# Programi informacijskog opismenjavanja (teorijski okviri u području prava i medicine)

# Information Literacy Programmes (Theoretical Framework in the Field of Law and Medicine)

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## Sažetak / Abstract

Visokoškolske knjižnice u Republici Hrvatskoj u posljednjih petnaestak godina započele su s provođenjem programa informacijskog opismenjavanja. Najčešći oblici informacijskog opismenjavanja su radionice na dobrovoljnoj osnovi koje knjižničari provode ili samostalno ili kroz neformalnu suradnju knjižničara i nastavnog osoblja na različitim kolegijima. Zbog nesustavne i sporadične edukacije može se pretpostaviti da studenti na svim godinama studija posjeduju različite razine temeljnih informacijskih kompetencija, ali i potrebnih kontekstualnih informacijskih vještina, specifičnih za pojedino područje znanosti. S obzirom na mali broj istraživanja i nedostatan broj dokaza, može se pretpostaviti da ne postoji dovoljna svijest o promicanju i važnosti uključivanja formalnih programa informacijskog opismenjavanja, što može dovesti do zaključka da ili programa nema dovoljno, ili da se oni, ako i postoje, ne temelje na stvarnim potrebama studenata, nastavnika i drugih sudionika obrazovnog procesa.

Cilj je rada kvalitativnom metodom analize sadržaja relevantne literature iz područja informacijske pismenosti ukazati na neke od najvažnijih modela i standarda informacijskog opismenjavanja u području prava i medicine u svijetu. Svrha je istraživanja proširiti teorijske spoznaje i unaprijediti poučavanje informacijske pismenosti u ova dva predmetna područja u Republici Hrvatskoj. Na praktičnoj razini istraženi modeli i standardi mogu poslužiti kao okviri za izradu formalnih programa informacijskog opismenjavanja u praksi navedenih knjižnica, kao i za unaprjeđivanje prakse u knjižnicama sa sličnim iskustvom u Republici Hrvatskoj.

Academic libraries in Croatia for the past fifteenth years have started implementing information literacy programmes for their users. Most frequent forms of information literacy programme delivery are library workshops with voluntary participation, conducted by librarians, either independently or through informal cooperation with academic staff on various courses. However, it can be assumed, because of non-systematic and sporadic information literacy programmes, that students of all years possess different levels of both generic and contextual information literacy skills in the field of law.

Because of the small number of studies and the insufficient number of evidence, it can be assumed that there is not enough awareness regarding the promotion and relevance of the information literacy programmes. Thus, it can be concluded that the programmes are insufficient, or if they exist, they do not rely on the real needs of students, teachers and other participants in the educational process.

The aim of the paper is to point to some of the most important models and standards of information literacy in the field of law and medicine in the world by using qualitative method of analysing the content of relevant literature in the area of information literacy in the field of law and medicine.

The purpose of the research is to broaden theoretical knowledge and to improve the teaching of information literacy in the field of law and medicine in the Republic of Croatia. On a practical level, the explored models and standards can serve as a theoretical framework for creating formal programmes of information literacy in law libraries' practice, as well as for improving practice in libraries with similar experience in other countries.

## 1. Informacijska pismenost na visokoškolskoj razini

U novom obrazovnom okruženju, zbog razvoja informacijsko-komunikacijske tehnologije (IKT) (Zurkowski 1974) i pojave novih obrazovnih koncepata i paradigmi (uvođenje bolonjskog procesa) na sveučilišta, potreba za razvojem informacijskih vještina studenata dolazi do punog izražaja) (usp. na primjer Dewey 1997; Bruce 2000; Lau 2011). Student informaciju mora naučiti pronaći, učinkovito koristiti, vrednovati, prosuditi o njoj, a da pritom razvija svoje kritičko mišljenje i usvoji vještine koje su mu potrebne ne samo kroz njegovo akademsko, već i cjeloživotno obrazovanje (Špiranec i Banek Zorica 2008, 14). Poznavanje i korištenje IK tehnologije i informacijskih izvora povezano je s korisničkim potrebama, stoga knjižničari svoje usluge i djelatnosti trebaju uskladiti s njima (Webber i Johnston 2000). Zbog toga programi informacijskog opismenjavanja sve više postaju neizostavni dio rada visokoškolske knjižnice jer kompetencije i vještine obuhvaćene informacijskom pismenošću postaju preduvjet za uspješno učenje studenata (Candy, Crebert i O'Leary 1994).

No, bez obzira na važnost formaliziranja sadržaja informacijske pismenosti, različita je praksa na visokoškolskim knjižnicama ne samo u Republici Hrvatskoj već i u svijetu. Naime u izvođenju i primjeni tipova poučavanja informacijske pismenosti studenata, knjižničari i visokoškolske knjižnice nailaze na različite probleme. Oni su u praksi ponekad teško ostvarivi s obzirom na osviještenost nastavnog osoblja ili uključivanje informacijske pismenosti u kurikul visokoškolske institucije. Jedan je od problema nepoimanje uloge knjižnice kao sudionika u obrazovnom procesu visokoškolskih ustanova, već poimanje knjižnice kao informacijskog središta, koje u 21. stoljeću nudi samo pristup većem broju različitih informacijskih izvora (Rubinić i Stričević 2011). Kao jedan od razloga može se uzeti u obzir i činjenica da znanstveno-nastavno osoblje često smatra da današnje generacije studenata ne trebaju razvijati svoje informacijske vještine, jer se radi o tzv. *Google generaciji* koja je odrasla uz IK tehnologiju (Rowlands et al. 2008). No, brojna su istraživanja pokazala zapravo suprotno. Sve više studenata ima tzv. lažan privid da znaju kako se služiti potrebnim informacijskim izvorima tijekom svog studiranja i često precjenjuju svoje znanje o korištenju interneta, ne prepoznaju relevantne informacije, površni su u pretraživanju i nemaju razvijena mjerila vrednovanja (Torras i Saetre 2009). Taj je izazov

## 1. Information literacy at the academic level

In a new educational environment, due to the development of information and communications technology (ICT) (Zurkowski 1974), and the emergence of new educational concepts and paradigms (introduction of the Bologna Process) at universities, the need to develop students' information skills comes to the full expression (cf. for instance Dewey 1997; Bruce 2000; Lau 2011). The student must learn to find, effectively use, evaluate and judge the information, developing its critical opinion and adopting the skills needed not only through the academic but also lifelong education (Špiranec and Banek Zorica 2008, 14). Conversance and use of IC technology and information sources is related to user needs, so librarians should coordinate their services and activities with them (Webber and Johnston 2000). Therefore, information literacy programs are increasingly becoming an indispensable part of the work of the academic library because of the competencies and skills covered by information literacy are becoming a precondition for successful student learning (Candy, Crebert and O'Leary 1994).

However, regardless of the importance of formalizing the content of information literacy, the practice is different at academic libraries not only in the Republic of Croatia, but also in the world. In fact, in the performance and implementation of types of teaching students information literacy, librarians and academic libraries encounter various problems. They are sometimes difficult to achieve in practice due to the awareness of the teaching staff or the inclusion of information literacy in the curriculum of the academic institution. One of the problems is the lack of comprehension of the role of the library as a participant in the educational process of academic institutions, but the comprehension of the library as an information centre that in the 21st century offers only access to many different information resources (Rubinić and Stričević 2011). As a one of the reasons, the fact that scientific and teaching staff often believe that today's generations of students do not need to develop their information skills, because it is so-called *Google generation* that grew up with IC technology, can be taken into account (Rowlands et al. 2008). But numerous studies have actually shown the opposite. More and more students have so-called false illusion that they know how to use the necessary information sources during their studies and often overestimate their knowledge about the use of the Internet, do not recognize relevant information, sloppy in research and do not have developed

još veći zbog toga što svaka znanstvena disciplina ima svoje specifičnosti, pa knjižničari na visokoškolskim knjižnicama pri oblikovanju programa informacijskog opismenjavanja često moraju uzeti u obzir specifičnosti znanstvenog područja. Razlog tome je upravo činjenica da je informacijska pismenost preduvjet cjeloživotnog učenja, a povezivanjem generičkih (temeljnih) vještina i konceptualnih (specifičnih) vještina informacijske pismenosti pojedine znanstvene discipline studenti stječu potrebne i cjelovite vještine informacijske pismenosti koje će im biti potrebne u svakodnevnom životu i radu.

## 1.1. Modeli i standardi informacijske pismenosti na visokoškolskoj razini

Tijekom godina razvijeni su brojni modeli i standardi kojima su autori pokušali dati okvir za tumačenje informacijske pismenosti, ali i njezinu praktičnu primjenu. Modeli, kao teorijski okviri nastali znanstvenim istraživanjem, zapravo su bili podloga za standarde – neki izravno, a neki samo kao polazište (Špiranec i Banek Zorica 2008, 49, 121).

Neki od najvažnijih modela i standarda koji su primjenjivi u visokoškolskom okruženju te koji mogu pomoći u razumijevanju povezanosti informacijske pismenosti s disciplinarnim kontekstom razvijanja potrebnih informacijskih vještina studenata jesu SCONUL model[1] (SCONUL 2011) (usp. Bainton 2001), ACRL Standard Američkog udruženja za visokoškolske knjižnice (ACRL 2000) i Australski i novozelandski standard (ANZIL) (Bundy 2004).

Navedeni modeli i standardi za visokoškolsko obrazovanje omogućuju razumijevanje iskustva informacijske pismenosti i korištenja informacije da bi učenje bilo moguće. U njima se uočava da se informacijska pismenost u visokoškolskim ustanovama zbiva u suodnosu visokoškolska knjižnica – nastava, zbog potrebe razvijanja dodatnih znanja i vještina korisnika o korištenju i vrednovanju informacijskih izvora, poticanjem i osmišljavanjem programa informacijskog opismenjavanja kao redovite, a ne samo sporadične djelatnosti knjižnice, koja se temelji na dobrovoljnoj osnovi, te uključivanjem navedenih programa na formalnu razinu institucije (Bruce 2001). Povezujući informacijsku pismenost s kurikulom, zahtijeva se partnerska suradnja edukatora, knjižničara, nastavnog osoblja, tj. svih sudionika obrazovnog procesa. Na temelju prijedloga ANZIL-a trenutačna praksa uključenosti informacijske pismenosti s kurikulom obuhvaća kombina-

evaluation criteria (Torras and Saetre 2009). This challenge is even greater, because each scientific discipline has its own specifics, so librarians in academic libraries often have to take into account the specifics of the scientific field when designing information literacy programs. The reason for this is the fact that information literacy is a precondition for lifelong learning, and by connecting generic (basic) skills and conceptual (specific) skills of information literacy of a particular scientific discipline, students acquire the necessary and complete information literacy skills they will need in everyday life and work.

