

The Construction of an Information Literacy and Art Education Program

A construção de um programa de letramento informacional e arte educação

¹Alexandra César Zinn, ¹Kelley Cristine Gonçalves Dias Gasque
¹Universidade de Brasília

RESUMO

Analisa a interligação dos conteúdos de letramento informacional aos conteúdos de Arte no ensino médio por meio de pesquisa descritiva realizada com arte-educadores da secretaria de educação do Distrito Federal, regional de ensino do Recanto das Emas. Os docentes pesquisados participaram de curso básico de formação em letramento informacional com intuito de subsidiar a etapa posterior que consistiu em responderem rodadas de questionários intercaladas por *feedbacks*. O estudo utilizou o método *Delphi*, os instrumentos de pesquisa foram questionários estruturados com perguntas fechadas e abertas. Os resultados revelaram a viabilidade de aplicação da proposta, apesar dos desafios a serem superados, relacionados principalmente à incipiência da formação em letramento informacional dos docentes em geral, à deficitária infraestrutura das escolas e à organização curricular vigente.

PALAVRAS-CHAVE: Letramento informacional. Multiletramento. Arte educação.

ABSTRACT

This article analyzes the interconnection between information literacy contents and Art contents in high school through a descriptive research with Art educators of the Secretary of Education of the Federal District, who work in the regional school of Recanto das Emas. The teachers researched had to take part in a basic training course on information literacy designed to support the next stage, which consisted of answering rounds of questionnaires interspersed with feedback. The study used the *Delphi* method, in which the research tools comprised questionnaires with open and closed questions. The results showed the feasibility of the proposal's application; in spite of the challenges to overcome in the future, which are mainly the ones related to the insufficiency of training on information literacy for teachers in general, the deficient infrastructure of schools and the current curriculum organization.

KEYWORDS: Multiliteracy. Information literacy. Art education.

Correspondência

Alexandra César Zinn
Universidade de Brasília
Brasília, DF
E-mail: alexandrazinn@hotmail.com
ORCID: <http://orcid.org/0000-0003-0414-7491>



JITA: CD. User training, promotion, activities, education.

1. INTRODUCTION

In contemporary society, individual's personal and professional success, as well as social development and reduction of inequalities, are directly linked to the equality of opportunities to access education (DEMO 1994; FERREIRA, 2000; RODRIGUES, 2009). When considering the discrepancies in the quality of education offered by public and private schools, we acknowledge that information literacy is an important point for the student's development. Therefore, it is possible to seek, propose and practice pedagogical activities, within the school setting, to contribute to the full growth of the students' information capacity with the aim of developing critical and reflective thinking, which are indispensable skills to citizens' autonomous and responsible actions.

In this context, according to Gasque (2010), the pedagogical activities of educational institutions need to focus, on the development of the students' information literacy, while enhancing their ability to seek and select, in an ethical and effective manner, the information available, as well as to understand, seize and contextualize them in order to construct general knowledge and various curriculum subjects, including Art.

This article, based on a master's research project, presents an analysis of the possibility of interconnection between information literacy contents and Art contents in high schools. Therefore, the experts researched had to take part in a basic training course on information literacy to acquire the necessary knowledge for answering the next rounds of questionnaires. Each round was followed by feedback given to the participants, and the data was tabulated and analyzed after the conclusion of the process.

The *Delphi* method, a scenario forecasting method, was considered a suitable tool to meet our general objective. It was applied to high school Art teachers of the Secretary of Education of the Federal District, who work in the regional school of Recanto das Emas, a town located at about 26 km from Brasilia.

Therefore, here follows a brief review of the literature related to the concepts of multiliteracy, information literacy and art education, which are the main issues addressed in this study.

2. MULTILITERACY, INFORMATION LITERACY AND ART EDUCATION

In the contemporary pedagogical practices, the concept of multiliteracy is in vogue in the curriculum and other related documents. It is also widely discussed in terms of its relevance to the democratization of cultures, languages, contents and teaching methodologies (ROJO, 2009).

