

- Lasten informaatio- ja digilukutaitoa koskeva raportti, jossa kuvataan näiden lukutaitojen edistämisen tapoja Suomessa, Espanjassa, Turkissa, Italiassa, Kreikassa ja Iso-Britanniassa
- Avoin portaali, johon kootaan valikoituja oppimateriaaleja ja parhaita käytäntöjä tukemaan informaatio- ja digilukutaitojen kehittymistä ja näiden myötä kriittisen ajattelun ja tasa-arvon, osallisuuden ja monimuotoisuuden arvojen edistämistä perusopetuksessa.
- Teemaan liittyvä seminaarisarja eri maiden opettajille
- Opettajien näkemyksiä kartoitamme tämän kyselyn lisäksi haastattelujen avulla.

32. Haluatko pysyä ajan tasalla hankkeen etenemisestä ja keskeisistä tuloksista ja/tai osallistua haastatteluun?*

Kyllä (Jos valitset tämän vaihtoehdon, kysely ohjautuu yhteystietolomakkeelle kun painat "Lähetä").
En

33. Vapaa sana: Millaisia ajatuksia kysely herätti? Pidätkö aihetta tärkeänä? Mitä tulisi huomioida kun pohditaan lasten tietoon liittyvien taitojen edistämistä?

Kysely päättyy tähän. Lämpimät kiitokset ajastasi ja osallistumisestasi!

Appendix 4.b BRIDGE Finnish questionnaire (in Swedish)

Bästa deltagare,

Vi inbjuder dig att delta i denna enkät, som hjälper oss att identifiera vad lärare och annan skolpersonal anser om hur man kan stödja barns utveckling av informationskompetens och digital kompetens. Undersökningen riktas till lärare och andra yrkesverksamma som arbetar med barn i åldern 8–11 år.

Undersökningen är en del av BRIDGE-projektet, det vill säga ett internationellt samarbetsnätverk för utbyte av god praxis och resurser som stödjer utbildning inom grundskolan. Mer information om projektet finns på vår webbplats. Projektet finansieras via EU:s Erasmus+ -program och Finland är ett av sex deltagande länder, representerat av Uleåborg universitets informationsvetenskap.

Undersökningen är anonym och tar cirka 15 minuter att genomföra.

Kontaktinformation

Om du har några frågor är du välkommen att kontakta professor Noora Hirvonen, som ansvarar för projektet i Finland: noora.hirvonen@oulu.fi

Samtycke

För att läsa projektets dataskyddsförordningen, klicka här.

Genom att välja alternativet "Ja" samtycker du till att du har läst och förstått dataskyddsförordningen och ger ditt frivilliga och informerade samtycke till behandling av dina frågeformulärsuppgifter för forskningssyften. Du kan när som helst dra tillbaka ditt samtycke genom att meddela den person som är ansvarig för studien (kontaktinformationen finns ovan). Allteftersom du lämnar dina enkätsvar kommer dock uppgifterna att aggregeras till en större samling av anonymiserad data. Därför kan du bara dra tillbaka ditt samtycke upp till den punkt när du lämnar dina svar. Dina svar kommer att lagras på en krypterad enhet och uppgifterna kommer att användas anonymt endast för detta projekt och för de publikationer som är kopplade till det.

1. Jag samtycker till att delta i denna onlineundersökning (Om du svarar 'Ja' kommer du att gå vidare till undersökningen nu. Om du svarar 'Nej' kommer du inte att se undersökningen).*

Ja

Nej

Bakgrund

2. Vilken ålder har barnen som du för närvarande undervisar och/eller arbetar med? (Markera allt som gäller)*

8 år

9 år

10 år

11 år

Inget av ovanstående.

3. I vilken typ av skola arbetar du?*
Offentlig
Privat
Annan, vänligen specificera

4. Finns det ett bibliotek i skolan där du arbetar? (Markera allt som gäller)*
Nej
Ja, skolbibliotek
Ja, stads eller kommuns bibliotek i sammanhang med skolan
Annan, vänligen specifiera

5. Samarbetar ni med det lokala, allmänna biblioteket?*
Nej
Kan inte säga
Ja, vilken typ och hur ofta?

6. Vilken primär roll har du för närvarande?*
Lärare
Bibliotekarie
Rektor eller annan administratör (ledning, administration)
Annan, vänligen specificera

7. Om tillämpligt, vad undervisar du i?*
Alla ämnen som ingår i läroplanen
Modersmål och litteratur
Det andra inhemska språket
Främmande språk
Matematik
Omgivningslära
Religion
Livsåskådningskunskap
Historia
Samhällslära
Musik
Bildkonst
Slöjd
Gymnastik
Elevhandledning
Annan, vänligen specificera

8. Hur många års erfarenhet har du av utbildning?*

INFORMATIONSKOMPETENS, DIGITAL KOMPETENS OCH KRITISKT TÄNKANDE INOM UNDERVISNINGSPRAXIS

BRIDGE-projektet granskar informationskompetens, som enligt CILIP (2018) innebär "förmågan att tänka kritiskt och göra balanserade bedömningar av all information vi hittar och använder. [...] Informationskompetens innefattar en uppsättning färdigheter och förmågor som vi alla behöver för att utföra informationsrelaterade uppgifter, t.ex. att hitta, använda, tolka, analysera, hantera, skapa, kommunicera, lagra och dela information".

Informationskompetens är sammankopplad med och överlappar med annan litteracitet, inklusive specifikt digital kompetens, multilitteracitet och medieläsfärdighet.

Dessa kompetenser bidrar till inlärning och är också viktiga medborgerliga färdigheter. En kritisk och ansvarsfull inställning till information och digital verksamhet kan bidra till ett mer rättvist samhälle. Detta innebär att erkänna alla människors mänskliga värdighet, undvika stereotyper och spridning av falska nyheter samt stoppa felaktig information.

Att söka, utvärdera och skapa information är en del av lärandet. Särskilt för små barn kan det dock vara en utmaning att stödja utvecklingen av de färdigheter som behövs för att hantera informationsrelaterade frågor. BRIDGE-projektet syftar till att ta reda på hur lärare och annan skolpersonal främjar denna kompetens i sitt arbete.

9. Är du bekant med termen "informationskompetens"?*

Nej

Ja

10. Vill du berätta i vilket sammanhang du har hört talas om informationskompetens, om du har fått utbildning i det eller något annat du vill tillföra i detta sammanhang?

INFORMATIONSKOMPETENS

11. Jag stöder elever i att...*

1 Inte alls	2 Något	3 Måttligt	4 Mycket	5 I stor utsträckning

Identifiera sina egna informationsbehov (t.ex. vilken information de redan har och vilken information de behöver vid en viss tidpunkt).

Bekanta sig med det viktigaste ordförrådet i samband med inlärningsuppgiften (t.ex. innan de går till biblioteket eller på nätet för att hitta information).

Hitta information på olika sätt, t.ex. i biblioteket och på nätet (t.ex. genom att använda olika källor, sökstrategier eller termer).

Utvärdera information (t.ex. bedöma en källas trovärdighet och tillförlitlighet).

Organisera information (t.ex. genom anteckningar, i filer, mappar eller online-inlärningsplatser).

Använda (och dela) information och innehåll etiskt (dvs. ange vilka källor som använts, dela tillförlitlig information, förfara privat information).