## 1.1. Models and standards of information literacy at the academic level

Over the years, numerous models and standards have been developed and using them the authors have tried to provide a framework for the interpretation of information literacy, but also for its practical application. Models, as theoretical frameworks created by scientific research, were in fact the basis for standards – some directly, and some only as a starting point (Špiranec and Banek Zorica 2008, 49, 121).

Some of the most important models and standards that are applicable in the academic environment and can help in understanding the connection between information literacy and the disciplinary context of developing the necessary information skills of students are SCONUL model[1] (SCONUL 2011) (cf. Bainton 2001), ACRL Standard of the Association of College and Research Libraries (ACRL 2000) and Australia and New Zealand standard (ANZIL) (Bundy 2004).

These models and standards for academic education provide an understanding of the experience of information literacy and the use of information to make learning possible. They show that information literacy in academic institutions takes place in the relationship between academic library and courses, due to the need to develop additional knowledge and skills of users on the use and evaluation of information resources, encouraging and designing information literacy programs as regular library activity, and not just sporadic one, which is based on a voluntary basis, and by including these programs at the formal level of the institution (Bruce 2001). Linking information literacy with the curriculum requires the partnership of educators, librarians, teaching staff, i.e. all participants in the educational process. Based on

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[1] SCONUL je akronim od Society of College, National and University Libraries.

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ciju generičkih, usporednih, integriranih i ugniježđenih komponenti (vidi više Špiranec i Banek Zorica 2008, 121). Stoga se danas u svijetu govori o četiri najvažnija tipa informacijskog opsmenjavanja u visokoškolskom okruženju: intrakurikularnom ili ugniježđenom tipu; interkurikuralnom ili integriranom kolegiju; ekstrakurikularnom ili paralelnom informacijskom opsmenjavanju i samostojećem tipu (usp. Bundy 2004, 6).

Ako se uzmu u obzir specifičnosti svakoga pojedinog tipa, može se uočiti da uloga visokoškolskih knjižničara u informacijskom opsmenjavanju postaje iznimno važna, ali je i specifična. Ona je izražena u sva četiri tipa, ali je zastupljena u različitom opsegu. Tako je u ugniježđenom tipu najuočljivija isprepletenost sadržaja predmeta s informacijskom pismenošću budući da ga zajednički kreiraju knjižničari i nastavno osoblje. To omogućuje podizanje kvalitete nastave i motiviranje studenata da usvoje odgovarajuće informacijsko ponašanje (Špiranec i Banek Zorica 2008, 121). Važnost integracije, odnosno ugnježđivanja koncepta informacijske pismenosti u kurikul institucije kroz suradnju knjižničara i nastavnog osoblja prepoznali su brojni autori (usp. Calkins i Kvenild 2010; Freudenberg i Lupton 2005). Neki autori smatraju da je to teže ostvarivo te navode neke od problema (Kobzina 2010). Primjerice, Winner smatra da još uvijek nije široko prihvaćena niti prepoznata uloga knjižničara u planiranju i kreiranju kurikula, kao i unutar predmeta (Winner 1998). S druge strane, Torras i Saetre ističu da se pri kreiranju primjerenog programa u pojedinom znanstvenom području moraju uzeti u obzir i pedagoški aspekti, primjerenost sadržaja programa, odnosno vještine koje bi trebala imati svaka informacijski pismena osoba, te specifičnosti pojedinoga područja (Torras i Saetre 2009, 30). Pritom je jedan od temeljnih preduvjeta da knjižničari trebaju posjedovati potrebne pedagoške kompetencije i vještine za kreiranje i provedbu takvih programa.

## 2. Razvoj informacijske pismenosti u području prava i specifičnosti pravne znanosti

Razvoj informacijske pismenosti u području prava može se promatrati usporedno s razvojem informacijske pismenosti na sveučilištima i visokoškolskim knjižnicama u svijetu. Slično kao i u drugim znanstvenim poljima, većina autora ističe da pravne knjižnice zbog razvoja IKT-a i promjena u obrazovnom okruženju moraju prilagoditi svoje informacijske usluge i što više primjenjivati programe informacijskog opsmenjavanja (usp. Kaplan i Darvil 2011, 154; Percy Jayasuriya 2007; Abbas 2014).

the ANZIL proposal, the current practice of including information literacy in the curriculum includes a combination of generic, comparative, integrated and nested components (see more: Špiranec and Banek Zorica 2008, 121). Therefore, today, there are four most important types of information literacy in the world in the academic environment: intracurricular or nested type; intercurricular or integrated course; extracurricular or parallel information literacy and stand-alone type (cf. Bundy 2004, 6).

If we take into account the specifics of each type, it can be seen that the role of academic librarians in information literacy is becoming extremely important, but it is also specific. It is expressed in all four types, but is represented to a different extent. Thus, in the nested type, the most noticeable is the intertwining of the subject content with the information literacy, since it is jointly created by librarians and teaching staff. This allows raising the quality of teaching and motivating students to adopt appropriate informational behaviour (Špiranec and Banek Zorica, 2008: 121). The importance of integration, i.e. nesting the concept of information literacy in the curriculum of the institution through the cooperation of librarians and teaching staff has been recognized by numerous authors (cf. Calkins and Kvenild 2010; Freudenberg and Lupton 2005). Some authors find this more difficult to achieve and cite some of the problems (Kobzina 2010). For example, Winner believes that the role of librarians in curriculum planning and design, as well as within the subject, is not yet widely accepted or recognized (Winner 1998). On the other side Torras and Saetre point out that when creating an appropriate program in a particular scientific field, pedagogical aspects, the adequacy of the program content, i.e. the skills that every information literate person should have and the specifics of the particular field, must be taken into account (Torras and Saetre 2009, 30). One of the basic preconditions is that librarians should have the necessary pedagogical competencies and skills to create and implement such programs.

## 2. Development of information literacy in the Field of Law and specifics of Legal Science

The development of information literacy in the Field of Law can be observed in parallel with the development of information literacy at universities and academic libraries in the world. Similar to other scientific fields, most authors point out that, due to the development of ICT and changes in the educational environment, law libraries must adapt their information services and apply information literacy

Pengelley naglašava da se obrazovanje pravnika ne provodi više samo u učionicama pravnih fakulteta, već postaje hibridno mjesto koje uključuje elektroničke izvore dostupne na *webu*, kao i nove načine učenja, primjerice e-učenja, pa tako internet postaje ključan u razvijanju obrazovnog iskustva studenata (Pengelley 2001).

S druge strane, informacijska pismenost unutar područja prava zahtijeva velik broj specifičnih aspekata, čak jedinstvenih u odnosu na druga područja znanosti (posebice humanističke i prirodne znanosti) (Callister 2010). Prema Ryskom u većini područja znanosti najčešći primarni izvori za izučavanje pojedine discipline ili predmeta su knjige i znanstveni časopisi. Za područja prava to nije slučaj. U primarne izvore spadaju zakoni, zakonske odredbe, uredbe, direktive, sudske odluke (Ryskey 2007, 22). Studenti prava tijekom svoga školovanja moraju naučiti znati pronaći, koristiti, vrednovati i naučiti citirati različite pravne izvore, prepoznati osobitosti pravnih baza, ali i naučiti analizirati i kritički pristupiti pravnom problemu, prepoznati normativni okvir za pravni problem, usporediti pravne sustave dostupne u pravnim bazama podataka ili drugim izvorima informacija (Ryskey 2007, 22). Stoga autori smatraju da studenti trebaju razvijati ne samo generičke (opće) već i kontekstualne (stručne) vještine informacijske pismenosti u području prava koje su ključne za razvijanje njihovih cjeloživotnih kompetencija kao budućih pravnika (Beeljars 2009).

### 3. Razvoj informacijske pismenosti u području medicine i specifičnosti medicinske znanosti

Medicinsko znanje je iznimno složeno. Sposobnost učinkovitog pretraživanja literature od suštinske je važnosti za buduće liječnike. *Association of American Medical Colleges* (Udruženje američkih medicinskih fakulteta) u dokumentu *Learning Objectives for Medical Student Education Guidelines for Medical Schools* navodi da budući liječnici moraju moći pronaći biomedicinsku informaciju iz baza podataka i ostalih izvora, upravljati njome i koristiti je za rješavanje problema i donošenje odluka koje su relevantne za njegu pojedinca, kritički procijeniti informaciju i njezin izvor te ih na odgovarajući način primijeniti na donošenje odluka u praksi. Razvoj vještina informacijske pismenosti prepoznat je kao važan aspekt medicinske edukacije i prakse traženja dokaza u medicini. Stoga je u medicinskim knjižnicama diljem svijeta zabilježen veliki broj programa informacijskog opismenjavanja (Brettle 2003; 2007). Pretraživanje informacija i kritička procjena

programs as much as possible (cf. Kaplan and Darvil 2011, 154; Percy Jayasuriya 2007; Abbas 2014). Pengelley emphasizes that education of lawyers is no longer conducted only in the classrooms of law faculties, but is becoming a hybrid place that includes electronic resources available on the *web*, as well as new ways of learning, such as e-learning, so the Internet becomes crucial in developing students' educational experience (Pengelley 2001).

On the other hand, information literacy within the field of law requires a large number of specific aspects, even unique one in relation to other fields of science (especially to the Humanities and Natural Sciences) (Callister 2010). According to Ryskey, in most fields of science, the most common primary sources for studying a particular discipline or subject are books and scientific journals. For fields of law this is not the case. Primary sources include laws, legal provisions, regulations, directives, court decisions (Ryskey 2007, 22). During their studies, law students must learn to find, use, evaluate and cite different legal sources, recognize the peculiarities of legal bases, but also learn to analyze and critically approach a legal problem, recognize the normative framework for a legal problem, compare different legal systems available in legal data bases or other sources of information (Ryskey 2007, 22). Therefore, the authors believe that students should develop not only generic (general) information literacy skills, but also contextual (professional) information literacy skills in the field of law, which are crucial for developing their lifelong competencies as future lawyers (Beeljars 2009).

### 3. Development of information literacy in the Field of Medicine and specifics of Medical Science

Medical knowledge is extremely complex. The ability to effectively research the literature is essential for future physicians. *Association of American Medical Colleges* in the document *Learning Objectives for Medical Student Education Guidelines for Medical Schools* states that future physicians must be able to find biomedical information from databases and other sources, manage and use it to solve problems and make decisions that are relevant to the care of individuals, critically evaluate information and its source and apply them appropriately to decision-making in practice. The development of information literacy skills is recognized as an important aspect of medical education and evidence-seeking practice in medicine. Therefore, a large number of information literacy programs have been recorded

informacija postaju važni jer standardi medicinske edukacije/obrazovanja u medicini zahtijevaju da studenti posjeduju vještine informacijske pismenosti (Storie i Campbell 2012). U provođenja programa informacijskog opismenjavanja jedan je od najvećih izazova kako utjecati na studente, kojima je puno ugodnije pretraživati web, da počnu koristiti provjerene relevantne baze podataka umjesto toga (usp. Spring 2010; Kuhn, Edwards-Waller 2009). Neki autori (Shershneva, Slotnick i Mejicano 2005) smatraju da će se taj problem riješiti primjerenim predstavljanjem informacijskih izvora tijekom obrazovanja te da je važno izvore informacija staviti u odgovarajući kontekst.

