

Article

# Educational products aimed at the integration of Information Literacy to Vocational Education and Training: a documental mapping built upon ProfEPT Observatory

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**Abstract:** This study addresses the need for and possibilities of integrating Information Literacy into the context of Vocational Education and Training. It questions: what types of educational products can be developed to promote the integration of Information Literacy into the context of Vocational Education and Training? Its general objective is to analyze the structure, methodology, and applicability of educational products aimed at integrating Information Literacy into Vocational Education and Training. The methodology used was documentary research, with a qualitative approach, focusing on the ProfEPT Observatory repository, using the search term "Information Literacy" in the educational products section. A total of six educational products were recovered, classified as courses, books, guides, educational media, and manuals, which were analyzed according to their typology, objective, methodology, and target audience. The conclusion points to the fact that the variety of types of educational products available within the ProfEPT Observatory reveals that the integration of Information Literacy into Vocational Education and Training is possible and should occur through direct and well-planned educational actions. It should be noted, however, that despite having Vocational Education and Training as a starting point, the educational products recovered here, with a few exceptions, did not effectively demonstrate how Information Literacy could directly influence the professional training and future working lives of students in training, thus making it necessary to continue developing research on the subject.

**Keywords:** Information Literacy. Vocational Education and Training. Educational Products.

*Produtos educacionais voltados à integração da Competência em Informação à Educação Profissional e Tecnológica: um levantamento documental a partir do Observatório ProfEPT*

**Resumo:** Trata da necessidade e das possibilidades de integração da Competência em Informação ao contexto da Educação Profissional e Tecnológica. Questiona: que tipos de produtos educacionais podem ser desenvolvidos visando propiciar a integração da Competência em Informação ao contexto

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da Educação Profissional e Tecnológica? Tem como objetivo geral: analisar a estrutura, a metodologia e a aplicabilidade de produtos educacionais voltados à integração da Competência em Informação à Educação Profissional e Tecnológica. Utilizou como metodologia a pesquisa documental, de abordagem qualitativa, tendo como *locus* de investigação o repositório Observatório ProfEPT, no qual se utilizou como termo de busca “Information Literacy” na seção de produtos educacionais. Recuperou-se um total de seis produtos educacionais, classificados como cursos, livros, guias, mídias educacionais e manuais, que foram analisados de acordo com sua tipologia, objetivo, metodologia e público-alvo. Conclui-se apontando para o fato de que a variedade de tipos de produtos educacionais disponíveis no âmbito do Observatório ProfEPT revela que a integração da Competência em Informação à Educação Profissional e Tecnológica é possível e deve acontecer por meio de ações educativas diretas e bem planejadas. Cabe destacar, porém, que apesar de terem a Educação Profissional e Tecnológica como ponto de partida, os produtos educacionais aqui recuperados, salvo alguns casos, não conseguiram demonstrar efetivamente como a Competência em Informação poderia influenciar diretamente a formação profissional e a vida futura como trabalhador dos estudantes em formação, tornando-se assim necessário que se dê continuidade ao desenvolvimento de pesquisas sobre a temática.

**Palavras-chave:** Competência em Informação. Educação Profissional e Tecnológica. Produtos educacionais.

*Productos educativos orientados a la integración de la Alfabetización Informacional en la Educación y Formación Técnica y Profesional: un estudio documental en el ámbito del Observatorio ProfEPT*