12. Om du valde “mycket” eller “i stor utsträckning” i någon av ovanstående kategorier, ge ett exempel på hur du stöder dessa färdigheter i din klass.

Lisää kysymysLisää tekstiä/kuviaLisää sivunvaihto

13. Om du valde “inte alls” eller “något” i någon av ovanstående kategorier, förklara varför (dvs. problem/hinder)

DIGITAL KOMPETEN

14. Jag stöder elever i att...*

1 Inte alls	2 Något	3 Måttligt	4 Mycket	5 I stor utsträckning

Förstå principerna och värderingarna för digitalt medborgarskap (dvs. beteenden för att på ett ansvarsfullt sätt delta i sociala och medborgerliga aktiviteter online, behandla andra respektfullt, förstå effekterna av cybermobbning och hatpropaganda både på sig själva och på det vidare samhället).

Förstå nätetikett när man delar/kommunicerar/samarbetar med hjälp av digital teknik och online (dvs. t.ex. god praxis på nätet).

Förstå nätsäkerhet (t.ex. hantera sina personuppgifter, sin digitala identitet och digitala fotavtryck).

Förstå informationssäkerhet (t.ex. identifiera onlinebedrägerier/phishing och bedrägliga webbplatser och digitala meddelanden på nätet samt hot mot enheter, t.ex. hackning).

Utveckla sin kreativitet i digitala miljöer (t.ex. välja och använda lämpliga verktyg och tekniker för att skapa nytt digitalt innehåll).

15. Om du valde “mycket” eller “i stor utsträckning” i någon av ovanstående kategorier, ge ett exempel på hur du stöder dessa färdigheter i din klass.

Lisää kysymysLisää tekstiä/kuviaLisää sivunvaihto

16. Om du valde “inte alls” eller “något” i någon av ovanstående kategorier, förklara varför (dvs. problem/hinder)

KRITISKT TÄNKANDE

17. Jag stöder elever i att...*

1 Inte alls	2 Något	3 Måttligt	4 Mycket	5 I stor utsträckning

Ställa och formulera sina egna frågor (t.ex. uppmuntra elever till nyfikenhet och till att söka mer information).

Söka information och “väga” alla ståndpunkter för och emot, även om vissa av dem strider mot ens egna befintliga övertygelser/åsikter/ståndpunkter.

Använda information från olika perspektiv för att förstå frågor som rör mångfald, integration eller jämställdhet (t.ex. kulturella skillnader, etniska eller andra minoriteter, jämställdhet mellan könen, funktionsvariationer).

Använda information från olika perspektiv för att forma personliga övertygelser och världsåskådningar (t.ex. Uppfattningar om miljö och hälsa).

Förstå varför det är viktigt att fatta välgrundade beslut (dvs. den roll som information spelar för att utveckla kritiskt tänkande).

18. Om du valde "mycket" eller "i stor utsträckning" i någon av ovanstående kategorier, ge ett exempel på hur du stöder dessa färdigheter i din klass.

19. Om du valde "inte alls" eller "något" i någon av ovanstående kategorier, förklara varför (dvs. problem/hinder)

SKOLMILJÖ

20. Utvärdera,*

1 Inte alls	2 Något	3 Måttligt	4 Mycket	5 I stor utsträckning

Om din skola har resurser för att hjälpa dina elever att utveckla informationskompetens, digital kompetens och kritiskt tänkande (t.ex. läromedel, tillgång till Internet, utrustning)?

Om du kan välja läromedel som är användbara och värdefulla för dina elever gällande informationskompetens, digital kompetens och kritiskt tänkande i din skola?

Om du kan påverka skolledningen vid utvecklingen av policy och praxis i undervisningen gällande information och digitala kompetenser och kritiskt tänkande?

Om din skola stödjer dig när du har problem med praxis gällande informationskompetens, digital kompetens och kritiskt tänkande?

Om din skola stödjer utvecklingen av din egen informationskompetens, digitala kompetens och kritiskt tänkande (t.ex. genom utbildningsresurser)?

Om din skola har ett bibliotek: Anser du att ditt skolbibliotek hjälper dina elever att utveckla informationskompetens och digital kompetens, kritiskt tänkande och jämställdhetsvärderingar?

21. Om du har valt "mycket" eller "i stor utsträckning" i någon av ovanstående kategorier, ge ett exempel på hur dessa färdigheter stöds.

22. Om du valde "inte alls" eller "något" i någon av ovanstående kategorier, förklara varför (dvs. problem/hinder)

TIPS OM BRA UNDERVISNINGSMATERIAL OCH PRAXIS!

I BRIDGE delar vi oss av god praxis och läromedel för att främja informationskompetens, digital kompetens och kritiskt tänkande i ett internationellt samarbetsnätverk. Vi kommer också att kartlägga barnlitteratur och relaterat digitalt material som kan användas för att ta upp dessa teman. Vi hoppas att du kan dela med dig av god praxis eller material du hittar med oss.

23. Bra läromedel på nätet

24. God undervisningspraxis

25. Barnböcker som passar in på temat

DEMOGRAFI

26. Hur skulle du identifiera dig?*
Kvinna
Man
Annan, vänligen specifiera om du önskar
Jag föredrar att inte uppge

27. Hur gammal är du?*

28. Vilken är den högsta utbildningsnivå du har fullgjort?*
Kandidatexamen
Magisterexamen
Doktorand
Annan, vänligen specifiera

29. Har du en yrkeskvalificering för din roll?*
Ja
Nej
Kan inte säga

30. Vilket är ditt modersmål?*
Finska
Svenska
Annat, vänligen specifiera

31. Var bor du?*
Välj
Åland
Södra Karelen
Södra Österbotten
Södra Savolax
Kajanaland
Egentliga Tavastland
Mellersta Österbotten
Mellersta Finland
Kymmenedalen
Lappland
Birkaland
Österbotten
Norra Karelen
Norra Österbotten
Norra Savolax

Päijänne-Tavastland
Satakunta
Nyland
Egentliga Finland

***

BRIDGE-projektet kommer att ge följande resultat:

En rapport om barns informationskompetens och digital kompetens som beskriver hur dessa färdigheter främjas i Finland, Spanien, Turkiet, Italien, Grekland och Storbritannien.

En öppen portal med utvalda resurser och bästa praxis för att stödja utvecklingen av informationskompetens och digital kompetens och därigenom främja kritiskt tänkande och värderingar om jämlikhet, inkludering och mångfald i grundskolan.

En serie relaterade seminarier för lärare från olika länder.

Utöver denna enkät kommer vi att undersöka lärarnas åsikter och erfarenheter genom intervjuer.

32. Vill du hållas uppdaterad om projektets framsteg och viktigaste resultat och/eller delta i en intervju om projektets teman?*

Ja, jag vill gärna ha information om projektet i min e-post och jag vill delta i en intervju. (Du kommer att omdirigeras till kontaktformuläret när du klickar "Skicka".)

Nej

33. Ordet är fritt: Vilka tankar väckte undersökningen? Tycker du att teman är viktigt? Vad bör man betänka när man överväger att främja barns informationsrelaterade färdigheter?

Detta är slutet på undersökningen. Varmt tack för din tid och ditt deltagande!