Preporuka je većina autora programe informacijskog opismenjavanja što ranije integrirati u kurikule i ne ih ograničiti samo na prve godine, odnosno trebaju biti integrirani tijekom trajanja obrazovanja kako bi studenti kontinuirano razvijali svoje vještine informacijske pismenosti (Buysse 2018).

### 4. Cilj, svrha rada i istraživačka pitanja

Važnost provođenja programa informacijskog opismenjavanja na pravnim i medicinskim fakultetima prepoznali su i knjižničari u Republici Hrvatskoj pa se bilježi sve više primjera dobre prakse provođenja takvih programa, posebice u posljednjih pet godina, što je iznimno pohvalno (usp. Golenko, Petr Balog i Siber 2017; Markulin, Škorić i Petrak 2014). No, problem koji se pojavljuje i ostaje je različita praksa provođenja programa informacijskog opismenjavanja, gdje se oni uglavnom najčešće provode paralelno, samostalno unutar knjižnice kroz nekoliko školskih sati ili kroz neformalnu suradnju s nastavnim osobljem na različitim kolegijima. Time koncept informacijske pismenosti nije integriran u kurikul institucije, odnosno nije uključen na formalnoj razini visokoškolskih institucija. Zbog nesustavne i sporadične edukacije može se pretpostaviti da studenti na svim godinama studija posjeduju različite razine temeljnih informacijskih kompetencija, ali i potrebnih informacijskih vještina u području prava i medicine. Isto tako, s obzirom na mali broj istraživanja, može se pretpostaviti da ne postoji dovoljna svijest o promicanju i važnosti programa informacijskog opismenjavanja, što može dovesti do zaključka ili da programa nema dovoljno ili da se oni, ako i postoje, ne temelje na stvarnim potrebama studenata, nastavnika i drugih sudionika obrazovanog procesa (Golenko 2017).

Tako je primjerice u području prava zabilježen samo jedan formalni program – na Pravnom fakultetu u Zagrebu na Poslijediplomskom doktorskom studiju

in medical libraries around the world (Brettle 2003; 2007). Information retrieval and critical evaluation of information are becoming important as standards of medical education in medicine require students to possess information literacy skills (Storie and Campbell 2012). In implementing an information literacy program, one of the biggest challenges is how to influence students who are much more comfortable in browsing the web to start using verified relevant databases instead (cf. Spring 2010; Kuhn and Edwards-Waller 2009). Some authors (Shershneva, Slotnick and Mejicano 2005) consider that this problem will be solved by appropriate presentation of information sources during education and that it is important to put information sources in the appropriate context.

It is recommended that most authors integrate information literacy programs into curricula as soon as possible and not limit them only to the first years, i.e. they should be integrated throughout the period of education in order for students to continuously develop their information literacy skills (Buysse 2018).

### 4. Aim, purpose of the work and research questions

The importance of implementing information literacy programs at law and medical faculties has also been recognized by librarians in the Republic of Croatia, so there are more and more examples of good practice in implementing such programs, especially in the last five years, which is exceptionally commendable (cf. Golenko, Petr Balog and Siber 2017; Markulin, Škorić and Petrak 2014). But the problem that arises and remains is the different practice of implementing information literacy programs, where they are usually conducted in parallel, independently within the library over several classes or through informal collaboration with teaching staff in different courses. Thereby, the concept of information literacy is not integrated into the institution's curriculum, that is, it is not involved at the formal level of academic institutions.

Due to the unsystematic and sporadic education, it can be assumed that students in all years of study possess different levels of basic information competencies, but also the necessary information skills in the field of law and medicine. Likewise, given the small number of studies, it can be assumed that there is insufficient awareness of the promotion and importance of information literacy programs, which may lead to the conclusion that there are not enough programs or that they, if any, are not based on actual

prava izvodi se kolegij *Pretraživanje pravnih izvora i baza podataka*, koji zajednički izvode nastavnici i knjižničari. U području medicine izvode se dva izborna kolegija *Važno je naći valjan dokaz* i *Kako izraditi diplomski rad* na Medicinskom fakultetu u Zagrebu.

S obzirom na specifičnosti predmetnih područja prava i medicine u odnosu na druga područja znanosti (*vidi više u poglavlju 2 i 3*), iznimno je važno da studenti razvijaju vještine i kompetencije obuhvaćene informacijskom pismenošću, budući da su one postale, s obzirom na virtualno okruženje, preduvjet za uspješno učenje.

Iz svega navedenoga, stoga proizlaze sljedeća istraživačka pitanja:

1. Na podlozi kojih modela i standarda informacijske pismenosti se provode programi informacijskog opismenjavanja na pravnim i medicinskim fakultetima u svijetu?

2. Koji je najprimjereniji tip informacijskog opismenjavanja studenata prava i medicine s obzirom na specifičnosti područja prava i medicine i s obzirom na važnost razvijanja ne samo općih već i kontekstualnih (specifičnih) vještina informacijske pismenosti studenata prava i medicine?

3. Koje je smjernice potrebno uzeti pri oblikovanju primjerenog programa informacijskog opismenjavanja u području prava i medicine?

Cilj je rada kvalitativnom metodom analize sadržaja relevantne literature iz područja informacijske pismenosti ukazati na neke od najvažnijih modela i standarda informacijskog opismenjavanja u području prava i medicine u svijetu. Svrha je istraživanja proširiti teorijske spoznaje i unaprijediti poučavanje informacijske pismenosti u ova dva predmetna područja u Republici Hrvatskoj te također skrenuti pozornost na važnost sustavnog i formalnog provođenja programa informacijskog opismenjavanja, kao i na važnost poimanja holističkog i interdisciplinarnog pristupa informacijskoj pismenosti u ta dva predmetna područja.

Na praktičnoj razini istraženi modeli i standardi mogu poslužiti kao okviri za izradu formalnih programa informacijskog opismenjavanja u praksi navedenih knjižnica, kao i za unaprjeđivanje prakse u knjižnicama sa sličnim iskustvom. Dobiveni rezultati stoga mogu poslužiti za postavljanje primjerenih indikatora za kreiranje takvog obrazovnog okruženja studenata koje omogućuje kontinuirano i sustavno stjecanje kompetencija informacijske pismenosti.

student, teacher and other participants needs of the educational process (Golenko 2017).

Thus, for example, only one formal program has been recorded in the field of law – at the Faculty of Law in Zagreb, at the Postgraduate Doctoral Study of Law, a course is taught *Search for legal sources and databases*, conducted jointly by teachers and librarians. In the field of medicine, two elective courses are conducted *It is important to find valid evidence* and *How to make a graduate thesis* at the Faculty of Medicine in Zagreb.

Given the specifics of the subject fields of law and medicine in relation to other fields of science (see more in the chapter 2 and 3), it is extremely important that students develop the skills and competencies within information literacy, since they have become, given the virtual environment, a precondition for successful learning.

From all of the above, thereby, the following research questions arise:

1. On the basis of which models and standards of information literacy are information literacy programs implemented at law and medical faculties in the world?

2. What is the most appropriate type of information literacy of law and medicine students given the specifics of the field of law and medicine and given the importance of developing not only general but also contextual (specific) information literacy skills of law and medicine students?

3. What guidelines should be taken when designing an appropriate information literacy program in the field of law and medicine?

The aim of this paper is to point out some of the most important models and standards of information literacy in the field of law and medicine in the world by the qualitative method of content analysis of relevant literature in the field of information literacy. The purpose of the research is to expand theoretical knowledge and improve the teaching of information literacy in these two subject fields in the Republic of Croatia, and also to draw attention to the importance of systematic and formal implementation of information literacy programs and the importance of understanding a holistic and interdisciplinary approach to information literacy in these two subject fields.

At the practical level, the researched models and standards can serve as frameworks for the development of formal information literacy programs in the practice of these libraries, as well as for the im-

## 5. Metodologija istraživanja

Da bismo pronašli odgovore na postavljena pitanja, nužno je steći detaljniji uvid u koncept informacijske pismenosti i istražiti na podlozi kojih modela i standarda se najčešće temelje i kreiraju programi informacijskog opismenjavanja u području prava i medicine. Korištena metodologija obuhvatila je kvalitativan pristup u istraživanju, koji je obuhvatio metodu analize sadržaja (Neuendorf 2002). Jedinica analize bila je informacija o informacijskoj pismenosti i tipovima programa informacijskog opismenjavanja u predmetnim područjima obuhvaćenim istraživanjem (Halmi 1996).

Sadržajna analiza omogućila je da se na sustavan, jednostavan i kvalitetan način pretraži i analizira dostupna literatura, ali i stekne uvid u najčešće korištene termine i relevantno nazivlje u kontekstu informacijske pismenosti u području prava i medicine (McNicol 2005). Analiza je obuhvatila identificiranje literature o temi istraživanja (knjige i znanstvene članke) te je provedeno kritičko vrednovanje i odabir literature o modelima i standardima informacijskog opismenjavanja u području prava i medicine (Creswell 2013, 79). S obzirom na specifičnosti predmetnih područja, sadržajna je analiza obuhvatila radove iz informacijske pismenosti u području prava i medicine u različitim bazama podataka, relevantnim za navedena područja.

Za područje prava analizirani su radovi zastupljeni u pravnoj bazi podataka *HeinOnline* te bazi podataka *Taylor i Francis* s obzirom na njihovu interdisciplinarnu prirodu povezivanja prava kao discipline i informacijskih znanosti. Za područje medicine analizirani su radovi zastupljeni u bazama Web of Science Core Collection, Scopus, Medline i CINHAL.

Analizirani su radovi objavljeni u rasponu od tridesetak godina. Razlog tomu su promjene koje su se dogodile na visokoškolskim knjižnicama zbog pojave interneta, razvoja i primjene IKT-a te promjene u visokoškolskom obrazovanju i nove paradigme učenja.

U sadržajnoj analizi radova krenulo se od postavljenih istraživačkih pitanja i definiranog postavljenog problema. Tako su u tražilicama baza podataka kao jedinice analize formulirani sljedeći upiti za područje prava: *legal information literacy*, *information literacy in the field of law*, *information literacy programme in the field of law*, *legal research competency* itd. Za područje medicine kombinirani su pojmovi: *information literacy*, *information competence*, *information skills* s pojmovima koji pokrivaju područje biomedicine i zdravstva.

provement of practice in libraries with similar experience. The obtained results can therefore be used to set appropriate indicators for creating such educational environment for students that allows continuous and systematic obtainment of information literacy competencies.