**Resumen:** Este estudio aborda la necesidad y las posibilidades de integrar la alfabetización informacional en la educación y formación técnica y profesional. Se plantea la siguiente pregunta: ¿qué tipos de productos educativos pueden desarrollarse para promover dicha integración? Su objetivo general es analizar la estructura, la metodología y la aplicabilidad de los productos educativos destinados a integrar la alfabetización informacional en la educación y formación técnica y profesional. La metodología empleada fue la investigación documental, con un enfoque cualitativo, centrada en el repositorio del Observatorio ProfEPT, utilizando el término de búsqueda «Information Literacy» en la sección de productos educativos. Se recuperaron seis productos educativos, clasificados como cursos, libros, guías, medios educativos y manuales, los cuales se analizaron según su tipología, objetivo, metodología y público objetivo. La conclusión señala que la variedad de productos educativos disponibles en el Observatorio ProfEPT revela que la integración de la Alfabetización Informacional en la Educación y Formación Técnica y Profesional es posible y debe darse mediante acciones educativas directas y bien planificadas. Sin embargo, cabe destacar que, a pesar de partir de la Educación y Formación Técnica y Profesional, los productos educativos recuperados, con algunas excepciones, no demostraron eficazmente cómo la Alfabetización Informacional podría influir directamente en la formación profesional y la futura vida laboral de los estudiantes en formación, lo que hace necesario continuar desarrollando la investigación sobre el tema.

**Palabras-clave:** Alfabetización Informacional. Educación y Formación Técnica y Profesional. Productos educativos.

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## 1 Introduction

Information literacy is understood as a set of skills that includes searching for and accessing information comfortably, critically evaluating the information found, and using it

responsibly and ethically. Furthermore, it is considered essential in contemporary society, since information, its sources, and technologies continually shape everyday social practices.

According to Gasque (2012, p. 32), an information-literate individual is able to determine what information they need, what means they should use to obtain that information, so as to incorporate the newly acquired information into their existing set of knowledge, use it to achieve their objectives, and always respect the ethical, legal, and economic issues related to the use of information.

In recent years, there has been discussion about the direct relationship between Information Literacy and worker development, more specifically in the context of Vocational Education and Training. According to the Resolution CNE/CP No. 1, of January 5, 2021, Vocational Education and Training “[...] is the educational modality that permeates all levels of national education, integrated with other modalities [...] in accordance with the socio-occupational structure of work and the demands of professional qualification at different levels of development [...]” (Brazil, 2021, p. 1, traduced by us). In other words, since its inception, Vocational Education and Training has been evident as a modality aimed at enabling individuals in specific professions, in order to introduce them to the labour world.

In this context, Information Literacy is used as a means of highlighting how the relationships between information and the worker qualification process are carried out in contemporary times and how they can be instrumentalized so that workers in development are more critical, aware and responsible in accessing, evaluating and using information, expanding their possibilities of lifelong learning, solving problems and making decisions in the labour world and actively participating in the political decisions of their country (Santos, 2017).

Dias and Farias (2023, p. 20, traduced by us) further add that by integrating Information Literacy into Vocational Education and Training, students and teachers learn to articulate, mobilize, and apply “[...] information, knowledge, and values in practice, breaking with the practices of an inert education, mobilizing knowledge for a critical intervention into the facts and phenomena in their productive and social realities” As a consequence, the professional qualification of students in the context of Vocational Education and Training results in providing both an understanding of the informational dimension of socio-productive dynamics and the apprehension of knowledge regarding informational practices related to the professions in which they are qualifying for (Silva, 2024).

In order to effectively qualify Information Literacy into the curricula of Vocational Education and Training courses and programs, so that the principle of teaching and learning

of Information Literacy is “[...] related to practice as a central pedagogical guide, where the social, cultural and psychological perspectives that enable students to be independent and productive in the informational field” (Farias; Belluzzo, 2017, p. 124, traduced by us).

According to Silva (2024), education for Information Literacy should be based on experience, autonomy and criticality, defining possible teaching-learning strategies such as: brainstorming, technical visits, mentoring, discussion lists, tutorials, workshops, courses, conversation circles, lectures and interactive exhibitions.

Those teaching strategies can be developed by professional libraries where they will be taught or as educational products resulting “[...] from a creative process generated by research activity, with a view to answering a question or a problem or even a concrete need associated with the field of professional practice [...]” (Coordination for the Improvement of Higher Education Personnel, 2019, p. 16, traduced by us). Examples of the latter case are the educational products produced within the scope of Professional Master's programs offered in the country.

