Integrating the Information Literacy Logo:
A Marketing Manual

Draft – December 2009

IFLA – Information Literacy Section / UNESCO

Prepared by:*

Jesus Lau
jlau@uv.mx / www.jesuslau.com
Universidad Veracruzana
Veracruz (Mexico)

Jesus Cortes
jcortes@uacj.mx
Universidad Autónoma de Ciudad Juárez
Ciudad Juarez (Mexico)

*Linda Goff provided feedback and edited the document

Veracruz, MEXICO – 2009

Integrating the Information Literacy Logo:

A Marketing Manual

IFLA InfoLit Directory

This project was realized during the term of the following Standing Information Literacy Section Officers:

<u>2009 - 2011</u>

Mari Carme Torras – Chair
Antonio Calderón Rehecho – Secretary
Albert K Boekhorst – Information Officer

<u>2007 – 2009</u>

Sylvie Chevillote – Chair
Antonio Calderón Rehecho – Secretary
Albert K Boekhorst – Information Officer

<u>UNESCO Liaison</u>

Jesús Lau

Integrating the Information Literacy Logo: a Marketing Manual

IFLA – Information Literacy Section

Prepared by:

Jesus Lau
jlau@uv.mx
Universidad Veracruzana
Veracruz (Mexico)

Jesus Cortes
jcortes@uacj.mx
Universidad Autónoma de Ciudad Juárez
Ciudad Juarez (Mexico)

Veracruz, MEXICO - 2009

Lau, Jesús
       Integrating the information literacy logo : A marketing manual /
Jesús Lau y Jesús Cortés.-- Veracruz, Mexico: IFLA/UNESCO, 2010.
       77 p. : il. ; 22 cm.
       Bibliografía: p. 45-50
       ISBN xxxxxxxxx
       1. Marketing plan. 2. Branding. I. Cortés, Jesús, Coaut. II.

1. Marketing plan 2. Branding 3. Information Literacy

TABLE OF CONTENTS

Introduction

*The aim of writing this marketing manual is to promote the use of the Information Literacy IFLA – UNESCO logo (*International Federation of Library Associations and Institutions (IFLA), United Nations Educational, Scientific and Cultural Organization (UNESCO)*. The logo was selected from an international competition with the objective of creating an image that would strengthen communication between participants in Information Literacy (IL) programs: those who fund them, the institutions and organizations; those who facilitate the programs, the trainers; and those who benefit from developing information competencies, the learners. The adoption and use of the logo by information literacy professionals will make it an easily recognizable symbol for IL across countries, and will therefore, make IL communication easier.*

You are invited to use the logo extensively and creatively. The formal use and endorsement of the logo means also an endorsement, in general, of the information literacy programs. Each time the logo is used, it will serve to promote IL activities, so please, adopt it and promote its use among your IL peers.

This manual, created on behalf of the Information Literacy Section of IFLA, is a guide for marketing efforts of librarians and information professionals who need to position and brand their IL activities. It is also available as a PDF document on the www.infolitglobal.info/logo website. My special thanks to IFLA and UNESCO for funding the Logo. The contest was funded by UNESCO, and the drafting of this manual was financed by IFLA, as project money given to the Information Literacy Section (InfoLit). Special thanks also to the 2007 – 2009 InfoLit Executive Officers: Sylvie Chevillotte (France), Chair; Andoni Calderón (Spain), Secretary; and Albert Boekhorst (The Netherlands), Information Officer, as well as to Linda Goff (USA) who has been a very active Secretary of the InfoLit Logo Committee. Special thanks also for all those who enthusiastically participated in the logo contest, or have expressed support to this project, as well as the group who provided feedback at the workshop held in Milan in 2009.

The manual is divided into eight sections. The first one is on how the logo can be downloaded and used. The following sections are on IL marketing, and they are ordered according to the marketing process. They also include, at the end, information on how the logo was selected, plus a bibliography, a list of websites and an appendix with logo applications.

*If you need information concerning the usage of the logo, and the Marketing Manual, as well as the other resources, please email: Jesus Lau, at jlau@uv.mx or Linda Goff, at ljgoff@csus.edu or the Executive Officers of the Information Literacy Section of IFLA.*Please check the IFLA website for their current addresses, www.ifla.org*.*

Jesus Lau, Ph.D.
Logo Committee Chair
Universidad Veracruzana
Veracruz, Mexico

1

Using the Logo

The concepts of information literacy are complex and not easily defined at the international level. In many languages the terms do not easily translate. Therefore, a (non-verbal) image, such as the IFLA-UNESCO InfoLit Logo was developed to represent the ideas and values of Information Literacy without words. The logo itself can become a useful tool if a proper branding and marketing plan is developed. Drafting a marketing plan requires a process that this manual summarizes in an easy to read format. The different steps are briefly described, followed in general by a list of actions.   It is not necessary to read or use the entire manual. Feel free to select the parts that best serve your needs.

1.1. Purpose of the Logo. Information Literacy (IL) programs have received an increasing attention over the last 40 years by the library community, as lifelong learning approaches gain momentum in the education sector, and societies require multitalented citizens. The IFLA-UNESCO IL Logo is a symbol that will help communication of information literacy efforts. It will allow a quick and simple association with the IL learning services and related organizations and products that you may offer. The logo is intended as an international symbol for information literacy, and it is expected to bring together individuals and institutions around the world that have recognized the ultimate importance of IL programs as an essential component of the knowledge society. The aim of creating this logo, according to the call for proposals, was "to make communication easier between those who carry out information literacy projects, their communities, and society in general".

1.2. Purpose of the Manual. The manual objective is to guide the usage of the logo in branding and marketing stages of any IL program.

The target market is librarians, educators and anyone involved in related activities. Marketing plans are typically targeted to external audiences, but involving internal audiences: staff, friends, and volunteers, is critical to the success of any communication effort; hence the importance of keeping the staff informed and involved in each step. Following a common branding and marketing process, like the one included in this manual, can help your work team integrate the logo use into your program. Readers are encouraged to select and adapt the manual recommendations that will fit best their libraries and their institutions at large.

1.3 Supporting Resources**.** In addition to the IL logo, IFLA and UNESCO have developed other projects with the goal of "… providing a pragmatic framework to those professionals who need or are interested in starting an information literacy program from scratch". The resources are the (1) Information Literacy Guidelines for Life-Long Learning (Lau 2006) that has been translated into more than ten languages. Along with the Guidelines, there is (2) a 20 hour online workshop on How to Create an Information Literacy Program. Also available is the (3) International Information Literacy Resources Directory (and a repository) that offers more than 1,500 tools and best practices materials that are mostly free. The Directory offers you the opportunity to share your own IL resources and give visibility to your IL experiences. Another resource is (4) the International Information Literacy State-of-the Art Report. All the resources are coordinated by the author and are available at www.infolitglobal.info. Information literacy professionals are welcome to visit and make a fruitful use of the materials and experiences offered at these sources, thanks to the work of many IL professionals from around the world.

In section 6, there is a list of selected and freely available branding and marketing resources that can be useful in the implementation of IL programs.

2

Logo's Meaning and Specifications

The logo image communicates, in a simple way, the human skills to search and access information, not only through traditional means, but also with the aid of information and communication technologies, since it uses graphical references that are recognized worldwide, as are the book and the circle. The first one is used to symbolize the study and the second to represent the knowledge and the information that nowadays arrive to us more easily thanks to the Internet, showing also its social role of communication.

The logo also represents a book, with its open pages, aside with the circle that integrates a visual metaphor, and that represents all those persons who own the cognitive skills to retrieve the information easily and to gain the knowledge that information provides. Discerning viewers may also see a lowercase "i" which is used internationally for information.

2.1 Technical Instructions. Users are encouraged to make creative applications of the logo. The following are some basic directions to be followed with the main purpose of assuring major branding benefits. The official logo is available to download in high and low resolution at

http://www.infolitglobal.info/logo/?s=download.   There   are   suitable
versions for both PC and for Macintosh platforms.

2.1.1 <u>Restrictions</u>.   The logo may be used to promote or endorse
activities or programs that have to do with information literacy.   To
honor the IFLA, UNESCO and the author's rights, it must not be
redrawn, modified or amended, including the following cases:

➢ Adding characters (lines, shadows, or else)
➢ Changing or adding colors
➢ Distorting
➢ Placing within a box, triangle or circle. There is a version with a
  background to use when the logo is printed in a dark color sheet.
➢ Redrawing
➢ Rotating it

If you follow these requirements, users of the materials produced and
branded with the InfoLit logo will come to rely on it as an indication of
high quality promotional material and learn to trust the logo.

2.1.2 <u>Pantone</u>.   The colors of the logo correspond to the following
values in the Pantone System:

     298 C C:68   M:3 Y:O K:O   R:14 G:188 B:238
     653 C C:96   M:59 Y:4 K:17   R:0   G:89   B:150

When using the logo in a non conventional medium, where standard
Pantone Matching System (PMS) colors may not be available, (for
example when it is stitched over a T-shirt, or Polo shirt, or painted in a
metal sheet). It should be used with a color that matches as close as
possible the Pantone tones. The black and white logo should be used
only when the whole document or medium is presented with the
absence of other colors.

2.1.3 <u>Dimensions.</u> The size of the logo should regularly be determined
by the space available. In promotional printed materials, it must never
be reproduced below ½".

2.1.4 <u>Combination</u>.   It is expected that the InfoLit logo will be
frequently published along with the logo belonging to the hosting
institution or a sponsoring company. In order to maintain its integrity,
the InfoLit logo should be positioned independently; with a clear space

equivalent to at least half the dimensions of the logo allowed between the two logos or between the InfoLit logo and other text. When presented along with other logos, the one of InfoLit is expected to have similar dimensions.

2.1.5 Typography. The text beside the logo, which may be referred to the selected way to name the InfoLit programs in the different languages, or to a motto with promotional purposes, should be typed in Futura Md BT, with a font size according with the dimensions of the logo.

2.1.6 Credits. Users should credit UNESCO and the IFLA Information Literacy Section whenever using the logo, might it be in printed materials (including newsletters, catalogs, brochures, announcements, invitations, and press releases), films and videotapes, electronic transmissions (including Internet sites), and non-written announcements (such as audio descriptions). In the case of printed materials the credit should be given on the title page, with a font no smaller than 8-point. The recommended reference citation is:

UNESCO – IFLA, Information Literacy Logo

Whenever possible a link to the InfoLitglobal.info/logo website should be provided.

2.2. Gallery of Applications. A sample of applications is provided as an appendix. In addition to offering suggestions about a number of materials and formats, the images intend to indicate the correct way of doing it. Appendix 2, also includes a list of suggested media and materials where the logo may be inserted. All these materials are also available at the InfoLit Global web site.

3

A General Marketing Plan

Many IL Programs already have well established marketing plans and can easily incorporate the IL Logo into their marketing efforts. The basic steps provided in this manual may be used to develop your first marketing plan or to revise and update an existing plan.