## 5. Research methodology

To find answers to the asked questions, it is necessary to gain a more detailed insight into the concept of information literacy and explore the models and standards which the information literacy programs are mostly based on and created in the field of law and medicine. Used methodology included a qualitative approach in the research, which included a content analysis method (Neuendorf 2002). The unit of analysis was information on information literacy and types of information literacy programs in the subject fields covered by the research (Halmi 1996).

The content analysis enabled a systematic, simple and high-quality way to search and analyze the available literature, but also to gain insight into the most commonly used terms and relevant terminology in the context of information literacy in the field of law and medicine (McNicol 2005). The analysis included the identification of literature on the research topic (books and scientific articles), and then a critical evaluation and selection of literature on models and standards of information literacy in the field of law and medicine has been carried out (Creswell 2013, 79). Given the specifics of the subject fields, the content analysis included works on information literacy in the field of law and medicine in various databases, relevant to these fields.

For the field of law, the works from the law database *HeinOnline* and database *Taylor and Francis* were analysed, given their interdisciplinary nature of linking law as a discipline and the information sciences.

For the field of medicine, the papers in the databases Web of Science Core Collection, Scopus, Medline and CINHAL were analysed.

Papers published over a period of thirty years were analysed. The reason for this are the changes that have taken place in academic libraries due to the emergence of the Internet, the development and use of ICT and changes in academic education and new learning paradigms.

The content analysis of the papers has started from the research questions and the defined and raised problem. Thus, the following queries for the field of law are formulated as units of analysis in database

Pritom su uzete u obzir različite poznate varijante i istoznačnice ključnih pojmova te su primijenjeni primjereni alati koje pružaju baze podataka: ključne riječi, riječi iz naslova i sažetka, pojmove iz tezaurusa, različiti filtri i sl. Pri određivanju prikladnih, relevantnih u odnosu na nerelevantne radove uzimalo se u obzir i precizno postavljeno pitanje, zaključci, odnosno pokušalo se utvrditi jesu li radovi dali važne informacije ne samo u praktičnoj primjeni već i za buduće istraživačke radove na dosljedan, objektivan i nepristran način te na temelju ugleda autora i časopisa u kojem je rad objavljen (Franić, Dokuzović i Petrak 2017).

## 6. Rezultati istraživanja

S obzirom na cilj rada, iščitana literatura probirana je i prikazana kroz pregled informacijske pismenosti predmetnih područja obuhvaćenih istraživanjem u različitim dijelovima svijeta. Analizirana literatura je izdvojena, tj. klasificirana u četiri glavne skupine na područje Sjeverne Amerike, Australije i Europe. Sadržajna je analiza obuhvatila i radove o informacijskoj pismenosti u području Republike Hrvatske kako bi se stekao uvid i napravila usporedba s navedenim državama.

### 6.1. Informacijska pismenost u području prava

Informacijskom pismenošću u području prava najviše se bave autori iz Sjedinjenih Američkih Država (Kim-Prieto 2011), Australije (Cuffe 2018) i Europe, ponajprije Velike Britanije, Škotske i Walesa (Mishkin 2017), kao zemalja s najdužom tradicijom pravnog knjižničarstva.

### 6.1.1. Informacijska pismenost u području prava u SAD

U Sjedinjenim Američkim Državama uloga knjižničara kao edukatora na pravnim fakultetima, osobito u izradi bibliografskih uputa, ima iznimno dugu tradiciju još od 19. stoljeća (Callister 2010, 10). No, bez obzira na to, programi informacijskog opismenjavanja na američkim pravnim fakultetima razvijaju se tek posljednjih trideset godina. Tako je na pojedinim pravnim fakultetima informacijska pismenost uključena u kurikul i strateške dokumente institucija, a na nekima ne. Na problem različite prakse provođenja programa informacijskog opismenjavanja ukazuju i brojni autori (Kim-Preito 2011). Kaufmann 2010. godine ističe da, s obzirom na to da nisu postavljeni učinkoviti tipovi informacijskog opismenjavanja na pravnim fakultetima, studenti tijekom godina studija ne posjeduju jednake vještine informacijske pismenosti (Kaufmann

search engines: *legal information literacy*, *information literacy in the field of law*, *information literacy programme in the field of law*, *legal research competency*, etc. For the field of medicine, the terms: *information literacy*, *information competence*, *information skills* are combined with terms covering the field of biomedicine and health.

In doing so, various known variants and synonyms of key terms were taken into account, and appropriate tools provided by databases were applied: keywords, words from the titles and abstracts, terms from the thesaurus, various filters, etc. In determining the appropriate, relevant in relation to irrelevant papers, the precisely asked question, conclusions were taken into consideration, i.e. an attempt was made to establish whether the papers have provided important information not only in practical use, but also for future research papers in a consistent, objective and impartial manner and if they are based on the reputation of the author and the journal in which the paper was published (Franić, Dokuzović and Petrak 2017).

## 6. Research results

Considering the aim of the paper, the read literature was selected and presented through an overview of information literacy of the subject fields covered by the research in different parts of the world. The analysed literature is separated, i.e. classified into four main groups in North America, Australia and Europe. The content analysis also included works on information literacy in the territory of the Republic of Croatia in order to gain an insight and make a comparison with mentioned countries.

### 6.1. Information literacy in the Field of Law

Information literacy in the Field of Law is mostly a focus of authors from the United States (Kim-Prieto 2011), Australia (Cuffe 2018) and Europe, primarily the United Kingdom, Scotland and Wales (Mishkin 2017), as countries with the longest tradition of law librarianship.

### 6.1.1. Information literacy in the Field of Law in the United States of America

In the United States of America, the role of librarians as educators at law faculties, especially in the production of bibliographic references, has an extremely long tradition dating back to the 19th century (Callister 2010, 10). But, regardless of that, information literacy programs at American law faculties have been developing only for the last thirty years. Thus, in some law faculties, information literacy is

2010). Navodi tri najčešća tipa informacijskog opismenjavanja koja se provode na pravnim fakultetima: a) izborni kolegij uputa za istraživanje (engl. *research instruction*), koji je najčešće korišten; b) individualne edukacije koje provode knjižničari sa studentima u knjižnici ili u dogovoru s nastavnim osobljem unutar pojedinog kolegija, tzv. *non credit instruction*, te c) programi informacijskog opismenjavanja uključeni u okviru polaganja pravosudnog ispita koji mora položiti svaki student prava nakon završetka studija. U prilogu navedenom problemu, AALL² je donio dva iznimno važna dokumenta. Godine 2009./2010. u SAD su postavljeni tzv. *LSIL standards*, odnosno Standardi za informacijsku pismenost studenata prava,³ a tri godine kasnije 2013. donesena su Načela i standardi za kompetencije pravnog istraživanja (Principles and standards for legal research competency 2013). Oba se dokumenta temelje na ACRL standardima, ali su oblikovani kako bi odgovarali razvijanju potrebnih informacijskih vještina i specifičnih alata i tehnika pretraživanja namijenjenom studentima prava (Law student research competencies and information literacy standards 2012). Kim-Prieto ističe da su navedeni standardi nastali zbog potrebe provođenja holističkog pristupa pravnom obrazovanju te nužnosti razlikovanja pravnih vještina od vještina informacijske pismenosti u području prava (Kim-Prieto i Kahvecioglu 2014). Nastavno na donesene standarde zaključuje se da se programi informacijskog opismenjavanja u području prava trebaju temeljiti na praktičnim modelima koji naglašavaju suradnički i integrirajući pristup u stvaranju kurikula, tj. suradnju akademskog i knjižničnog osoblja, upravo kako bi se podjednako razvijale ne samo generičke već i kontekstualne vještine studenata prava.

### 6.1.2. Informacijska pismenost u području prava u Australiji

U Australiji se autori ponajviše bave problematikom informacijskog opismenjavanja studenata prava sa stajališta sadržaja programa s obzirom na specifičnost pravnoga područja, oblik provođenja nastave, organizaciju nastave itd., kao i da ne postoji još potpuno prihvaćen model informacijskog opismenjavanja studenata prava (usp. O'Sullivan 2001; McLaurin Smith i Presser 2005).

Polazište programa informacijskog opismenjavanja studenta prava u Australiji i Novom Zelandu teme-

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² AALL je akronim za *American Association of Law libraries* (Američko udruženje pravnih knjižnica).

³ LSIL standards je akronim za *Law student information literacy standard* (Standardi za informacijsku pismenost studenata prava).

included in the curriculum and strategic documents of institutions, and in some is not. Numerous authors point out the problem of different practices of implementing information literacy programs (Kim-Preito 2011). In 2010, Kaufmann points out that since effective types of information literacy have not been set in law faculties, students do not have the same information literacy skills during their years of study (Kaufmann 2010). He lists the three most common types of information literacy conducted at law faculties: a) elective course *research instruction*, which is the most commonly used; b) individual trainings conducted by librarians with students in the library or in agreement with the teaching staff within a particular course, so called *non credit instruction*, and c) information literacy programs are included in the bar exam that each law student must pass after graduation. In support to the stated problem, AALL² adopted two extremely important documents. In 2009/2010 in the USA the so-called *LSIL standards*, i.e. Standards for information literacy of law students³, are set, and three years later in 2013 *Principles and standards for legal research competency* (Principles and standards for legal research competency 2013) were adopted. Both documents are based on ACRL standards, but they are designed to suit the development of the necessary information skills and specific search tools and techniques for law students (Law student research competencies and information literacy standards 2012). Kim-Prieto points out that these standards were created due to the need to implement a holistic approach to legal education and the need to distinguish legal skills from information literacy skills in the field of law (Kim-Prieto and Kahvecioglu 2014). Following the adopted standards, he concludes that information literacy programs in the field of law should be based on practical models which emphasize a collaborative and integrative approach in curriculum creation, i.e. the collaboration of academic and library staff, specifically in order to equally develop not only the generic but also the contextual skills of law students.

### 6.1.2. Information literacy in the Field of Law in Australia

In Australia, the authors mostly deal with the issue of information literacy of law students from the point of view of the program content considering the specifics of the field of law, the form of teaching, the organization of teaching, etc., as well

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² AALL is an acronym for *American Association of Law libraries*.

³ LSIL standards is an acronym for *Law student information literacy standard*.

ljeno je na ANZIL modelu informacijske pismenosti (praktični model koji se temelji na suradničkom i integrirajućem pristupu u stvaranju kurikula) (Bundy 2004). Programi se najčešće provode kroz zajedničku suradnju knjižničara i nastavnog osoblja temeljeni na tzv. intrakurikularnom ili ugniježđenom tipu informacijskog opismenjavanja unutar kojeg je sadržaj informacijske pismenosti uključen u nastavu pojedinoga pravnog kolegija.