Appendix 5. BRIDGE Greek questionnaire

Ερωτηματολόγιο - Erasmus+ "BRIDGE"

Αγαπητοί/ές συμμετέχοντες/ουσες

Σας προσκαλούμε να αφιερώσετε λίγο χρόνο για να λάβετε μέρος στην έρευνα σχετικά με την ψηφιακή πληροφοριακή παιδεία/πληροφοριακές δεξιότητες των εκπαιδευτικών στην Πρωτοβάθμια εκπαίδευση στην Ελλάδα και ειδικά αυτών οι οποίοι/ες κατά την τρέχουσα σχολική χρονιά διδάσκουν παιδιά ηλικίας από 8 έως 11 ετών (τάξεις Γ'-ΣΤ').

Η έρευνα αποτελεί μέρος του έργου με ακρωνύμιο BRIDGE και τίτλο "Information and Digital Literacy at School. A Bridge to Support Critical Thinking and Equality Values for Primary Education Using Children's Literature and Transmedia" στο πλαίσιο του προγράμματος Erasmus+. Κύριο στόχο αποτελεί η ανάπτυξη διακρατικού δικτύου συνεργασίας ευρωπαϊκών πανεπιστημίων (Ελλάδα, Ισπανία, Ιταλία, Μ. Βρετανία, Τουρκία, Φινλανδία) για την ανταλλαγή καλών πρακτικών και πόρων που στηρίζουν την εκπαίδευση στα δημοτικά σχολεία.

Εάν θέλετε να μάθετε περισσότερα για το έργο, παρακαλούμε επισκεφθείτε την ιστοσελίδα: https://bridgeinfoliteracy.eu

Ελπίζουμε ότι το έργο αυτό θα σας υποστηρίξει στη διδασκαλία και τη μάθηση στο σχολείο σας.

Η έρευνα είναι ανώνυμη και διαρκεί περίπου 15 λεπτά.

Εάν έχετε οποιεσδήποτε ερωτήσεις, μη διστάσετε να επικοινωνήσετε: Πέτρος Κωσταγιόλας, Αναπληρωτής Καθηγητής - Ιόνιο Πανεπιστήμιο (pkostagiolas@ionio.gr & 26610-87402)

Συγκατάθεση

Επιλέγοντας το παρακάτω πλαίσιο συγκατάθεσης, επαληθεύω ότι έχω διαβάσει και κατανοήσει τις πληροφορίες σχετικά με αυτή τη μελέτη οι οποίες παρέχονται στην εισαγωγή της έρευνας, και ότι συμφωνώ να συμμετάσχω. Επιβεβαιώνω ότι είμαι άνω των 18 ετών. Κατανοώ ότι η συμμετοχή είναι ανώνυμη και εθελοντική. Κατανοώ ότι μόλις υποβάλω τις απαντήσεις στην έρευνα, τα δεδομένα θα συγκεντρωθούν σε μια μεγαλύτερη ομάδα ανώνυμων δεδομένων. Κατανοώ ότι μπορώ να αποσυρθώ σε οποιοδήποτε σημείο πριν υποβάλω οριστικά τις απαντήσεις μου.

Συναινώ στην ανώνυμη συλλογή των απαντήσεών μου μέσω αυτής της έρευνας και στην αποθήκευση αυτών των απαντήσεων με ασφάλεια. Κατανοώ ότι οι απαντήσεις μου σε ερωτήσεις θα χρησιμοποιηθούν μόνο για τους σκοπούς που αναφέρονται στην εισαγωγή.

Συμφωνώ να λάβω μέρος σε αυτήν την ηλεκτρονική έρευνα (Εάν απαντήσετε «Ναι», θα συνεχίσετε με την έρευνα. Εάν απαντήσετε «Όχι», δεν θα προχωρήσετε στην έρευνα). Τα δεδομένα θα χρησιμοποιηθούν μόνο σε αυτό το έργο και τις δημοσιεύσεις του.

◯ Ναι

◯ Όχι

Παράβλεψη και μετάβαση στην ενότητα 11 (Ευχαριστούμε για τον χρόνο σας.)

Η ηλικία των μαθητών/μαθητριών σας

1. Διδάσκετε μαθητές/μαθήτριες μεταξύ 8 και 11 ετών;
2.

◯ Ναι

◯ Όχι

Παράβλεψη και μετάβαση στην ενότητα 12 (Σας ευχαριστούμε για το ενδιαφέρον σας, αλλά αυτή τη στιγμή εστιάζουμε σε μαθητές από 8 έως 11 ετών.)

Ηλικία μαθητών/μαθητριών

2. Τι ηλικίας είναι τα παιδιά που διδάσκετε και/ή υποστηρίζετε στην τρέχουσα σχολική χρονιά; Επιλέξτε όλα όσα ισχύουν.

◯ 8 ετών (Γ' τάξη)
◯ 9 ετών (Δ' τάξη)
◯ 10 ετών (Ε' τάξη)
◯ 11 ετών (Στ' τάξη)

ΣΧΟΛΙΚΟ ΠΕΡΙΒΑΛΛΟΝ

1.1 Σε τι είδους σχολείο εργάζεστε;

◯ Δημόσιο
◯ Ιδιωτικό
◯ Άλλο

Εάν επιλέξατε «Άλλο» , παρακαλούμε προσδιορίστε

1.2 Έχει το σχολείο στο οποίο εργάζεστε οργανωμένη σχολική βιβλιοθήκη (με ωράριο λειτουργίας, υπεύθυνο, οργάνωση υλικού, δανεισμό);

Να επισημαίνεται μόνο μία έλλειψη.

- ◯ Ναι
- ◯ Όχι

Στην περίπτωση που επιλέξατε «Ναι» , εάν επιθυμείτε, περιγράψτε τον τρόπο οργάνωσης και λειτουργίας της σχολικής σας βιβλιοθήκης.

1.3 Ποιος είναι ο κύριος ρόλος σας αυτή τη στιγμή στη σχολική μονάδα που εργάζεστε;

- ◯ Εκπαιδευτικός τάξης/τάξεων
- ◯ Βιβλιοθηκονόμος Διευθυντής/διευθύντρια σχολείου
- ◯ Άλλο (π.χ. δάσκαλος/δασκάλα παράλληλης στήριξης)

Εάν επιλέξατε «Άλλο» , παρακαλούμε προσδιορίστε

1.4 Τι διδάσκετε;

- ◯ Γενικά μαθήματα τάξης (Εκπαιδευτικός Τάξης / Παράλληλη Στήριξη) Ξένες
- ◯ Γλώσσες
- ◯ Φυσική Αγωγή
- ◯ Μουσική
- ◯ Τ.Π.Ε.
- ◯ Εικαστικά
- ◯ Θεατρική Αγωγή

1.5 Πόσα συμπληρωμένα έτη εμπειρίας έχετε στην πρωτοβάθμια εκπαίδευση;