Freitas (2021, p. 11, traduced by us) highlights that in Postgraduate Programs associated to the Teaching Area, there is a diversity of educational products being generated for both formal and non-formal educational spaces, as it is the case of “[...] the Professional Master's Degree in Vocational Education and Training offered in a Nationwide Network, which has produced, in large quantities by the 40 institutions that comprise it, products intended for teaching in diverse professional contexts”. Among the preliminary proposals for educational products in this Master's Program, Freitas (2021) points out teaching guides, activity books, publishing catalogues, ongoing education courses, educational materials, and books.

Considering the possibility of productions within the Professional Master's Program in Vocational Education and Training offered in the Nationwide Network of studies on Information Literacy that have generated "products intended for teaching in diverse professional contexts," the question here is: what types of educational products can be developed to promote the integration of Information Literacy into the context Vocational Education and Training?

Information Literacy was considered, herein, as from a macro perspective, encompassing all translations of the original term Information Literacy and variations thereof. In addition to the Information Literacy skills already discussed, the term Information Literacy was highlighted, which understands Information Literacy as “[...] the individual's engagement [in] the learning process, in order to develop the skills and abilities necessary to seek and use

information efficiently and effectively” (Gasque, 2012, p. 33, traduced by us), and the term Critical Information Literacy, in which Information Literacy is taken from a critical social perspective focused on “[...] the critical evaluation and ethical use of information, paving the way for conscious decision-making and an active exercise of citizenship” (Borges; Bezerra, 2025, p. 5, traduced by us).

In response to this question, a documental research study with a qualitative approach was developed, using the ProfEPT Observatory repository as the locus of investigation, with the following general objective: to analyze the structure, methodology, and applicability of educational products aimed at integrating Information Literacy into Vocational Education and Training produced within the scope of the Professional Master's Program in Vocational Education and Training offered in a Nationwide Network.

## **2 Methodological Procedures**

In order to develop this research, it was decided to define it as basic type with an exploratory nature. Being basic, this research identifies with the need to “[...] discover, improve or expand scientific knowledge” (Silva, 2024, p. 2, traduced by us), with the focus of this research being to discover and expand scientific knowledge about educational products aimed at Information Literacy in Vocational Education and Training. Being exploratory, this research corroborates its classification as basic, having “[...] as its purpose to develop, clarify and modify concepts and ideas, with a view of formulating more precise problems or researchable hypotheses for later studies” (Gil, 2007, p. 43, traduced by us).

Taking into consideration that exploratory research usually resorts to existing informational resources for its implementation, it was decided here to use documental research as a data collection instrument. The use of documental research instead of other instruments such as bibliographic research or systematic literature review was due to the fact that the central objective of the research was oriented towards a specific type of document: educational products produced in a specific master's program, the Professional Master's in Vocational Education and Training offered in a Nationwide Network.

For this reason, the present research focused on the ProfEPT Observatory, since the ProfEPT Observatory is a tool developed by the Data and Image Mining Research Group (MiDi) of the Federal Institute of Mato Grosso (IFMT), Uberaba Technological Complex advanced campus, which “[...] has as its main objective the mapping of research areas, teacher profiles and the development of research indicators” (ProfEPT Observatory, 2025, traduced

by us), and serves as a repository for the productions conducted within the scope of the Professional Master's Program in Vocational Education and Training offered in the National Network.

To retrieve educational products from the Observatory, it is necessary to click on “Program” and then on the “Dissertations and Products” option. After that, the site takes the user to a search page (Picture 1), where the retrieval of dissertations and educational products can be done by “institution”, “product type”, “year of defense”, “subject”, “graduate” and/or “member of the board of examiners”.

**Picture 1 - ProfEPT Observatory search tab**

Source: own elaboration (2025).

In this research, a simple search by "subject" was chosen, using the English term "information literacy" as a descriptor. The English term was adopted because, in the Brazilian literature on the topic of "Information Literacy," there is still no consensus on its correct translation into Portuguese. "Information literacy" is translated, for example, as "Literacia em Informação," "Letramento Informacional," "Competência Informacional," "Competência em Informação," "Desenvolvimento de Habilidades Informacionais," and may also be linked to other perspectives such as "Competência Crítica em Informação" and "Letramento Informacional e Midiático."

