

The Contributions of Information and Media Literacy to Public Hybrid Libraries

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ABSTRACT

Standards and indicators of information and media literacy help individuals to evolve with public hybrid libraries. Regina Belluzzo promoted those standards to evaluate both information literacy and media literacy in Brazil. The purpose of this article is to demonstrate the relationship between standards and indicators of information literacy, media literacy, and services provided by public hybrid libraries in Brazil and Britain. The method is based on a literature review, which results in a table that relates each standard or indicator with services offered by information professionals and with users' behavior. The study concludes that information and media literacy are important instruments for public hybrid libraries because they guide organizations' goals, which contribute to education. From this perspective, hybrid libraries must be one potential form of libraries in the development of their communities.

Libraries have a central role in an information society because they offer quality services to help users evaluate and use information to create knowledge. In the digital age, traditional libraries have adopted new formats and services that have changed information professionals' work.

Users have demonstrated new needs and behaviors that have changed the dynamics of their relationship with technology. The hybrid library emerged in this context because it connects librarians' activities and analog and digital elements. The digital age has made information flexible, so it can be organized and shared in several formats.

The purpose of the library is to educate individuals as they reflect on the information received and create new knowledge. Libraries should guide actions focused on critical thought so people can use information intelligently in several formats. People who think critically about information exercise their citizenship effectively in society. The library contributes to society when it offers quality information sources.

Based on those ideas, this study examines how information literacy and media literacy contribute to the services offered by Brazilian and British public hybrid libraries focused on citizenship and lifelong learning. As a result, this article introduces a reflection about how the standards and indicators of information and media literacy can effectively guide public hybrid libraries in the development of their activities.

When a library uses information and media literacy standards, it educates citizens who value lifelong learning; therefore, they are included in society. This article connects public hybrid libraries, lifelong learning, information literacy, media literacy, and the services offered by those libraries. This research is important because it is a topical subject in information science that focuses on the education of citizens who value lifelong learning.

Information and Media Literacy

Information professionals are required to have various skills (Faria et al. 2005). Those skills come from interdisciplinary and specialized knowledge. They include the ability to contextualize and conceptualize ideas to understand demands. In an information society, a person should master tools of information technology to be flexible and communicative. Those abilities are part of the cognitive process, capable of changing individuals' ideas and behaviors. Information and media literacy can contribute to communicative skills and help individuals access, evaluate, and use information in an intelligent way.

According to Regina Belluzzo, Monteiro Kobayashi, and Glória Feres (2004), information literacy "is undeniably connected to learning. It is the ability to create meaning from information. The person knows how to learn, and use lifelong learning" (87).¹ Information literacy influences continuous learning, which is associated with personal, professional, and social learning.

Elizete V. Vitorino and Daniela Piantola (2009) defined four dimensions of information literacy: (1) the technical dimension relates to the use of information and communication technology (ICT) to access information—the individual updates knowledge constantly to use innovative technology; (2) the aesthetic dimension involves a sensitive and nontransferable ability that comes from personal experiences; (3) the ethical dimension describes the responsible use of information, respecting copyright and authors' rights to construct memories; and (4) the political dimension relates to participation in politics and acting as citizens to criticize speech intelligently.

Information literacy is present in several contexts in an individual's life. Annemaree Lloyd (2006) emphasizes that "examining the range of landscapes in which information literacy has been explored suggests that, just as there are many landscapes, there are also many ways of becoming information literate" (581).

1. All English translations were provided by the authors.

Information is disseminated by media, which use multiple formats of technology. A hybrid library involves analog and digital technology, so understanding media literacy is important to those libraries. Media literacy is related to semiotics, a science that investigates the signs and meanings created socially (Kellner and Share 2005).

According to Douglas Kellner and Jeff Share (2005), media literacy is fundamental to society: "Media do not present reality like transparent windows or simple reflections of the world. Media messages are created, shaped, and positioned through a construction process. This construction involves many decisions about what to include or exclude and how to represent reality" (374).