ΠΛΗΡΟΦΟΡΙΑΚΕΣ ΙΚΑΝΟΤΗΤΕΣ, ΨΗΦΙΑΚΕΣ ΙΚΑΝΟΤΗΤΕΣ, ΚΡΙΤΙΚΗ ΣΚΕΨΗ ΚΑΙ ΑΞΙΕΣ ΙΣΟΤΗΤΑΣ ΜΕΣΩ ΔΙΔΑΚΤΙΚΩΝ ΠΡΑΚΤΙΚΩΝ

Σε αυτό το έργο, ευθυγραμμιζόμαστε με τον ορισμό του CILIP (2018) για την πληροφοριακή παιδεία: *«Πληροφοριακός γραμματισμός/πληροφοριακή παιδεία είναι η ικανότητα να σκεφτόμαστε κριτικά και να αποφασίζουμε ορθά για κάθε πληροφορία που βρίσκουμε και χρησιμοποιούμε [...] Η πληροφοριακή παιδεία ενσωματώνει ένα σύνολο δεξιοτήτων και ικανοτήτων που χρειάζεται ο καθένας για να αναλάβει εργασίες σχετικές με πληροφορίες. Για παράδειγμα, πώς να ανακαλύψει, να προσπελάσει, να ερμηνεύσει, να αναλύσει, να διαχειριστεί, να δημιουργήσει, να επικοινωνήσει, να αποθηκεύσει και να διαμοιραστεί πληροφορίες. [...] Η πληροφοριακή παιδεία συνδέεται με (και επικαλύπτεται από) άλλους γραμματισμούς, συμπεριλαμβανομένων του ψηφιακού γραμματισμού, των ακαδημαϊκών δεξιοτήτων, και του γραμματισμού των Μέσων Ενημέρωσης» (https://infolit.org.uk/ILdefinitionCILIP2018.pdf).*

Η ανακάλυψη, η πρόσβαση, η ερμηνεία, η ανάλυση, η διαχείριση, η δημιουργία, η επικοινωνία, η αποθήκευση και ο διαμοιρασμός πληροφοριών αποτελούν μέρος της μάθησης. Ωστόσο, ειδικά μεταξύ των μικρών παιδιών, η υποστήριξη της ανάπτυξης των ικανοτήτων που απαιτούνται για την ολοκλήρωση αυτών των δραστηριοτήτων μπορεί να αποτελεί πρόκληση. Στο BRIDGE το ενδιαφέρον μας εστιάζεται στο πώς οι εκπαιδευτικοί και το λοιπό προσωπικό του σχολείου υποστηρίζουν την ανάπτυξη αυτών των ικανοτήτων στην εργασία τους. Θεωρούμε ότι αυτές οι ικανότητες είναι βασικές για την εκπαίδευση μιας ηθικής και ισότιμης πολιτειότητας, η οποία κατανοεί και αναλαμβάνει την αξία της πληροφορίας και την αξιοπρέπεια όλων των ανθρώπων, συμβάλλοντας στην αποφυγή μετάδοσης στερεότυπων και ψεύτικων ειδήσεων και στην παύση της παραπληροφόρησης, με βάση μια υπεύθυνη προσέγγιση στην πληροφόρηση σε όλους τους τομείς της (κατανάλωση, διαχείριση, δημιουργία και διάχυση). Μια κριτική και υπεύθυνη πληροφοριακή και ψηφιακή συμπεριφορά μπορεί να συμβάλει σε μια πιο ισότιμη κοινωνία.

2.0. Γνωρίζατε ήδη τον όρο «πληροφοριακή παιδεία» / «πληροφοριακός γραμματισμός» ;

◯ Ναι
◯ Όχι

Εάν επιλέξατε «Ναι», θα θέλατε να μας πείτε πώς το γνωρίζετε; Έχετε εκπαιδευτεί ή επιμορφωθεί σε αυτό; Μπορείτε να αναφέρετε οτιδήποτε θεωρείτε χρήσιμο.

ΠΛΗΡΟΦΟΡΙΑΚΕΣ ΙΚΑΝΟΤΗΤΕΣ

Για κάθε ερώτηση που ακολουθεί, επιλέξτε την απάντηση που σας ταιριάζει περισσότερο *(5βαθμη κλίμακα Likert)*

1. Καθόλου
2. Λίγο
3. Μέτρια
4. Πολύ
5. Πάρα πολύ

2.1.1 Υποστηρίζω τους μαθητές/τις μαθήτριες στο να προσδιορίζουν τις ανάγκες τους για πληροφόρηση *(π.χ. εξετάζουν υπάρχουσες γνώσεις και κενά, κατανοούν ποιες πληροφορίες χρειάζονται για διαφορετικές μαθησιακές εργασίες, εκτιμούν ότι οι πληροφορίες μπορεί να έχουν διαφορετικά επίπεδα πολυπλοκότητας/δυσκολίας).*

Καθόλου	*1*	*2*	*3*	*4*	*5*	Πάρα Πολύ

2.1.2 Υποστηρίζω τους μαθητές/τις μαθήτριες στο να επιλέγουν χρήσιμο λεξιλόγιο (λέξεις-κλειδιά) για μια σχολική εργασία *(π.χ πριν ξεκινήσουν την αναζήτηση πληροφοριών στη βιβλιοθήκη ή στο διαδίκτυο)***.**

Καθόλου	*1*	*2*	*3*	*4*	*5*	Πάρα Πολύ

2.1.3 Υποστηρίζω τους μαθητές/τις μαθήτριες στο να χρησιμοποιούν διαφορετικές προσεγγίσεις για την αναζήτηση πληροφοριών στη βιβλιοθήκη ή στο διαδίκτυο *(π.χ. διαφορετικές πηγές πληροφοριών, στρατηγικές έρευνας και όρους αναζήτησης/λέξεις-κλειδιά).*

Καθόλου	*1*	*2*	*3*	*4*	*5*	Πάρα Πολύ

2.1.4 Υποστηρίζω τους μαθητές/τις μαθήτριες στο να κατανοούν πώς να αξιολογούν τις πληροφορίες *(π.χ. δίνοντας έμφαση στην αξιοπιστία της πηγής, στην τυχόν προκατάληψη σε ενημερωτικές πηγές/μέσα κοινωνικής δικτύωσης, στις ευρύτερες αρνητικές επιπτώσεις της παραπληροφόρησης)***.**

Καθόλου	*1*	*2*	*3*	*4*	*5*	Πάρα Πολύ

2.1.5 Υποστηρίζω τους μαθητές/τις μαθήτριες στο να οργανώνουν τις πληροφορίες *(π.χ. με γραπτό, ψηφιακό ή διαδικτυακό τρόπο)***.**

Καθόλου	*1*	*2*	*3*	*4*	*5*	Πάρα Πολύ

2.1.6 Υποστηρίζω τους μαθητές/τις μαθήτριες στο να χρησιμοποιούν και να διαμοιράζονται πληροφορίες και περιεχόμενο ηθικά-δεοντολογικά *(π.χ. αναφορά στις πηγές, διαμοιρασμός αξιόπιστων πληροφοριών, προστασία ιδιωτικών/ευαίσθητων/προσωπικών πληροφοριών).*

Καθόλου	*1*	*2*	*3*	*4*	*5*	Πάρα Πολύ

Εάν επιλέξατε «πολύ» ή «πάρα πολύ» σε οποιαδήποτε από τις παραπάνω κατηγορίες, παρακαλούμε δώστε ένα παράδειγμα για το πώς υποστηρίζετε αυτές τις δεξιότητες στην τάξη σας.