In light of this, using the English descriptor "information literacy" would make it possible to retrieve all works that address the topic of interest in this research (Information

Literacy in Vocational Education and Training), regardless of the translation chosen by the author.

The documental research was therefore implemented in October 2025, retrieving a total of six works that met the following inclusion/exclusion criterion: having the term "information literacy" as one of their keywords.

The analysis of the results was conducted qualitatively, seeking to meet the general objective of this work (to analyze the structure, methodology, and applicability of educational products aimed at integrating Information Literacy into Vocational Education and Training produced within the scope of the Professional Master's Program in Vocational Education and Training offered in a Nationwide Network). To this end, the authors of this research defined central themes and guiding questions for the analysis of the educational products (Table 1), opting not to follow an already established protocol.

**Table 1** – Analysis Guide

<b>Central theme</b>	<b>Guiding questions</b>
Dissertation	Who is the author? On which campus did they complete their master's degree? In what year did they defend it? What is the title of the dissertation? What are the keywords?
Research Methodology	What is the research problem? What is the overall objective? What methodology is used? Who is the target audience?
Educational Product	What is the product title? What type of product is it? What is the product's objective? What methodology is used? Who is the target audience?
Discussion	Critical analysis of the product's content.

Source: own elaboration (2025)

Through the listed themes and guiding questions, it became possible to carry out an in-depth analysis of the educational products and the research context in which they were generated, in order to understand the educational proposals aimed at developing Information Literacy in Vocational Education and Training.

### **3 Results**

Based on the documental mapping conducted at the ProfEPT Observatory, a total of six educational products were found. The analysis of these products can be found in the subsections below:

### **3.1 “Unveiling scientific research: scientific research for high school students” by Ana Carolina Souza Dutra**

Ana Carolina Souza Dutra's educational product resulted from her Master's dissertation "*O letramento informacional dos estudantes do ensino médio integrado: a pesquisa científica como princípio pedagógico na formação do discente*" (in English: "Information literacy of integrated high school students: scientific research as a pedagogical principle in student development") defended at the Federal Institute of Southeast Minas Gerais in 2023. In her dissertation, Dutra (2023b) addressed the relationship between informational behavior and informational literacy of students linked to the Institutional Program of Junior Scientific Research Scholarships (PIBIC Jr) from the perspective of integral human formation and research as a pedagogical principle.

The research started from the following inquiry: "Are the students linked to the PIBIC Jr Program informationally literate enough to carry out their scientific research and use information to produce knowledge in line with the comprehensive qualification that is intended to be offered?". In response to this question, Dutra (2023b) developed her research focusing on working towards and contributing to the comprehensive qualification of students in the integrated technical courses at the Federal Institute of Southeast Minas Gerais - Rio Pomba Campus through information literacy and research as a pedagogical principle.

In terms of methodology, the research is characterized as applied in nature with a qualitative approach. It was also a descriptive field research study targeting students from the Integrated High School program participating in projects linked to the PIBIC Jr Program at the Federal Institute of Southeast Minas Gerais - Rio Pomba Campus.

Having obtained the results, Dutra (2023a) was able to propose the educational product "*Desvendando a pesquisa científica: a pesquisa científica para estudantes do ensino médio*" (in English: "Unveiling scientific research: scientific research for high school students"). This product is classified in the ProfEPT Observatory as a "Course/Mini-course/Manual/Guide/Support Text", and it aims at the information literacy of integrated high school students and uses the digital classroom as its methodology. The evaluation of the product and its applicability was conducted with integrated high school students participating in projects linked to the PIBIC Jr. Program at the Federal Institute of Southeast Minas Gerais - Rio Pomba Campus.