Because media are not transparent, people need to know how to criticize information disseminated by technology. Individuals need to access, understand, and communicate in multiple contexts. Those abilities involve technical knowledge and information that is constructed socially (Siqueira 2008).

According to Antonio Calvani and colleagues (2008), in 1997 Glister introduced the concept of "digital literacy," which is related to critical thinking. Digital competence consists of being able to explore and face new technological situations in a flexible way. It means the ability to analyze, select, and evaluate data and information critically. Furthermore, it encourages the use of technological potential to represent and solve problems. Also, it contributes to building shared and collaborative knowledge.

According to David Bawden (2001), "to deal with the complexities of the current information environment, a complex and broad form of literacy is required" (251). Information literacy focuses on cognitive processes and behaviors. Those processes involve information access, evaluation, and use. Media literacy is a part of information literacy because it requires an understanding of ideology and means of communication. People can acquire knowledge based on communication. Digital literacy is more specific because it is related to someone's flexibility to learn from digital technology.

Researchers and institutions have created standards and indicators to understand information and media literacy in organizations. Belluzzo (2007) translated standards and indicators for the Brazilian context. Those standards can measure the dimensions and contexts of information literacy and media literacy. According to standards 1–5, the information-literate person (1) "determines the nature and the extent of information needs" (95); (2) "accesses information effectively" (97); (3) "evaluates the information and its sources" (99); (4) "individually or as a group member, uses the information to achieve a goal" (101); and (5) "understands the economical, legal, and social contexts of information and accesses and uses information ethically and legally" (101).

We have established a relationship between the services offered by a public hybrid library and the standards and indicators of information and media literacy. The connection guides libraries to access, evaluate, and use information and its sources.

Public Hybrid Library

The goal of public hybrid libraries is to integrate the community and to communicate in political, economic, social, technological, and cultural contexts. Furthermore, these libraries contribute to a democratic society because they develop critical and reflective individuals. According to Angela. M. Barreto, Maria D. Paradella, and Sônia Assis (2008), public libraries focus on information and knowledge for social construction. Michael Breaks (2002) defines the term “hybrid,” which originated from Darwin’s evolution theory, as a new way to describe services that aim to incorporate both traditional and electronic information sources.

The value of information is based on individuals’ needs in the library. A public hybrid library contributes to citizenship because it makes information available to every social class. Charles Oppenheim and Daniel Smithson (1999) use the word “hybridity,” which appeared for the first time in 1996 in Stuart Sutton’s chapter in *The Roles of Reference Librarians: Today and Tomorrow*. That book stimulated the Joint Funding Counsel’s Libraries Review Group, which produced the Follet Report in 1993. That document was created by Professor Brian Follet and included a systems and infrastructure network for UK libraries (International Federation of Library Associations and Institutions 2002).

Public hybrid libraries are considered “living organisms” because they change constantly to develop society. They are proactive because librarians and users can influence progress in the public context. Rosemary Russell (1999) illustrated that a public hybrid library offers services to discover, locate, acquire, deliver, and use resources. The services are useful for local and remote resources, regardless of the type of support. The organizational structure of those libraries should be flexible so they can improve their systems and technology when necessary. Systems should be based on international rules to improve resources. Hybrid libraries promote information to develop public contexts, and they also allow individuals to learn in a meaningful way.

Traditionally, libraries provide analog resources, and librarians’ work is defined based on specific jobs in the organization. They are in delimited geographic areas and have finite and tangible collections (Oppenheim and Smithson 1999). In contrast, according to Oppenheim and Smithson, in hybrid libraries, “the balance of print and digital meta-information leans increasingly toward the digital. There is coexistence of traditional and digital collections and the possibility for totally unconstrained geographic access to digital resources located elsewhere to which the library provides a network gateway. . . . Staff assist in the cost-effectiveness of his hybrid library by mediating between the users and, primarily, the digital tools” (99).