3.1 <u>Scope of this Section</u>. A logo is an important element of branding your Information Literacy program. Here, you will find some ideas on how to use the UNESCO-IFLA logo within the general concept of a branding and marketing plan. Marketing is, as a generic term that includes branding, a powerful management process that helps you shape your IL services, so the more you know about it, the better you can benefit from its techniques. This section provides basic definitions and a general marketing framework, so that you apply it right away to your information literacy work. The structure of the manual is based on the main steps of the branding and marketing process for information literacy work. The approach is schematic, with an introductory paragraph, followed by a summary of key bullets, to make reading and comprehension easier. Please, keep in mind that it was not possible to include in this short manual a complete detailed monograph on the subject.

The elements of the manual are based on concepts and recommendations by different authors, but the main book used was Hart, Keith (1999) *Putting Marketing Ideas into Action.* London: Library Association Publishing. If you have the time, read this book and look for additional library related materials. Marketing in general is a rather well covered subject, so you can easily find literature and adapt it to your information literacy task.   Please, check the

bibliography included at the end of this document. There are some good publications available on marketing library services, written by librarians with administrative background. Texts intended to promote nonprofit organizations are also useful. You can adapt the concepts and strategies to information literacy requirements.

3.2 <u>Two Major Trends</u>. It is important to be aware of two major factors that are changing the face of modern marketing communication (Kotler and Anderson, 2006): Specialists are leaving mass marketing. There is a growing interest in building a closer relationship with customers, in more specific micro markets. Take advantage of new technologies that help you segment your market which May help you prepare and distribute more tailored messages. Very often different messages need to be prepared for different potential or actual users, for example students, faculty, authorities or general public.

3.3 <u>Products and Services</u>. According to Stanton, Etzel and Walker (2003) a general marketing program may be divided into two main parts:

➢ Programs for tangible products
➢ Programs to promote services

InfoLit programs, fall within the service category. Promoting services bring especial challenges that force to use strategies and tactics different from those utilized to market physical products. However, the key elements of the communication plan are, in general, the same.

3.4 <u>Services Characteristics.</u> These same authors identify four fundamental aspects of services:

➢ **Intangibility**. You cannot always smell, see, hear, taste or touch a service
➢ **Inseparability.** A service very seldom can be separated from his/her creator or vendor
➢ **Heterogeneity**. Services can not be standardized at the same level that it is possible for physical products. Quality may depend upon many factors, some of them unpredictable
➢ **Perishability.** Regularly services have a life span during which they can be offered and consumed, it is not possible to store them.

3.4.1. <u>Reducing Effects of Intangibility</u>. Using the InfoLit logo helps to alleviate the lack of tangibility in a service, given that it allows the user to establish a mental connection with a benefit provided by the IL service. There are four basic ways to reduce the effect of intangibility, according, again, to Stanton, they are:

- ➢ **Visualization**. Companies describe the benefits of their services with spots where persons appear enjoying them.
- ➢ **Association**. Users are induced to make a connection between the service and a product, a person or a place. As an example, IL activities need to establish connections with computers, library facilities, printed documents, and more.
- ➢ **Physical representation**. By using a tangible aspect, it is attempted to underline some features of the service. For example: a pair of looking glasses included in the image of a poster, reflects an idea of intellectual work.
- ➢ **Documentation**. Include as many facts and figures as necessary to support statements.

3.5 <u>Marketing, a Definition.</u> When the word 'Marketing' is used you will probably think about advertising, selling and cost, as Keith Hart explains (1999), but you will also have to think about customers or users, planning and investment. He states that marketing anticipates and meets customer demands.   Marketing is getting on your customers' shortlist – preferably a shortlist of one, according to Peter Drucker (Cited by Hart, 1999). Marketing is about four Ps:

- ➢ Product
- ➢ Price
- ➢ Place
- ➢ Promotion

When using the new information literacy logo, even though is not a product that can be sold, you can still adapt the same marketing principles to your IL.

3.5.1. <u>Product.</u> Your information literacy program is a service that can take, as you know, different formats: workshop, course, seminar, talk, or a demonstration of databases, websites, and publications, etc. Your service needs a name and a logo to create an identity in the mind of the user, and to position it in the marketplace/IL users, your library community, against other distracting alternative activities such as

those freely offered by the Internet, where sound, color and movement may have a great appeal to most users, but especially to the young population.

3.5.2. <u>Price.</u> Your IL service may not have a price but has a value; therefore, you need to communicate the benefits and positive impacts of IL among your different customers/users. Stress the benefits of developing information skills and how a user can be empowered to play an active role in lifelong learning and at the knowledge society that we live in, no matter how remote is the village in which you live, you are affected by it.

3.5.3. <u>Place.</u> Your IL service should ideally be available to users wherever and whenever they may need it. If you are at a school or academic environment, IL should be offered at the different educational levels, as well as at the library, at the classroom, or at the workplace; or if you are at a special library, IL training needs to also be delivered wherever the reader is. In a web environment this means 24/7 availability.

3.5.4. <u>Promotion.</u> Communication is essential for any IL program. You need to use different media to communicate with your customers and potential customers. As a non-profit organization it is likely that you will not be using television or newspapers, but you can use your institutional media and many of the Internet social networking tools, such as email, blogs, twitter; as well as printed materials, such as flyers, and banners that are most easily adapted for the logo use.

4

Your Marketing Plan

Fundamental to the marketing process is to first develop a formal marketing plan. You may think is not important, but if you do not draw the map of your branding and marketing actions, they may not be achieved. The plan does not have to be a complex document/process. What you need is to:

- ➢ Identify your information literacy aims
- ➢ Define your objectives
- ➢ Know how you want to meet your objectives
- ➢ Figure out the best way to incorporate the InfoLit logo in this process

If you do not meet all the IL objectives, how do you propose to do so? Keep in mind that your plan does not have to be perfect. What you need to be aware is that a successful plan is the one that is implemented, not the perfect one that never gets materialized. Make sure your staff participates and gives you support at all planning stages. Remember, you need to be backed by your staff in the whole IL marketing process.

4.1. <u>Aims and Objectives</u>. If your library has a written mission with clear relation to your IL work, use it, but if it does not, then prepare a positioning statement or purpose of your program. The statement needs to include (Harp, 1999):

- ➢ Type of learner that comes to your IL training
- ➢ What you do for those users
- ➢ How do you do your information literacy work

Crafting this statement of purpose is not easy, but it will help you to focus on what you do in terms of information literacy. You need to learn how you meet your objectives by identifying the type of customer you serve, what you do for them, and how you do your information literacy program. This information may be partly derived from your mission statement, or if you do not have one; ideally, this would be a good time to develop one, but if this is not feasible, you can use your answers to the questions mentioned above to have a clear focus on your IL priorities and audience. The following step is to post your mission statement on the wall, making sure to include the logo.

4.2. <u>What and How Objectives are Being Met.</u> Here, you must be impartial, to be honest with yourself, and determine if you are really meeting the IL needs of your users when they attend your IL sessions. Here are a few adapted questions that you need to answer, according to Harp (1999):

> Do your learners come because they have to come?
> Do they attend your training because they want to?
> If you are not meeting their IL needs, is it because you are out of target?
> Are you too old-fashioned of a teacher?
> Are you in the wrong location?
> Are your training sessions timed correctly?
> Are your learning resources too poor?
> Do users know that you exist?
> Do learners ignore IL benefits?
> Does your administration appreciate and support the IL benefits?
> Do you know who your IL competitors are?
> How does Internet compete with your IL program?

Many of the answers will lie within your customers, your IL reports, your library peers, your management directors and within you. What you need to do is to investigate, to use your information skills, to find out why your IL program is where it is now, and how it may be improved.

4.3. <u>SWOT Analysis.</u> It is advisable to do at least a simplified SWOT analysis to get a broader picture on how you stand in your information literacy services. The acronym stands for Strengths, Weaknesses,

Opportunities and Threats; the first two (SW) correspond to your internal factors, and the other (OT) to the external environment of your IL program. You can perform a simple analysis, or you can do a more orthodox one, but you will need to review the strategic planning literature to get to know how. For the sake of a more general and simpler analysis, you can list the four SWOT factors, using a matrix. Organize a session and think and ask your library colleagues the following questions:

➢ What are your IL Strengths?
➢ What are your IL Weaknesses?
➢ What are your IL Opportunities out there?
➢ What are the IL Threats that your environment poses on your IL activities?

Once you have listed the four lists of factors influencing your IL activities in the matrix, write a paragraph or two with your conclusions based on the four lists of elements. This will give you a general picture of where your IL program stands within your library, your institution and at your community. Now, if you have time and resources, check the literature or get an expert to do a more in-depth SWOT analysis

4.4. Market Segmentation. One of the first steps that you need to take in the marketing process is to identify your potential costumers. This is a key task because any information literacy effort that you may work on requires to be focused on the needs of your users, therefore you ought to identify them by breaking the market into segments. Market segmentation means to group your potential market according to the characteristics they share and that are relevant to information literacy training.

4.4.1. Market Segmentation - Concept. Market segmentation begins with the task of getting different lists and information of potential users to group them into small groups or segments that share similar information literacy needs, so that you can tailor your IL training. The factors to consider for market segmentation can be:

➢ Information literacy needs
➢ Type of IL training needed
➢ Time when they need the IL training
➢ Location of the users

- Mode of IL delivery
- Degree of IL expertise

If you work for an academic library you will first need to group your users into major groups, for example, the first broad groups are faculty, students and staff. These groups can be further divided into the subject that they study/teach/work, then by the different level of their studies or teaching. In case of students, it can be by first year, second, etc. If you reach your students regularly with IL instruction, they will come to recognize the IL logo as a marker of useful information and will search for it. Further on, you can cluster them by subject, location of their campus, etc. Similarly, faculty can be grouped according to their subject or for what they facilitate, as well as the location of their campus or their faculty.   You can define their IL needs step by step, such as time when they can take the training, how they can take it, online or face-to-face learning. The specific characteristics may change according to the type of library. Public libraries may face the most difficult challenge because of the diversity of communities that they may serve; but special libraries may have the easiest process to segment their IL market because of their generally narrow market

4.4.2. <u>Critical Success Factors</u>. In order to develop a good information literacy program you will need to identify the factors that are critical to your customers' success, because those factors will also measure your IL program performance. In other words:

- What information skills do users need?
- How can they develop them?
- When do they need the IL skills?

If you determine that students need to have good information skills before they take their first research methods class, your program will have to be delivered before such event happens in the student academic life. For university staff, you will need to identify when they need the information, what kind of information they need, because, again, it means that you need to provide IL training before these critical success factors occur.

4.4.3. <u>Market Segmentation Benefits.</u>   The time that you spend identifying the different groups of customers that may be recruited for IL training will pay off well to you, you will be able to:

- ➢ Customize your IL training
- ➢ Maximize your IL efforts
- ➢ Be more relevant in what you do
- ➢ Attain your IL goals more easily

The more you focus your IL courses on your users needs, the greater your success will be. Once you have indentified your market groups, you will also have to analyze what your customers really need, when they need it, and how they need it. A detailed knowledge of each sector group will help you to craft a better training to hit the right user demands.