Εάν επιλέξατε «καθόλου» ή «λίγο» σε οποιαδήποτε από τις παραπάνω κατηγορίες, παρακαλούμε εξηγήστε γιατί (ζητήματα/εμπόδια)

2.2 ΨΗΦΙΑΚΕΣ ΙΚΑΝΟΤΗΤΕΣ

Για κάθε ερώτηση που ακολουθεί, επιλέξτε την απάντηση που σας ταιριάζει περισσότερο *(5βαθμη κλίμακα Likert)*

1. Καθόλου
2. Λίγο
3. Μέτρια
4. Πολύ
5. Πάρα πολύ

2.2.1 Υποστηρίζω τους μαθητές/τις μαθήτριες στο να κατανοούν τις αρχές και τις αξίες της ψηφιακής πολιτειότητας *(π.χ. υπεύθυνη συμμετοχή σε κοινωνικές και πολιτειακές διαδικτυακές δραστηριότητες, αντιμετώπιση των άλλων με σεβασμό, οικοδόμηση θετικών και υποστηρικτικών σχέσεων, κατανόηση των επιπτώσεων του διαδικτυακού εκφοβισμού και της ρητορικής μίσους τόσο στους ίδιους όσο και στο περιβάλλον τους).*

Καθόλου	*1*	*2*	*3*	*4*	*5*	Πάρα Πολύ

2.2.2 Υποστηρίζω τους μαθητές/τις μαθήτριες στο να κατανοούν τους κανόνες διαδικτυακής δεοντολογίας (netiquette) κατά το διαμοιρασμό/επικοινωνία /συνεργασία μέσω ψηφιακών τεχνολογιών και στο διαδίκτυο *(π.χ. κώδικες συμπεριφοράς, πολιτισμικές διαφοροποιήσεις και διαφοροποιήσεις ανά γενιά)***.**

Καθόλου	*1*	*2*	*3*	*4*	*5*	Πάρα Πολύ

2.2.3 Υποστηρίζω τους μαθητές/τις μαθήτριες στο να κατανοούν τους τρόπους προστασίας τους στο Διαδίκτυο *(π.χ. διαχείριση προσωπικών δεδομένων, ψηφιακής ταυτότητας και ψηφιακού αποτυπώματος - τα ίχνη των δεδομένων που αφήνουν όταν χρησιμοποιούν το Διαδίκτυο)***.**

Καθόλου	*1*	*2*	*3*	*4*	*5*	Πάρα Πολύ

2.2.4 Υποστηρίζω τους μαθητές/τις μαθήτριες στο να κατανοούν την ασφάλεια στο Διαδίκτυο *(π.χ. προστασία ψηφιακών συσκευών, προσωπικών δεδομένων και απορρήτου, εντοπισμός διαδικτυακής απάτης/ψαρέματος, δόλιων ιστότοπων και ψηφιακών μηνυμάτων - πώς μια συσκευή, όπως υπολογιστής, κάμερες, τηλέφωνα κ.λπ. μπορεί να παραβιαστεί).*

Καθόλου	*1*	*2*	*3*	*4*	*5*	Πάρα Πολύ

2.2.5 Υποστηρίζω τους μαθητές/τις μαθήτριες στο να αναπτύσσουν ψηφιακή δημιουργικότητα *(π.χ. επιλογή/χρήση κατάλληλων ψηφιακών εργαλείων και τεχνολογιών για δημιουργία νέου ψηφιακού περιεχομένου).*

Καθόλου	*1*	*2*	*3*	*4*	*5*	Πάρα Πολύ

Εάν επιλέξατε «πολύ» ή «πάρα πολύ» σε οποιαδήποτε από τις παραπάνω κατηγορίες, παρακαλούμε δώστε ένα παράδειγμα για το πώς υποστηρίζετε αυτές τις δεξιότητες στην τάξη σας.

Εάν επιλέξατε «καθόλου» ή «λίγο» σε οποιαδήποτε από τις παραπάνω κατηγορίες, παρακαλούμε εξηγήστε γιατί (ζητήματα/εμπόδια)

2.3 ΚΡΙΤΙΚΗ ΣΚΕΨΗ ΚΑΙ ΑΞΙΕΣ ΙΣΟΤΗΤΑΣ

Για κάθε ερώτηση που ακολουθεί, επιλέξτε την απάντηση που σας ταιριάζει περισσότερο *(5βαθμη κλίμακα Likert)*

1. Καθόλου
2. Λίγο
3. Μέτρια
4. Πολύ
5. Πάρα πολύ

2.3.1 Υποστηρίζω τους μαθητές/τις μαθήτριες στο να είναι διερευνητικοί/διατυπώνουν τις δικές τους ερωτήσεις *(π.χ. ενδιαφέρονται να εμβαθύνουν σε ένα θέμα, αντιλαμβάνονται τις σχέσεις μεταξύ ιδεών και αντικρουόμενων πληροφοριών στη βιβλιογραφία)*

Καθόλου	*1*	*2*	*3*	*4*	*5*	Πάρα Πολύ

2.3.2 Υποστηρίζω τους μαθητές/τις μαθήτριες στο να αναζητούν πληροφορίες για να υποστηρίζουν και τις δύο πλευρές σε ένα θέμα, «ζυγίζοντας» όλα τα επιχειρήματα υπέρ και κατά, ακόμα κι αν κάποιο από αυτά έρχεται σε σύγκρουση με τις υπάρχουσες πεποιθήσεις/απόψεις/θέσεις τους

Καθόλου	*1*	*2*	*3*	*4*	*5*	Πάρα Πολύ

2.3.3 Υποστηρίζω τους μαθητές/τις μαθήτριες στο να χρησιμοποιούν πληροφορίες με ισορροπημένο τρόπο για να κατανοήσουν τη διαφορετικότητα, τη συμπερίληψη, την ισότητα *(π.χ. πολιτισμικές διαφορές, εθνικές μειονότητες, περιθωριοποιημένοι πληθυσμοί, θέματα φύλων, αναπηρίες)*

Καθόλου	*1*	*2*	*3*	*4*	*5*	Πάρα Πολύ

2.3.4 Υποστηρίζω τους μαθητές/τις μαθήτριες στο να χρησιμοποιούν πληροφορίες με ισορροπημένο τρόπο για να διαμορφώσουν προσωπικές πεποιθήσεις και απόψεις *(π.χ. για θέματα περιβάλλοντος, θέματα υγείας)*

Καθόλου	*1*	*2*	*3*	*4*	*5*	Πάρα Πολύ

2.3.5 Υποστηρίζω τους μαθητές/τις μαθήτριες στο να κατανοούν τη σημασία της πληροφορίας στη λήψη αποφάσεων/στην επίλυση προβλημάτων (π.χ. ο ρόλος της πληροφορίας στην ανάπτυξη κριτικής σκέψης)

Καθόλου	*1*	*2*	*3*	*4*	*5*	Πάρα Πολύ

Εάν επιλέξατε «πολύ» ή «πάρα πολύ» σε οποιαδήποτε από τις παραπάνω κατηγορίες, παρακαλούμε δώστε ένα παράδειγμα για το πώς υποστηρίζετε αυτές τις δεξιότητες στην τάξη σας.