Hybrid organizations prefer to make librarians’ work more flexible. Furthermore, they develop communities because they offer analog and digital technology. Public hybrid libraries are bridges that connect people, information, and resources. They also include communities, according to information needs, and focus on local development. In public hybrid libraries, “the access and availability of information are the main goal of these institutions. The goal

of hybrid libraries can be achieved through cultural projects to encourage reading" (Suaiden and Bernardino 2011, 31). Furthermore, they provide information access to everyone, so they make information democratic and educate citizens. Those libraries are a cultural good because they disseminate information easily to society.

Oswaldo F. de Almeida Jr. (2013) names some activities that contribute to establishing hybrid libraries in society: storytelling; competitions; courses; plays; presentations; group work; activities that use music, cinema, and television; educational games; recreational games; exhibitions; street museums; art courses; knitting, crochet, and cooking courses; hygiene lessons; first aid lessons; workshops; development of a local newspaper with users; conferences (related to elections, politics, and the economy); and treasure hunts. The library becomes an informational environment for study and recreation. The connection between study and recreation influences network communication and socialization, which are important to hybrid libraries.

The interaction between information and individuals in a library emerges from information management strategies. Those strategies strengthen organizational activities and institutional services, so they motivate a relationship between professionals and users. Information literacy and media literacy are important to public hybrid libraries. They contribute to users' social development. Information literacy provides standards for access to information in both analog and digital formats. Media literacy guides the use of media to supply information needs.

Individuals need to know how to seek information in several formats, so information literacy contributes to analysis of sources and facts. Media literacy helps people use technology to find information and interpret its content. People use information and create knowledge to put citizenship into practice. Knowledge stimulates constant learning; this is known as "life-long learning" which is the main purpose of information and media literacy. Both are important to hybrid libraries because they contribute to developing citizens' abilities.

A hybrid library focuses on reading, yet it also encourages the development of skills such as creativity. Furthermore, such a library values historical aspects of a community; as a result, it constructs individuals' memories. The history of a people is an important element for citizenship because understanding the political, economic, social, and cultural aspects of society allows for interpretations of situations and life.

The history of a community influences decision making, for example, for voting and volunteering. Those examples demonstrate that every decision is based on abilities, experiences, aptitude, and knowledge. Those four terms are key information and media literacy concepts.

Furthermore, a hybrid library can be considered a museum because it exhibits antique objects. Those objects are important for users in the community to learn and construct knowledge. Moreover, those objects allow people to understand their current social relations.

Information and media literacy is created through personal experience. Experiences are stored as knowledge, and they influence social-cognitive human development. Ideology is part of the cultural perspectives present in a group's memory. Values, rules, and behavior are cul-

tural elements based on a society's experiences. Cultures change because of new ideas that criticize traditional habits. New ideas come from information access, evaluation, and intelligent use. Therefore, information and media literacy influence cultural and social change.

Public hybrid libraries are innovative, so they can adapt to information needs. Courses, speeches, and workshops should be developed based on information and media literacy standards and indicators. Information access and evaluation are fundamental to every field of knowledge because they allow people to analyze the intentions of information sources and to understand their context.

Comparing the literature on British hybrid libraries with the literature on Brazilian hybrid libraries, it is possible to perceive that Brazilian library researchers promote products and services such as online libraries, map environments, photo galleries, extensive activities, social radio projects, projects of public utility, press rooms, research, and investigation. Furthermore, in practice, these libraries develop activities such as storytime; sensory games; games that inspire creativity and that initiate and stimulate cognitive power; reading clubs; board game groups; monthly exchanges with guest writers; and access to reading for people with mobility, vision, or hearing difficulties.

Discussion

The roles of information literacy, media literacy, and public hybrid libraries are connected to the strategic use of information for citizenship. An institution must know its users' information needs to implement information and media literacy programs to meet those needs.

The library should have a document that guides the organization to define its goals before program implementation. The document helps to develop content, abilities, and attitudes based on both information and media literacy. Bloom's (1956) taxonomy is useful here because it explains three hierarchical models: the cognitive domain (knowledge based), the affective domain (emotion based), and the psychomotor domain (action based). Those domains influence people in each phase of their lives.

