



International Federation of
Library Associations and Institutions



Information literacy: context, community, culture

IFLA Information Literacy Section Satellite meeting, 8-9 August 2010

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The conference website is at <http://infolitsatellite.blogspot.com/>

Programme

Day 1: Sunday 8 August 2010

Venue: The Palace, Gothenburg, Sweden

From 4pm Registration

5.00 pm *Introduction to the conference* (Sheila Webber, Information School, University of Sheffield, UK)

5.20 pm *Exercise: What is your own personal, organisational and cultural/national context for information literacy?*

6.00pm *Dinner*

After dinner Finishing exercise and introducing the Unconference

9.00 pm Finish for the day

Day 2: Monday 9th August

Venue: Wallenberg Conference Centre, Gothenburg University

From 8.15 Registration.

9.00 Introduction to the day (Sheila Webber)

9.15 Keynote: Dr Mark Hepworth (Department of Information Science, Loughborough University, UK) *Information Literacy: Context, Community, Culture.*

9.45-10.45 Parallel sessions

Track A

- Chair: Gunilla Sundström (Uppsala University Library, Sweden)
- Stefan Benjaminsson (Gothenburg University Library, Sweden) *Information management in teacher-students' theses*
- Wendy Holliday (Utah State University, USA) *The Context of School: An Exploration of Information Literacy in a College Writing Class*

Track B

- Chair: Sheila Webber
- Jennifer Ward (University of Alaska Southeast) and Thomas Duke. *Information Literacy in Alaska's Remote Indigenous Communities: Teachers' Rural Voices*
- Shahd Salha (University of Sheffield, UK) *Variations and changes in Syrian school librarians' conceptions of information literacy.*

10.45-11.15 Coffee break

11.15-12.15 Parallel sessions

Track A

- Chair: Leena Toivonen (Tampere University Library, Finland)
- Alison Mackenzie and Lindsey Martin (Edge Hill University, UK) *Information literacy and open content – is this a new dimension to information literacy or a new set of skills?*

- Chihfeng P. Lin (Department/Graduate Program of Information & Communications at Shih Hsin University, Taipei, Taiwan) *Planting Information Literacy into Curriculum Planning and Practice – A Case Study of the Implementation in University Settings in Taiwan*

Track B

- Chair: Sheila Webber
- Catherine Haras (California State University, Los Angeles, USA) *Which side of the digital divide? Latino Millennials and their information literacy*
- Rumyana Koycheva (Sofia City Library, Bulgaria) *Information literacy needs and libraries' politics of difference. A case study based on a project of Sofia City Library and Bulgarian youth, raised in social institutions.*

12.15 Short briefing about the Unconference (Sheila Webber)

12.30 Lunch

13.30-14.30 Parallel sessions

Track A

- Chair: Alison Mackenzie (Edge Hill University, UK)
- Mark Hepworth (Department of Information Science, Loughborough University, UK) *Information literacy intervention in a secondary school in Vandaland, South Africa*
- Jennifer Sigalet (Okanagan College, Vernon BC, Canada) and Leslie Barton (Pleasant Valley Secondary School, Armstrong, BC, Canada) *Research Skills: Bridging the Gap between High School and Post Secondary*

Track B

- Chair: Maria Carme Torras (Bergen University Library, Norway, and Chair of the IFLA Information Literacy Section)
- Natalia Gendina (Institute of Information Technologies of Social Sphere under the Kemerovo State University of Culture and Arts, Russia) *Information Literacy and Information Culture: a view of Russian teachers and librarians*
- I. V. Malhan (Faculty of Social Sciences, University of Jammu) and Jagtar Singh (Department of Library and Information Science, Punjabi University) *Agriculture Information Literacy: A Sine Qua Non for Indian Farmers to Bridge the Agriculture Knowledge Gaps in India*

14.30 First Unconference sessions

15.00 Tea/coffee

15.30 Final Unconference sessions

16.00 Feedback from Unconference and reviewing the day.

16.30 Close

Abstracts

Stefan Benjaminsson (Gothenburg University Library) *Information management in teacher-students' theses*

Goal

The goal of the project was to examine the information management in teacher-students' theses. The aim was to provide ourselves with an understanding of the students' needs in order to get an indication of how the university library can develop its instruction in information seeking and source criticism.

Participants

Eight university students, studying the third year of the teacher education programme at the University of Gothenburg in Sweden, took part of this study. During their third year they have specialised in a specific subject, and write their theses at different academic departments. The students who participated in this study were supervised and graduated at the Department of Comparative Literature and the Department of Swedish.

Methods used

The method used was participant observation, although we also asked a couple of specific questions concerning information management. Representatives from the library participated in the examinations of eight students, making notes of what kind of sources the students had used, and on what grounds they had chosen these sources.