4.4.4. <u>Identifying Customers – Segmentation</u>.   Public libraries may have more difficulties identifying IL customers than other libraries due to their diverse users. If you work for an educational library, such as an academic or school type, you may have an easier task to group your customers, but, as said, other type of libraries have less homogenous market.   Whatever your library is, the time that you spend in identifying your users, the easier it will be to communicate and to tailor your IL product/service.   The ways to segment an IL market will vary according to your objectives, but, in general, you will need to consider:

- ➢ Age
- ➢ Library experience
- ➢ Previous information skills
- ➢ General education background
- ➢ What they study
- ➢ Time when they study / work
- ➢ Level of their studies
- ➢ What they do, if they work
- ➢ Location
- ➢ Reading skills
- ➢ Preferred mode of learning

Every group of your market population needs to be identified, no matter how small or big it might be (10 people or a 1,000). You need to identify each of the relevant groups. Be aware that IL learners can

belong to more than one market segment. For example, at an academic library, a faculty member can also be part of the university management, or be an adult postgraduate student. This means that you can count that person in each group that he/she may belong to. However, if you want to simplify this process because your IL program is a general one, you can include this person in the group where he/she performs the most important activity. You will also need to use your research skills here to identify your customer needs within each identified segment.

4.5. <u>Meeting your IL Objectives.</u> Now that you know what your mission or IL objectives are, and you know who your customers are in each IL market segment, you need to define how to meet your objectives. Make a list of the menu that you can prepare to meet your IL goals. Determine how you will provide the following in your training program:

- Talks
- Workshops
- Short courses
- Long courses
- Credit courses
- Information product demonstrations
- Training to use specific databases
- Introduction to websites
- Lecture-visiting classes
- One shot lecture
- Etc.

Then determine how to best integrate the IL logo into your presentations, hand-outs, website and brochures. Here you select what you are going to offer, according to the resources that you have, in terms of time, staff, classrooms, computer laboratories, and learning resources. You can check the vast information literacy literature to find out what are the best options, and use your experience to craft the IL products that you can deliver.

4.6. <u>How to Communicate.</u> You already know the objectives you want to meet, you know who your customers are, and you have identified the information literacy services that you can provide; so now, you need to define how to communicate with your users. "Communicating

with your market requires that you reach the right audience in the right way." (Hart, 1999), therefore the key elements for success are:

- ➤ Right audience
- ➤ Right message
- ➤ Right way

Your audience is defined by identifying your customers, and your message is based on your objectives, and you may have different objectives according to the market segments that you have identified. Your IL message should be crafted taking into account your customers and your objectives.

4.6.1. <u>Creating the Message</u>. An advertising message must aspire to get two things (Etzel and Walker, 2003): To gain and maintain the attention of the public. This can be achieved mainly through:

- a. The surprise
- b. The shocks
- c. The amusement
- d. The curiosity
- e. Other

To influence on the public in the desired sense, Kotler and Anderson (2006) remind us about the acronym AIDA, created some decades ago to help define an effective message. According to this acronym, a good message gets *Attention,* holds *Interest,* arouses *Desire,* and produces an *Action.*

4.6.2. <u>Message Content, Structure and Format.</u> When writing a message, a communicator needs to think in three main appeal elements (Kotler and Anderson, 2006)**:**

- ➤ Rational
- ➤ Emotional
- ➤ Moral

For general audiences, emotional contents seem to be more utilized and there is an increasing trend to use humor as the main appeal. Polls show that people like to find humor in advertising, however it is very important to use it cautiously, because a poor use of humor can even irritate your IL customers.

A very important aspect when you prepare a message is to emphasize the benefits that the IL service will bring to the user, instead of underscoring some service features.

4.6.3. <u>Structure</u>. There are three main issues to care about and decide:

Is it better to draw a conclusion or to leave it to the audience? Researches show that it is better to allow the customers to arrive to their own conclusions.

Is it better to present the strongest arguments first or last? When presenting them first a stronger attention is obtained, but then it is necessary to find out how to avoid a poor ending.

Is it convenient to present both strengths and shortcomings? A one sided argument is more effective, but when dealing with highly educated audience you need to talk about opposite positions to give a more balanced/objective message.

4.6.4. <u>Format</u>. The message needs a strong format, be it transmitted in a print, radio or TV. There are a lot of elements to consider: color, shape, movement, words, sounds, size, etc**.** You need to think about your information literacy learners, their tastes and preferences and prepare the format of you message. Age and backgrounds are important and all those characteristics that you used to group them in segments.

4.6.5. <u>How to Convey Meaningful Messages.</u> You will need specific messages, therefore you will write them down in such a way that your IL users are persuaded. There will be needs for different types of IL written materials to the different audiences, each of them with specific principles but general ones to apply are (Hart, 1999):

> ➢ Branding
> ➢ 10 minute test
> ➢ Language
> ➢ Information literacy power words
> ➢ What they do next?
> ➢ Test it on a colleague

4.6.6. <u>What to Say and How to Say it.</u> Besides your logo and your motto, you will need to take care of crafting texts to communicate with your IL consumers. You will need to use simple and direct language. It is considered a priority to develop a list of selected key messages and slogans referred to information literacy programs. The idea is to compile a list of inspirational messages, with high chances of being applied in general contexts. Here are some messages written or found on a quick search on the Internet, as examples for you to do a brain storming:

- ➢ "Create your own path to the information knowledge society"
- ➢ "Don't get lost in the Infospace"
- ➢ "Information Empowers"
- ➢ "Think strategically about information". Read in *TIP: Tutorial for InfoPower*. University of Wyoming Libraries.
- ➢ "Discover how to find, evaluate and use information effectively and ethically". Seen in the University of California at Santa Cruz *NetTrail* http://nettrail.ucsc.edu/

Avoid jargon and sentences that are grammatically correct but difficult to grasp. Again, check what big libraries or even big companies do with the marketing of their products. As Hart (1999) states it, Keep It Short and Simple (KISS). The principles are:

- ➢ Short messages
- ➢ Simple words
- ➢ Direct to the point

4.6.7. <u>Your 'Power' Words</u>. You need to think of a short list of the words that better describe your services but they have to also attract your customers. These words will help you create the right image for your service. Here is an adapted list based on what Hart (1999) recommends as commonly used in marketing:

- ➢ New
- ➢ Learning
- ➢ Lifelong learning
- ➢ Reliable
- ➢ Proven
- ➢ Free
- ➢ Effective
- ➢ Special

> ➢ Flexible
> ➢ Valuable
> ➢ Service

4.6.8. <u>Test your Message on a Colleague.</u> Once you have written your IL message, first, read it aloud to you. Check if it reads smoothly, if the words roll out well. Second, ask a colleague or a friend that is not familiar with your IL task to read your message. Ask him/her if it was clear and how the text can be rated. If your message will go to a big crowd, it is advisable to pilot the text in five to ten people to see if they get the right meaning, if not, change the message.

4.7. <u>Marketing Communications</u>. Once you know your IL learners and know what messages you want to send to them, you now also need to communicate with them. As you may guess, each type of marketing message sends your communication in a different way.   Whatever media you choose, your objective is to attract your IL customers, gain their interest in your IL training, and make them take some action to enroll in your IL program.

4.7.1. <u>Promotion</u>. This is a broad concept that refers to any action intended to influence on the public, may it by providing information, persuading or remembering the existence of a product or service. There are five main forms of promotion (Stanton, Etzel and Walker, 2003):

> ➢ Personal sale
> ➢ Advertising
> ➢ Sales promotion. Referred mainly to incentives addressed to
>   customers and sellers to close sales
> ➢ Public relations
> ➢ Propaganda. Understood as "any communication referred to an
>   organization, its products, services or politics, through media that
>   do not receive a payment"

Since libraries normally have to work with reduced or non-existent budgets to cover promotion costs, it is necessary to optimize the benefits of the personal actions, public relations and propaganda.

Your marketing options will vary according to the library and budget that you may have, but even if you do not have the economic means, use whatever is available to you for free. Among your options are:

- ➢ Public relations
- ➢ Advertising
- ➢ Email
- ➢ Website

4.7.2. <u>Public Relations.</u> The broad concept of PR is that it is a "planned and sustained communication of your messages to your target markets using the public media of print, broadcast, and electronic press. The main tool is the press release that will be published if you build relationships with news people, and editorial staff of:

- ➢ Newspapers
- ➢ Magazines
- ➢ Radio
- ➢ TV
- ➢ Blogs
- ➢ Twitter

You can build a relationship by informing and inviting them to your IL and general library events, such as courses, new sources releases, celebrations and cultural events. Public relations are important because they give you more:

- ➢ Authority
- ➢ Credibility
- ➢ Promote your IL program to the right user
- ➢ Exposure to the IL program
- ➢ Parades your contributions
- ➢ PR cost less than advertising

PR efforts are cheaper and generally more effective than advertising because they cost less, or can even be virtually free and have more credibility, because the reader knows that the message is more controlled by the advertiser.

4.7.3. <u>Advertising.</u> If you have the budget to advertise, you need to prepare your strategy for each of your market sectors, therefore you will also have to define:

➢ Objectives of your advertising
➢ What you want them to know
➢ What you want them to understand or be aware of

Once you have a clear idea of these answers, you have to identify your target media, and the best way is to ask your users, what media they prefer, such as:

➢ Magazines
➢ Street signs
➢ Posters
➢ Flyers
➢ Radio stations
➢ Time of the day they listen to the radio
➢ Newspapers

If you choose to pay for advertising your add needs to meet the following criteria to gain success, according to Hart (1999):

➢ Seen
➢ Scanned
➢ Read
➢ Understood
➢ Remembered
➢ Easy to respond to

Your learning market, your users, need to see your ad among tens from other sources that will compete for their attention, then they have to make the decision to scan through it, then decide to read or not to know what the add says. Readers must easily understand your message. You have just a few seconds to convince them to attend your IL sessions. After reading your advertisement, they also have to remember where to contact you for your IL courses/services, so make it easy to respond to you. Your address has to be simplified and give the different options to locate you: postal address, email, website, etc. Remember, you need to create a desire for IL in your users. Check all these details before you sent your add out, and also check if it represents well your IL program, and the quality of your service.

The potential list that you get from this survey chooses the media that covers the highest proportion of your market targets (users). The shortlist that you obtain needs special attention from you. You will need to get the names of the news (reporters) and editorial staff and learn about their deadlines for inclusion of items in their publication.