The documents that orient hybrid libraries are based on the model of the United Kingdom, as that country created this institution. Technological convergence connects different kinds of information, and it integrates text, audio, images, and other media formats.

The British libraries discussed in the literature work with centers for research collections, study spaces, exhibition galleries, library help desks, online collections, print collections, digital and print services, access to online journals, wireless networks, photocopying, printing, scanning, training, mobile device clinics, e-publications, print publications, and collections for all types of disabilities. They also keep systems up to date, address baseline and remote access, provide special materials, facilitate agreement between libraries and other organizations, promote open access of databases, offer workshops to identify the key themes to be explored,

and analyze the skills of the officials, besides offering events such as storytime and sensory games. In practice, these libraries also develop solutions to meet learning needs; to evaluate the potential viability of institutions; and to promote personal development, career development, continuing education, volunteer work, distance learning, and digital citizenship, by introducing the concept of print and web searching as distinct from general internet searching.

In their processes of action, Brazilian libraries promote and recommend publications, teach research and extension courses, and offer management support. They also offer general guidelines; digital inclusion; accessibility; guided visits; lost-and-found services; answers to frequently asked questions; reading mediation; suggestions to the public of authors, books, and subjects; collective literacy construction; debate of day-to-day issues; interaction with users; encouragement; and promotion of the taste for reading. Whereas British libraries are involved in a big network of government and private organizations, Brazilian libraries tend to work in isolation.

The concept of information changes to have a communicative sense in a hybrid library: "to inform someone of something." The main goal is to educate users to construct knowledge. Gamification is an example of lifelong learning because it allows individuals to interact via ICT and promotes action in an informational and technological context.

This market works with information and goods that are movable, hybrid, and personalized; however, it is a social resource focused on knowledge construction. The role of information and media literacy is thus to make individuals capable of using tools to produce information and knowledge. Information literacy standards are applicable in hybrid environments to relate information activities to users' perspectives. Table 1 shows the connection between Beluzzo's (2007) standards and indicators and librarians' activities and the impact of those standards on users' access to and use of information.

Both information professionals and users have to be able to evaluate information and its sources critically. Therefore, librarians can help users to identify their information needs based on the resources in the library. Furthermore, professionals are responsible for including users in society so that they can understand economic, legal, and social questions about information. The library should adapt its products and services to cultural demands in an ethical and legal way.

Users should know how to use sources in various formats and how to access data and information effectively. The result is the generation of reflective knowledge, produced individually or in a group. Both professionals and users need to be oriented to norms based on information and media literacy standards. Librarians know how to represent information and sources and understand information complexity. The norms can be developed locally, nationally, or internationally.

Information access must be based on the standards listed above to allow an understanding of the complexity and scope of the profession. Although the task of making information avail-

able looks simple, in fact, it requires orientation and literacy. Users must have the ability to use resources and technology. Besides that, people should reflect about content to construct explicit information and to contribute to collective knowledge.

The interrelation of a library, its users, and information contributes to the public hybrid library which can provide a quality service to people. This article demonstrates that several elements are involved in analog and digital technology. Both types of technology promote learning and bring communities closer together. From this perspective, libraries support citizenship because they provide information and help users to evaluate information and construct knowledge, focusing on lifelong learning. Furthermore, the hybrid library environment contributes to the development of users' dignity, responsibility, and skills.

Conclusion

Information literacy and media literacy are important instruments for public hybrid libraries because they guide an organization's educational objectives. They influence the use of technology and stimulate the development of critical thought, lifelong learning, and citizenship. The interrelation of information, media literacy standards, and public hybrid libraries contributes to the services offered by public hybrid libraries.

Table 1 demonstrates the behaviors of librarians and users that allow researchers to identify new ways to use information literacy and media literacy. The concepts presented in this article contribute to the consolidation of information literacy and media literacy in the context of hybrid libraries.

Hybrid libraries combine analog and digital technology and offer several services. Furthermore, they encourage information activities to facilitate information and media literacy, knowledge creation, and the development of citizenship.

