

**Submission 17****Enhancing the Interconnections Between Knowledge Organization and Information Literacy Through Guided Inquiry**

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In the current information age, school libraries that excel in knowledge organization (KO) and information literacy (IL) are well-positioned to play leading and transformative roles in enabling interdisciplinary curriculum, as well as innovative integration of information sources best-suited to a school community's needs. However, many school libraries are disconnected from the constantly evolving educational context in terms of KO and IL. This study investigates the relationship between KO and IL, hence we examine the provisioning and use of library resources, specifically within the context of IL instruction, and in this case the Guided Inquiry (GI) program. This study adopts a qualitative approach of data collection, using interviews with a sample of 10 students, as well as a focus group consisting of 4 teachers who have collaborated as a team in the GI program. Students interviews, combined with teachers focus group, allowed the authors to uncover the interconnections between KO and IL through various lenses. The study suggests that the GI program demonstrated itself as an effective approach that serves to provide insight on the complex dynamics between KO, IL and interaction among educators, learners and information.

**Submission 93****A Descriptive-Comparative Study Between Offline and Online Information Literacy Programs at University Level in Jakarta, Indonesia**

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Information Literacy (IL) is one of the most current issues among academic libraries in Indonesia, including Perpustakaan Mandiri in Universitas Al Azhar Indonesia and KALBIS Library in Institut Teknologi dan Bisnis Kalbis that use different method in providing IL programs for students and lecturers. Perpustakaan Mandiri use offline method by teaching IL materials in classrooms, while KALBIS Library use online methods by posting IL contents through social media platforms. The purpose of this descriptive-comparative study is to establish and compare offline and online information literacy (IL) programs provided by academic libraries at university level in Jakarta, Indonesia. Data collection was developed based on observations in both academic libraries and interviews to the librarians in charge of IL programs in their respective libraries. The result shows that Perpustakaan Mandiri use offline IL programs because most students and lecturers show interests for IL so they are eager to attend IL classes, while KALBIS Library use online IL programs because the students and lecturers show less interests in IL so the librarians have to use social media platforms to reach those who are not willing to attend IL classes.