Information Literacy Education

Bergen International Week

University of Bergen Library
June 2011
# Today’s sessions

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<th>Time</th>
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<td>09:00—10:00</td>
<td>Introduction - Education Group</td>
<td>Rune Kyrkjebø</td>
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<td>10:15—12:00</td>
<td>Open seminar with presentations from the participants</td>
<td>All</td>
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<td>12:00—12:45</td>
<td>Lunch in the Coffee shop</td>
<td>All :-)</td>
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<td>12:45—15:00</td>
<td>Project presentations:</td>
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<td>1. &quot;Search&amp;Write&quot;</td>
<td>Solveig Kavli</td>
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<td>2. &quot;MedLibTrain&quot;</td>
<td>Regina K. Lein</td>
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<td>3. &quot;The PhD-project&quot;</td>
<td>Tove Rullestad</td>
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<td>4. &quot;Bergen Summer Research School&quot;</td>
<td>Rune Kyrkjebø</td>
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Information Literacy Education at the University of Bergen Library

Rune Kyrkjebø
Head of Special Collections, University of Bergen Library

Based on 2010 introduction by Dr. Maria Carme Torras and Rune Kyrkjebø

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June 2011
Outline

• IL and librarian’s intervention in the student’s learning process (learning scenario activity)
• Views on learning and teaching: Theory and practice
  – The didactic relation model
  – Example of course and teaching materials
• Designing and embedding IL education across the curricula
  – Library teaching committee
  – Course catalogue
  – Dialogue and collaboration with stakeholders
  – Continuous professional development
Information Literacy

‘(…) knowing when and why you need information, where to find it, and how to evaluate, use and communicate it in an ethical manner.’

(Chartered Institute of Library and Information Professionals, 2005)
Intervening in the student’s learning process

How can the academic librarian best support the student’s learning process?

Handout: Learning scenarios
Intervening in the student’s learning process

Nina and Hanna

Task initiation/ Topic selection
(Kuhlthau 2004)
Creative idea development
(Aalborg University Library 2006)

Uncertainty, confusion

How can students be assisted to face the challenges?
Student challenges

• Narrowing down a research question from a general topic
• Dealing with large amounts of available sources / selecting what to read
• Evaluating information analytically and critically
• Using terminology correctly
• Using information creatively, i.e. transforming it into own knowledge which is communicated in the student’s work
• Structuring the text in a logical way
• Constructing and supporting arguments
• Expressing own views and supporting them
• Drawing conclusions
• Using information ethically
• Referencing (paraphrasing, using sources to support arguments, documenting sources)

(Dysthe et al., 2000; Kamler & Thomson, 2006; Kulthau, 2004)
The psychological dimension

- Uncertainty, confusion, frustration, anxiety at different research stages (e.g. Kuhlthau, 2004; Cavallin, 2006; Dysthe, 2006)

- Uncertainty as part and parcel of the research process, but may hinder academic progress or lead to writer’s block.
Intervening in the student’s learning process

PAUL

- *Counsellor* (Kuhlthau 2004). Facilitator, coach.
- Focus on the student’s individual perspective, state of knowledge and information needs.
- Information searching as a dynamic, creative and individual process.
- Dialogue regarding student’s problem over time.
- The student redefines the problem with the counsellor, determines strategy and identifies appropriate sources.
- Relevance of sources changes during the information search.
Intervening in the student’s learning process

LENA

• *Identifier* (Kuhlthau, 2004). Bibliographic paradigm.
• Focus on information resources: A group of sources is identified as related to the topic.
• ’One size fits all’. No attention paid to the student’s particular point of view, level of knowledge, or stage in the search process.
• No attempt to find out about user’s info. needs or to accommodate to them.
• Just identification of sources related to general topic (language acquisition).
• No specific advice on approach or suggestion of continuing dialogue with the mediator.
• Overwhelms and overloads Nina.
Views on learning and teaching

- Library: learning, teaching, supervision/counselling
  - A learning centre
  - A learning arena in the HE learning landscape

- What is learning? What is teaching? How can teaching enhance learning?

- Our views on learning and teaching condition the design and roll out of our IL user education
Our views at the University of Bergen Library

• Constructivism
  – Learning is a process of meaning construction
  – Knowledge consists of understanding and meaning which we develop through rational thinking
  – Learning takes place by doing and reflecting (Dewey), not by knowledge transmission
  – The teacher designs learning situations for real problem solving, which supports the student’s construction of knowledge.

• Sociocultural theory
  – Learning as a social phenomenon, rather than primarily an individual cognitive process.
  – Learning takes place
    • through practical activities
    • in dialogue with others
    • in a context
  – Teacher and peer students as mediators to make progress in learning (scaffolding)
Theory vs. practice in our teaching

The librarian’s educational role can be professionalised and empowered through the use of theories and/or research in the following tasks:

– achieving real collaboration with faculty
– creating better learning situations for the students
What has helped us?