The questions asked were:

- What kind of sources have you used during the work with your thesis?
- How did you find the sources you used?
- Why did you choose these specific sources?

Afterwards we directed questions to the examiner concerning the student's information management.

Results

The result shows that a majority of the students do not use primary sources. Many students use textbooks on previous research in their subject field. Some students use other student theses. Furthermore, there are no scientific articles and no recent international research among their sources. All of this confirms the findings in a report from the Swedish National Agency for Higher Education.

The students found their sources primarily through the library's catalogue, through their supervisor, and, naturally, through Google.

Most students had one thing in common. They claimed that their choice of sources was based on relevance judgments. But no

one claimed to have chosen a source for its scientific value.

As for the examiners, it was interesting to see that in some cases their comments on the students' information management differed when we spoke to them after the examination compared to what they said to the students during the examination.

We did find one good example of a search process which actually developed the students' thesis. More precisely: Instead of doing a search for literature for the sole purpose of getting a source for the thesis, new terminology was found, which made the students change the focal point of their hypothesis.

Implications

One reflection we made concerns the role of the supervisor. When it comes to choosing a source, the opinion of the supervisor seems to have been critical for the students. The problem with this is that the students do not get to practise their information management when they rely on the supervisor. It seems almost ironic that the four students, who were openly criticized for their uncritical source management, also were the ones who claimed to have relied on the supervisor when choosing sources.

Another thing to take into consideration is that the students have somewhat contradictory instructions, which say that they are supposed to consult the supervisor, but at the same time work independently.

When choosing secondary sources, it is obvious that the students understand neither the difference between primary and secondary sources, nor the importance of primary sources. Such knowledge should be gained early in the education but apparently they have not grasped it; not even at this stage, writing their theses.

The conclusions we draw from this project are: There is a need to start working closer with the academic departments. In doing so, we will have a better chance of offering instruction in information search and source criticism, at an appropriate time for the students. The students also need to increase their knowledge of the scientific publishing process and of source criticism; and finally our teaching needs to apply a progressive approach; the students would benefit from taking part in this kind of learning at several points during their education.

The result is that, more than before, we advocate the integration of the libraries' instruction in information search and source criticism with the students' education. We have also created a curriculum with a progressive approach; in order to give the students the opportunity to develop their skills in information management before they are expected to write their theses. We are glad to see that more and more academic departments want to apply our curriculum.

Natalia Gendina (Institute of Information Technologies of Social Sphere under the Kemerovo State University of Culture and Arts) *Information Literacy and Information Culture: a view of Russian teachers and librarians*

Aim of the report

The aim is the analysis of understanding's specificity and characteristics of teachers and librarians' activity while training information literacy for children and youth.

Overview of the research

The report reflects the activities of the Research Institute of Information Technologies, Kemerovo State University of Culture and Arts (R&DI IT SS KemUCA). It is located in Kemerovo - administrative, cultural and educational center of Kemerovo Region, representing the most important coal-mining and industrial region in West Siberia (RF). The research has been carried out for 10 years within UNESCO Information for All Programme (IFAP).

Participants

The trainees were:

- 1) those who teach, i.e. Information Literacy Coaches: teachers, librarians
- 2) those who learn: pupils; college and university students; and visually impaired pupils, students and graduate students.

Research Methods

Theoretical: terminological analysis, analysis of publications, modeling. Empirical: observation, experiment, survey, expert assessment

Features of the research approach

In Russia, along with the notion of "information literacy" the term "A Person's Information Culture" is used. They are similar in meaning, but not identical concepts. Information Culture is a wider, more capacious concept. It fully includes information literacy and is complemented by components such as information outlook and human motivation. Both concepts are united by the unity of purpose i.e. to develop a person's ability to receive, evaluate and use information provided in any form or by various technical means. However, information culture is characterized by being included in the sphere of culture, directed against the confrontation in information society of two polar cultures: technocratic and humanitarian.

The main content of the study

A systematic approach is realized to promote the ideas of information literacy and information culture of a person. For this the idea of integration was used bringing together different organizations (research institutes, universities, colleges, schools, various types of libraries, training centers, regional education authorities) and representatives of various professions (scientists, librarians, teachers, civil servants responsi-

ble for organization of the regional education and library system). In order to act purposefully and systematically, the scientists of R&DI IT SS KemUCA developed a theoretical platform: the concept of a person's information culture. On this basis, in collaboration with teachers, educators and librarians, large-scale experimental work was launched in schools, colleges, libraries. Librarians and teachers became key players capable of teaching children and youth about information literacy and principles of a person's information culture.