4.7.4. <u>Press Release.</u> Learn how to prepare a press release, so that they are picked up by the local newspaper, magazine, radio and television programs. The normal elements are:

➢ An excellent heading stating that it is a press release
➢ Date – Make it prominent
➢ Title – Meaningful and catchy short phrase
➢ Double-spaced text
➢ Brief summary (less than 50 words) in the first part of the text
➢ Main body text – Making clear the value of your event to the readers of this medium
➢ Use clear jargon-free vocabulary
➢ Define acronyms
➢ Appendices for background information – Not too many
➢ Your contact or the library details (address, phone, cellular, website, email, etc.)
➢ Your name or the name of whoever will be the contact

4.7.5. <u>Making News.</u> PR is about news, so you need to learn to create them. Most editors are overwhelmed by news items they receive, so you have the challenge of making your news newsworthy so that they get published, the principles are that:

➢ News is first
➢ Information is second

As Hart (1999) states, you need to convince the editors that your news are a must for their readers by showing the worth of it. Editors are interested in what their readers want. You need to make sure that the word "New" is in all of your press releases, if it is not new then you must emphasize why readers need to know. You can also inject news to your press PR activity by including:

➢ Story cases of IL successes (real life)
➢ How your IL program made a great impact on a user's activity

- ➢ New IL learning approaches
- ➢ A description of the virtues of information literacy
- ➢ Talks given by your staff, guest speakers
- ➢ Anniversaries, any celebrations that may be coming
- ➢ Staff that just came back from a conference
- ➢ Propose yourself as expert on your subject to the newspaper, radio, TV, etc.
- ➢ Do not be afraid to make some news yourself

Use your imagination, think about the media reader and give that slant to your press release. If your press release does not get published find out how to improve it. Call your newspaper and ask them for advice. Evaluate if you sent the press release to the wrong publication, ask the editor. Another possibility is that the way the press release was written was inappropriate for that particular medium. Your writing style may need to change. Check the way the articles are crafted in the publication.

4.7.6. <u>Direct Email.</u> Email communication is almost free, you do not have to pay any extra money to your Internet provider however it does require work like any other strategy you adopt. According to Hart (1999) direct mailing has three characteristics:

- ➢ Personalized – Sent to named individuals
- ➢ Unsolicited
- ➢ Sent by email

This media can be seen as a junk mail or as advertising, and used to be sent by snail mail, normal post. Either media normally includes a letter (text) with attachments looking to induce your users to be part of your IL program. Direct email has three components:

- ➢ The source directory
- ➢ The IL offer
- ➢ The text to communicate

The first two elements, according to Hart (1999) are the key elements. No matter how good and relevant your IL offer is, it needs to go to the right user, otherwise it is a waste of time and effort. So, you need to put special attention to compiling your directory of users, real or potential. You will need at least the following data:

- Name
- Institution / Job organization
- Email address
- Market sector (student, faculty, business person)

If time allows, you can compile and update a real database with more information about your potential IL learners, where you can add addresses, phone numbers, website URLs, etc. There is database software available in most offices, or you can use free software, but the greatest challenge is to update your directory. You can draw information from your institutional records, for example at an academic library, the registrar's database of students, or at a public library, the local directories and newspapers can be good sources. Business cards, direct phone calls to request the addresses are other sources.

If you do not already have access to user distribution lists, cultivate those within your institution (department chairs or deans or other administrators) who can provide access. You can use direct email to send invitations to take your IL courses, workshops and starting of new IL programs, as well as to recruit new IL learners, or to inform your market about relevant IL topical news. To have success you need to get, as stated, the right reader, to brand your messages, make a clear IL offer and do something different to catch the attention of people.

4.7.7. <u>Exhibitions</u>. Evaluate to exhibit what you do in IL, because it demonstrates that you are a serious player in the market. It does require time and effort, because you need to prepare the materials to exhibit and does have to attend the exhibit for a day or more. You can take part at your institution's fair or just about any event where your market is present. For example, if you work at a school or at an academic library, you can set up a table during the welcoming of new students and show your services. If you do exhibit pay attention to these questions:

- Is this the right exhibition to attend?
- Will you attract the right type of visitor?
- How much will it cost you?

Pay also attention to the materials to exhibit. Prepare good flyers, prepare statistics if appropriate, good ads, a plant or flowers, and get

some freebies, or at least sweets to give, to attract your customers. You can maximize attendance by dressing yourself with flare, wear a colorful hat, and you need to promote in advance your exhibit participation to your users. You and your staff will need to give the right image, look welcoming and enthusiastic at all times. Take a good look at exhibits next time you attend a conference, and check those you like more, and identify why, so that you implement whatever is feasible to promote your information literacy work.

4.8. <u>Evaluating Marketing Activities</u>. An important feature to include at the beginning of your plan is how you intend to evaluate whether you have been successful.   Evaluation is critical and key to building your success. Your boss is more likely to fund additional efforts if you can show measurable successes. . If you do not evaluate, someone from outside may do it on your behalf.   Evaluation is better when you do it at the different stages of building up your marketing process, but at least, you need to evaluate when you have applied your IL marketing strategies. Evaluation and consequent identification of your success allows you to: tell your learners and funders the facts and effectiveness of the marketing activities. Evaluation will uncover mistakes and weaknesses in both your marketing planning and communications. To measure your success there are four specific actions (Hart, 1999):

> Quantify your objectives
> Build your measurement and evaluation methods into your marketing IL plan
> Find out when new IL learners approach you
> Evaluate constantly

There are several different ways to ask customers and potential customers for their opinions and perceptions of your marketing activities, each with their own advantages. Whether you choose to survey users online, via email, telephone, or a focus group or other method it is important not to be afraid of criticism and complaints from your learners. Once you reach this stage you will have performed the whole branding and marketing process, so you are now ready to share your experience.

4.9. <u>Logo Best Practices - Your Story.</u> You have evaluated your branding and marketing plan using the UNESCO-IFLA Logo, so now,

please share with the global InfoLit communities some of your best practices or experiences in promoting your programs.

- ➢ To common citizens
- ➢ To students
- ➢ To faculty
- ➢ To decision makers
- ➢ Else

You can upload your marketing experiences at
This directory/repository is a great place to give visibility to your marketing endeavors. Visit the site for more information on how to register your records, or to learn how to consult the many different IL resources available from libraries, institutions and from different countries.

5

Branding

This section includes specific information on Branding, and on how to incorporate the UNESCO-IFLA InfoLit Logo. Information about the logo was discussed at the beginning of the book and details of the adoption are included in one of the appendices. Libraries are undertaking real and profound transformations trying to respond to the new environment and new needs of their users. But it is not enough to install new information technologies, implement new services, and to work with new attitudes, it is necessary that users be told about it in an effective and motivating way.

Branding is, as part of the marketing process, a tool that libraries can use to promote their services and products systematically and effectively. It also applies for libraries' information literacy programs. IL programs have gained a growing relevance to the eyes of people from different IL learning groups. So, a logo representing the international concern of developing on the population the required competences to prosper in the knowledge society can give a huge support to your brand and to your branding efforts.

5.1. Non-Profit Library Goals - Branding. Libraries have noncommercial aims, including IL services, therefore they need to justify their existence by attracting as many users as possible, and in this task they can take advantage of the experiences in the corporate world in creating a strong image to the customers' eyes. Branding is one of the most important tools.

Even though a significant amount of research in the literature on libraries deals with delivering quality services and assessing customer satisfaction, not much of it addresses the issue of branding services. As Singh (2008) states: "Branding has yet to receive its due

consideration in LIS (library and information services)". This section is based in a great extent on one of the few books available about library branding, the one of Elisabeth Doucett, *Creating your library brand: Communicating your relevance and value to your patrons.* (2008)

With the help of the branding tools, Doucett says, libraries can define to whom they want to talk about their products and services and articulate a clear message about what makes them unique and important to their communities. In this process, the use of the IL logo, along with the other elements of your brand, can help you build a solid image of your library and its programs addressed to develop information competencies.

5.2. <u>Branding – Concept.</u> Branding is an important element of the marketing strategy. According to Doucett (2008) a marketing strategy includes, most of them discussed in previous sections:

- ➢ Identifying who might want to use the library (segmenting)
- ➢ Defining those to whom the library's story is going to be told (targeting)
- ➢ Defining the library's story (branding)
- ➢ Doing market research to test assumptions about the relevance of the library's story.

According to the American Marketing Association a brand is "a name, term, sign, symbol, design or a combination of these, which is used to identify the goods or services of one seller or group of sellers and to differentiate them from those of competitors". (Keller, 2008)

The word "branding" is not easy to translate into other languages. It comes of course from "brand". Technically, a combination of mark, logo, colors, and fonts that identify a particular product or service, but in an ampler approach a brand can be defined as an essential expression of the story an organization wants to tell to potential users. By means of an adequate use of the branding tools, libraries can let patrons know in a concise way what they can expect when using their products or services. (Doucett, 2008).

5.3 <u>Importance of Branding.</u> A good brand awakes in the user some feelings, usually pleasing. According to some market research in the

commercial field, the following are the six more common (Kahale, Poulos and Sukhdial, cited by Keller, 2008):

1. Warmth. Consumers perceive a feeling of calm and peace.
2. Fun. A brand can make users feel optimistic, unworried, playful and cheerful.
3. Excitement. A brand can make people feel revitalized, alive, joyful and even sexy.
4. Safety. Some brands transmit emotions related to easiness, and self confidence.
5. Social endorsement. Some customers feel that using a given brand can guarantee a certain acceptance by other members of their social environment.
6. Self respect. Some brands make the consumers feel well with themselves and experiment a sense of pride, achievement and satisfaction.

Branding assumes a major importance nowadays, when libraries have to compete with powerful information providers such as free Internet. Libraries are no longer the only place where users can go to find the information they need, and this has forced libraries to redefine better ways to serve their patrons. As a matter of fact, IL programs respond in a big extent to this new situation, because libraries have identified that making an adequate use of information requires a set of competences, and that they can assist individuals in their development.

As Doucett (2008) states: libraries are starting to define and articulate their new roles, and they need to communicate this information to a public that is likely not to be aware of the new situation and neither recognizes what they are missing when they don't use library services.

5.4. Key Elements of a Brand. Keller (2008) suggests six criteria for best selecting the elements of a brand:

1. Easy to recall. Includes easy to recognize and easy to spell.
2. Meaningful. Both descriptive and persuasive: providing information about the nature of the product; and providing specific information about the benefits of the product.
3. Pleasurable. Funny and interesting; attractive, agreeable.
4. Transferable. Inside and through a range of product categories; beyond geographical and cultural borders.

5. Adaptable. Flexible and easy to update.
6. Easy to protect. Legally and before the competitors.

There are four elements that ensure a brand is great. (Doucett, 2008).

1. A clear meaningful, unique message. In a good brand, customers have no doubt about how the organization wants to be viewed by them.

2. An attention-grabbing visual identity. Powerful brands have a logo which result interesting to look at and uses appropriate colors and fonts, such as the UNESCO-IFLA Logo that is freely available to you.

3. Consistent use. A good brand repeats the message over and over. "If an organization uses a message long enough, consumers will actually resist changing it". "Consistency also means that you use your brand message and visuals in the same way on all of your marketing materials".

4. An ongoing effort to ensure the brand stays honest. A strong brand does not promise too much and delivers what it says it will deliver.

Once you have developed a good brand, all you have to do is to use it consistently and everywhere. Use it in any communication you address to the community and using all the imaginable means: badges, cards, giveaways, letters, lapel pins, posters, PowerPoint presentations, signage, stationary, website, etc. A gallery of applications, using the UNESCO-IFLA Logo, can be found in appendix 4 of this document.

5.5. Auditing your Current Brand. "Before you jump into the branding process, it makes sense to understand where your library is today with respect to branding". Even if you have been using a brand or you have only the name of your library. Anyway, you need to review how your library has been communicating its story, so that you can determine how to improve it. (Doucett, 2008).