This concept originated in 1996, when a group of educators, called New London Group, published the manifesto *A pedagogy of multiliteracies: designing social futures*,

highlighting the need for the educational institutions to consider, in their teaching practices, the diversity of literacies emerging in society. The term multiliteracy has, thus, appeared to encompass the multimodal and multicultural nature of literacy (BEVILAQUA, 2013).

Rojo and Moura (2012) state that the concept of multiliteracy points to two types of multiplicities present in current society: the cultural multiplicity of populations and the multiplicity of the semiotics of the texts produced and communicated. Information literacy is deeply inserted into this perspective, since, according specifically to Gasque (2012); it consists in a learning process focused not only on the textual aspect, but on the development of the search for information and its use.

Harris (2008) states that the skills related to the creation, location, evaluation and use of information in the many and varied media and formats take place in the community contexts in which meanings and values are immersed. This results in a better understanding of the context of the program implementation.

Information literacy can contribute to the development of people's critical and reflective thinking. The literati, who seek, use and communicate information, are citizens able to help solve serious problems of the most diverse orders that plague contemporary humanity (GASQUE, 2012).

For that to occur, it is necessary for learners to develop information skills from early childhood education. In this context, the inclusion of information literacy in schools must begin with programs that integrate educational management, curriculum and disciplines plans (MATA, 2014).

In recent years, programs of information literacy have been developed, implemented, evaluated and adapted in several countries. In general, their approach focuses on a collaborative work between a group of teachers and the librarians of the institutions. Kovalik, Yutzey and Piazza (2012) highlight that, under such a conception, this work provides an increase on the level of the teachers' confidence in relation to their literacy and, consequently, a greater benefit for the students involved.

Bearing in mind the need for a curriculum based on the implementation of information literacy programs in Brazilian basic education, Gasque (2012) has elaborated a proposal to organize the contents by grade/year, integrating literacy to the content proposed by the National Curriculum Parameters (PCN'S). However, it must be observed that this proposal should not be transposed to all and any reality; it has to be adapted to the school context in which the program will be carried through.

The understanding of information literacy as a continuous learning process – which should be developed in partnership with the various disciplines and not as isolated library project (GASQUE, 2012) – instigates interdisciplinary initiatives as the one proposed by this study.

The teaching of Art in educational institutions has been historically consolidated through the political movement of the professionals in the field and it is, today, a compulsory curricular component of basic education. Due to the recent reform of the law, which has established the referred obligation in early childhood education and the first years of elementary school (BRAZIL, 2016), the curriculum guidelines will still be systematized according to the other levels of basic education (the last years of elementary and high school).

In high school, Art is linked to the languages area (CMEBEM, 2013), a fact that confirms the relevance of Ana Mae Barbosa's Triangular Proposal, a current contemporary paradigm for art education. Her proposal has been influenced by Paulo Freire's pedagogical approach, which advocates literacy as a liberating tool. Thus, Barbosa (1998) recognizes the need to promote literacy for visual reading.

Other vertices, besides the reading of works of art, have been considered in the Triangular Proposal, such as production and contextualization. Production refers to an art making based on the application of the knowledge acquired by the theoretical study of the field's precepts, while contextualization refers to the possibility of integrating art historical knowledge to the historical, social, psychological, anthropological and geographical contexts, among others (BARBOSA, 1998).

3. METHODOLOGY

The research has a descriptive nature. According to Bhattacharjee (2012), this proposal examines and documents in details a phenomenon of interest. The researched population consists of Art educators of the Secretary of Education of the Federal District, who work in the regional school of Recanto das Emas. The universe of the described population comprises 12 teachers, and, since this is a qualitative research, the sample's universe presented has no minimum or maximum limit of participants.

The research adopts a qualitative approach, which is a key perspective given the complexity of an educational phenomenon that involves aspects such as the continuing education of teachers, teaching practices, timetables and curriculum frameworks, among others. To explore a social phenomenon means to consider the variables involved, to know and recognize their interferences and relationships, as well as the stages of the process that have an interdependent relationship with each other (FLICK, 2009).

