

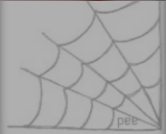


WP3 - Information Literacy Working Plan

**General considerations,
preparation and proposal
of the training schedule**

Ioana Robu

irobu@umfcluj.ro

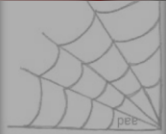




DEFINITION OF INFORMATION LITERACY

A broad conception defines information literacy in terms of ***a set of competencies that an informed citizen of an information society ought to possess to participate intelligently and actively in that society*** (AASL: "Information power...", 1988).

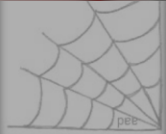
The American Library Association's (ALA) Presidential Committee on Information Literacy, Final Report states that, "***To be information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information***" (1989).





In 2000 the ACRL (Association of College and Research Libraries) established *Information Literacy Competency Standards for Higher Education*:

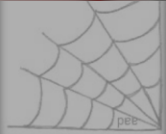
“Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning”.





An information literate individual is able to:

- *Determine the extent of information needed;*
- *Access the needed information effectively and efficiently;*
- *Evaluate information and its sources critically;*
- *Incorporate selected information into one's knowledge base;*
- *Use information effectively to accomplish a specific purpose;*
- *Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally.*



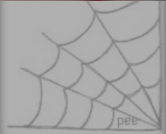


Europe & Information Literacy

In European countries the information-literacy movement has evolved from precursors such as library instruction, bibliographic instruction and user/reader education.

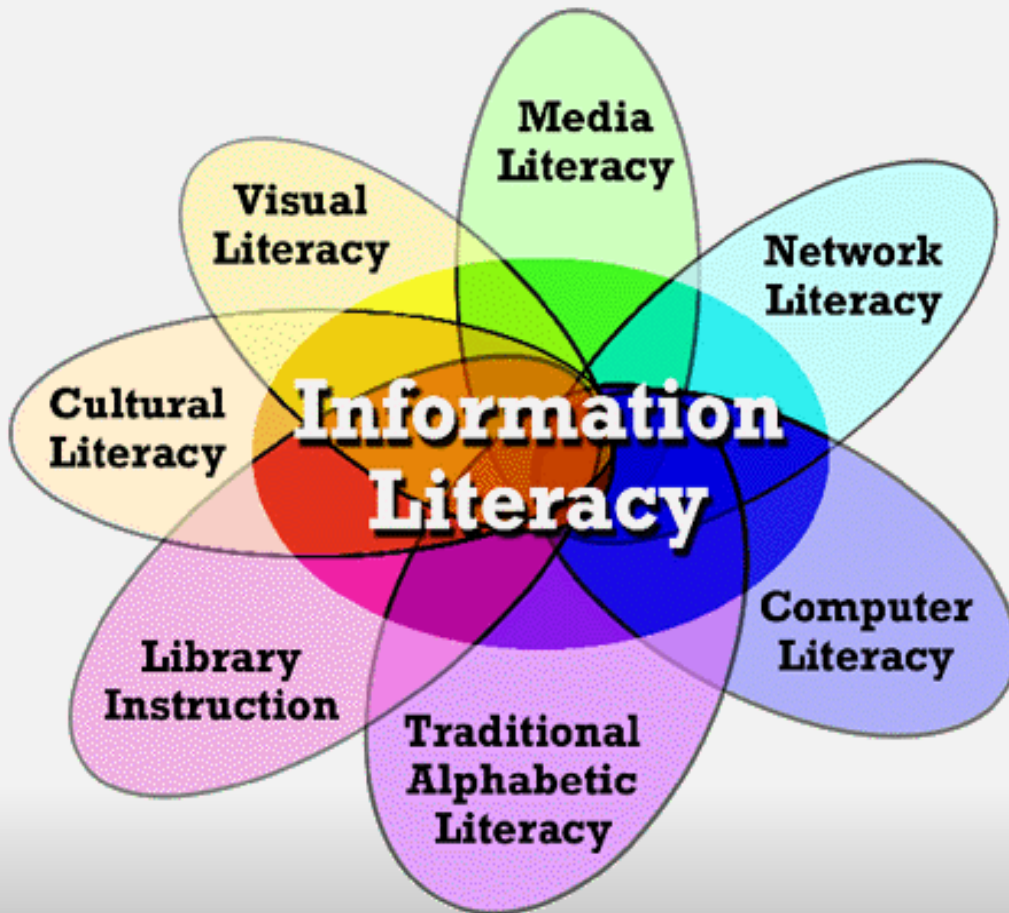
In 2000 the European Commission's draft document *A Memorandum on Lifelong Learning* using the term “digital literacy” appeared. It launched a European-wide debate for a comprehensive strategy to implement lifelong learning.

