

Journal of Information Literacy

ISSN 1750-5968

Volume 12 Issue 2

December 2018

Conference update

Koltay, T. 2018. Does lilac tone you up or calm you down? A selective synopsis of a report for Hungarian library and information professionals. *Journal of Information Literacy*, 12(2), pp.142–143.

<http://dx.doi.org/10.11645/12.2.2548>



This work is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/).

Copyright for the article content resides with the authors, and copyright for the publication layout resides with the Chartered Institute of Library and Information Professionals, Information Literacy Group. These Copyright holders have agreed that this article should be available on Open Access and licensed under a Creative Commons Attribution ShareAlike licence.

"By 'open access' to this literature, we mean its free availability on the public internet, permitting any users to read, download, copy, distribute, print, search, or link to the full texts of these articles, crawl them for indexing, pass them as data to software, or use them for any other lawful purpose, without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. The only constraint on reproduction and distribution, and the only role for copyright in this domain, should be to give authors control over the integrity of their work and the right to be properly acknowledged and cited."

Chan, L. et al. 2002. Budapest Open Access Initiative. New York: Open Society Institute. Available at: <http://www.soros.org/openaccess/read.shtml> [Accessed: 18 November 2015].

Does lilac tone you up or calm you down? A selective synopsis of a report for Hungarian library and information professionals

Tibor Koltay, Professor and Principal Researcher, Eszterházy Károly University.
Email: koltay.tibor@uni-eszterhazy.hu

The title of my conference report – written for the readers of a journal aimed at a wide range of professionals, working in varied libraries – is a play on words, because looking at the abbreviation of the Librarians' Information Literacy Annual Conference (LILAC) you may think about the colour. The title is also based on my experience that you can listen at any conference both to excellent and less relevant presentations, so delegates can experience something that cheers them up or calms them down, depending on how they feel about the given presentation.

The first keynote at LILAC 2018 was delivered by Barbara Band, who touched upon reasons to acquire and teach information literacy skills in the age of information overload, underlining that information literacy plays a decisive role both in learning and in workplace settings, even though it has acquired less weight in schools. On the other hand, she reminded us of the empowerment potential of information literacy.

In the second keynote, Ola Pilerot highlighted that the phrase information literacy often serves as a label for a field of activities relating to professional practice, research or policy-making. On an empirical level, however, it is used to denote activities related to information seeking and information use. While this level is more distinctive than the first one, it is hazardous in the sense that it may take a normative dimension that results in prescribing something that should be rather described. On the third level, information literacy can be used as a theoretical concept.

David White's keynote addressed the ways of mitigating the symptoms of disinformation by looking around to see if someone else has already fact-checked the claim or provided a synthesis of research. He underlined that it is also useful to go to the source of the claim to understand the trustworthiness of the information. He added also that we can use what other people said about the source (publication, author, etc.).

At the conference, there were several papers and workshops that focused on education. The masterclass by Sam Aston and Anna Theis addressed critical reading. When going through the steps of critical reading, for me it was challenging to understand the text, because I am a non-native speaker of English. At the same time, I had the impression that I was composing an abstract when comprehending the message, probably because writing abstracts it is one of my frequent professional occupations. The presenters also stressed the importance of summarising information.

The 'Playing the Publishing Trap' game, developed by Chris Morrison and Jane Secker, was both instructive and enjoyable for me and for most participants. Learning about a way of developing teaching philosophy (from Sheila Corrall and Amanda Folk) made me think about how I work as a teaching staff member. Additionally, there were presentations related to various issues around information literacy and on the last day of the conference, we became acquainted with its brand-new Chartered Institute of Library & Information Professionals (CILIP) definition.

I could attend the conference thanks to the support of the 'Complex Development of Research Capacities and Services at Eszterházy Károly University' project (EFOP-3.6.1-16-2016-00001).

The original report's citation is as follows:

Koltay, T. (2018). Élénkít vagy megnyugtat a lila? Beszámoló a LILAC 2018 konferenciáról. *Könyv, Könyvtár, Könyvtáros*, 27(4), 31–35. Available at: <http://ki2.oszk.hu/3k/tag/lilac-2018-konferencia/> [Accessed: 19 November 2018].