Although classified as a "Course/Mini-course/Manual/Guide/Supporting Text", the



product “Unveiling Scientific Research: Scientific Research for High School Students” (Dutra, 2023a) is actually a Massive Open Online Course (MOOC), whose objective, as its name suggests, is to introduce high school students to the world of scientific research. While the ProfEPT Observatory does not allow access to the course itself, it does contain supplementary material that explains the course methodology, the tools to be used, the modules, the academic workload, and the types of assessment.

The MOOC course proposal by Dutra (2023a) enables students to develop their autonomy in a practical way, determining the best moments in their daily lives to dedicate to their studies and thus critically expand their information skills. In addition, it provides them with the means for personal development within the scope of Information Literacy in Vocational Education and Training, leading them to understand the dynamics of scientific research, critically utilize tools and standards, and achieve their goals with greater flexibility.

### **3.2 “Digital notebook aimed at developing high school students in integrated research practices in Vocational Education and Training” by Graziella da Silva Moura**

Graziella da Silva Moura's educational product resulted from her Master's dissertation “*Letramento Informacional: O papel educativo do Bibliotecário como suporte às práticas de pesquisa no ensino*” (in English: "Information Literacy: The educational role of the Librarian as support for research practices in teaching"), defended at the Federal Institute of Pernambuco in 2023. In her dissertation, Moura (2023) addressed the possibility of creating and using a digital notebook to guide integrated high school students regarding the need to develop research skills.

The research was based on the question "How can librarians, through information literacy, assist students in developing skills for the use and search of information for research in integrated high school education?", developing as its objective "to identify how a guiding digital notebook could contribute to promoting information literacy, and thus develop research skills in integrated high school students at the Federal Institute of Pernambuco (IFPE)".

For the research to be carried out, qualitative field research was conducted. Regarding the objectives, it was considered exploratory research. In terms of technical procedures, these involved searches through secondary sources, using a bibliographic mapping. According to Moura (2023), any quantitative aspect present in this research served only to measure the participants involved in the data collection and analysis procedure.

The resulting educational product was named “*Caderno digital direcionado à*

*capacitação dos estudantes do ensino médio integrado em práticas de pesquisa na educação profissional e tecnológica*” (in English: “Digital Notebook Aimed at Training High School Students in Research Practices in Vocational Education and Training” (Moura; Melo, 2023), and, according to the ProfEPT Observatory, it was classified as a “Book”. The product aims at: mapping the information literacy activities carried out by IFPE librarians focused on assisting research, specifically for high school students, and understanding the actions developed by teachers in the classroom that contribute to the promotion of school research (Moura; Melo, 2023).

Moura and Melo’s Digital Notebook (2023) is characterized as a guide for the development of integrated high school students on information literacy, that is, competence regarding information, presenting modules in a playful and interactive way, as well as exercises. It is believed that this educational product's main differentiating factor is its ability to serve as a suggestive roadmap for working on Information Literacy in a non-imposing way, while improving communication between librarians, teachers, and students. Furthermore, from the students' perspective, the Digital Notebook not only helps them develop scientific research skills but also focuses on fostering critical awareness of information, improving practices of critically analysing the authenticity of acquired information and identifying fake news.

### **3.3 "Integrative Project - Understanding Risks" by Jessica Silva Lima**

Jessica Silva Lima's educational product resulted from her Master’s dissertation, *“Interdisciplinaridade e letramento informacional: uma pesquisa-ação no curso técnico em segurança do trabalho, modalidade EAD, no IFB Campus Ceilândia”* (in English: "Interdisciplinarity and Information Literacy: action research in the technical course in workplace safety, distance learning modality, at IFB Campus Ceilândia"), defended at the Federal Institute of Brasília in 2020. In her dissertation, Lima (2020a) conducted research to understand the context of a technical course in distance learning (DL) and to propose the development of information literacy among its students through an interdisciplinary approach mediated by the use of digital information and communication technologies.

The overall objective of this research was to assist in the development of informational skills, the ability to analyze and interpret senses and meanings, and the autonomy of students in the Workplace Safety Technician course at IFB, Ceilândia campus. To this end, action research was used as the research method, a qualitative and practical

research approach that allows “[...] the understanding and intervention in a particular and specific context, therefore it is necessary to know the idiosyncrasies of the context analyzed” (Lima, 2020a, p. 35, traduced by us).