### 6.1.3. Informacijska pismenost u području prava u Europi

U Europi su zabilježeni brojni radovi o važnosti provođenja programa informacijskog opismenjavanja na pravnim fakultetima, no polazišta za kreiranje programa u praksi su različita. (Beeljars 2009, 327). Tako su, primjerice, u pojedinim državama koncept informacijske pismenosti kao i programi informacijskog opismenjavanja u potpunosti uključeni u strateške dokumente i kurikul institucije. S druge strane, pojedini autori u drugim državama tek naglašavaju važnost provođenja programa u području prava, ali i navode brojne probleme njihova neprovođenja (npr. nedovoljna osviještenost svih sudionika obrazovnog procesa o važnosti informacijske pismenosti) (Davies i Jackson 2005).

Konceptom informacijske pismenosti te provedbom programa informacijskog opismenjavanja na pravnim fakultetima ponajviše se bave autori iz Velike Britanije, Irske, Škotske i Nizozemske. Tomu pridonosi i činjenica da je u navedenim zemljama na pravnim fakultetima informacijska pismenost uključena u kurikul i strateške dokumente institucija, pa se i programi informacijskog opismenjavanja provode formalno na svim razinama diplomskih studija. Stoga je stajalište autora da nije dostatno da knjižničar bude prepušten samostalnom provođenju edukacije studenata. Tako primjerice Davies i Jackson ističu važnost suradnje knjižničara s nastavnim osobljem u kreiranju programa, kao i da se on mora temeljiti na didaktičkim polazištima (Davies i Jackson 2005).

Potaknut iskustvom američkih kolega, BIALL[4] je utemeljio radnu skupinu u cilju postavljanja standarda informacijske pismenosti u području prava u Velikoj Britaniji i Irskoj, koji su doneseni u srpnju 2012. godine, pod nazivom BIALL *Legal information literacy statement* (BIALL 2012). BIALL *Legal information literacy statement* i revidirana verzija SCONUL modela sa serijom specijalističkih

as that there is not yet a fully accepted model of information literacy of law students (cf. O'Sullivan 2001; McLaurin Smith and Presser 2005).

The starting point of the information literacy program for law students in Australia and New Zealand is based on ANZIL model of information literacy (a practical model based on a collaborative and integrative approach in curriculum creation) (Bundy 2004). Programs are most often implemented through the collaboration of librarians and teaching staff based on so called intracurricular or nested type of information literacy within the content of information literacy is included in the teaching of a particular law course.

### 6.1.3. Information literacy in the Field of Law in Europe

Numerous papers on the importance of implementing information literacy programs in law faculties have been recorded in Europe, but the starting points for creating programs in practice are different (Beeljars 2009, 327). Thus, for example, in some countries the concept of information literacy as well as information literacy programs is fully included in the strategic documents and curriculum of the institution. On the other hand, some authors in other countries only emphasize the importance of implementing programs in the field of law, but also cite a number of problems of their non-implementation (eg. insufficient awareness of all participants in the educational process about the importance of information literacy) (Davies and Jackson 2005).

Authors from Great Britain, Ireland, Scotland and the Netherlands mostly deal with the concept of information literacy and the implementation of information literacy programs at law faculties. It is also contributed by the fact that at the law faculties in these countries information literacy is included in the curriculum and strategic documents of institutions, so the information literacy programs are formally implemented at all levels of graduate studies. Therefore, the author's position is that it is not enough for a librarian to be left to independently conduct student education. Thus, for example, Davies and Jackson emphasize the importance of cooperation between librarians and teaching staff in creating the program, as well as that it must be based on didactic starting points (Davies and Jackson 2005).

Encouraged by the experience of American colleagues, BIALL[4] established a working group to

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[4]  BIALL je akronim za *British and Irish Association of Law libraries* (Britansko i irsko udruženje pravnih knjižnica).

[4]  BIALL is an acronym for *British and Irish Association of Law libraries.*

leća, koje prikazuju različite perspektive i potrebe različitih kategorija korisnika u različitim kontekstima, ključni su dokumenti za razvoj informacijske pismenosti u području prava u Velikoj Britaniji i Irskoj (usp. Bird 2013). Oni pružaju okvir za kreiranje programa informacijskog opismenjavanja u području prava koji se temelje na suradničkom i integrirajućem pristupu u stvaranju kurikula, kroz suradnju nastavnog i knjižničnog osoblja, kako bi se podjednako razvijale ne samo generičke već i specifične (kontekstualne) vještine informacijske pismenosti studenata prava (SCONUL 2011, 2013).

S druge strane, na području jugoistočne Europe, premda autori u svojim radovima ističu ulogu visokoškolske knjižnice u informacijskom opismenjavanju studenata, još uvijek je mali broj zabilježenih radova o informacijskoj pismenosti u području prava (Rašidović 2013; 2016; 2019). Ipak, sve se više uočavaju pozitivne promjene na pravnim fakultetima na području Jugoistočne Europe i preporuke autora o važnosti uključivanja informacijske pismenosti na formalnoj razini visokoškolske institucije (Rašidović 2019). Tijekom 2013. godine Društvo bibliotekara pravnih i srodnih biblioteka Jugoistočne Evrope (SEAL) izradilo je dokument Uloga i kompetencije bibliotekara u pravnim i srodnim bibliotekama u kojem se navodi da je uloga knjižničara da *Podučava korisničku zajednicu u sferi informacijske pismenosti*[5] (Uloga i kompetencije 2013). Može se zaključiti da, premda u Europi postoji različita praksa provođenja programa informacijskog opismenjavanja, koja se očituje u zastupljenosti i uključenosti ili neuključenosti informacijske pismenosti na formalnoj, institucijskoj razini, autori ističu da je s obzirom na specifičnosti prava neizostavna suradnja nastavnika i knjižničara u kreiranju programa informacijskog opismenjavanja. Pritom smatraju da se moraju temeljiti, kao i u SAD i u Australiji, na praktičnim modelima koji ističu suradnički i integrirajući pristup u stvaranju kurikula institucije, kako bi se razvile potrebne vještine informacijske pismenosti studenata prava.

### 6.1.4. Informacijska pismenost u području prava u Republici Hrvatskoj

Promjene u obrazovnom sustavu pod utjecajem IK tehnologije odražavaju se i unutar knjižnica pravnih fakulteta u Republici Hrvatskoj. Zbog toga se uočava sve veći broj programa informacijskog opismenjavanja na pravnim fakultetima u Republi-

set information literacy standards in the field of law in the UK and Ireland, which were adopted in July 2012, under the title BIALL *Legal information literacy statement* (BIALL 2012). BIALL *Legal information literacy statement* and revised version of SCONUL model with a series of specialist lenses are key documents for the development of information literacy in the field of law in the UK and Ireland (cf. Bird 2013). They provide a framework for creating information literacy programs in the field of law, based on a collaborative and integrative approach in curriculum development, through the collaboration of teaching and library staff, in order to equally develop not only generic but also specific (contextual) information literacy skills of law students (SCONUL 2011; 2013).

On the other hand, in the area of Southeast Europe, although the authors in their works emphasize the role of the academic library in information literacy of students, there is still a small number of recorded works on information literacy in the field of law (Rašidović 2013; 2016; 2019). Nevertheless, positive changes are increasingly observed at the law faculties in Southeast Europe and the authors' recommendations on the importance of including information literacy at the formal level of the academic institution (Rašidović 2019). During 2013, Southeast Europe Association of Law and Related Libraries (SEAL)[5] drafted a document The Role and Competences of Librarians in Legal and Related Libraries stating that the role of librarians is to *Teach the user community in the field of information literacy* (Role and competencies 2013). It can be concluded that although there are different practices in Europe for implementing information literacy programs, which is manifested in the representation and inclusion or non-inclusion of information literacy at the formal, institutional level, which is manifested in the representation and inclusion or non-inclusion of information literacy at the formal, institutional level, authors point out that, given the specificity of law, the collaboration of teachers and librarians in creating information literacy programs is indispensable. In doing so, they believe that they must be founded, as in the USA and Australia, on practical models that emphasize a collaborative and integrative approach in creating the institution's curriculum, in order to develop the necessary information literacy skills of law students.

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[5] SEAL je akronim za Southeast Europe Association of Law and Related Libraries – *Društvo bibliotekara pravnih* i *srodnih biblioteka jugoistočne Evrope.*

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[5] SEAL is an acronym for *Southeast Europe Association of Law and Related Libraries.*

ci Hrvatskoj. Oni se najčešće provode sporadično, parcijalno, na pojedinim kolegijima ili u okviru seminarske nastave, koju ne polaze svi studenti, već samo oni koji su se prijavili. Najčešće ih provode ili knjižničari samostalno ili na poziv predmetnog nastavnika u neformalnom dogovoru, što dovodi do toga da programi nisu obvezni i najčešće nisu uključeni na formalnoj razini visokoškolske institucije (Golenko, Petr i Siber 2016; Kolegij Pretraživanje pravnih izvora i baza podataka 2019). Zbog nesustavne sporadične edukacije koja nije uključena na formalnoj razini institucije, studenti na svim godinama studija posjeduju različite razine vještina informacijske pismenosti. To dovodi do toga da su studenti često nesamostalni i nedovoljno aktivni u istraživačkom procesu i izradi različitih radova koji iziskuju vještine i znanja iz područja informacijske pismenosti (Golenko, Vilar i Stričević 2013). S obzirom na specifičnosti pravnoga područja i potrebe studenata prava u svakodnevnom radu i učenju, vidljiva je potreba neizostavne partnerske suradnje knjižničara i nastavnog osoblja u kreiranju i realizaciji programa informacijskog opismenjivanja. Knjižničari često nisu po zvanju pravnici, stoga niti ne poznaju potrebne pravne vještine i znanja.