For Singh (2004) branding requires to be established on a starting point, that is similar to doing a complete marketing process, so you

can decide is you do the whole marketing effort of just focus on branding your IL services. The basic steps are:
- ➢ The customer's perception of the library
- ➢ The library's attributes recognized by the customers
- ➢ Your own perception of the library
- ➢ What customer attributes you feel the library has to offer
- ➢ What attributes the customer(s) seeks
- ➢ The customer's image preference.

This information is best obtained through traditional market research techniques, already discussed, which will also guarantee to make the right questions, at the right time and to the right people, considering anonymity when necessary and a correct interpretation of the data.

A simple and complete way to make an audit is to review the situation the branding keeps with regard to the four factors explained above. The auditing process also consists of four steps, each step aimed at obtaining information from your users (Doucett, 2008):

1. To get the opinion of your Core Team.
2. Get feedback from staff and board
3. Get input from your users
4. Examine all the information gathered.

5.6. How to Brand. When revising the existing brand or developing a new one, take into account that it will affect sponsors, patrons, library staff, faculty and members. Branding means to create a strong link between the logo, the marketing text you deliver, and the IL products that you offer or plan to offer. The phrase or an acronym, a motto that describes your IL work needs to be a word or phrase has to be short and with common words and has to be related to what you do, such "Learning information competencies". Check what others have done by visiting IL related websites. There are many ways to develop a positioning statement and its amplitude and depth will depend on the time and other resources you can invest. It is always important to get as much input as you can from key staffers, volunteers, donors, trustees, and other players. However, it is also necessary to maintain the process and the information gathered as simple and clear as possible. J. A. Keller (2008) suggests that there are a couple of questions that should not be excluded: (1) "What word or phrase most aptly describes what the library currently is? and (2) What word or

phrase most aptly describes what the library hopes to be?". "Once you have collected these surveys, a picture will evolve of current perceptions of the library and how it might be improved, providing you with a basis for the positioning statement".

5.7. A Participatory Process. Although it is a complicated task in countries where there is no culture about the library significance, it is recommended that you invite and try to involve as many people as possible to collaborate. Doucette (2008) considers that, if you succeed, you will have to manage to work with a group of perhaps 40 or 50 people; you don't have to work with all of them simultaneously, but instead can integrate three different teams:

a) The Core Team. Composed by the individuals who must be involved in the entire process. Try to limit the team to 6-10 members, with the leadership of the library director or the deputy librarian.

b) The Checkpoint Team. In this team a more ample number of people can participate, whose voice is important to listen even though their participation does not mean a critical influence for the success of the project. The number can rise to 30-50 people, and perhaps it might be necessary to invite them to one meeting or two but the rest of the time email communication can be enough.

c) The Support Team, mainly integrated by people who must be informed or consulted about the process, at certain moments.

As project leader, you need to become a combination of facilitator and leader. Try to make all those involved to feel that their opinions are listened and be attentive to find good ideas, no matter where they come from. As leader, you must have a clear vision of the benefits that branding will bring to your IL program and be ready to lead the process and make key decisions when required. (Doucett, 2008)

5.8. Principles to succeed. Branding is possible for any library and information service, such as IL but, according to Doucett (2008) there are ten critical principles to be considered that summarize the process:

1. Include your staff. It is important that they feel involved and committed, so that they would be willing to contribute to make the brand work.

2. Set clear and feasible expectations. Remember that branding is the first step, but not the only one, in the process of communicating with users.

3. Do your homework before starting. Get information about branding; read books on the topic, try to know about experiences in other libraries, both successful and not effective.

4. Start even if you don't have a budget. Branding's main ingredients are creativity and willingness. See branding process as an opportunity to bring energy and enthusiasm to your library. Although nonsufficient budget is a common place, most libraries can obtain support from a range of skilled volunteers.

5. Tell your community that you are developing a library brand and tell them why.

6. Develop, in this case, adopt the UNESCO-FILA logo, but do something else. A logo is important, but you also need a slogan or tagline, finding collaboratively the adequate message can be an exciting and motivating experience for your team.

7. Relate your brand message to your mission and vision statements. Every library should have a mission, a vision and a branding story, and the three of them should support each other, and obviously make it an integral part of your marketing strategy.

8. Write standards. Train your employees to observe the standards as a way to solve doubts and guarantee best results.

9. If you have money to pay, invest it. Even though money is not a decisive factor, your library can surely obtain better and quicker results when you can hire a pro, for example for designing the log.

10. Branding is useful for libraries of all sizes. A small library needs to communicate its messages the same way a large library does.

Within the people you will ask participate, make sure you are involving the right people, in addition to the mentioned groups, listen to the opinion of older patrons and old members of the staff; don't skip talking to faculty or staff members that participated in a past branding

process; if possible, consider talking to future users; and invite people in the two extremes of the age spectrum.

5.9. The Quick Test. Once you have your motto match the logo, you need to create excellent unified materials, so that your learner can instantly recognize who delivers the message. If you make your user recognize you, you are doing a good IL branding. If your user picked up one of your flyers, he needs to realize in less than 10 seconds that it comes from you, if it goes beyond 30 seconds, your marketing effort has failed. Remember that your user receives a myriad of marketing messages on his email inbox, posters, websites, newsletters; you need to compete and aim that he recognized you in five seconds. You need to brand every item related to your information literacy work, using the IFLA-UNESCO logo in every media you employ. In the next paragraph are some examples, and a more complete list is in Appendix 2:

  ➢ Business cards
  ➢ Emails
  ➢ Website
  ➢ Flyers
  ➢ Slide presentations, ppt
  ➢ Handouts
  ➢ Pen and pencils
  ➢ Banners
  ➢ Display boards
  ➢ Posters

Make sure to put the logo in whatever the user sees, in printed or electronic materials. You have use the same typeface, capitalization, positioning and color for the logo and the motto. Check the IFLA-UNESCO Logo guidelines they are common sense branding recommendations. Remember that the goal is to make the logo an international image of information literacy, like the Red Cross or driving signs used internationally

6

Cited Sources and Additional Readings

6.1 Cited Sources

American Library Association, & Association of College and Research Libraries. (2003). *Your library TM toolkit for Academic and Research Libraries: messages, ideas, and strategies for promoting the value of our libraries and librarians in the 21st century*. Chicago, Ill: ALA and ACRL. Retrieved february 17, 2008 from the ACRL web site: ://www.ala.org/ala/pio/campaign/academicresearch/ toolkitfinaltext2.pdf

American Library Association. (1989) *Presidential Committee on Information Literacy: Final Report*. Washington: ALA, Retrieved July 15, 2008 from the ACRL web site: http://www.ala.org/ala/acrl/acrlpubs/whis/ presidential.cfm

Amos, Gwen (2001). *Symbol Excellence. Traits of a Good Symbol.* S. l.: Gwen Amos Design.

Doucett, E. (2008). *Creating your library brand: Communicating your relevance and value to your patrons*. Chicago: American Library Association.

International Federation of Library Associations and Institutions and United Nations Educational, Scientific and Cultural Organization, UNESCO (2008) *Manual de Identidad Gráfica.* IFLA and UNESCO.

Hart, Keith (1999) *Putting Marketing Ideas into Action.* London: Library Association Publishing

Keller, J. A. (2008, sept/oct). Branding and marketing your library. *Library Journal,* pp. 46-51.

Keller, K. L. (2008). *Administración estratégica de marca. Branding.* (3a. ed.) México: Pearson Education

Kotler, Philip and Gary Armstrong. (2006). *Principles of Marketing.* 11th. Ed. New Jersey: Pearson Prentice Hall.

Lau, J. (2006). Guidelines on Information Literacy for Lifelong Learning. Final Draft. Retrieved July 12, 2008 from the IFLA website:

Singh, R. (2004). Branding in library and information context: the role of marketing culture.

Stanton, W. J., M. J. Etzel y B. J. Walker (2003) *Fundamentos de marketing*, 11a. ed. Mexico: McGraw-Hill.

6.2. <u>Additional Readings</u> - Branding and Marketing Libraries, compiled by Linda J. Goff

American Library Association, & Association of College and Research Libraries. (2003). *The campaign for America's libraries @ your library: Toolkit for academic and research libraries: messages, ideas, and strategies for promoting the value of our libraries and librarians in the 21st century*. Chicago: ACRL.

American Library Association, & American Association of School Librarians. (2003). *Toolkit for school library media programs: Messages, ideas, and strategies for promoting the value of our libraries and librarians in the 21st century*. Chicago: American Library Association and Association of College and Research Libraries.

Barber, P., & Wallace, L. K. (2010). *Building a buzz: Libraries and word-of-mouth marketing*. Chicago: American Library Association.

Cleeve, M., & Stephens, D. (2008). National Library Websites: How Do They Market the Library?. *Alexandria*, *20*(2), 67-79. Retrieved August 3, 2009, from Library, Information Science & Technology Abstracts database.

Coult, G. (2008). Rebranding Libraries - Richard Denny. *Managing Information*, *15*(4), 12-12. Retrieved August 3, 2009, from Library, Information Science & Technology Abstracts database.

Dean, S. (1990). *Winning marketing techniques: An introduction to marketing for information professionals : a self-study program*. Washington, DC: Special Libraries Association.

Eisner, J. (1981). *Beyond PR, marketing for libraries*. LJ special report, #18. New York, N.Y.: Library journal.

Fisher, P. H., Pride, M. M., & Miller, E. G. (2006). *Blueprint for your library marketing plan: A guide to help you survive and thrive*. Chicago: American Library Association.

Germain, C. (2008). A Brand New Way of Looking at Library Marketing. *Public Services Quarterly*, *4*(1), 73-78. Retrieved August 3, 2009, doi:10.1080/15228950802135806

Keller, J. (2008). Branding and Marketing Your Library. *Public Libraries*, *47*(5), 45-51. Retrieved August 3, 2009, from Library, Information Science & Technology Abstracts database.

Kleibacker, K., Winter, L., & Waugh, C. A. (2000). *I-Tips 2000: The insiders' guide to school & library marketing*. Denver, CO: The Internet Monitor.

Landau, H. B. (2008). *The small public library survival guide: Thriving on less*. Chicago: American Library Association.

Mathews, B., & Bodnar, J. M. (2008). *Promoting the library*. SPEC kit, 306. Washington, DC: Association of Research Libraries.

Matthews, J. R. (2009). *The customer-focused library: Re-inventing the library from the outside-in*. Santa Barbara, Calif: Libraries Unlimited.

Tenney, H. B. (1993). *Marketing & libraries do mix: A handbook for libraries & information centers*. Columbus, Ohio: State Library of Ohio.

SLA Repositions Itself. (2004). *Association Management*, Retrieved August 3, 2009, from Library, Information Science & Technology Abstracts database.

7

Web Resources and Best Practices in Marketing

What follows is a small sample of resources on the web that are available with no charge for those interested in improving their marketing skills. All the web sites were verified by July 20, 2008.