As a result, the product “*Projeto Integrador - Conhecendo Riscos*” (in English: “Integrative Project - Understanding Risks”) was developed (Lima, 2020b). The project is classified by the ProfEPT Observatory as a “Manual/Guide/Support Text” and expects the following results from its application: to enable students of the Workplace Safety Technician course (distance learning modality) to: demonstrate written communication in the virtual environment through the blog and the production of an informative booklet and/or brochure for a working audience; understand a professional context in which the contents of various curricular components can interact; and develop information literacy.

The “Integrative Project - Understanding Risks” (Lima, 2020b) also stands out for proposing a hybrid teaching modality course based on interdisciplinarity. By proposing hybrid teaching, Lima's Integrative Project (2020b) allows students to have learning moments in environments where they can feel comfortable and thus develop their autonomy, while face-to-face classroom moments serve to address knowledge deficiencies that could not be resolved at home. Regarding interdisciplinarity, the Information Literacy development proposal of the Integrative Project (Lima, 2020b) enables students in technical courses in Workplace Safety to improve their informational skills through problem-solving situations and exercises based on the experiences and methodologies that are specific to professionals in this area.

### **3.4 “Understanding Information Literacy” by Leticia Rodrigues dos Santos**

Leticia Rodrigues dos Santos’ educational product resulted from the Master’s dissertation “*Competência em informação dos estudantes da Educação Profissional e Tecnológica: um estudo de caso no Instituto Federal Goiano – Campus Morrinhos*” (in English: “Information Literacy of Students in Vocational Education and Training: a case study at the Federal Institute of Goiás - Morrinhos Campus”), defended at the Federal Institute of Goiás in 2021. In the dissertation, Santos (2020a) sought to identify the Information Literacy of second-year students of Comprehensive High School at the Federal Institute of Goiás, Morrinhos campus, highlighting the importance of working on this competence in order to contribute to the principles of Vocational Education and Training and provide a comprehensive human qualification for students.

The objectives of this work were: to relate the principles of Information Literacy to the guiding principles of Vocational Education and Training, to diagnose the Information Literacy of students at the Federal Institute of Goiás, Morrinhos campus, and to verify the information search strategies they use. To this end, a two-stage research project was developed: a bibliographic and documentary phase to identify the concepts of Information Literacy and Vocational Education and Training; and a case study, with a quali-quantitative approach, aiming to achieve the objectives through the application of a questionnaire to students at the Federal Institute of Goiás, Morrinhos campus.

The research resulted in the educational product “Compreendendo a Competência em Informação” (in English: “Understanding Information Literacy”), classified in the ProfEPT Observatory as "Educational Media (videos, animations, and audios)," encompassing specifically an instructional video. Through this product, Santos (2020b) aims to assist in the process of developing and improving Information Literacy in a well-scripted, dynamic, interesting, and highly informative way. In it, Santos (2020b) teaches how to conduct scientific research and identify the quality of the information found, as well as how to use research methods and filter results. Furthermore, the video includes sign language interpretation and subtitles, demonstrating a concern for accessibility.

However, it should be noted that the video is made in a rather general way, seeming to be aimed more at the general public than at students of Vocational Education and Training, given that its content does not intend to discuss, for example, informational skills related to issues about work, labor laws, the world of work, employment, or even specific topics of the professional, technical, and technological courses to which it is intended.

### **3.5 “Critical Information Literacy: a guide for professionals in multi-level libraries” by Rafael Costa Guimarães**

The educational product by Rafael Costa Guimarães resulted from his Master’s dissertation “*Competência crítica em informação nas bibliotecas multiníveis do Instituto Federal de Brasília*” (in English: “Critical Information Literacy in Multilevel Libraries of the Federal Institute of Brasília”), defended at the Federal Institute of Brasília in 2025. In the dissertation, Guimarães (2025b) investigated the educational practices of critical information literacy in so-called multilevel libraries (vocational libraries or libraries of Vocational Education and Training within the scope of the Federal Institutes).