Ako se opisano promotri u kontekstu objavljene znanstvene literature, u posljednjih pet godina uočava se sve veći broj radova o informacijskoj pismenosti u području prava, što predstavlja pozitivni pomak i promjenu (Golenko i Model 2016). Autori pritom najviše ističu važnost uključivanja programa informacijskog opismenjavanja na formalnoj razini visokoškolske institucije, nužnosti razvijanja informacijskih vještina studenta prava, ali i važnosti promicanja informacijske pismenosti unutar institucije, između znanstveno-nastavnog osoblja i vodstva institucije (usp. Petr, Siber i Plašček 2013; Golenko i Siber 2018). Godine 2013. provedeno je istraživanje o zastupljenosti informacijske pismenosti unutar strateških dokumenta na sva četiri pravna fakulteta u Republici Hrvatskoj, koje je prošireno i ažurirano u istraživanju iz 2017. (Golenko, Vilar i Stričević 2013; 2017). Cilj je istraživanja bio utvrditi zastupljenost informacijske pismenosti unutar obrazovnog okruženja institucije u formalnom smislu, odnosno analizirati strateške dokumente koji daju okvir za djelovanje na razini fakulteta, kako bi se identificirali oni sadržaji i metode koji daju polazišta za razvoj informacijske pismenosti i otvaraju prostor za suradnju knjižničara i nastavnika u izvođenju nastave. Korak dalje bilo je istraživanje kojim su ispitana stajališta i iskustva vodstva institucije i tijela koja odlučuju o strateškim dokumen-

## 6.1.4. Information literacy in the Field of Law in the Republic of Croatia

Changes in the education system under the influence of IC technology are also reflected within the libraries of law faculties in the Republic of Croatia. Therefore, an increasing number of information literacy programs are observed at law faculties in the Republic of Croatia. They are most often conducted sporadically, partially, in individual courses or as part of seminar classes, which are not attended by all students, but only by those who have applied. They are most often carried out either by librarians themselves or at the invitation of the subject teacher in an informal agreement, which leads to the fact that the programs are not mandatory and usually are not included at the formal level of the academic institution (Golenko, Petr and Siber 2016; Course Search of legal sources and databases 2019). Due to unsystematic sporadic education that is not included at the formal level of the institution, students of all years of study own different levels of information literacy skills. This leads to the fact that students are often not independent and insufficiently active in the research process and the creation of various papers that require skills and knowledge in the field of information literacy (Golenko, Vilar and Stričević 2013). Given the specifics of the field of law and the needs of law students in everyday work and learning, the need for the inevitable partnership cooperation of librarians and teaching staff in the creation and implementation of information literacy programs is visible. Librarians are often not lawyers by profession, so they do not even know the necessary legal skills and knowledge.

If the described is observed in the context of the published scientific literature in the last five years, a larger number of papers on information literacy in the field of law is noticed, which represents a positive progress and change (Golenko and Model 2016). The authors emphasize the importance of including information literacy programs at the formal level of academic institutions, the need to develop information skills of law students, but also the importance of promoting information literacy within the institution, between the scientific and teaching staff and the management of the institution (cf. Petr, Siber and Plašček 2013; Golenko and Siber 2018). In 2013, a study was conducted on the representation of information literacy within strategic documents at all four law faculties in the Republic of Croatia which was expanded and updated in the 2017 survey (Golenko, Vilar and Stričević 2013; 2017).

tima i kurikulu institucije o važnosti provođenja programa informacijskog opismenjavanja te njihova uključivanja na formalnu razinu institucije i razvijanja informacijskih vještina studenata, posebice u području prava, na pravnim fakultetima u Osijeku i Rijeci (Golenko, Petr i Siber 2017). Rad koji se najšire dotaknuo konteksta informacijske pismenosti u području prava u Republici Hrvatskoj istraživanje je koje je autorica provela u svojoj doktorskoj disertaciji (Golenko i Model 2016). S obzirom na praksu uključivanja programa informacijskog opismenjavanja na pravnim fakultetima u svijetu ponudila je prijedlog *Modela intrakurikularnog pristupa informacijskoj pismenosti na visokoškolskoj razini u području prava*. Autorica je došla do zaključaka da su programi informacijskog opismenjavanja u području prava itekako nužni i da bi se pritom trebali temeljiti na intrakurikularnim tipovima informacijskog opismenjavanja gdje je informacijska pismenost dio kurikula institucije, ali koji se trebaju provoditi u uskoj suradnji nastavnika i knjižničara. Odnosno, na razini institucije, ciljevi i strategije knjižnice postavljeni za obrazovanje studenata prava moraju uključivati koncept informacijske pismenosti te biti sukladni sa strateškim ciljevima institucije. Za uspješno uključivanje programa informacijskog opismenjavanja u institucijski kurikul visokoškolske institucije u području prava, vizija i misija knjižnice za obrazovanje korisnika i informacijska pismenost mora odražavati strateške ciljeve i obrazovni prioritet institucije. Samo na taj način programi informacijskog opismenjavanja postaju obvezatni na razini institucije, a informacijska pismenost postaje uključena u strateške dokumente svake visokoškolske institucije. Time će se programi informacijske pismenosti sustavno provoditi na svim godinama studija, a studenti će usporedno razvijati ne samo temeljne vještine informacijske pismenosti već i kontekstualne vještine, specifične vještine za područje prava. Postavljeni model može poslužiti kao teorijski okvir za tumačenje procesa i međuodnosa u procesu informacijskog opismenjavanja u području prava.

### 6.2. Informacijska pismenost u području medicine

U području biomedicine i zdravstva informacijska pismenost se provodi kroz prilagodbu navedenih općih modela i standarda predmetnom području. Programi se provode u različitim oblicima: radionice izrade sustavnog pregleda s pretraživanjem literature, radionice upoznavanja s postojećim izvorima, programi složeni od više modula, samostalni

The aim of the research was to determine the representation of information literacy within the educational environment of the institution in a formal sense, that is, to analyse strategic documents that provide a framework for action at the faculty level in order to identify those contents and methods that provide starting points for the development of information literacy, and open a space for cooperation between librarians and teachers in realization of classes. A step further was the research which examined the views and experiences of the institution's management and decision-making bodies on the institution's strategic documents and curriculum on the importance of implementing information literacy programs, and their involvement at the formal level of the institution and the development of students' information skills, especially in the field of law, at the faculties of law in Osijek and Rijeka (Golenko, Petr and Siber 2017). The paper that widely touched on the context of information literacy in the field of law in the Republic of Croatia is a research conducted by the author in her doctoral dissertation (Golenko and Model 2016). Given the practice of including information literacy programs at law faculties around the world, she offered a proposal of *Model of intracurricular approach to information literacy at the academic level in the field of law*. The author came to the conclusion that information literacy programs in the field of law are highly necessary and that they should be based on intracurricular types of information literacy where the information literacy is part of the institution's curriculum, but which should be carried out in close collaboration between teachers and librarians. That is, at the level of the institution, the goals and strategies of the library installed for the education of law students must include the concept of information literacy and be in line with the strategic goals of the institution. For the successful inclusion of information literacy programs in the institutional curriculum of academic institution in the field of law, the vision and mission of the library for user education and information literacy must reflect the strategic goals and educational priority of the institution. Only in this way the information literacy programs do become mandatory at the level of the institution, and information literacy becomes included in the strategic documents of each academic institution. Thus, information literacy programs will be systematically implemented in all years of study, and students will simultaneously develop not only basic information literacy skills, but also contextual skills, specific skills for the field of law. The

kolegiji, no, najčešće zastupljeni oblik provođenja programa je integracija informacijske pismenosti u kurikul medicinskog područja (Storie i Campbell 2012).

### 6.2.1. Informacijska pismenost u području medicine u SAD i Kanadi

Najveći broj programa informacijskog opismenjavanja u SAD temelji se na ACRL modelu. U pregledanoj literaturi pronađeni su i primjeri programa utemeljeni na kombinaciji općeg ACRL standarda i modela zasnovanog na praksi traženja valjanih dokaza *Evidence-based practice* (EBP) (usp. Franzen i Bannon 2016; Muellenbach et al. 2018). EBP je savjesna, izričita i razborita upotreba najboljih dokaza na temelju kojih se odlučuje o liječenju (Sackett et al. 1996) i predstavlja osnovni koncept u modernom zdravstvu, povezujući rezultate kliničkih istraživanja i svakodnevne prakse. Informacije u ovom konceptu igraju ključnu ulogu, a vještine pretraživanja i korištenja informacija postaju ključne u kurikulima za liječnike i ostalo medicinsko osoblje. ACRL standardi pružaju temelj za praksu traženja valjanih dokaza (EBP). Vještine informacijske pismenosti visoko su cijenjene od strane praktičara EBP. Kroz programe informacijskog opismenjavanja knjižničari mogu pripremiti studente da budu uspješni u traženju valjanih dokaza (Adams 2014).

Jedan od pravaca u kojem se razvijaju modeli informacijske pismenosti za područje biomedicine i zdravstva jesu modeli zasnovani na problemskom učenju (Santharooban i Premadasa 2015). Koncept problemskog učenja (*Problem-based learning* (PBL)) potječe s kanadskoga sveučilišta McMaster iz kasnih 1960-ih, gdje su uočili da su studenti medicine manje motivirani za učenje tijekom temeljnih – pretkliničkih predmeta, a njihova motivacija za učenje raste s uvođenjem kliničkih predmeta, koji im omogućavaju povezivanje temeljnih znanja s problemima pacijenata (Jubien 2008). Problemsko učenje utemeljeno je na konstruktivističkoj teoriji učenja, učitelj vodi studenta kroz problem. Učinkovito prikupljanje informacija ključno je u problemskom učenju (Oker-Bloom 1998). Santharooban i Premadasa predlažu model koji se sastoji od sljedećih faza kroz koje se razvijaju elementi informacijske pismenosti:

1. analiza problema (studenti utvrđuju što nedostaje u njihovom znanju – moraju moći utvrditi svoju informacijsku potrebu – određivanje ključnih riječi, određivanje potrebnih izvora za razjašnjavanje nepoznatih termina)

set model can serve as a theoretical framework for the interpretation of the process and the relationship between the processes of information literacy in the field of law.

### 6.2. Information literacy in the Field of Medicine

In the field of biomedicine and health, information literacy is implemented through the adaptation of these general models and standards to the subject field. Programs are implemented in various forms: systematic review workshops with literature search, workshops for familiarization with existing resources, programs composed of several modules, independent courses, but the most common form of program implementation is the integration of information literacy into the Medical field curriculum (Storie and Campbell 2012).

### 6.2.1. Information literacy in the Field of Medicine in the USA and Canada

Most information literacy programs in the United States of America are based on the ACRL model. In the reviewed literature examples of programs based on a combination of general ACRL standards and models based on the practice of seeking valid evidence were also found *Evidence-based practice* (EBP) (cf. Franzen and Bannon 2016; Muellenbach et al. 2018). EBP is the conscientious, explicit and reasonable use of the best evidence on the basis of which treatment is decided (Sackett et al. 1996) and represents a basic concept in modern healthcare linking the results of clinical research and everyday practice. Information plays a key role in this concept, and skills of retrieval and use of information are becoming essential in curricula for physicians and other medical staff. ACRL standards provide the basis for the practice of seeking valid evidence (EBP). Information literacy skills are highly valued by EBP practitioners. Through information literacy programs, librarians can prepare students to be successful in seeking valid evidence (Adams 2014).

One of the directions in which models of information literacy for the field of biomedicine and health are being developed are models based on problem-based learning (Santharooban and Premadasa 2015). Concept of *Problem-based learning* (PBL) comes from a Canadian university McMaster from the late 1960s where they observed that medical students are less motivated to learn during basic – preclinical subjects, and their motivation to learn grows with the introduction of clinical subjects, which enable them to connect basic knowledge with patients' problems (Jubien 2008). Problem-based

2. lociranje informacija (studenti se usmjeravaju prema samostalnom učenju – moraju moći locirati knjige i ostale izvore u knjižnici koristeći knjižnična pomagala, koristiti različite strategije pretraživanja, procijeniti izvore)

3. korištenje informacija (studenti dijele informacije koje su prikupili – organizacija sadržaja na način pokazivanja mogućnosti rješavanja problema, priprema prezentacije i prezentiranje prikupljenog)

4. recenzija (procjena rezultata rada – edukatori, stručnjaci i studenti procjenjuju rezultate pretraživanja, primijenjenih tehnika, studenti dobivaju procjenu svog rada).