7.1. General IL Resources

FORMIST informations, a french blog on information literacy. http://blogformist.enssib.fr/

IFLA. Information Literacy Section. Among information about activities, past and future, there are some useful documents, like the *Guidelines on Information Literacy for Lifelong Learning*. Written by Jesus Lau: www.ifla.org

IFLA. Management and Marketing Section. Among some other resources, a *Glossary of Marketing Definitions* is in progress. http://www.ifla.org/VII/s34/pubs/glossary.htm. There is also a database in a pilot phase named MatPromo, This database is intended to collect images of objects currently used by all types of libraries to promote their services: http://bidoc.ub.es/pub/matpromo/

InfoLit Global. Information Literacy Resources Directory. Created by the Information Literacy Section of IFLA, on behalf of UNESCO. The objective is to record information literacy materials from different parts of the world: http://www.infolitglobal.info/

LOEX Clearinghouse for Library Instruction. LOEX is a self-supporting, non-profit educational clearinghouse for library instruction

and information literacy information, founded in 1971: http://www.emich.edu/public/loex/index.html

Marketing Information and Library Services, Although not updated, Sheila Webber has developed this web site, with a good number of concepts, readings and links. http://dis.shef.ac.uk/sheila/marketing/default.htm

Marketing Our Libraries: On and Off the Internet
Contains a good deal of resources; although not so updated as desired, this site is a good place to visit: http://librarysupportstaff.com/marketinglibs.html

National Forum on Information Literacy. The Forum was created in 1989, as a response to the recommendations of the American Library Association's Presidential Committee on Information Literacy in its final report. http://www.infolit.org/index.html

OhioLINK Marketing Toolkit. Created in April 2003 to enable Ohio's academic libraries to more effectively market their resources and services, this web site provides customizable tools and information, which in most cases is available to non members of this network. http://www.ohiolink.edu/ostaff/marketing/

Peer-Reviewed Instructional Materials Online Database (PRIMO). Sponsored by ALA and ACRL, intends " … to promote and share peer-reviewed instructional materials created by librarians to teach people about discovering, accessing and evaluating information in networked environments": http://www.ala.org/apps/primo/public/search1.cfm

Stay Current - Subscribe to the print publication Marketing Library Services: http://www.infotoday.com/mls/default.shtml

The 'M' Word - Marketing Libraries
A blog designed to bring the wonderful world of marketing to librarians.http://themwordblog.blogspot.com/

"What Is Marketing in Libraries?" An article written by By Dinesh K. Gupta and Ashok Jambhekar and available in full text in the Special Library Association web site:

http://www.sla.org/content/Shop/Information/infoonline/2002/nov02/
whatsmarket.cfm

7.2. <u>Listervs.</u> Discussion lists are good places to share. Do not hesitate to ask your colleagues to let you know about their resources and experiences on marketing library and services**.**

Some of them are:

ACADEMICPR, an ACRL discussion list for academic and research librarians interested in sharing ideas on promotion and marketing, htp://lists.ala.org/wws/arc/academicpr

ACRL Instruction Section (ILI-L). It is a moderated list created in May 2002 as a new iteration of the online community created with the BI-L discussion list in 1990. ILI-L. Is hosted on the American Library Association server, sponsored by the Instruction Section of the ACRL. To subscribe, unsubscribe, or access the ILI-L archive (May 2002-present), go to: <u>http://lists.ala.org/wws/info/ili-l</u>

DHI UACJ. The first discussion list on information literacy in Latin America. To get subscribed visit: <u>http://bivir.uacj.mx/dhi/</u>

LIS-INFOLITERACY List. Information Literacy and Information Skills Teaching Discussion in UK:
http://www.jiscmail.ac.uk/cgi-bin/webadmin?A0=LIS-INFOLITERACY.

8

Table of appendixes

Appendix 1   Logo Background and Contest Guidelines

Appendix 2   Media, Formats and Target Users of Promotional Materials

Appendix 3   Submitting Good Practices in Using the Logo to Promote Information Literacy Programs

Appendix 4   Sample application. Gallery

Appendix 1

Logo Background

At the beginning of the 3rd. millennium, UNESCO and IFLA cosponsored programs aimed to foster a major awareness of the importance of information and of the need of providing access to information resources in conditions of equality for all the citizens of the world. Many of these initiatives have been promoted through the Information for all Program, IFAP, created in 2000 with the goal of integrating efforts from a diversity of organizations and governments of countries across the world.[1] To assure that information can actually be transformed into knowledge, individuals need to develop information competencies, so UNESCO and IFLA encourage all kind of organizations to design and implement information literacy programs addressed to individuals of all ages.

As part of UNESCO's new goals, information literacy has become a priority and funding was provided to IFLA Information Literacy Section to organize an international contest to select an IL logo. They also funded, already mentioned in the introduction, the International Information Literacy Resources Directory Project, and the International State-of-the Art on Information Literacy Report, both available on www.infolitglobal.info.

International Contest. Believing the old adage that "a picture is worth a thousand words" the Information Literacy Section of IFLA decided they needed a logo to represent the concepts of Information literacy. The primary reason was that there is a diversity of terms used internationally, the lack of agreement on wording in many languages became a stumbling block to communicating the important concepts of Information Literacy.

An open invitation to participate in an International contest was issued. The objective was to design a logo that could inspire and represent the concerns and efforts of all those who are aware, working and/or participating in programs that will make information a resource more available to the members of the world communities. The invitation was published in the portal of InfoLit Global and posted on a number of listservs around the world, with excellent results.

---

[1] For further information about the IFAP programme, visit UNESCO's website at: http://portal.unesco.org/ci/en/ev.php-URL_ID=1627&URL_DO=DO_TOPIC&URL_SECTION=201.hl (Accessed on Aug 18, 2009).

Funding. The initial funding for the logo contest came from UNESCO, as part of the Information for All Program, and was complemented by IFLA to create the website and this logo manual, contact people for UNESCO were Misako Ito, Assistant Program Specialist in the Information Society Division, and Sylvie Chevillotte, Chair/Treasurer, IFLA Information Literacy Section

Contest Guidelines

The invitation was open to participants from any country, age, institution, or discipline, and a concise guide was prepared to assist the participants in preparing a good proposal.

Among other directions provided to the participants, they were invited to think in "simple, culturally sensitive styles, with a minimum of elements and avoiding the use of alphabet letters, so that the logo could also be used in the Eastern Hemisphere". The image could be abstract or figurative, but participants were asked to comply with a minimum of technical requirements in order to guarantee a widespread utilization of the logo.

The participants had to include a black and white version, anticipating that the logo will frequently be duplicated through most common photocopiers. The following are the complete guidelines that were created for the contest, and the list of the international jury that selected the logo.

1. Style. The design has to be simple, culturally sensitive, of minimalist style and easy duplication. It is recommended to avoid alphabet letters so that it can also be used in the Eastern Hemisphere.
2. Concept. The logo related themes are:
   a. Information competencies / Fluency / Information Literacy
   b. Information and communication technology (ICT)
   c. Learning
   d. Knowledge
3. Image. It can be abstract or figurative.

4. Technical characteristics. The participants need to comply with the following technical requirements:

   a. The logos must be in digital format, and both Black & White and Color version are required. The image may have a maximum of three colors.

   b. The Logo must be in digital format and scalable (Vector art). Software suggestions include, but are not limited to: Adobe Illustrator, FreeHand, CorelDRAW. All fonts should be converted to outlines. PDF readable format must be provided.

   c. If a pixel-based version is also created, it should be at a resolution of at least 600dpi.

   d. Submitted material must be able to print on 8.5x11 inches or 2A size paper.

   e. A technical profile of the logo must include: use and identification of colors according to international PMS spot color standards, and declaration of the software used.

5. Participants. Interested participants can be from any discipline, institution, country or age.

6. Impartiality / fairness. Members of the jury and their families can participate, but they are not eligible for the $3,000 dollar prize (It will be donated to IFLA).

7. Deadline. The proposals have to be sent before May 15th, 2008, to the project coordinator (jlau@uv.mx) and the secretary (ljgoff@csus.edu), who will be in charge of sending the different proposals to the jury.

8. Price/Acknowledgement. The prize will consist of US $3,000 plus a certificate to the winner.

9. Jury Decision. The jury will select the best design before July 30th, 2008, and the winning design will be officially announced in public at the IFLA Conference in Quebec, Canada, August 2008.

10. Copyright. All the logo proposals need to include a letter (document) as work for hire to freely reproduce, amend, and use the logo, so that the committee can make it accessible to anyone around the world with a creative commons license for education purposes. Submissions of minors under 18 years of age require parental signature.

-

11. Call document. A copy of this call is available at the following website: www.infolitglobal.info

Jury. A jury was integrated with the participation of distinguished librarians and educators, representing the different regions of the world.

Eugene Altovsky
PR officer, expert ICOS UNESCO IFAP
Moscow, Russia
Representing Eastern Europe

Helena R. Asamoah-Hassan
University Librarian, Kwame Nkrumah University of Science and Technology
Kumasi, Ghana
Representing Africa

Lapapan Choovong
National Program Officer UNESCO
Bangkok, Thailand
Representing South East Asia

Hilda T. Nassar
Director Medical Librarian
American University of Beirut, Lebanon
Representing Middle East

Judith Peacock
Integrated Literacies Coordinator.
Queensland University of Technology / Australian and New Zealand Institute for Information Literacy
Brisbane, Australia
Representing Oceania

Mark Szarko
ACRL Representative. Instruction Coordinator. Humanities Library
Massachusetts Institute of Technology
Boston, USA
Representing North America

Guadalupe Vega-Díaz
Biblioteca Daniel Cosío Villegas
El Colegio de Mexico, Mexico, D.F.
Representing Latin America

Sheila Webber
Senior Lecturer, Department of Information Studies
University of Sheffield
Sheffield, United Kingdom
Representing Western Europe

Du Weichun
Associate Director
Beihang University Library
Beijing, China
Representing Far East

The whole process was facilitated by:

Jesus Lau
Chair of the Logo Committee
UNESCO Liaison - Information Literacy Section, IFLA
Director, USBI-VER / Coordinator, Virtual Library
Universidad Veracruzana, Veracruz, Mexico.

Linda J. Goff
Secretary of the Logo Committee
Head of Instructional Services
California State University
Sacramento, California, USA

Both Lau and Goff also participated in the selection of the best proposals, increasing the number of judges to eleven.

Response. 139 participants, representing 36 countries, submitted 198 proposals. This reflects a high interest.

-

<u>Evaluation Criteria.</u>   The judges followed the same set of criteria to evaluate all the proposals. Such criteria were taken from those proposed by Professor Gwen Amos (2001). The definition of every criterion, excepting the first one, is taken literally.

With regard to the concept, participants had to take into account the following principles:

➢ **Concept relation**. This criterion was added by the organizers. It refers to the expected logo relation with information competences, information literacy, learning or knowledge.
➢ **Positive association**. Symbols show the company/client in a positive light.
➢ **Easy identification**. Symbols should be quickly and easily recognized, remembered and recalled.

With regard to the design:

• **Abstraction level**. Symbols should communicate the appropriate understanding level of the intended audience. Very abstract marks are costly to promote and make understood. It is best to keep away from very complicated concepts.
• **One color**. Symbols should be designed to be as effective in black and white as in color.
• **Flow**. White (negative) space in a symbol should flow rather than be trapped. It will be easier for the eye to see the symbol and go to the next visual image.
• **Reduction**. Symbol should be designed so that can be reduced to a ½" diameter and still be readable. Even smaller would be better. It is important that the image is easy to read on the computer screen at this small size also.