The guiding question of this work was "what are the perspectives and attitudes of

information professionals regarding educational practices of critical information literacy within the multilevel libraries of the Federal Institute of Brasília?". To answer this question, the general objective was to understand the perspectives and attitudes of information professionals regarding educational practices of critical information literacy within the multilevel libraries of the Federal Institute of Brasília. To this end, research was conducted in the following stages: narrative literature review, integrative literature review, documentary research, application of questionnaires, and semi-structured interviews with professionals working in the libraries of the Federal Institute of Brasília.

The educational product resulting from this research was “*Competência Crítica em Informação: guia para profissionais de bibliotecas multiníveis*” (in English: “Critical Information Literacy: a guide for professionals in multi-level libraries”) (Guimarães, 2025a), classified in the ProfEPT Observatory as a “Manual/Guide/Support Text/Book”. This product aims at assisting professionals in professional libraries so as to promote educational practices of Critical Information Literacy. Given this target audience, Guimarães (2025a) uses a more technical writing style, presenting concepts that are necessary for the discussion of Critical Information Literacy in Vocational Education and Training. Furthermore, it provides instructions on how to plan, implement, and evaluate Information Literacy activities and proposes some lesson plans.

Working from the perspective of Critical Information Literacy, Guimarães' guide (2025a) provides a more critical view of informational issues, seeking to ensure that information education in Vocational Education and Training is not limited to the technical aspects of access, evaluation, and use of information. In this case, the critical reading of the world from its informational dimension takes center stage, and professionals working in libraries are invited to help students develop critical awareness in order to apply it. The understanding of the student as a worker in development also becomes more evident, making the category "working class" a mediator in the processes of education for Information Literacy that are carried out by library workers (direct focus of the guide) for workers in the qualification process (indirect focus of the guide).

### **3.6 “Developing competences in academic and vocational information” by Rosilene Supriano de Jesus Rosa**

Rosilene Supriano de Jesus Rosa's educational product resulted from her Master's dissertation “*A Competência em Informação na Educação Profissional e Tecnológica: o*

*desenvolvimento de habilidades informacionais por meio de um curso MOOC*” (in English: “Information Literacy in Vocational Education and Training: the development of information skills through a MOOC course”), defended at the Federal Institute of Espírito Santo in 2022. In her dissertation, Rosa (2022) aimed at contributing to the development of information search, evaluation, and use skills by students of integrated technical courses at the Federal Institute of Espírito Santo.

The general objective of this research was to analyze the contributions of a Massive Open Online Course (MOOC), developed from a librarian's perspective, to the development of Information Literacy skills in students of Vocational Education and Training at the Federal Institute of Espírito Santo. For this purpose, an applied, exploratory research study with a quali-quantitative approach was conducted, as well as a seven-stage action research project targeting students of comprehensive technical courses at the Federal Institute of Espírito Santo, Guarapari campus.

The research resulted in the product titled “*Desenvolvendo Competência em Informação acadêmicas e profissionais*” (in English: “Developing competences in academic and vocational Information”) (Rosa; Passos; Jesus, 2022), which aims at developing information, technological, investigative, or professional skills among students. Although classified in the ProfEPT Observatory as a “Book/Manual/Guide/Supporting Text,” the product by Rosa, Passos, and Jesus (2022) is also a MOOC course that comes with a self-instruction guide based on guided studies, also presenting attached materials such as videos and supporting texts, and standing out for having a slightly more technical language than the others.

It is aimed at anyone interested in the subject matter, which ultimately distances it from the specific reality of students in Vocational Education and Training courses, as is the case in Santos (2020b). However, unlike Dutra (2023a), who also presented a MOOC product, the course by Rosa, Passos and Jesus (2022) is still available for access and is a much more concise proposal, focusing on discussing topics such as information in the 21st century, the search for information, the evaluation of information and its use.