Information literacy is a pervading component of the biggest EU Research and Innovation program – **Horizon 2020**



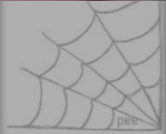


Information Literacy



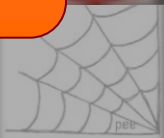
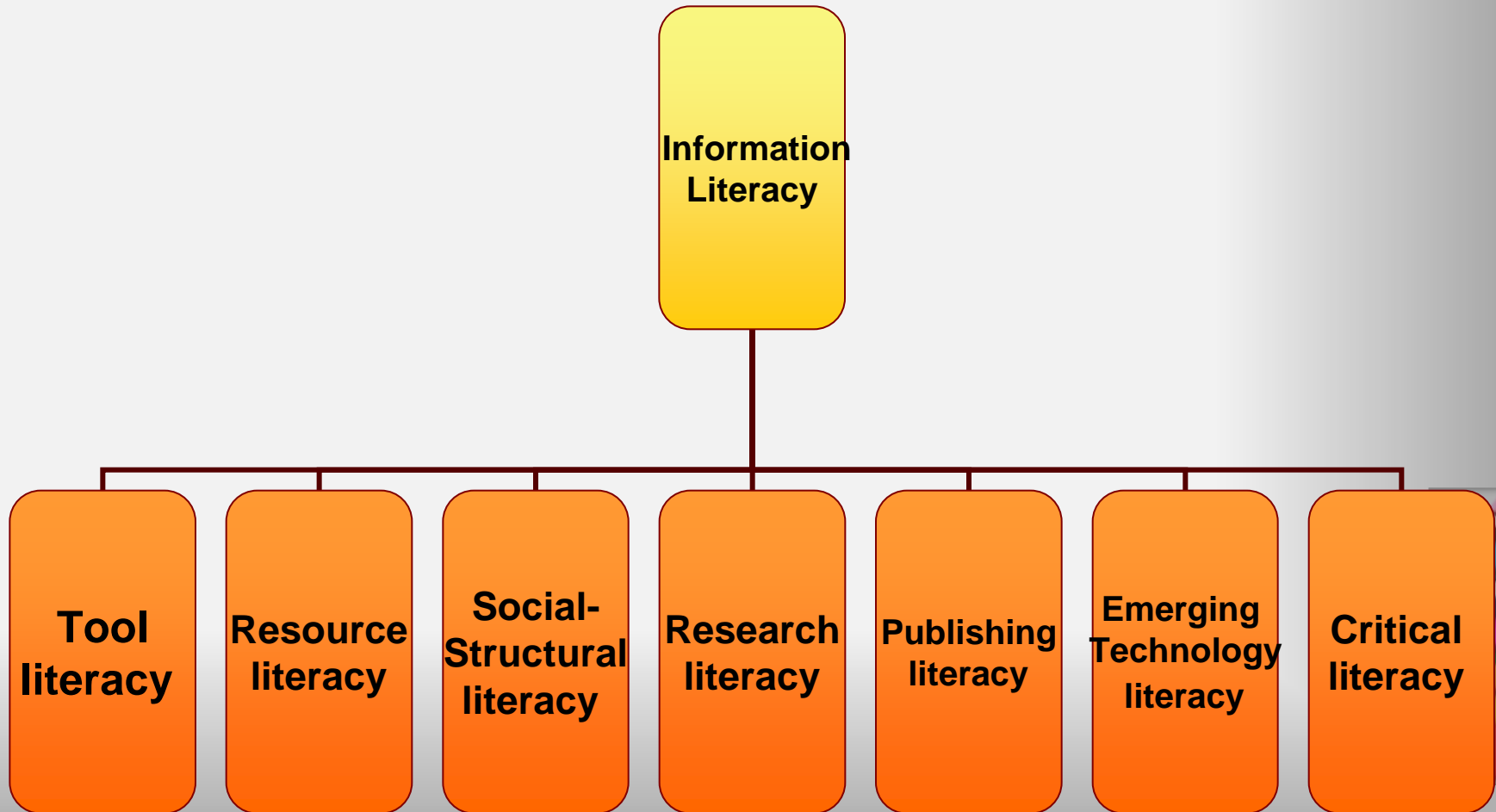
Other terminology used

- informacy
- information empowerment
- information competence
- information fluency
- information mediacy
- information handling skills
- information problem solving
- information mastery