Media literacy emerges as an important aspect of public hybrid libraries because there is a social demand for ICT. This demand is strengthened by social networks, which provide a new relationship between users and media. As a result, individuals need to understand how to use technology and interpret information.

The discussion about public hybrid libraries, information literacy, and media literacy is constantly changing. This article contributes to practical and theoretical perspectives of those themes because it connects information literacy, media literacy, and services offered by public hybrid libraries, as shown in table 1.

A significant difference between Brazilian and British libraries is that the latter promote the modernization of their institutions, knowing how to do much with limited and, sometimes, diminishing resources and without needing big buildings to develop their services. The key is to optimize the use of space.

Table 1. Adaptation of Information and Media Literacy Standards to Public Hybrid Libraries and Their Impacts on Users

	Indicator	Adaptation to Public Hybrid Libraries	Impact of Standard on Users
Standard 1	The information-literate person determines the nature and the extent of information needs.	The information-literate librarian in a public hybrid library determines the nature of the archive and the extent of different information formats. The professional should know the information sources and formats to get the information needed.	Information-literate users know how to use different technologies and to identify and recognize their informational interests.
Standard 2	The information-literate person accesses information effectively.	The information-literate librarian in a public hybrid library promotes information access effectively on all kinds of platforms. The professional also seeks information from other sources, knowing and developing descriptions and classifications to aid data retrieval.	Information-literate users access information intelligently on all kinds of platforms and know how to use information retrieval systems. They also use search strategies including keywords and Boolean constraints and know that they can consult the librarian to get information. They organize information for future access and cite information correctly.
Standard 3	The information-literate person evaluates the information and its sources.	Both librarians and users who are information-literate evaluate information and its sources critically. They are able to analyze and synthesize, to interpret and create meaning, to establish parameters of source evaluation, to identify authors and their fields, and to contextualize new and previous knowledge about a subject.	Users who are information and media literate evaluate information and its sources critically. They are able to analyze technology and media. They can identify an ideology behind information. They establish parameters to evaluate information sources to create knowledge.
Standard 4	The information-literate person, individually or as a group member, uses the information to achieve a goal.	The information-literate librarian aims to orient the user to make use of information. That way, the user can achieve a goal and articulate information with communication norms to disseminate it.	Information-literate users in public hybrid libraries can create reflective knowledge individually or in a group. They can identify the information to use according to objectives and can cite sources correctly. They also structure the knowledge to be communicated.
Standard 5	The information-literate person understands the economic,	The information-literate professional understands the economic, legal, and social questions and also under-	Information-literate users in a public hybrid library access and use information in an ethical and legal way. Also,

Table 1. (Continued)

Indicator	Adaptation to Public Hybrid Libraries	Impact of Standard on Users
legal, and social contexts of information and also accesses and uses information ethically and legally.	stands information use; values and promotes open-access resources; explains the consequences of plagiarism; respects the norms of the institution; considers (inter)national information policy; respects copyright; and speaks out about ethics in research.	they use information sources that respect copyright, identify and reject plagiarism, know the norms of citation, and refer correctly to the authors cited in research.

Source.—Belluzzo (2007).

British libraries are environments that work in the era of the information society, being functional, comfortable, innovative, dynamic, proactive, warm, inclusive, and human. These libraries are hybrid because they work to reengineer their services, centering the library in a space that multiplies the impact of particular and collective studies and investigations, and transforming their environments in spaces that inspire, connect, and drive brainstorming.

In this context, for the library to offer services (or to develop services to be offered), the participation of information professionals is necessary. By joining analog and digital technologies, library professionals can support communication among the library, its services, and the users of the place in spaces that allow socialization in literacy and learning relevant to ICT, making the library a disseminator of information media.

From this perspective, future research could study the standards and indicators of information literacy and media literacy in practice. Researchers can develop comparative studies using interviews and other methodological techniques to this end. As a result, the applicability of information and media literacy will become more clear and credible in society.

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