• **Faculty**: communicate better in planning/marketing courses, use "their" jargon
  – *didactic relation model* (Hiim & Hippe, 1998; Bjørndal & Lieberg, 1978)
  – *didactic triangle of practice* (Løvlie, 1972)

• **Students**: understand searching and writing in learning process
  – Information searching process (Kuhlthau, 1993, 2004)
  – Academic writing process (Rienecker & Jørgensen, 2005; Dysthe et al. 2000)

• **Solid theoretical background**
  – To facilitate a paradigm shift in our IL education
  – To develop face-to-face teaching and online learning objects to support the student where she is in the learning process
  – To adopt a multiplicity of roles depending on student situation and needs: *locator, identifier, counsellor* (Kuhlthau, 1994)
Planning courses: The didactic relation model


- Student conditions
- Teacher conditions
- Administrative conditions
Course example

*Critical evaluation of sources, referencing and ethics*

- Didactic conditions
  - MA students (Spanish & Latin America Studies)
  - Obligatory course (embedded in introductory MA seminar)
  - 4 hours
  - PC lab and seminar rooms
  - 2 teachers (subject specialists)

- Learning activities
  - Presentations
  - Group work and discussion– task solving

....
# Critical evaluation of sources, referencing and ethics

## Learning goals

After completed course, the student will

- show mastery of criteria to evaluate sources
- show understanding between the relevance and the context of an information source
- have knowledge of source quality assurance methods
- understand the relationship between ethical use of sources and quality in one’s and others’ work
- be able to evaluate others’ use of information in their work
- be able to refer to both textual and non-textual information sources (e.g. music, pictures)
- know what copyright is and implies for one’s and others’ work
- show understanding of basic ethical principles in conducting research on human beings

## Course content

- Criteria for critical evaluation of sources
- Relationship between research question and different types of information sources
- Quality assurance of information sources (e.g. peer reviewing)
- Referencing in using different types of sources in one’s thesis
- Copyright issues
- Ethical questions in using sources in one’s thesis (e.g. anonymising data, consent, confidentiality)
Activity 1- Where do you draw the line?

In the examples below, number 1 is plagiarism and number 6 is not. Where do you draw the line?

1. Copying a paragraph verbatim from a source without any acknowledgement.

2. Copying a paragraph and making small changes-e.g. replacing a few verbs, replacing an adjective with a synonym and including the source list of the references.

3. Cutting and pasting a paragraph by using sentences of the original but omitting one or two and putting one or two in a different order, no quotation marks; in-text acknowledgement e.g. (Jones, 1999) plus inclusion in the reference list.

4. Composing a paragraph by taking short phrases of 10-15 words from a number of sources and putting them together, adding words on your own to make a coherent whole; all sources included in the reference list.

5. Paraphrasing a paragraph with substantial changes in language and organisation; the new version will also have changes in the amount of detail used and the examples cited, in-text acknowledgement e.g. (Jones, 1999), and inclusion in the reference list.

6. Quoting a paragraph by placing it in block format with the sources cited in text and lists of references.

Activity 2. Defining the term ’social identity’

You are writing on social identity and you need to define this concept in your work. Compare the two sources below in terms of these criteria: Author(s), publisher, publishing date (currency), use of sources in the text, and target group.

  [Identity: Social](PDF (70 K) | Related Articles)


(Source: University of Bergen Library 2008)
Activity 3. Gina’s term paper

Gina is writing a term paper on power relations in Mexican schools. She has found this picture on this internet site: randiweb.com/tag/mexico-city/.

Can she use it as an illustration in her term paper in an ethical manner? Justify your answer.

(Source: University of Bergen Library 2008)
Designing and embedding IL education across the curricula

Ultimate goal: To embed IL education across the curricula

Initiatives:
- Library Teaching Committee
- Online course catalogue
- Dialogue and collaboration with university stakeholders
- Continuous professional development at the library
The Library Teaching Committee

- Organisation
  - Permanent advisory committee
  - Reports to the library director through the (new!) coordinator for education and research support
  - ca. 5 members picked from library staff

- Function
  - Embedding of IL education across the curriculum
    - Strategic development of IL education / collaboration with university
    - Course design (Library course catalogue)
    - Quality assurance of IL education
  - Standardisation of course evaluation
  - Continuous professional development (pedagogy/didactics)
The library course catalogue

• Useful document
  – to make library user education more visible at institutional level
  – to negotiate and design integrated and tailored IL courses in collaboration with faculty
  – to share materials and experiences among library staff
  – to inform students more explicitly about what qualifications are expected from them in terms of IL
Dialogue and collaboration with university stakeholders

• Formal dialogue and collaboration at different levels:
  – University management (e.g. Division of Academic Affairs)
  – Faculty
  – Department
Continuous professional development

- Pedagogical/didactic competence
- Communication and presentation skills
- Strategic development of IL education
- Project participation
- ...
Summing up

- IL and librarian’s intervention in the student’s learning process
- Views on learning and teaching: Theory and practice
  - The didactic relation model
  - Example of course and teaching materials
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  - Dialogue and collaboration with stakeholders
  - Continuous professional development
References