The *Delphi* method has been proved relevant to the objective proposed given the conceptual theories according to which this work is oriented. It is a method that seeks to get the consensus of a group of experts on certain issues. According to Wright and Giovinazzo (2013), the method is based on the structured use of the *ability* of an expert's panel under the assumption that, collective judgment, when properly organized, can reveal a better opinion than the one of a single person.

The research was developed in two stages. The first one was a basic training course on information literacy. In the second stage, questionnaires were applied to the participants with interspersed feedback between each round of data collection. In such approach, the tools were considered complementary and dependent and were used according to the need of response to each specific objective.

To become a member of the group of experts, the teachers had to meet the following criteria: 1) be graduated in Arts, regardless of the artistic language (music, dance, performing or visual arts); be currently teaching classes in the secondary public schools of the Federal District; 3) be a volunteer with time availability to participate.

It is worth noting that the *Delphi* method does not consist in a statistically representative survey about the opinions of the sampled group, but in a consultation with a select group of experts who meet the requirements demanded by the research. Thus, the questions related to the statistical validity of the sample and results do not apply (WRIGHT; GIOVINAZZO, 2000).

To address potential participants and disclose the structure of the group of experts in Art Education we displayed posters on the regional school. In addition to that, invitations were sent to the teachers with the required profile.

After the confirmations of those interested in participating, we scheduled a meeting for the information literacy training course. The basic training course was carried out with the participation of 75% of the teachers who made up the population stipulated. It took place on November 18, 2015, in the regional school of Recanto das Emas; during three hours, we provided a contextualization of the topic – divided as introduction, information, education and society –, afterwards, we approached the historical aspects, concepts and information literacy contents based on Gasque's *Information Literacy: Research, Reflection and Learning*. The learning strategies developed were: slide show, contents explanation and distribution of the study materials, which served as theoretical support for the future answers.

After the training course, in the second half of November 2015, the implementation of the Delphi method began. The questionnaire of the first round was sent to the research participants in two forms: print and electronic.

Once in possession of the data collected in the first round, the summarization of the results was completed and passed on to the respondents during the first feedback. Wright and Giovinazzo (2000) argue that, at this moment, the respondents can re-evaluate their answers to the first questionnaire, considering the statistical representation available. From the general information summarized in this stage, we elaborated a second questionnaire.

Thus, in order to improve the accuracy of the data, the second round consisted of the distribution of questionnaires according to the professional qualifications of each participant who had completed the previous research stage, except for the ones related to the Art/Music content, which was dropped because there were no respondents with expertise in such field.

For Thompson (2009), the use of few rounds can be justified because of the clarity and objectivity achieved through the data collection. Once again, another feedback and opportunity to re-evaluate the answers was given to the research participants. In order to avoid the mistake pointed out by Wright (1985) – the possibility of improperly forcing consensus in the application of the *Delphi* method –, the process of collecting data was closed at this moment, after five months of duration.

The data collected – by print and electronic forms – have been tabulated excluding the divergences and considering the experts’ consensus as convergences. Thus, we generated the research’s final data, which was subjected to an analysis before the drafting of the proposal of integration of information literacy contents to the Art contents.

4. PRESENTATION AND ANALYSIS OF RESULTS

The presentation of the data obtained in the distinct stages of the research, as well as the analysis of the results, is related to the specific objectives of this study. For a better understanding, the analysis took place according to the equivalent objectives.

Objective: To promote basic teacher formation in information literacy for teachers.

The planning, organization and development of the basic training course in information literacy, offered to the specialized teachers before the application of questionnaires, proved to be very important for the acquisition of knowledge on the subject. The participants had the opportunity to analyze proposals related to the interconnection between information literacy contents and art contents.