### **3.7 Summary of the results**

Based on the analyzes carried out, a summary of the results can be seen in Table 2 below:

**Table 2** – Summary of results

<b>Authorship</b>	<b>Educational Product</b>	<b>Main contribution to Information Literacy in Professional and Technological Education</b>
Ana Carolina Souza Dutra	Unveiling scientific research: scientific research for high school students	Autonomy, critical thinking, and flexibility through a MOOC course focused on scientific research.
Graziella Chrysóstomo Da Silva Moura	Digital notebook aimed at developing high school students in integrated research practices in vocational education and training	Dialogues between librarians, teachers, and students through a suggestive, non-imposing script focused on scientific research.
Jessica Silva Lima	Integrated project - understanding risks	Hybrid teaching based on interdisciplinarity, focused on the specific development of students in the Workplace Safety technician course.
Leticia Rodrigues Dos Santos	Understanding information literacy	An introduction to information literacy through a well-scripted, dynamic, engaging, and informative instructional video.
Rafael Costa Guimarães	Critical Information Literacy: A Guide for Multilevel Library Professionals	Guidance for library professionals to implement Information Literacy initiatives aimed at developing critical awareness among students.
Rosilene Supriano de Jesus Rosa	Developing skills in academic and professional information	Proposal for guided studies aiming at self-instruction based on a MOOC course.

Source: own elaboration (2025).

Based on the summary presented above, it is possible to identify that educational products point to the diversity of possibilities that exist in the process of integrating Information Literacy into Vocational Education and Training. These possibilities favor the development of autonomy, critical thinking, and flexibility; they provide dialogue between librarians, teachers, and students; they utilize blended learning based on interdisciplinarity to carry out actions focused on the specific training of students; they use well-scripted, dynamic, interesting, and informative instructional videos to introduce the public to Information Literacy; they allow for the guidance of library professionals to act in Information Literacy actions aimed at developing critical awareness among students; and they propose guided studies focused on self-instruction. This demonstrates that applying Information Literacy in practice is possible and that there are definitely many ways to achieve it.

#### **4 Conclusion**

The six educational products found make it possible to envision the integration of Information Literacy into Vocational Education and Training in an effective and efficient manner. This is because they were all developed starting from the development of students in Vocational Education and Training courses and, more specifically, students in mid-level technical courses, whether in the integrated or subsequent modality, or focusing on specific groups of students, such as those taking part in PIBIC Jr projects, all derived from Federal Institutes.

Thus, the results reveal that, based on their theoretical and/or field research, the researchers who proposed these findings concluded that it is possible to integrate Information Literacy into Vocational Education and Training, and that this integration should occur through direct, well-planned educational actions based on the principles of the modality and focused on the critical understanding of a multiplicity of skills for dealing with information. In other words, these activities, whether in the form of guides, MOOC courses, or manuals, should be properly planned to provide students in Vocational Education and Training courses (and, by extension, the general public) with critical and active qualification in relation to information.

However, it is worth highlighting that although Vocational Education and Training is considered the starting point for the creation of the educational products studied here, it was also evident that among its proponents, with the exception of a few cases such as Lima (2020b) and Guimarães (2025a), there was no clear vision of how Information Literacy could



directly influence the labor development and future working lives of students in professional progress. It is therefore necessary to consider topics such as work, the world of work, and professional development when creating educational processes for Information Literacy in the professional background of workers.

In conclusion, it should be pointed out that the discussion on integrating Information Literacy into Vocational Education and Training is a topic that has been continuously debated in the academic community and professional contexts, which, in their own way, seek to develop means to implement it, making its continuity always necessary. This continuity can be achieved by expanding this research using other databases, descriptors, and institutional frameworks, by validating and revalidating the educational products found here, and even by broadening its scope to include students from Initial and Continued Education courses, Vocational Education and Training at the undergraduate and postgraduate levels, and/or other institutions beyond the Federal Institutes. Consequently, both Information Literacy and Vocational Education and Training can broaden their horizons as areas concerned with developing critical, autonomous, and responsible individuals in an increasingly complex and digitalized society.

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