Specific Aspects of Information Literacy





Professionalism

- Positive attitude towards teaching

Basis of training

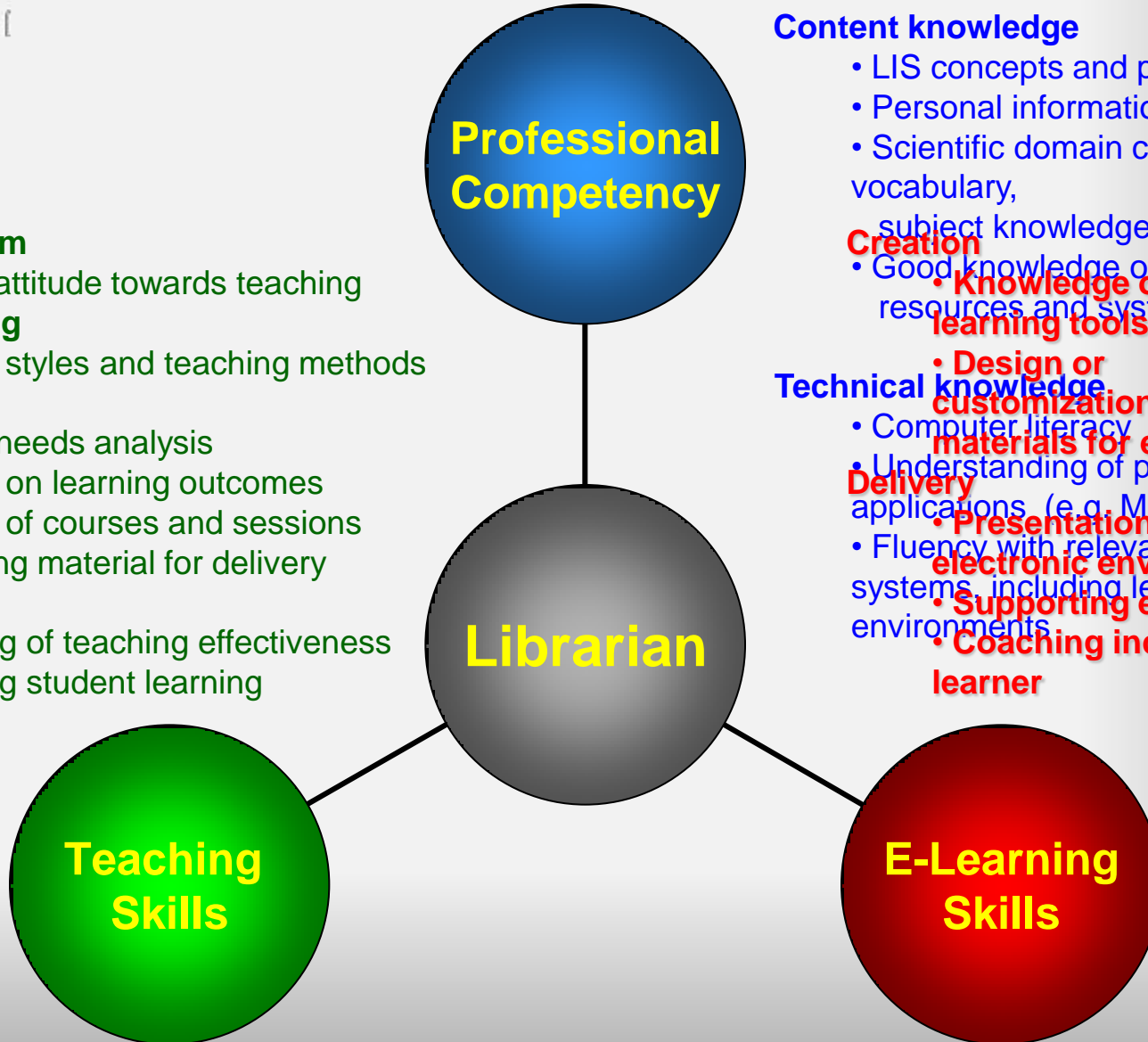
- Learning styles and teaching methods

Design

- Training needs analysis
- Deciding on learning outcomes
- Planning of courses and sessions
- Structuring material for delivery

Evaluation

- Assessing of teaching effectiveness
- Assessing student learning



Professional Competency

Librarian

Teaching Skills

E-Learning Skills

Content knowledge

- LIS concepts and processes
- Personal information literacy
- Scientific domain concepts, vocabulary,