Judges were asked to evaluate only the logos that they considered the best proposals, scoring 1 for the lower mark and 5 for the higher, in every one of the criteria mentioned above. All the proposals received at least one evaluation. The winning logo was the one which received the highest total score in the different design elements considered.

<u>The Awarded Logo.</u> The logo that received the best marks was submitted by Edgar Luy Pérez, a 25 year old graphic designer from Havana, Cuba.

A reward of $3,000 US dollars was given to him with the financial help of UNESCO at the IFLA´s Conference in Quebec, in August 2008.

Stakeholders' Committee. Associations such as national library associations, library and information institutions, and those organizations with goals similar to UNESCO and IFLA are asked to endorse the international Logo concept.

Logo manual. A manual with logo examples will be created by IFLA to promote its use and application in library and educational institutions settings. The manual will include free examples along with guidelines on how to promote information literacy. The manual will be made available via the www.infolitglobal.info/logo website.

Appendix 2

Media, Formats and Target Users of Promotional Materials

MEDIA	USERS				QUANT
	Authorities	*Students*	*Teachers/ researchers*	*General public*	*SUBTOT*
ELECTRONIC					
Electronic Boards					
Email Signatures					
Power Point Templates					
Tutorials					
PRINTED					
Badges					
Banners					
Booklets					
Business Cards					
Envelopes					
Fliers					
Handouts					
Letterhead					
Pamphlets					
Posters					
MASS MEDIA					
Blogs					
Discussion Lists					
Email					
Institutional Bulletin					
Radio					
TV					
Web Pages					
GIVEAWAY					
Aprons					
Bags					
Book Covers					
Bookmarks					

Caps					
Coasters					
Folders					
Keyrings					
Lapel Pins					
Mouse Pads					
Mugs					
Note Books					
Pencils					
Pens					
Postcards					
Rules					
Stickers					
Polo Shirts					
T-Shirts					
Wristbands					

-

Appendix 3

Submitting Good Practices in Using the Logo to
Promote Information Literacy Programs

Form

Contact Name	
Position:	
Institution:	
Email:	
Description of the experience:	
Outcomes:	
URL for further information	
Date:	

-

Appendix 4 - Sample Application Gallery

Calle No. 000, e/ Calle y Calle, Código Postal: 00000
Nombre de Ciudad.

Information
Literacy

Teléf.: 00 0000,00 0000.
E-mail: dominio@cuba.cu
Fax: (00) 00 00 00 00.

Information
Literacy

Calle No. 000, e/ Calle y Calle,
Código Postal: 00000
Nombre de Ciudad

Teléf.: 00 0000,00 0000.
E-mail: dominio@cuba.cu
Fax: (00) 00 00 00 00.

Fecha

A: Nombre
Cargo o Título
Nombre de Empresa

Information Literacy

Saludos,

Este texto es solo una muestra, si una conexión no cumple estos requisitos, el módem utiliza el siguiente protocolo más rápido que funcione con la conexión. Por ejemplo, un módem V.90 de 56 Kbps utiliza el protocolo V.34 a 33,6 Kbps si no puede realizar una conexión V.90. Incluso si la conexión cumple estos requisitos, hay otros factores que pueden reducir la velocidad de transmisión o el número de veces que consigue obtener la conexión con la velocidad más alta. Por ejemplo, las líneas antiguas o las que sufren interferencias pueden ver reducida la velocidad de transmisión. Un rendimiento máximo de 26 Kbps no suele ser inusual en estos casos.
Los dispositivos diseñados para mejorar la calidad del servicio telefónico pueden obstaculizar también las conexiones de módem V.90 de 56 Kbps. Las bobinas de carga que se encuentran en los cables de mucha longitud para mejorar la calidad de la voz no suelen impedir las conexiones V.90, aunque pueden reducir la velocidad. Los teclados digitales, que equilibran el volumen de las llamadas de voz, normalmente no impiden las conexiones V.90, aunque pueden reducir la velocidad. Los teclados analógicos impiden las conexiones V.90, porque convierten los datos digitales a analógicos para equilibrar el volumen y, luego, los vuelven a convertir en digitales. De esta forma se inserta una sección analógica adicional en la línea.

En la práctica, no se puede alcanzar la velocidad de 56 Kbps admitida por el protocolo V.90 y otros protocolos. La normativa actual del gobierno de los EE.UU. para salvaguardar los sistemas telefónicos públicos limitan las velocidades de transmisión a 53 Kbps. Normalmente, el ruido de las líneas telefónicas y otras limitaciones de los sistemas telefónicos mantienen el promedio de las transmisiones en el intervalo de 40 a 50 Kbps.

Los dispositivos diseñados para mejorar la calidad del servicio telefónico pueden obstaculizar también las conexiones de módem V.90 de 56 Kbps. Las bobinas de carga que se encuentran en los cables de mucha longitud para mejorar la calidad de la voz. Los teclados analógicos impiden las conexiones V.90, porque convierten los datos digitales a analógicos para equilibrar el volumen y, luego, los vuelven a convertir en digitales.

Nombre del emisario
Cargo o Título

Calle No. 000,
e/ Calle y Calle,
Código Postal: 00000
Nombre de Ciudad

Teléf.: 00 0000,00 0000.
E-mail: dominio@cuba.cu
Fax: (00) 00 00 00 00.

Information Literacy

Information Literacy

Calle No. 000, e/ Calle y Calle.Código Postal: 00000
Nombre de Ciudad. Teléf.: 00 0000,00 0000. E-mail: dominio@cuba.cu
Fax: (00) 00 00 00 00.

Information Literacy

CERTIFICADO

Information Literacy

CERTIFICADO

firma   firma   cuño

Information Literacy

www.infolitglobal.info

PLACE
STAMP
HERE

Calle No. 000, e/ Calle y Calle, Código Postal: 00000
Nombre de Ciudad

Photo

**Information
Literacy**

La empresa

Este texto es solo una muestra, si una conexión no cumple estos requisitos, el módem utiliza el siguiente protocolo más rápido que funcione con la conexión. Por ejemplo, un módem V.90 de 56 Kbps utiliza el protocolo V.34 a 33,6 Kbps si no puede realizar una conexión V.90. Incluso si la conexión cumple estos requisitos, hay otros factores que pueden reducir.

Este texto es solo una muestra, si una conexión no cumple estos requisitos, el módem utiliza el siguiente protocolo más rápido que funcione con la conexión. Por ejemplo, un módem V.90 de 56 Kbps utiliza el protocolo V.34 a 33,6 Kbps si no puede realizar una conexión V.90. Incluso si la conexión cumple estos requisitos, hay otros factores que pueden reducir la velocidad de transmisión o el número de veces que consigue obtener la conexión con la velocidad más alta. Por ejemplo, las líneas antiguas o las que

Este texto es solo una muestra

Conexión no cumple estos requisitos, el módem utiliza el siguiente protocolo más rápido que funcione con la conexión. Por ejemplo, un módem V.90 de 56 Kbps utiliza el protocolo V.34 a 33,6 Kbps si no puede realizar una conexión V.90. Incluso si la conexión cumple estos requisitos, hay otros factores que pueden reducir la velocidad de transmisión o el número de veces que consigue obtener la conexión con la velocidad más alta. Por

www.infolitglobal.info

Information
Literacy

Information
Literacy

Calle No. 000,
e/ Calle y Calle,
Código Postal: 00000
Nombre de Ciudad
Teléf.: 00 0000,00 0000.
E-mail: dominio@cuba.cu
Fax: (00) 00 00 00 00.

Referencias a destacar

Normas de calidad de nuestros productos

Este texto es solo una muestra, si una conexión no cumple estos requisitos, el módem utiliza el siguiente protocolo más rápido que funcione con la conexión. Por ejemplo, un módem V.90 de 56 Kbps utiliza el protocolo V.34 a 33,6 Kbps si no puede realizar una conexión V.90. Incluso si la conexión cumple estos requisitos, hay otros factores que pueden reducir la velocidad de transmisión o el número de veces que consigue obtener la conexión con la velocidad más alta. Por ejemplo, las líneas antiguas o las que

Este texto es solo una muestra, si una conexión no cumple estos requisitos, el módem utiliza el siguiente protocolo más rápido que funcione con la conexión. Por ejemplo, un módem V.90 de 56 Kbps utiliza el protocolo V.34 a 33,6 Kbps si no puede realiza.

Una conexión V.90. Incluso si la conexión cumple estos requisitos, hay otros factores que pueden reducir la velocidad de transmisión o el número de veces que consigue obtener la conexión con la velocidad más alta.

Este texto es solo una muestra, si una conexión no cumple estos requisitos, el módem utiliza el siguiente protocolo más rápido que funcione con la conexión. Por ejemplo, un módem V.90 de 56 Kbps utiliza el protocolo V.34 a 33,6 Kbps si no puede realizar una conexión V.90. Incluso si la conexión cumple estos requisitos, hay otros factores que pueden reducir la velocidad de transmisión o el número de veces que consigue obtener la conexión con la velocidad más alta. Por ejemplo, las líneas antiguas o las que

Este texto es solo una muestra

Conexión no cumple estos requisitos, el módem utiliza el siguiente protocolo más rápido que funcione con la conexión. Por ejemplo, un módem V.90 de 56 Kbps utiliza el protocolo V.34 a 33,6 Kbps si no puede realizar una conexión V.90. Incluso si la conexión cumple estos requisitos, hay otros factores que pueden reducir la velocidad de transmisión o el número de veces que consigue obtener la conexión con la velocidad más alta. Por

Este texto es solo una muestra, si una conexión no cumple estos requisitos, el módem utiliza el siguiente protocolo más rápido que funcione con la conexión. Por ejemplo, un módem V.90 de 56 Kbps utiliza el protocolo V.34 a 33,6 Kbps si no puede realizar una conexión V.90. Incluso si la conexión

Cumple estos requisitos, hay otros factores que pueden reducir la velocidad de transmisión o el número de veces que consigue obtener la conexión con la velocidad más alta. Por ejemplo, las líneas antiguas o las que sufren interferencias pueden ver reducida la velocidad de transmisión. Un rendimiento máximo de 26 Kbps no suele ser inusual en estos casos. Los dispositivos diseñados para mejorar la calidad del servicios vuelven a convertir en digitales. De esta forma se inserta una sección analógica adicional en la línea.