But, the training course was short (three hours) and such fact did not allow a further development of the theoretical and scientific aspects of the field, even though this was not one of our objectives. Thus, the teachers had to clarify misunderstood topics and doubts about the research; however, there was still a respondent who considered the “contents and skills of information literacy empirical and shallow.” This may have affected the respondent judgment in relation to feasibility of applying these contents in the public schools of the Federal District.

Overall, the content presented in the training course proved enough for the desired objective. However, it is noteworthy that the ideal situation would be training courses based on strategies that encourage the reflection and application of the contents over a longer period, promoting a more robust learning (GASQUE, 2012).

Objective: To identify the information literacy contents related to the Art contents.

The first round of questionnaires, conducted between November 2015 and March 2016, followed by feedbacks to the participants, provided the necessary data for the

achievement of this objective. The array of information literacy contents applied to high school, proposed by Gasque (2012), was evaluated, item by item, through the closed questions asked by the teachers, indicating or not the possibility of a relationship between the two fields' contents.

The referred matrix proposes the following contents for the first year of high school (GASQUE, 2012):

Chart 1. Proposals of information literacy contents for high school (first year)

PROPOSAL OF INFORMATION LITERACY CONTENTS HIGH SCHOOL	
First year	
Contents	Skills
Research	Use of Boolean operators – and, or, not – and truncation technique to research the database (especially of libraries). Describe and use the main elements of a scientific text – introduction, development and conclusion. Describe the characteristics of scientific information. Apprehend the proper norms for constructing a scientific text. Follow the norms – Bibliographical References, Presentation of Technical-scientific Reports and Summary – ABNT procedures for the research presentation.
Technical-Scientific Summary	Understand the importance of summaries as broadcasters of information. Describe and use the general norms of the summary. Describe the characteristics of the main types of a technical-scientific summary. Elaborate an indicative and informative summary.
Reference	Define reference. Identify the main elements of a reference. Explain the general norms of the reference. Describe the types and ways of including authorship. Add monograph references, in whole or in parts. Add references of articles published in journals and serialized publications as a whole. Add references of internet sites.
Bibliographic Citation	Explain plagiarism. Describe the main points of the law about plagiarism/ authorship. Understand the importance of using the norms of Information and Documentation – Citation of Documents – Presentation NBR 10520. Describe the terms used in the norm: citation, citation of citation, direct citation, indirect citation, reference notes, footnotes, explanatory notes. Explain the general norms of citation. Apprehend the call system (numeric and author-data).

Conceptual map	<p>Explain a conceptual map and its importance for the study.</p> <p>Describe the characteristics of a conceptual map.</p> <p>Identify and list the concepts/keywords of the research content.</p> <p>Elaborate a conceptual map using software.</p>
Library	<p>Apprehend the norms of the library.</p> <p>Understand the library organization system (classification, call number, indexing system).</p> <p>Learn how to seek information in the library catalog.</p> <p>Describe the services and products of the library.</p>
Introduction to the study techniques	<p>Design the study plan.</p> <p>Tasks of the study process: to anticipate the text general information; to read the text; to analyze the theme contents; to make a synthesis of the information to develop schemes/diagrams and the basic conditions for improving the fixation and retrieval of information.</p>

Source: Gasque 2012.

For the second year, the contents proposed are:

Chart 2. Proposals of information literacy contents for high school (second year)

PROPOSAL OF INFORMATION LITERACY CONTENTS HIGH SCHOOL	
Second year	
Contents	Skills
Research	<p>Describe the stages of the research.</p> <p>Understand a research project.</p> <p>Define and articulate the need for information.</p> <p>Identify the types and potential sources of information.</p> <p>Construct and implement strategic projects to seek information.</p> <p>Differentiate the varied types of information: scientific, technological and updated.</p> <p>Describe and identify the general criteria used to evaluate the quality of information.</p> <p>Compare two or more concepts on the same subject by different authors, identify convergent and divergent points and their relevance to the research.</p> <p>Understand a qualitative and quantitative research.</p>
Presentation of academic work	<p>Describe the main elements of the academic work, pre-textual, textual and post-textual – NBR 15724.</p> <p>Follow the norms to structure an academic work.</p>
Reference	<p>Define reference.</p> <p>Describe the terminology used in the norm reference – NBR 6023.</p> <p>Add reference of articles published in journals</p> <p>Add reference of newspaper articles printed on electronic medium.</p>

