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Sonja Špiranec works at the Faculty of Humanities and Social Sciences, Department of Information and Communication Sciences in Zagreb. She holds a PhD in Information Sciences & Librarianship from the University of Zagreb and currently the position of an assistant professor. She is engaged in undergraduate, graduate and postgraduate teaching, mentoring and research in the area of information literacy, subject access to information, subject information retrieval, scientific communication and Web 2.0.

She has published a book on information literacy in Croatian, several articles on information literacy, information behaviour, subject access, metadata and the Web 2.0 and has participated in numerous international conferences and workshops. In 2006 and 2008 she participated in regional-focused UNESCO activities in information literacy: she was involved in the preparation and co-authored the IL Platform and Action Plan for Central and South-East European Countries (Ljubljana: ICPE, 2006) and participated in the UNESCO TTT Training The Trainers in Information Literacy which was held in Ankara. In 2010 she received the annual national award for using social software in higher education.

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Lecture: Information Literacy In Web 2.0 Environments: Dimensions of Research

Although the conceptual core of information literacy (IL), with its emphasis on acquiring abilities that enable one to ethically seek, use and create information, has remained quite stable since the term was first introduced, recent transformations in experiences of information and information use are subverting the current discourse of IL.

Information literacy, in its central features, has always been influenced and determined by information environments. Therefore, it comes at no surprise that in parallel with the advent of Web 2.0, which had transformed information environments into complex and unstructured places, central conceptions of IL are being reexamined and reshaped respectively. IL today, more than ever, deals less with finding information and focuses on evaluating and using information. Furthermore, due to tremendous changes triggered by Web 2.0 environments, becoming information literate requires understanding of what constitutes information, how and by whom it is used, created or disseminated. Therefore, developing conceptual insights into information landscapes and abilities of interpreting them becomes the core rationale of IL.

For researchers in the field, the challenge is now to understand how IL is experienced in Web 2.0 context or which new sites of IL practices have emerged. The lecturer will first discuss research challenges and directions, share her own thoughts on the concept of “IL 2.0” and review comments of leading IL experts on these issues.