Εάν επιλέξατε «καθόλου» ή «λίγο» σε οποιαδήποτε από τις παραπάνω κατηγορίες, παρακαλούμε εξηγήστε γιατί (ζητήματα/εμπόδια)

3. ΣΧΟΛΙΚΟ ΠΕΡΙΒΑΛΛΟΝ

Για κάθε ερώτηση που ακολουθεί, επιλέξτε την απάντηση που σας ταιριάζει περισσότερο (5βαθμη κλίμακα Likert)

1. Καθόλου
2. Λίγο
3. Μέτρια
4. Πολύ
5. Πάρα πολύ

3.1 Θεωρείτε ότι το σχολείο σας διαθέτει τους πόρους *(π.χ. εκπαιδευτικό υλικό, πρόσβαση στο Διαδίκτυο, τεχνολογικό εξοπλισμό)* ώστε να υποστηρίξετε τους μαθητές/τις μαθήτριές σας να αναπτύξουν πληροφοριακές και ψηφιακές ικανότητες, κριτική σκέψη και αξίες ισότητας;

Καθόλου	*1*	*2*	*3*	*4*	*5*	Πάρα Πολύ

3.2 Είστε σε θέση στο σχολείο σας να επιλέγετε εκπαιδευτικό υλικό χρήσιμο για τους μαθητές/ τις μαθήτριές σας σχετικά με τις πληροφοριακές και τις ψηφιακές ικανότητες, την κριτική σκέψη και τις αξίες της ισότητας;

Καθόλου	*1*	*2*	*3*	*4*	*5*	Πάρα Πολύ

3.3 Είστε σε θέση να επηρεάζετε θετικά τη διοίκηση του σχολείου σας ως προς την ανάπτυξη πολιτικής και πρακτικών που διευκολύνουν τη διδασκαλία των πληροφοριακών και των ψηφιακών ικανοτήτων, της κριτικής σκέψης και των αξιών της ισότητας;

Καθόλου	*1*	*2*	*3*	*4*	*5*	Πάρα Πολύ

3.4 Στο σχολείο σας υποστηρίζεστε όταν αντιμετωπίζετε προβλήματα που σχετίζονται με πρακτικές που αφορούν στις πληροφοριακές και τις ψηφιακές ικανότητες, την κριτική σκέψη και τις αξίες της ισότητας;

Καθόλου	*1*	*2*	*3*	*4*	*5*	Πάρα Πολύ

3.5 Στο σχολείο σας υποστηρίζεστε ως προς τη συνεχή ανάπτυξη των δικών σας πληροφοριακών και ψηφιακών ικανοτήτων, της κριτικής σκέψης και των αξιών της ισότητας *(π.χ. μέσω εκπαιδευτικών πόρων)***;**

Καθόλου	*1*	*2*	*3*	*4*	*5*	Πάρα Πολύ

(Απαντήστε σε αυτή την ερώτηση μόνο αν το σχολείο σας διαθέτει οργανωμένη σχολική βιβλιοθήκη)

3.6 Θεωρείτε ότι στη σχολική βιβλιοθήκη υποστηρίζεται περαιτέρω η ανάπτυξη των πληροφοριακών και ψηφιακών ικανοτήτων, της κριτικής σκέψης και των αξιών ισότητας των μαθητών/μαθητριών σας;

Καθόλου	*1*	*2*	*3*	*4*	*5*	Πάρα Πολύ

Εάν επιλέξατε «πολύ» ή «πάρα πολύ» σε οποιαδήποτε από τις παραπάνω κατηγορίες, παρακαλούμε δώστε ένα παράδειγμα για το πώς υποστηρίζετε αυτές τις δεξιότητες στην τάξη σας.

Εάν επιλέξατε «καθόλου» ή «λίγο» σε οποιαδήποτε από τις παραπάνω κατηγορίες, παρακαλούμε εξηγήστε γιατί (ζητήματα/εμπόδια)

4. ΠΡΑΚΤΙΚΕΣ ΚΑΙ ΠΟΡΟΙ

Ο κύριος σκοπός του έργου BRIDGE είναι να δημιουργήσει ένα δίκτυο διακρατικής συνεργασίας για την ανταλλαγή καλών πρακτικών και εκπαιδευτικών πόρων με σκοπό την από κοινού προώθηση

της πληροφοριακής παιδείας στην Πρωτοβάθμια Εκπαίδευση. Θα ήταν πολύτιμη η συμβολή σας εάν προσθέτατε παρακάτω συνδέσμους ή/και προτάσεις-ιδέες που γνωρίζετε ή έχετε εφαρμόσει σχετικά με πρακτικές ή/και εκπαιδευτικούς πόρους για την ενίσχυση των πληροφοριακών και των ψηφιακών ικανοτήτων, της κριτικής σκέψης και των αξιών ισότητας.

4.1. Ιστότοποι και άλλοι διαδικτυακοί εκπαιδευτικοί πόροι:

4.2. Καλές Πρακτικές που γνωρίζετε ή έχετε εφαρμόσει:

Το έργο BRIDGE σκοπεύει επίσης να αξιοποιήσει την εκπαιδευτική δυναμική της παιδικής λογοτεχνίας (ιδιαίτερα των εικονογραφημένων βιβλίων) και των διαμεσικών στοιχείων (π.χ. τρέιλερ βιβλίων, ταινίες, οπτικοακουστικοί πόροι) ώστε να λειτουργήσουν ως πύλη για την ενίσχυση των πληροφοριακών και των ψηφιακών ικανοτήτων, της κριτικής σκέψης και των αξιών ισότητας των μαθητών. Θα ήταν πολύτιμη η συμβολή σας εάν προτείνατε παιδικά βιβλία για αυτούς τους σκοπούς.

4.3 Παιδική Λογοτεχνία:

5. ΔΗΜΟΓΡΑΦΙΚΑ ΣΤΟΙΧΕΙΑ

5.1 Το φύλο σας;

- ◯ Γυναίκα
- ◯ Άνδρας
- ◯ Προτιμώ να μην πω
- ◯ Άλλο

Στην περίπτωση που επιλέξατε «Άλλο» , εάν θέλετε διευκρινίστε

5.2 Πόσο χρονών είστε;

5.3. Ποιο είναι το υψηλότερο επίπεδο εκπαίδευσης που έχετε ολοκληρώσει;

- ◯ Δίπλωμα/Πτυχίο μη πανεπιστημιακής σχολής
- ◯ Πτυχίο Α.Ε.Ι./Τ.Ε.Ι.
- ◯ Μεταπτυχιακό (ή διδασκαλείο)
- ◯ Διδακτορικό

5.4 Ποιο είναι το επίπεδο Αγγλικής γλώσσας που έχετε;

- ◯ Κανένα
- ◯ A1

- ◯ A2
- ◯ B1
- ◯ B2 (Lower)
- ◯ Γ1
- ◯ Γ2 (Proficiency)

5.5 Ποιο είναι το επίπεδο Τ.Π.Ε. που έχετε ολοκληρώσει;

- ◯ Κανένα
- ◯ Α' Επίπεδο
- ◯ Β' Επίπεδο
- ◯ Άλλο

Εάν απαντήσατε «Άλλο» , παρακαλούμε προσδιορίστε

5.6 Έχετε παρακολουθήσει σχετικά με την πληροφοριακή παιδεία, τις ψηφιακές ικανότητες, την κριτική σκέψη και τις αξίες ισότητας κάποιο πρόγραμμα/σεμινάριο από τους επόμενους φορείς τα τελευταία 5 χρόνια;

- ◯ Ι.Ε.Π.
- ◯ Κ.Ε.ΔΙ.ΒΙ.Μ.
- ◯ ΙΝ.Ε.Π.
- ◯ eTwinning
- ◯ Κανένα από τα παραπάνω

5.7 Σε ποια Περιφέρεια εργάζεστε;

- ◯ Ανατολική Μακεδονία και Θράκη Κεντρική
- ◯ Μακεδονία
- ◯ Δυτική Μακεδονία
- ◯ Ήπειρος
- ◯ Θεσσαλία
- ◯ Ιόνια Νησιά
- ◯ Δυτική Ελλάδα
- ◯ Στερεά Ελλάδα
- ◯ Αττική
- ◯ Πελοπόννησος
- ◯ Βόρειο Αιγαίο
- ◯ Νότιο Αιγαίο
- ◯ Κρήτη