	Add reference of the event as a whole, on printed and electronic medium. Understand the reference as an important source of information.
Article	Understand the difference between project and article. Describe the main elements of the article. Elaborate small articles.
Technical-Scientific Summary	Describe and use the general norms of a summary. Describe the features of a critical summary. Elaborate a critical summary.
Data Collecting Technique	Describe the main techniques of data collection. Describe the advantages and disadvantages of a questionnaire. Elaborate the questionnaire. Apply the questionnaire. Tabulate the data gleaned from the questionnaire. Analyze the data of the questionnaire.

Source: Gasque 2012.

In the third year, the proposal is to teach the related contents:

Chart 3. Proposals of information literacy contents for high school (third year)

PROPOSAL OF INFORMATION LITERACY CONTENTS HIGH SCHOOL	
Third year	
Contents	Skills
Science	Define science. Understand a paradigm. Describe the evolution of the scientific paradigm. Understand the need for complex thinking. Describe the boundaries of science. Identify the main ethical issues related to science. Describe the main scientific products and sources. Understand the importance of scientific communication.
Research	Explain the concept of information literacy and its importance. Describe, in general terms, the main patterns of information literacy. Identify the subject of interest to be researched. Elaborate the pre-project research. Develop the research. Elaborate the research monograph. Present the research paper.
Data Collecting Technique	Describe the main techniques of data collection. Describe the advantages and disadvantages of observation. Construct an observation grid. Apply the data collection tools. Tabulate the observation data. Analyze the data gleaned from observation. Describe the advantages and disadvantages of the interview. Elaborate the interview. Apply the interview. Tabulate the data of the interview. Analyze the data of the interview.

Source: Gasque 2012.

The results show that 77.5% of the contents of the first year were judged by the participants as likely to be related to the contents of Art. The percentage reached 90% in the case of the contents of the second year, and 88.5% in the case of the contents of the third year. Such percentages can be understood considering Fialho's argument (2013), according to which the development of information literacy must follow the specificities of each discipline.

It is possible to see from the data collected at this stage that a partnership between the faculty and librarians is indispensable. Jumonville (2014) claims that this relationship is fundamental to the success of information literacy programs, in particular when the achievement of such collaborative work is considered (KOVALIK, YUTZEY, PIAZZA, 2012). In this case, 50% of the experts consulted believed that the contents of the first year of high schools, likely to be applied to the Art discipline, require the assistance of a librarian. The percentage related to the librarian's participation decreased as students become more autonomous; in other works, it dropped to 38.5% in the second year, and to 13% in the third year.

At this stage of the research, we identified a number of challenges in the application of information literacy to the curriculum. It was observed that the curriculum does not cover the current need for information, but the weekly workload for art classes is insufficient to fulfill the discipline curriculum related to information literacy. Moreover, some problems related to the physical structure of the education units were mentioned, highlighting the lack of libraries and computer labs. In addition, the teachers mentioned obstacles related to the presence of librarians, who practically do not exist in the boards of the public schools, as well as to the lack of information literacy training for teachers and students.

Although the legislation on public libraries provides for their universalization within the educational institutions in the country (BRAZIL, 2010) and some studies have even shown the relationship between students' learning performance and frequency in the libraries, there are several other studies that reveal the problems of school libraries in Brazil. Such problems include, for example, insufficient amount of units, small and outdated collections, precarious physical spaces, as well as a deficit in financial and technological resources (CAMPELLO, 2010; BERNARDINO; SUAIDEN, 2011; GASQUE, 2010; SOARES, 2004).