Creation

- subject knowledge
- Good knowledge of relevant resources and systems

• **Knowledge of e-learning tools**

• **Design or customization of materials for e-learning**

Technical knowledge

- Computer literacy
- Understanding of popular applications (e.g. MS Office)

Delivery

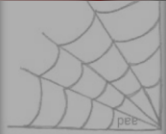
- **Presentation skills for electronic environment**
- **Supporting e-learning environments**
- **Coaching independent learner**



WP3

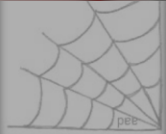
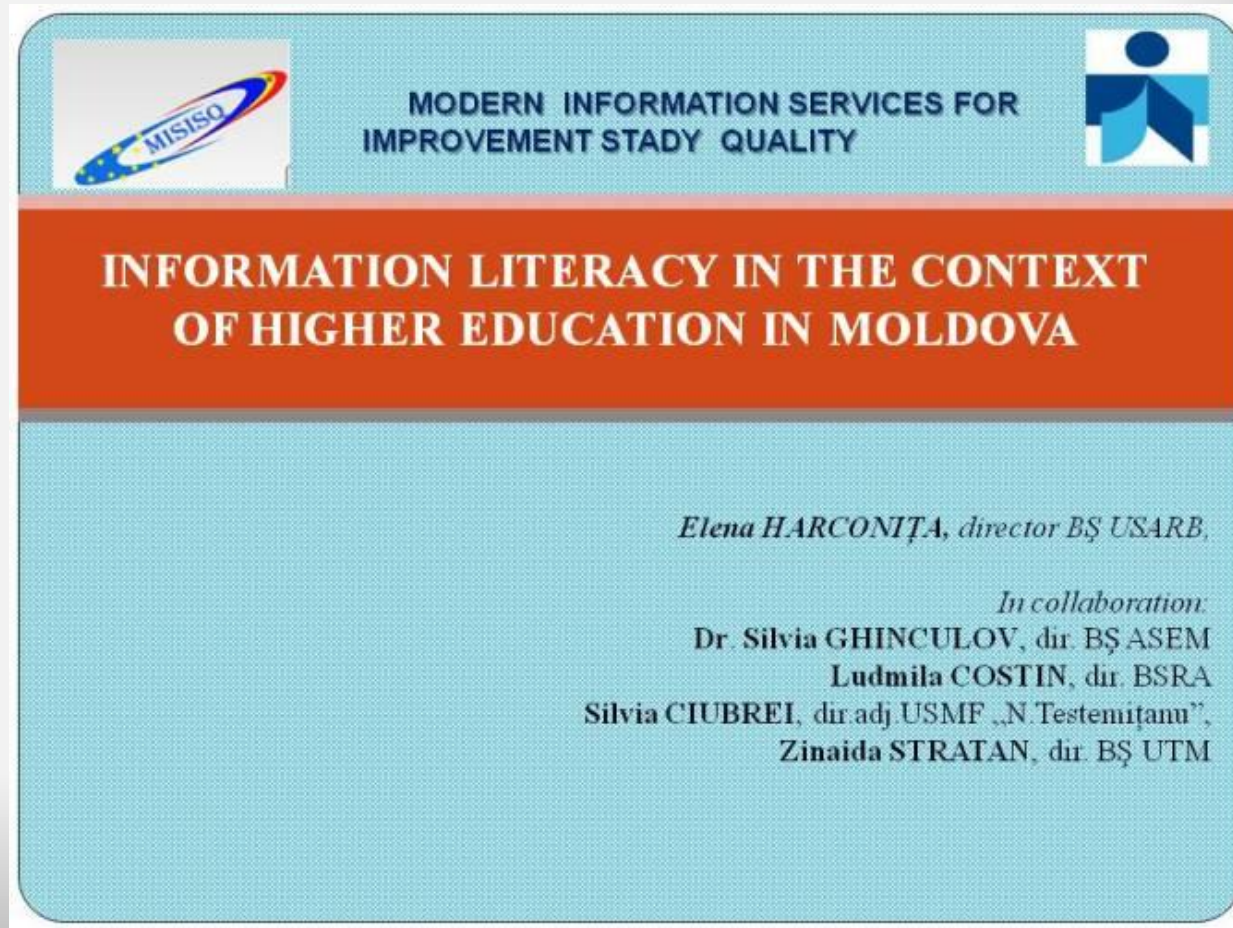
“The main goal of this WP is to arise information literacy skills among Moldovan students and teachers in order to improve study quality and extend access and use of information resources. To achieve these aims there are the following objectives:”