6. ΑΚΟΛΟΥΘΗΣΤΕ ΜΑΣ

Το έργο BRIDGE επιχειρεί να συμβάλει στη συμμετοχή των μαθητών στις έννοιες της ισότητας, της διαφορετικότητας, της συμπερίληψης και της παγκόσμιας πολιτειότητας λειτουργώντας ως πύλη ενίσχυσης της πληροφοριακής και ψηφιακής παιδείας, στο πλαίσιο της διερευνητικής μάθησης και της κριτικής σκέψης στην Πρωτοβάθμια Εκπαίδευση. Θα ήταν τιμή μας να σας προσκαλέσουμε να συμμετέχετε δωρεάν στο διαδικτυακό εκπαιδευτικό σεμινάριο του BRIDGE, όπου θα έχουμε την ευκαιρία να μοιραστούμε μαζί σας το υλικό του Έργου:

α) την έκθεση αποτίμησης και ανάπτυξης στρατηγικής σχετικά με την πληροφοριακή και ψηφιακή παιδεία στην Πρωτοβάθμια εκπαίδευση, και

β) μια διαδικτυακή πύλη ανοικτής πρόσβασης με επιλεγμένους εκπαιδευτικούς πόρους και βέλτιστες πρακτικές μάθησης και διδασκαλίας.

Πατώντας το κουμπί «Υποβολή» ολοκληρώνεται το ερωτηματολόγιο και στη συνέχεια, εφόσον το επιθυμείτε, έχετε τη δυνατότητα να μεταβείτε σε άλλη φόρμα, στην οποία μπορείτε να δηλώσετε το ενδιαφέρον σας για συνεργασία.

Ευχαριστούμε για τον χρόνο σας!

Appendix 6. BRIDGE UK (England) questionnaire

Dear Participant,

We invite you to take part in this survey on information competencies in schools for children aged 8-11. This survey concerns both print and online resources. Even if your focus is on reading for pleasure, you could complete the questionnaire from that viewpoint thinking about how you apply principles of inclusion, diversity and equality. Through the survey questions, we are keen to explore your opinions about your professional practices or role, whether these relate to curriculum-specific subjects or to extra-curricular activities. Please note that this survey is for schools in England only, not Scotland, Wales or Northern Ireland.

The survey is part of the BRIDGE project, a transnational cooperation network for the exchange of good practices and resources that underpin education in primary schools. We hope this will support teaching and learning in your school. If you would like to know more about the project, please visit our website: https://bridgeinfoliteracy.eu. The project is funded through the European Union's Erasmus+ programme and the UK is one of six participating countries.

The survey is anonymous and takes approximately 15 minutes to complete.

If you have any questions please feel free to contact Stéphane Goldstein at sg@informall.org.uk or Sarah Pavey at sarahjpavey@gmail.com.

Consent

By ticking the consent box below, I am verifying that I have read and understood the information about this study, provided in the survey introduction above, and I agree to participate. I confirm that I am 18 or more years of age. I understand that participation is voluntary. I understand that once I submit my survey responses that the data will be aggregated into a larger pool of anonymous data. Because the survey is anonymous, I understand that I can only withdraw up to the point when I submit my responses.

I consent to the anonymous gathering of my responses through this survey and the storage of these responses on an encrypted device. I understand that my answers to questions will only be used for the purposes indicated in the introduction.

I understand that the anonymised data will only be used in this project and the publications of the project.

- I agree to take part in this online survey according to the consent guidelines above

Questions marked with an asterisk are compulsory

BACKGROUND INFORMATION

1.1. What are the ages of the children that you are currently teaching and/or supporting in Key Stage 2? Please tick all that apply. *

- 8 year old
- 9 year old
- 10 year old
- 11 year old

1.2. What type of school are you working in? *

- Maintained (state funded), Grammar School or Academy
- Independent (fee paying)
- Other – please specify below

Other type of school:

1.3. Does the school you work in have a library? *

- Yes
- No

1.4. What is your **primary** role currently? *

- Teacher
- Librarian
- School leader (e.g. h ead, management, administration)
- Other (e.g. teaching assistant) - please specify below

Other primary role:

1.5. If appropriate, what do you teach:

- Cross-curricular subjects
- Specific subjects - if so, please list the subject(s) below

Specific subjects taught:

1.6. How many years have you worked in a school? *

INFORMATION COMPETENCIES, DIGITAL COMPETENCIES, CRITICAL THINKING AND EQUALITY VALUES WITHIN TEACHING PRACTICES

The BRIDGE project aligns with the CILIP (2018) definition of information literacy: "Information literacy is the ability to think critically and make balanced judgements about any information we find and use. [...] Information literacy incorporates a set of skills and abilities which everyone needs to undertake information-related tasks; for instance, how to discover, access, interpret, analyse, manage, create, communicate, store and share information. [...] Information literacy is associated and overlaps with other literacies, including specifically digital literacy, academic literacy and media literacy" (https://infolit.org.uk/ILdefinitionCILIP2018.pdf).

Discovering, accessing, interpreting, analysing, managing, creating, communicating, storing and sharing information are part of learning. However, especially among young children, it may be challenging to support the development of the competencies needed to accomplish these activities.

In BRIDGE, we are interested in how teachers and other school staff support the development of these competencies, often referred to as information literacy and/or digital literacy, in their work. We consider these competencies to be key for the education of an ethical and egalitarian citizenship, which understands and assumes the value of information and the dignity of all people, helping to avoid transmitting stereotypes and fake news and to stop disinformation, based on a responsible approach to information in all its fields (its consumption, management, creation and dissemination). A critical and responsible informational and digital behaviour can contribute to a more equitable society.

2.1. Are you familiar with the term 'information literacy'? *

- Yes
- No

Can you tell us more, e.g. how you heard about information literacy, whether you use different terminology to describe it, what it means to you, whether you have received training on, it or anything else you would like to put on record?

3. INFORMATION COMPETENCIES RELATING TO BOTH PRINT AND DIGITAL MATERIAL

Responses to all questions in section 3 to be scored on the following Likert Scale:

Not at all	A little	Moderately	A lot	To a great extent

3.1. **I support learners to** identify their information needs (e.g., consider existing knowledge and gaps, understand what information is needed for different learning tasks, appreciate that information may have different levels of complexity/difficulty). *

3.2. **I support learners to** collect useful vocabulary for an inquiry/learning task (i.e., before embarking on a search for information in the library or online). *

3.3. **I support learners to** use a range of different approaches to search for information e.g. in the library and online (e.g., using a range of information sources, search strategies and search terms/ vocabulary). *

3.4. **I support learners to** understand how to evaluate information (i.e., putting emphasis on source credibility, critiquing any biases found within popular press publications/social media, appreciating the wider negative implications of fake news, misinformation/disinformation). *

3.5. **I support learners to** organise information (e.g., through note cards, personal folders, bookmarks, or online learning spaces). *

3.6. **I support learners to** use (and share) information and content ethically (i.e., acknowledging/ citing the information sources, sharing reliable information, safekeeping private/sensitive/personal information). *

Optional comments:

If you selected 'A lot' or 'To a great extent' in any of the above categories, please give an example of how you are supporting these skills in your class.