Despite the challenges, it has been noted that the respondents considered possible the implementation of information literacy programs in the public schools of the Federal District. One of the factors that can influence this process is precisely the convergent relationship between information literacy contents and the Art contents.

When it comes to the desired collaborative relationship among the parties involved in the process of teaching information literacy — the librarians and teachers of the subject curriculum —, Lima (2012) strengthens Macklin and Fosmire's position (2004) about the difference between the epistemological structures and the fact that investigative processes of the different areas of knowledge do not interfere with the globalization of information

literacy contents. In order to ensure the effectiveness of teaching, it is important to guarantee a collaborative and integrated approach among the curriculum.

Objective: To identify the strategies and suggestions, presented by the workshop's participants, to work information literacy into the classroom.

A relevant step to the application of the presented proposal is the identification of practical strategies to study literacy within the classroom. Most of the answers obtained suggest that because information literacy contents are, for the most part, practical actions to seek and use information, they should be applied to the theoretical contents of Art, as a means of promoting the learning of both contents and to meet Art curriculum objectives.

The absence of more specific suggestions about activities that differ from the traditional model of education allows us to understand that the barrier pointed by Gasque and Tescarolo (2010), related to the difficulties to change pedagogical culture, still prevail among high school art teachers of public institutions in the Federal District. Many of them still give lessons based on the teacher's transmission of content in detriment to the activities that encourage the student's construction of knowledge through the appreciation of experiences, in order to, as Ausubel advocates (2003), set up a meaningful learning process.

However, the collected suggestions corroborate Gasque's widespread assumption (2012), which recommends the implementation of information literacy not as a training or specific activity, but rather through its integration into the curriculum. Such argument is consistent with Mata's (2014), which defends an information literacy approach focused on the curriculum and plan of disciplines.

Objective: To elaborate the proposal of integration of information literacy contents to the Art contents in high school.

The result of the first round of questionnaires and feedback consists of a proposal for the integration of information literacy contents to the Art contents in high school. The Art contents related to the practical development of each language have not been associated to literacy contents due to the nature and specificity of the activities; however the results show that any theoretical Art content is likely to be integrated.

The contents related to the act of seeking and using the information, presented by Gasque (2012), following the precepts of *Information Power* (AASL, 1988), are important for the students to learn how to deal with the information, as well as with the social responsibility imbued in such practice. In addition, they enable the development of autonomous learning mechanisms and the promotion of an emancipative education (CAMPELLO, 2003; PERES, 2011).

From the curriculum matrix suggested by Gasque (2012), for the first year of high school, the researchers indicated for integration the following contents about scientific research and technical-scientific summary:

- Use of Boolean operators — and, or, not — and truncation technique to research the database (especially of libraries).
- Describe and use the main elements of a scientific text – introduction, development and conclusion.
- Follow the norms – Bibliographical References, Presentation of technical-scientific reports and Summary – ABNT procedures for the research presentation.
- Elaborate an indicative and informative summary.

The contents related to reference, bibliographic citation and introduction to the study techniques suggested, still during the first year, were:

- Add monograph references, in whole or in parts.
- Add references of articles published in journals and of serialized publications as a whole.
- Add references of internet sites.

To create the proposal of interconnection of contents for the second year of high school, there were suggested the following contents related to research, academic papers presentation, and references:

- Construct and carry out projects related to strategies for seeking information.
- Compare two or more concepts about the same subject developed by different authors, identify their points of convergence, divergence and relevance to the research.
- Follow the norms for structuring the academic work.
- Add references of articles published in journals.
- Add references of newspaper articles printed on electronic media.
- Add references of the event as a whole on printed and electronic media.

The concepts related to the content, technical-scientific summary and techniques of data collection suggested are:

- Elaborate small articles.
- Elaborate a critical summary.
- Elaborate the questionnaire.
- Apply the questionnaire.
- Tabulate the data of the questionnaire.
- Analyze the data of the questionnaire.

For the third year, the contents suggested are related to the research and techniques of data collection.