Na temelju ACRL standarda i modela *Objectives for Information Literacy Instruction: a Model Statement for Academic Librarians*, koji je razvijen za razvoj integriranog kurikula informacijske pismenosti, u Kanadi je razvijen program informacijskog opismenjavanja koji se sastoji od devet modula, kroz koje se polaznici upoznaju s informacijskim alatima i stječu znanja i vještine informacijske pismenosti (Demczuk, Gottschalk i Littleford 2009).

U *Nacionalnoj medicinskoj knjižnici Kube* provodi se program *Cohrane Library Course for the Search of Best Evidence for Clinical Decision* kroz koji se studente educira za učinkovito pretraživanje, vrednovanje i korištenje/primjenu dokaza u medicini (Santana Arroyo i del Carmen González Rivero 2012). Program se temelji na modelu Big 6, koji su razvili Mike Eisenberg i Bob Berkowitz, a sastoji se od šest koraka: definiranje zadatka, strategija traženja informacija, pretraživanja i pristupa, korištenje informacija, sinteza i vrednovanje (Špiranec i Banek Zorica 2008, 56).

### 6.2.2. Informacijska pismenost u području medicine u Europi

SCONUL model revidiran je 2011. kako bi informacijsku pismenost prilagodio suvremenom okruženju. Dodane su leće za prilagodbu osnovnog modela različitom kontekstu i korisničkim grupama. Dodane su leće za digitalnu pismenost, otvoreno dostupne sadržaje i istraživačke leće. Na temelju toga Dalton razvija leće za potrebe traženja dokaza (*Evidence-based practice* (EBP)) u području medicine, sestrinstva i ostalih područja u zdravstvu (Dalton 2013). Istražio je ponašanje djelatnika u medicini i zdravstvu pri pretraživanju kliničkih informacija. Na temelju toga konstruirao je leće za EBP, koje mogu poslužiti knjižničarima u zdravstvu za kreiranje programa informacijskog opismenjava-

learning is based on constructivist learning theory, the teacher guides the student through the problem. Effective information gathering is crucial in problem-based learning (Oker-Bloom 1998). Santharooban and Premadasa propose a model consisting of the following stages through which elements of information literacy are developed:

1. problem analysis (students identify what is missing in their knowledge – they must be able to determine their information need – determining keywords, determining the sources needed to clarify unknown terms)

2. locating information (students are directed towards independent learning – they must be able to locate books and other resources in the library using library aids, use different search strategies, evaluate sources)

3. use of information (students are sharing the information they have gathered – organizing content in a way that demonstrates problem-solving capabilities, preparation of presentations and presentation of the collected)

4. a review (evaluation of work results – educators, experts and students evaluate search results, applied techniques, students receive an evaluation of their work).

Based on ACRL standards and *Objectives for Information Literacy Instruction: a Model Statement for Academic Librarians* model, which was developed for the development of an integrated curriculum of information literacy, in Canada an information literacy program consisting of nine modules has been developed, and participants are introduced to information tools and acquire knowledge and skills of information literacy through it (Demczuk, Gottschalk and Littleford 2009).

In the *National Medical Library of Cuba* the program *Cohrane Library Course for the Search of Best Evidence for Clinical Decision* is being implemented, and it made students educated for the effective search, evaluation, and use / application of evidence in medicine (Santana Arroyo and del Carmen González Rivero 2012).

The program is based on the Big 6 model developed by Mike Eisenberg and Bob Berkowitz, and consists of six steps: defining tasks, information retrieval strategies, search and access, information usage, synthesis and evaluation (Špiranec and Banek Zorica 2008, 56).

nja. Iako je ovaj model nastao na ponašanju i potrebama stručnjaka, može poslužiti i kao model za informacijsku pismenost pri izradi kurikula za obrazovanje navedenih profesija.

SCONUL model poslužio je belgijskim autorima Buysse, Peleman i De Meulemeester kao jedan od temelja za razvoj njihovog modela razvoja informacijske pismenosti za studente u području medicine (Buysse 2018). Glavna okosnica modela je višedimenzionalnost (multiperspektiva). Informacijska pismenost trebala bi biti integrirana u kurikul kao ključni sastojak na vertikalnoj i horizontalnoj razini, što daje pogled iz više dimenzija (perspektiva). Vertikalna dimenzija (perspektiva) omogućuje studentima razvoj različitih vještina na različitim nivoima, te vještine su stalno prisutne i na taj način se simultano razvijaju. Horizontalna integracija odnosi se na razvoj različitih vještina informacijske pismenosti. Model je usmjeren na praktično učenje koje mora biti integrirano u kurikul kako bi se razvile vještine definiranja informacijske potrebe, traženja informacija, čitanja, pisanja, objavljivanja i prezentiranja radova. Na kraju obrazovanja moraju znati kako provesti istraživanje u okruženju znanstvene čestitosti.

I u drugim europskim visokoškolskim knjižnicama također nailazimo na programe koji se temelje na modelima zasnovanima na problemskom učenju, primjerice Danski model MILE (Virkus 2003) i model koji se provodi u Norveškoj (Haraldstad 2002).

### 6.2.3. Informacijska pismenost u području medicine u Australiji

Podloga za provođenje programa informacijskog opismenjavanja u području medicine u Australiji je ANZIL standard i problemsko učenje (PBL) (Carr et al. 2011), a koncept informacijske pismenosti ugrađen je u kurikul institucije. Tako primjerice *Australian School of Advanced Medicine* (ASAM) provodi program informacijskog opismenjavanja studenta temeljen na teoriji enaktivizma (engl. *enactivism*), koji preporuča obrazovanje u malim kliničkim timovima u koje su studenti uključeni kao ravnopravni sudionici. Sve obrazovne aktivnosti odvijaju se oko liječenja bolesnika. Takvo učenje uključuje pristup medicinskoj literaturi kako bi se donijele ispravne odluke za liječenje pacijenata, za što su ključne vještine informacijske pismenosti. Takav program medicinske edukacije primjenjuje se i u *Royal Australian College of Surgeons* (RACS) i *Royal College of Physicians and Surgeons of Canada* (CanMEDS). Vještine informacijske pismenosti studenti usvajaju kontinuirano tijekom školovanja u malim grupama ili individualno. Knjižničari prate

### 6.2.2. Information literacy in the Field of Medicine in Europe

SCONUL model was revised in 2011 to adapt information literacy to the modern environment. Lenses have been added for the basic model adaptations to different contexts and user groups. Lenses have been added for digital literacy, open access content and research lenses. Based on this, Dalton develops lenses for the purpose of seeking evidence (*Evidence-based practice* (EBP)) in the field of medicine, nursing and other fields in health care (Dalton 2013). He has investigated the behaviour of medical and healthcare professionals in searching for clinical information. Based on this, he has constructed lenses for EBP, which can serve librarians in health care to create information literacy programs. Although this model is based on the behaviour and needs of experts, it can also serve as a model for information literacy in the development of curriculum for the education of these professions.

SCONUL model served the Belgian authors Buysse, Peleman and De Meulemeester as one of the foundations for the development of their model of information literacy development for the students in the field of medicine (Buysse 2018). The main framework of the model is multidimensionality (multi perspective). Information literacy should be integrated into the curriculum as a key component at the vertical and horizontal level which gives a view from multiple dimensions (perspectives). The vertical dimension (perspective) allows students to develop different skills at different levels, these skills are constantly present and thus are developed simultaneously. Horizontal integration refers to the development of different information literacy skills. The model focuses on practical learning that must be integrated into the curriculum in order to develop the skills of defining information needs, seeking information, reading, writing, publishing and presenting papers. At the end of their education, they must know how to conduct research in an environment of scientific integrity.

In other European academic libraries, we also come across programs based on problem-based learning models, such as the Danish model MILE (Virkus 2003) and a model implemented in Norway (Haraldstad 2002).

svakog studenta i pomažu mu u pripremi njihovih slučajeva koji zahtijevaju pretraživanje izvora medicinskih informacija (Simon set al. 2018).

### 6.2.4. Informacijska pismenost u području medicine u Republici Hrvatskoj

U analiziranoj literaturi za područje Hrvatske nailazimo na programe Središnje medicinske knjižnice Medicinskog fakulteta u Zagrebu (Škorić et al. 2012; Markulin i Petrak 2018). Informacijsko opismenjavanje provodi se kroz module u obaveznim kolegijima *Uvod u znanstveni rad* i *Temelji neuroznanosti* te dva izborna kolegija: *Važno je naći valjan dokaz* i *Kako izraditi diplomski rad*. Prema ANZIL-ovoj tipologiji informacijskog opismenjavanja u visokoškolskom okruženju riječ je o interkurikularnom ili integriranom tipu te samostojećem tipu informacijskog opismenjavanja.

### 7. Zaključak

Analizom istražene literature može se zaključiti da pravne i medicinske knjižnice zbog razvoja IK tehnologije i promjena u obrazovnom okruženja moraju prilagoditi svoje informacijske usluge i što više provoditi programe informacijskog opismenjavanja. Polazišta tih programa u svijetu najčešće su opći modeli i standardi informacijske pismenosti koji se primjenjuju na visokoškolskoj razini. Zajednička karakteristika istraženih teorijskih okvira upravo je važnost suradničkog i integrirajućeg pristupa u stvaranju kurikula i kreiranju programa informacijskog opismenjavanja. Pritom su pojedine države svijeta otišle i korak unaprijed te unutar predmetnog područja kreirale specifične standarde informacijske pismenosti. Ti standardi pružaju okvir za kreiranje primjerenih programa informacijskog opismenjavanja nastalih u suradnji nastavnog i knjižničnog osoblja, u predmetnim područjima pravu i medicini, kako bi se podjednako razvijale ne samo generičke već i specifične (kontekstualne) vještine informacijske pismenosti.