If you selected 'Not at all' or 'A little' in any of the above categories, please explain why (i.e., issues/ barriers)

4. DIGITAL COMPETENCIES RELATING TO ONLINE AND OFFLINE DIGITAL MATERIAL

Responses to all questions in section 4 to be scored on the following Likert Scale:

Not at all	A little	Moderately	A lot	To a great extent

4.1. **I support learners to** understand the principles and values of digital citizenship (i.e., behaviours for participating responsibly in social and civic activities online, treating others respectfully, building positive and supportive relationships, understanding the effects of cyber-bullying, and hate speech on both themselves and their larger communities). *

4.2. **I support learners to** understand netiquette when sharing / communicating / collaborating through digital technologies and online (i.e., codes of conduct, cultural and generational diversities). *

4.3. **I support learners to** understand online safety (e.g., manage their personal data, digital identity and digital footprint: the trail of data they leave when using the Internet). *

4.4. **I support learners to** understand online security (e.g., protecting devices, personal data and privacy; identifying online scams/phishing and fraudulent websites and digital messages: how a device - computer, laptop, webcams, phones etc. can get hacked). *

4.5. **I support learners to** develop digital creativity (e.g., selecting/using appropriate digital tools and technologies to create new digital content). *

Optional comments:

If you selected 'A lot' or 'To a great extent' in any of the above categories, please give an example of how you are supporting these skills in your class.

If you selected 'Not at all' or 'A little' in any of the above categories, please explain why (i.e., issues/ barriers)

5. CRITICAL THINKING AND EQUALITY VALUES RELATING TO BOTH PRINT AND DIGITAL MATERIAL

Responses to all questions in section 5 to be scored on the following Likert Scale:

Not at all	A little	Moderately	A lot	To a great extent

5.1. **I support learners to** be inquisitive/formulate their own questions (i.e., develop curiosity for finding out more about a topic, perceiving relationships between important ideas and discerning conflicting, contradicting information in the literature they read). *

5.2. **I support learners to** seek information in order to support both sides in an argument, "weighing up" all positions for and against, even if one of them conflicts with one's own existing beliefs/views/ positions. *

5.3. **I support learners to** use balanced information to understand diversity / inclusion / equality issues (e.g., cultural differences, ethnic minorities, marginalised populations, gender/racial equality,

disabilities). *

5.4. **I support learners to** use balanced information to shape personal beliefs and worldviews (e.g., about environmental/healthcare issues). *

5.5. **I support learners to** understand the importance of informed decision-making/ problem-solving (i.e., the role that information plays in developing critical thinking). *

Optional comments:

If you selected 'A lot' or 'To a great extent' in any of the above categories, please give an example of how you are supporting these skills in your class.

If you selected 'Not at all' or 'A little' in any of the above categories, please explain why (i.e., issues/ barriers)

6. SCHOOL ENVIRONMENT

Responses to all questions in section 6 to be scored on the following Likert Scale:

Not at all	A little	Moderately	A lot	To a great extent

6.1. Do you think that your school has the resources (e.g. reading material, Internet access, devices) for you to support your pupils to develop information and digital competencies, critical thinking and equality values? *

6.2. Are you able to select learning material that is useful and valuable to your learners on information and digital competencies, critical thinking and equality values at your school? *

6.3. Are you able to influence your school management in the development of policy and practice in the teaching of information and digital competencies, critical thinking and equality values? *

6.4. Does your school support you when you have a problem concerning practices on information and digital competencies, critical thinking and equality values? *

6.5. Does your school support the development of your own information and digital competencies, critical thinking and equality values (e.g. through training resources)? *

6.6. **[Only for those who replied that their school has a library]** Do you consider that your school library is supporting your pupils to develop information and digital competencies, critical thinking and equality values?

Optional comments:

If you selected 'A lot' or 'To a great extent' in any of the above categories, please give an example of how you are supporting these skills in your class.

If you selected 'Not at all' or 'A little' in any of the above categories, please explain why (i.e., issues/ barriers)

7. PRACTICES AND RESOURCES

The main purpose of BRIDGE is to create a transnational cooperation network for the exchange of good practices and resources for the joint promotion of information literacy. Please help us to develop

our evidence base by adding below any links or additional notes on practices and/or resources to foster information and digital competencies, critical thinking and equality values that you have implemented or know of. BRIDGE also intends to take advantage of the educational potential of children's literature (especially picture books) and transmedia (e.g. book trailers) to engage with students about equality, and as a door to information and digital literacy activities. If you recommend any particular children's book for these purposes, we would be very grateful for any information you can provide us with.

Websites and other online resources that you use in practice:

Examples of good practice drawn from your experience:

Children's literature that you use in practice, including picture books:

8. DEMOGRAPHICS

[Note: many of the demographics questions, e.g. relating to ethnicity and religion/belief are standard in UK social/demographic surveys and research, but less so in other countries. For this reason, they were included in the UK version of the questionnaire, as non-obligatory]

8.1. How would you identify yourself? *

- Male
- Female
- Would rather not say
- Other – please specify below

Identification, if other:

8.2. How old are you? * :

8.3. Which English region is your school in?

- East Midlands
- East of England
- London
- North East
- North West
- South East
- South West
- West Midlands
- Yorkshire and The Humber
- Don't know / would rather not say

8.4. What is your ethnic group?

- White - English, Welsh, Scottish, Northern Irish or British
- White - Irish
- White - Gypsy or Irish Traveller
- White - Roma
- White - other
- Mixed - White and Black Caribbean
- Mixed - White and Black African
- Mixed - White and Asian
- Mixed - other mixed or multiple background
- Asian/Asian British - Indian
- Asian/Asian British - Pakistani
- Asian/Asian British - Bangladeshi
- Asian/Asian British - Chinese
- Asian/Asian British - other Asian
- Black/Black British - Caribbean
- Black/Black British - African
- Black/Black British - other
- Arab
- Other ethnic group
- Would rather not indicate my ethnic group

8.5. What is your religion or belief?

- Christian
- Buddhist
- Hindu
- Jewish
- Muslim
- Sikh
- Other religion
- No religion or belief
- Would rather not say

8.6. What is your sexual orientation?

- Straight/heterosexual
- Gay or lesbian
- Bisexual
- Would rather not say
- Other - please specify below

Sexual orientation, if other:

8.7. Do you consider yourself to be disabled?

- Yes
- No
- Would rather not say

8.8. What is your highest level of educational attainment? *

- Below bachelor's degree - please state below
- Bachelor's degree
- Master's degree
- PhD

Qualification below Bachelor's degree:

8.9. Do you have a professional qualification for your role?

- Yes
- No

FOLLOW UP

Our work intends to engage with students about equality, diversity and inclusiveness and global citizenship, and as a door to information and digital literacy activities that help to foster informed, enquiry-led learning and critical thinking.

As a token of appreciation, we would like to invite you to our online training seminar, where we will disseminate and share our project materials: a report and call for action on information and digital literacy at school, and an open access portal with selected resources and best practices to support information and digital literacy development in primary education for promoting critical thinking and the values of equality, inclusion and diversity.

Please indicate your name and email address if you would like us to send you a link to the seminar and a copy of the materials in due course. All personal data will be treated confidentially.

Would you be willing to be contacted for an in-depth interview? If so, please leave your name and email address. All personal data will be treated confidentially.

This is the end of the survey. Thank you very much for your time and participation.

BRIDGE

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