Este texto es solo una muestra

Conexión no cumple estos requisitos, el módem utiliza el siguiente protocolo más rápido que funcione con la conexión. Por ejemplo, un módem V.90 de 56 Kbps utiliza el protocolo V.34 a 33,6 Kbps si no puede realizar una conexión V.90. Incluso si la conexión cumple estos requisitos, hay otros factores que pueden reducir la velocidad de transmisión o el número de veces que consigue obtener la conexión con la velocidad más alta. Por

Este texto es solo una muestra, si una conexión no cumple estos requisitos, el módem utiliza el siguiente protocolo más rápido que funcione con la conexión. Por ejemplo, un módem V.90 de 56 Kbps utiliza el protocolo V.34 a 33,6 Kbps si no puede realizar una conexión V.90. Incluso si la conexión cumple estos requisitos, hay otros factores que pueden reducir la velocidad de transmisión o el número de veces que consigue obtener la conexión con la velocidad más alta. Por ejemplo, las líneas antiguas o las que

Information Literacy

Edgar Luy Pérez
Diseñador

Calle No. 000, Xto piso
e/ Calle y Calle,
Nombre de Ciudad, Cuba

Teléf.: 00 0000, 00 0000.
E-mail: dominio@cuba.cu
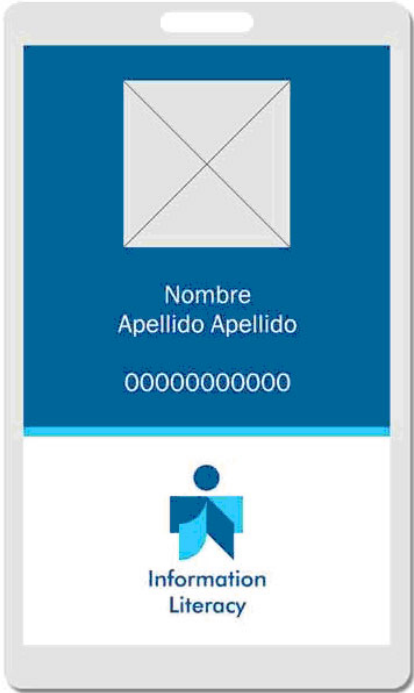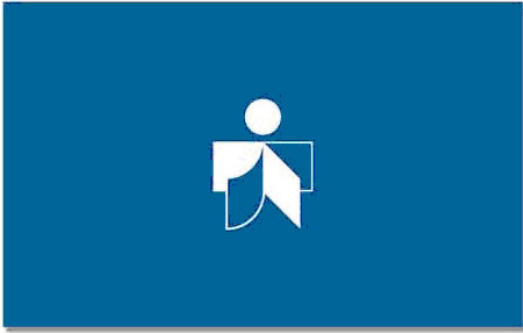
Nombre
Apellido Apellido

00000000000

Information
Literacy

Information
Literacy

Calle No. 000,
e/ Calle y Calle,
Código Postal: 00000
Nombre de Ciudad
Teléf.: 00 0000,00 0000.
E-mail: dominio@cuba.cu
Fax:(00) 00 00 00 00.

**Espacio reservado
para un slogan**

1.

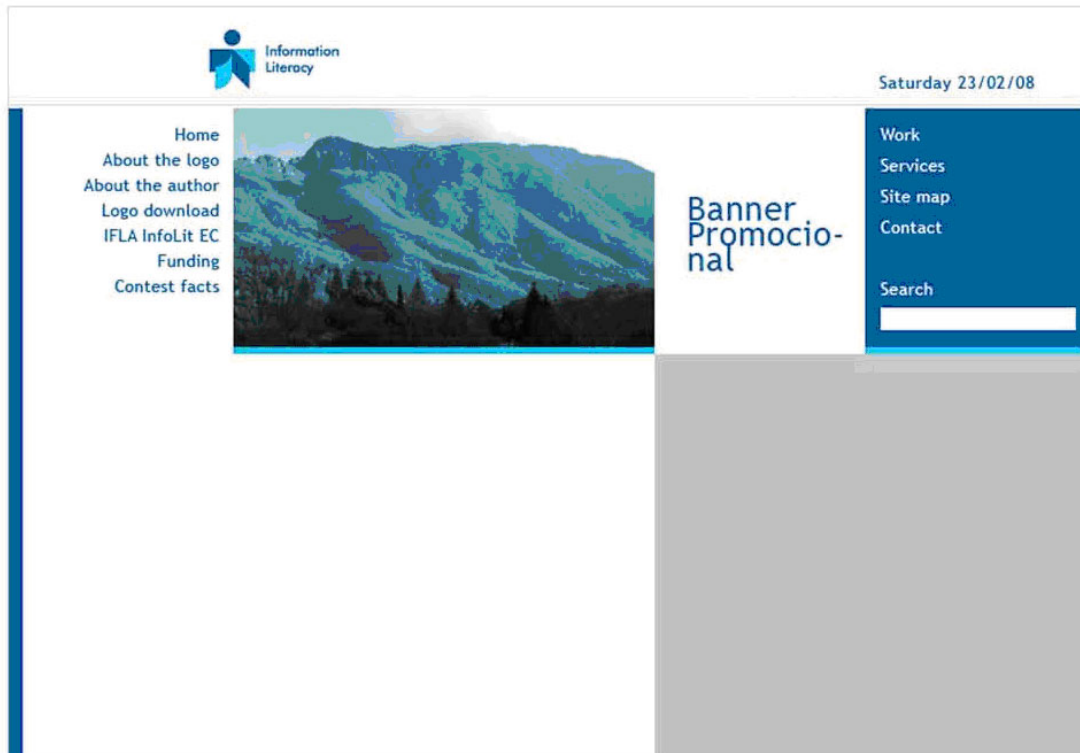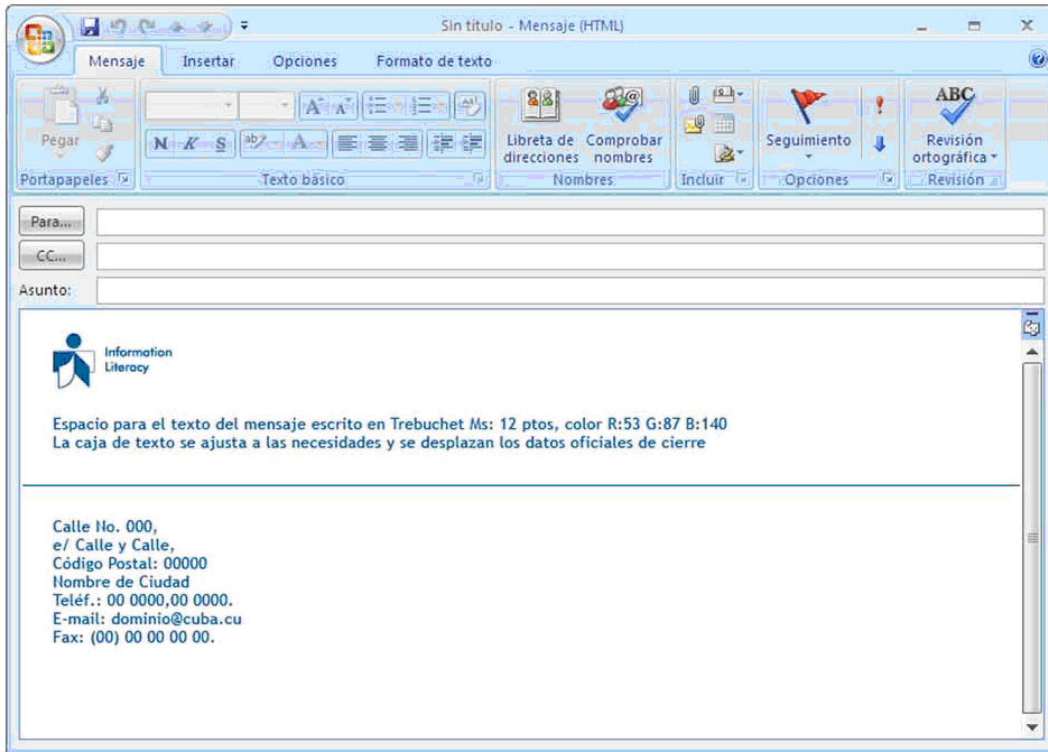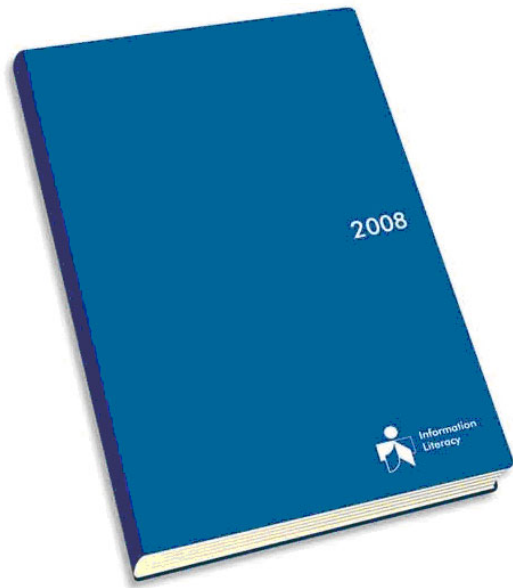Título de la ponencia

Subtítulo

Autor

2.

Information
Literacy

TITULARES

Contenido de las diapositivas

3.

CRÉDITOS

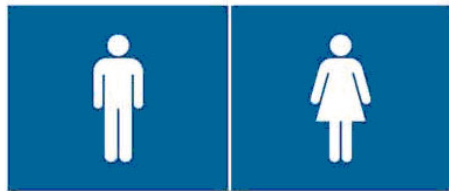Information
Literacy

Espacio para el texto del mensaje escrito en Trebuchet Ms: 12 ptos, color R:53 G:87 B:140
La caja de texto se ajusta a las necesidades y se desplazan los datos oficiales de cierre

Calle No. 000,
e/ Calle y Calle,
Código Postal: 00000
Nombre de Ciudad
Teléf.: 00 0000,00 0000.
E-mail: dominio@cuba.cu
Fax: (00) 00 00 00 00.

Information
Literacy

Information
Literacy

2008

2008

Information
Literacy

Information
Literacy

Information Literacy

Information Literacy

Information Literacy

Information Literacy

Information Literacy

Information Literacy

Information Literacy

Information Literacy

Information Literacy

Cafetería

Cafetería

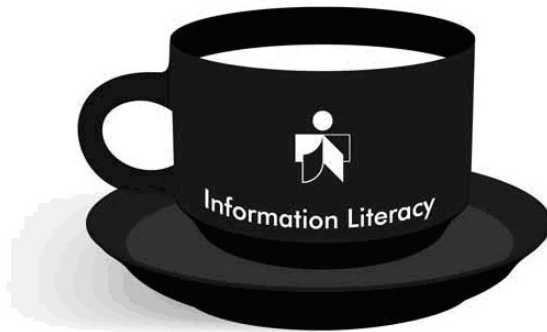Restaurante
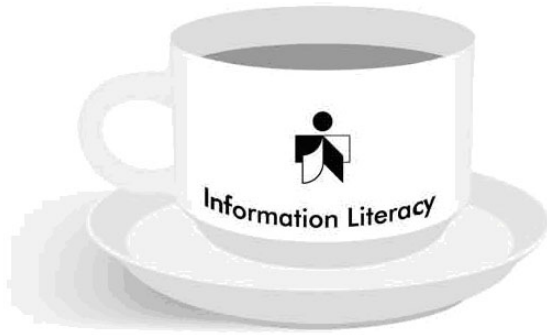
Teléfono

Information
Literacy

It is expected that these ideas and materials will inspire other ideas that soon will be shared. This way, this manual will gradually incorporate and distribute experiences of all kinds of librarians and educators across the world, linked by a common perspective on the importance of information literacy programs.