- Elaborate the research pre-project

- Develop the research.
- Present the research paper.
- Construct the observation grid.
- Apply the data collection tools.
- Tabulate the data of observation.
- Analyze the data gleaned from observation.
- Elaborate the interview.
- Apply the interview.
- Tabulate the data of the interview.
- Analyze the data of the interview

The remaining contents analyzed as likely to be applied in the Art classes, which were not related to any other content of the discipline, are the conceptual ones that precede the procedures described. Such non-association reflects the little theoretical knowledge about information literacy presented by the people researched. This reality suggests the need to debate whether such restricted perspective, presented by professional teachers, corresponds to the objectives pursued by experts who propose the implementation of information literacy in schools. More still, it requires, according to Gasque and Tascarolo (2010), considerable investments to train the teachers and change the existing pedagogical culture.

CONCLUSIONS AND RECOMMENDATIONS

The results of the research show the possibility of a pedagogical Art practice focused on the training of students in information literacy. Most teachers researched considered the integration of the discipline to the contents of information literacy possible, according to the original matrix proposed by Gasque (2012).

Despite the favorable scenario, it is worth mentioning that, until the research, the participants of the basic training course did not have contact with the theoretical principles, studies and practices about information literacy. This fact suggests the need for further strengthening the ties and communication between the information science and education. Dudziak (2003) has found a similar framework by observing the lack of an integration policy between the information literacy programs and teaching-learning processes in the academic community.

The challenges related to the effective practice of the proposal coincide with the barriers identified by Gasque and Tascarolo (2010). Among them, we highlight the effects of training teacher in information literacy, a fact that needs to be overcome by stimulating the creation of a system for continuing education in the field.

When it comes to the challenges posed by the curricular organization, Gasque (2012) underscores that information literacy programs must be planned by the educational institutions, in accordance to their needs and contextual reality. Through a pedagogical political project, the schools will have the opportunity and legal support necessary to overcome the limitations presented.

The problems related to an inadequate infrastructure for information, as called by Gasque (2012), – which have been identified in this study as the absence of relevant collections, libraries and computer labs – are the reality of the public school system that still lack the presence of librarians. While recognizing the unsatisfactory reality of many Brazilian schools, Fialho (2013) points out that information literacy practices should be adapted to the personal resources and materials available.

The suggested strategies require attention, reflection and analysis by the information literacy specialists, which means basically to work the contents of information literacy according to the apprenticeship of the contents of Art. This can be understood as a simplified way to practice information literacy within the classroom or as an inappropriate reductionism considering the dimensions of the ideals of the field.

Finally, this study emphasizes that an education focused on information literacy is, as argues Dudziak (2005), a complex task. Despite the identification of the challenges, we hope that the proposal of interconnection between the contents of informational literacy and the Art contents, resulted from this research, can contribute to the organization of information literacy practices in schools, having art educators as agents.

LA CONSTRUCCIÓN DE UN PROGRAMA DE ALFABETIZACIÓN INFORMACIONAL Y LA EDUCACIÓN ARTÍSTICA

RESUMEN: Analiza la interconexión de los contenidos de habilidades informativas de arte contenido en la escuela secundaria por encuesta descriptiva de la Secretaría de educadores de arte de educación del Distrito Federal, la enseñanza de Recanto das Emas regionales. Los profesores encuestados participaron en curso de formación básica en habilidades informativas con el fin de apoyar la última etapa que consistía en responder a cuestionarios rondas intercalados con retroalimentación. El estudio utilizó el método Delphi, los instrumentos de investigación se estructuraron cuestionarios con preguntas cerradas y abiertas. Los resultados demostraron la factibilidad de aplicación de la propuesta, a pesar de los retos que hay que superar, principalmente relacionados con el incipiente en la formación en alfabetización informacional de los profesores, en general, la infraestructura deficiente de las escuelas y la organización curricular actual.

PALABRAS CLAVE: Alfabetización informacional. Multiletramento. Educación artística.

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