- 1. Analysis of the current situation**
- 2. Analysis of information needs of students and teachers**
- 3. Training the trainers**
- 4. Implementing information literacy programs delivered by librarians in each partner university**





1. Analysis of the current situation





Experience of Moldovan Academic libraries

ASEM – Academia de Studii Economice

- *started training courses as early as 1992*
- *implemented training programs for 1st year 2005 – 2012*
- *project with the University of Bergen 2012-2014*
- *developed Information Literacy Curricula at undergraduate, Master and Doctoral levels (see document)*





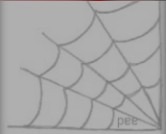
Experience of Moldovan Academic libraries

USMF “Nicolae Testemiteanu” Library

- *Info Lit. program for 1st year students 2009-2011 – 30 academic hours*
- *for Master level 2005 -2009*

U. Stiintifica “Alecu Russo” Balti

- *experience with courses since 1970’*
- *since 2003 the course “Basis of Information Culture” has been included in the curriculum as extension of the Informatics course- 30 hours/year*
- *2007 it became a separate module – a textbook “The Basis of Information Literacy” was drafted .*





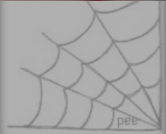
Experience of Moldovan Academic libraries

National Agricultural Scientific Library

- *Info Lit. program organized as tutor/students groups and supported by the Dean (not included in the curriculum)*
- *Courses delivered at all levels: undergraduate, Master, Ph.D*

Technical University Library – UTM

- *Group training sessions*
- *Development of guides and other course materials*



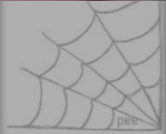


Assessment of the librarians' information needs as part of the “Training the trainers” objective

Survey was sent out in summer 2015 to the partner libraries of Moldova.



**Draft schedule of courses
(training the trainers)**

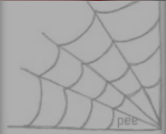




Project stipulations

“Education courses will be delivered to librarians who are/will be responsible for user training and providing with information services. There will be trained 30 University librarians in 2 groups, each group ~32 acad.hrs. “

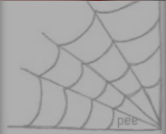
“Course material for 4 training modules will be prepared (for 2 academic hrs. each) on currently hot topics: modern information technologies & scholar communication, information resources & searching strategy, management of information resources & citing scientific articles, and 3-4 modules on subject information resources. Course material consists of theory, practical exercises, web version and PPT.”





Project stipulations (continued)

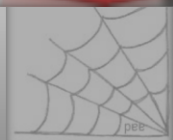
- “**LUHS** will be responsible for WP coordination and management and also for peer reviewing of course materials. LUHS will prepare 1 module of education material and will deliver courses for trainers.
- **SUMPh** will be responsible for coordination of Moldova partners, preparing analysis/study on information literacy in Moldova universities, organizing education courses and user training.
- **MSU** staff will contribute in preparing information literacy analysis, preparing questionnaire for survey. User training, preparing analysis/study about information literacy in Moldova universities.
- **TUM** will contribute to preparing analysis/study about information literacy in Moldova universities, and user training. Will contribute to preparing course material on Technical Science information resources.





Project stipulations (continued)

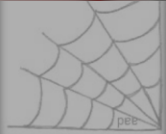
- **ASEM** - Will contribute to preparing analysis/study of information literacy in Moldova universities, and user training. Will contribute in preparing course material on economic information resources.
- **USB** Will contribute to preparing analysis/study on information literacy in Moldova universities, and user training.
- **UPS "I.Creanga"** will contribute preparing analysis/study on information literacy in Moldova universities, and User training. Will contribute to preparing course material on Social Science information resources.
- **SAUM** - Will contribute to preparing analysis/study about information literacy in Moldova universities, and User training. Will contribute in preparing course material on Agriculture Science information resources.





Project stipulations (continued)

- **RTU** will be responsible for preparing 1 module of education material on information literacy and will give courses for trainees. Will contribute in preparing course material on Technical and Social Sciences information resources.
- **UNIDEB** will be responsible for preparing course materials in interactive form and publishing on the WEB, and preparing 1 module of education material, delivering courses for trainers. UNIDEB will peer review course





WP3 group

Ioana Robu, RO

Laura Petrauskienė, LT

Elena Harconita, MD

Silvia Ghinculov, MD

Larisa Levinoka, LV





Questions

Key issues to be established

- Time(s) and location(s)?
- By groups or not? Special interest groups / domains?
- Instructors?
- Logistic – hands-on?
- Assessment of impact?