Razlog tomu je da se analizom literature uočava da se pri izboru i kreiranju primjerenog tipa informacijskog opismenjavanja moraju uzeti u obzir specifičnosti pravne i medicinske discipline. Stoga i ne čudi što veliki broj autora smatra da bi se programi informacijskog opismenjavanja u području prava i medicine trebali temeljiti na praktičnim modelima koji naglašavaju suradnički i integrirajući pristup u stvaranju kurikula, tj. kroz suradnju akademskog i knjižničnog osoblja. Naime, ako je informacijska pismenost umetnuta u kurikul institucije, ona je uključena i planirana u ciljeve i ishode učenja tije-

### 6.2.3. Information literacy in the Field of Medicine in Australia

The basis for the implementation of information literacy programs in the field of medicine in Australia is ANZIL standard and problem-based learning (PBL) (Carr et al. 2011), and the concept of information literacy is built into the institution's curriculum. So for example, *Australian School of Advanced Medicine* (ASAM) implements student information literacy programs based on theory of *enactivism*, which recommends education in small clinical teams which students are involved in as equal participants. All educational activities take place around the treatment of patients. Such learning involves access to the medical literature to make the right decisions to treat the patients, which information literacy skills are essential for. Such a medical education program is also applied in the *Royal Australasian College of Surgeons* (RACS) and the *Royal College of Physicians and Surgeons of Canada* (CanMEDS). Information literacy skills are adopted by students continuously during studies in a small group or individually. Librarians monitor each student and help them prepare their cases that require searching for resources of medical information (Simons et al. 2018).

### 6.2.4. Information literacy in the Field of Medicine in the Republic of Croatia

In the analysed literature for the area of Croatia, we find the programs of the Central Medical Library of the Medical Faculty in Zagreb (Škorić et al. 2012, Markulin and Petrak 2018). Information literacy is implemented through modules in compulsory courses *Introduction to scientific work* and *Foundations of neuroscience* and two elective courses: *It is important to find valid evidence* and *How to write a diploma thesis*. According to ANZIL's typology of information literacy in the academic environment, this is an intercurricular or integrated type and a stand-alone type of information literacy.

### 7. Conclusion

The analysis of the researched literature can conclude that due to the development of IC technology and changes in the educational environment, law and medical libraries must adapt their information services and implement information literacy programs as much as possible. The starting points of these programs in the world are most often general models and standards of information literacy that are applied at the academic level. A common feature of the researched theoretical frameworks is precisely the importance of a collaborative and integrative

kom cijeloga studija, a knjižničari i nastavno osoblje promiču informacijsko opismenjavanje unutar konteksta discipline i specifičnih vještina pojedine discipline, ali i na svim područjima učenja i poučavanja.

Preporuka je stoga većine autora da je najprikladniji tip informacijskog opismenjavanja studenata u području prava i medicine intrakurikularni ili ugniježđeni tip. Razlog tomu je što je u određivanju ključnih čimbenika za uspješno uključivanje programa informacijske pismenosti u sveučilišni kurikul ili instituciju nužno uzeti u obzir:

– da vizija i misija obrazovanja korisnika i informacijske pismenosti mora održavati strateške ciljeve i obrazovni prioritet institucije,

– da obrazovanje mora biti izgrađeno na pedagoškoj platformi koja podržava kurikul discipline i predmetnih područja unutar kojih bi bili uključeni knjižnični programi,

– važno je holistički pristupiti pravnom i medicinskom obrazovanju zbog nužnosti razlikovanja generičkih i kontekstualnih vještina informacijske pismenosti u predmetnim područjima u odnosu na pravne i medicinske vještine potrebne ne samo tijekom studiranja već i u cjeloživotnom obrazovanju.

Zbog specifičnosti prava i medicine općenito kao znanosti, ali i kao svake pojedine discipline koja zahtijeva posebna znanja i kompetencije, u promicanju programa informacijskog opismenjavanja na institucijskoj razini moraju pridonijeti i nastavnici i knjižničari zajedno u suradnji. Na taj način studenti paralelno razvijaju generičke i kontekstualne specifične vještine informacijske pismenosti na svim godinama studija, budući da je informacijska pismenost uključena u ishode učenja kolegija i kurikul institucije kroz partnersku suradnju knjižničara i nastavnog osoblja.

Problematika informacijske pismenosti i informacijskog opismenjavanja mora biti uključena u strateške dokumente ustanove jer su oni odraz njezine institucionalne politike s obzirom na njihovu ulogu temeljnih pravnih akata dokumenata. Odgovornost za programe informacijskog opismenjavanja potrebno je dijeliti među strateškim partnerima, koji djeluju na različitim razinama, uključujući i izradu kurikula, razvoj politike institucije, obrazovanje osoblja, istraživanja i nastave; i mora biti podržana od vodstva institucije. Time se omogućuje poticanje izvrsnosti u pružanju informacijskih izvora pritom uzimajući u obzir promjene u visokom obrazovanju i kontekst učenja i time postaje dodatna vrijednost za učenje.

approach in the creation of curriculum and the creation of information literacy programs. At the same time, some countries of the world went a step further and created specific standards of information literacy within the subject field. These standards provide a framework for creating appropriate information literacy programs created in collaboration with teaching and library staff, in the subject fields of law and medicine, in order to equally develop not only generic but also specific (contextual) information literacy skills.

The reason for this is that the analysis of the literature shows that when choosing and creating an appropriate type of information literacy, the specifics of legal and medical discipline must be taken into account. Therefore, it is not surprising that a large number of authors believe that information literacy programs in the field of law and medicine should be based on practical models that emphasize a collaborative and integrative approach to curriculum development, i.e. through collaboration of academic and library staff. In fact, if information literacy is inserted into the institution's curriculum, it is included and planned in the learning objectives and outcomes throughout the study, and librarians and teaching staff promote information literacy within the context of the discipline and specific skills of each discipline, but also in all fields of learning and teaching.

It is therefore recommended by most authors that the most appropriate type of information literacy for students in law and medicine is the intracurricular or nested type. The reason for this is that in determining the key factors for the successful inclusion of an information literacy program in a university curriculum or institution, it is necessary to take into account that:

– the vision and mission of user education and information literacy must maintain the strategic goals and educational priority of the institution,

– education must be built on a pedagogical platform that supports the curriculum of the discipline and subject fields within the library programs which would be included

– it is important to approach legal and medical education holistically due to the need to distinguish generic and contextual information literacy skills in the subject fields in relation to law and medical skills needed not only during studies, but also in lifelong learning.

Due to the specifics of law and medicine in general as a science, but as well as each individual discipline that requires special knowledge and compe-

Važnost provođenja programa informacijskog opismenjavanja na pravnim i medicinskim fakultetima prepoznali su i knjižničari u Republici Hrvatskoj, pa je sve veći broj primjera dobre prakse provođenja takvih programa, posebice u posljednjih pet godina. No, navedeno je ponekad teško ostvarivo s obzirom na različitu praksu provođenja programa informacijskog opismenjavanja, osobito u Republici Hrvatskoj, gdje se oni uglavnom najčešće provode paralelno, samostalno unutar knjižnice kroz nekoliko školskih sati, a koncept informacijske pismenosti nije integriran u ciljeve i ishode te aktivnost učenja akademskog kolegija ili programe unutar područja prava.

Potaknuti događajima i pojavom koronavirusa (COVID-19) koji je uzdrmao cjelokupno čovječanstvo, više smo nego ikada svjesni važnosti stjecanja i razvijanja potrebnih kompetencija i vještina informacijske i digitalne pismenosti studenata, koje bi im omogućile samostalno pretraživanje, korištenje i vrednovanje točnih i provjerenih informacija u virtualnom okruženju – budući da one postaju ključ i preduvjet za uspješno učenje.

Implementacija informacijske pismenosti moguća je zagovaranjem i promicanjem važnosti informacijske pismenosti samih knjižničara unutar svoje institucije. Budući da je informacijska pismenost poznatija i istraženija u knjižničarstvu i informacijskoj znanosti negoli u visokoškolskoj akademskoj pravnoj zajednici, visokoškolske knjižnice trebale bi preuzeti ulogu "veleposlanika" u promicanju i zagovaranju važnosti informacijske pismenosti, ali i potrebnih vještina i kompetencija koje knjižničari već posjeduju u provođenju programa informacijskog opismenjavanja. To bi mogao biti prvi korak u zagovaranju i postavljanju koncepta informacijske pismenosti na visokoškolskoj razini.

Na praktičnoj razini istraženi modeli i standardi mogu poslužiti kao okvir za izradu formalnih programa informacijskog opismenjavanja u praksi knjižnica pravnih fakulteta i mogu biti značajna pomoć kod oblikovanja primjerenih programa informacijskog opismenjavanja studenata prava koje provodi visokoškolska knjižnica.

Na teorijskoj razini želja je bila potaknuti raspravu o važnosti programa informacijskog opismenjavanja studenata prava i medicine, predstaviti neke od prikladnih modela informacijskog opismenjavanja u području studija prava i medicine koji otvaraju put daljnjim istraživanjima te povećati osviještenost o važnosti informacijske pismenosti u području prava i medicine u Republici Hrvatskoj.

tencies, in promoting information literacy programs at the institutional level, teachers and librarians must contribute together in cooperation. In this way, students are developing in parallel generic and contextual specific information literacy skills in all years of study, as information literacy is included in the learning outcomes of the course and the institution's curriculum through the partnership collaboration of librarians and teaching staff.

The issue of information literacy and information literacy learning must be included in the strategic documents of the institution because they are a reflection of its institutional policy given their role in the basic legal acts of the documents. Responsibility for information literacy programs is need to be shared among strategic partners, who operate at different levels, including curriculum development, institution policy development, staff education, research and classes; and must be supported by the management of the institution. This makes it possible to promote excellence in the provision of information resources while taking into account changes in academic education and the learning context, and thus becomes an added value for learning.

The importance of implementing information literacy programs at law and medical faculties has been recognized by librarians in the Republic of Croatia, so there is a growing number of examples of good practice in implementing such programs, especially in the last five years. However, this is sometimes difficult to achieve due to the different practice of implementing information literacy programs, especially in the Republic of Croatia where they are usually conducted in parallel, independently within the library through several classes, and the concept of information literacy is not integrated into goals and outcomes of academic course or programs within the field of law.

Driven by the events and occurrence of the Coronavirus (COVID-19) that has shaken all of humanity, we are more than ever aware of the importance of acquiring and developing the necessary competencies and skills of information and digital literacy of students, which would enable them to independently search, use and evaluate accurate and verified information in the virtual environment – as they become the key and precondition for successful learning.

The implementation of information literacy is possible by advocating and promoting the importance of information literacy of librarians themselves within their institution. As information literacy is better known and researched in

librarianship and information science than in the academic legal community, academic libraries should take on the role of "ambassador" in promoting and advocating the importance of information literacy, but also the necessary skills and competencies that librarians already have in implementing the program of information literacy education. This could be the first step in advocating and setting the concept of information literacy at the academic level.

At the practical level, the researched models and standards can serve as a framework for developing formal information literacy programs in the practice of law faculty libraries and can be a significant help in designing appropriate information literacy programs for law students implemented by the academic library. At the theoretical level, the desire was to stimulate discussion on the importance of information literacy programs for law and medicine students, to present some of the appropriate models of information literacy in law and medicine that lead the way for further research, and increase awareness of the importance of information literacy in law and medicine in the Republic of Croatia.

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