Results

The study showed that teachers and librarians have different understandings of information purpose and content to train children and youth. The teachers saw the need first and foremost in improving the computer literacy of students, learning skills of using information and communication technologies (ICT). Librarians paid much attention to bibliographic knowledge, promoting books and reading, and library rules.

It turned out there are some drawbacks in professional training of teachers and librarians, as translators of information literacy and information culture ideas. Thus, teachers do not have enough knowledge in information resources, and librarians need improved psychological and pedagogical knowledge and skills. Teachers feel a lack of knowledge in the field of information resources, search techniques and analytic-synthetic information processing. Librarians lack the knowledge in students' age characteristics, as they find it difficult to choose the appropriate pedagogical techniques, forms, tools and methods. To solve this problem different models of training have been used: 1) training future teachers and librarians to technology of a person's information culture formation in colleges and universities: 2) training employees of educational institutions and libraries in information literacy and information culture as through regional centers of excellence for educators and librarians in Kemerovo Region, and through training of trainers, which R&DI IT SS KemUCA conducts

The research focused on the study and used the best national and international experience, in particular, reflected in UNESCO and IFLA publications.

Implementation of the systematic approach to a person's information literacy and information culture formation enabled the following results:

- development of a theoretical basis for training children and youth in the light of Russian specificity
- to install a large-scale experimental work in schools, colleges and libraries
- to promote in the region the best world and domestic experience in information training children and youth
- to train trainers (librarians and teachers)
- to teach different categories of information literacy and a person's information culture users (pupils, students, professionals, visually impaired users, etc.)

Conclusions

The idea of integration of theory and practice achievements,

bringing together different organizations and representatives of various professions for information teaching children and youth is fruitful. It provides opportunities systematically, consistently and steadily translate the ideas of information literacy and information culture in libraries and educational institutions. However, training children and youth for life in information society and knowledge society requires a more active State involvement in this case (government agencies). A huge social significance and magnitude of the problem necessitates the inclusion in national information policy objectives for training to information literacy and information culture. For Russia as socially important are the following objectives:

- development of national standards for information literacy (information culture)
- development of priority national and regional programs for information literacy (information culture)
- training staff, providing information literacy and information culture training
- inclusion of information literacy (information culture) in educational curricula of educational institutions at all levels of education.

Catherine Haras (California State University, Los Angeles) *Which side of the digital divide? Latino Millennials and their information literacy*

Rationale

This paper will report on five years of research investigating the academic information literacy of Latino Millennials in East Los Angeles. It concludes with a discussion of curricular interventions designed for lower-division, low-SES undergraduates in direct response to the results of two case studies.

Despite their high college attrition rates, Latinos will soon make up a substantial portion of the U.S. professional workforce and will be expected to have key workplace skills, including information literacy. Latinos have been underreported in LIS literature relative to their explosive numbers. Their use/non-use of libraries as well as other academic behaviors is relatively undetermined. American Millennials, to whom the current generation of Latino youth belongs, have been characterized as comfortable using information technologies. What is the information literacy of Latino Millennials? Does second-language learner status determine library usage or information literacy development? Is technology use limited among low-income Latino youth?

Population

Hispanic Americans, ages 14-22 (Millennials). The population was mainly U.S.-born and of Central American/Mexican origin (Latino). Students were low-SES. A majority spoke only Spanish at home (English Language Learners/ELLs).

Methods

A sequential mixed-methods design was used for two case

studies, which blended ecocultural theory and adaptive design. The first study (in 2005) examined Latino undergraduates' perceptions of the library via a series of focus groups (N=24) investigating historical library use/non-use, and self- and peer-reported habits of research. Findings from the qualitative phase were then used to sample a larger population of Latino first-year students (N=105) attending California State University, Los Angeles (CSULA).

Based on results of the first study, a second study (in 2007) explored the information behaviors of 295 low-SES Latino youth attending a key CSULA feeder school (Garfield High School). Students were asked to demonstrate the steps they would take to research a hypothetical term paper, and reported on their use of information technology.

Results:

The CSULA study found that roughly 25% of the sample said they had not learned how to do research during their high school years and viewed their research skills as deficient. Yet, most of the Latino first-years sampled reported using and liking their school and local libraries prior to college. Concepts of "doing research" and the library were associated, although students reported learning how to do research from high school teachers and peers, and not librarians.

High school students from the second study reported library use patterns similar to the CSULA freshman sample, and visited the library at about the same rate as non-Hispanic whites their age. However, students described modest academic information literacy when recounting the steps they would take to do "research." High school students were both observed and reported using a variety of computer and information-sharing technologies, fitting the profile of typical American Millennials. Yet, the high school sample did not appear to use technologies transformatively and did not view them within the wider context of information exchange.

Since these studies were exploratory it was first hypothesized that second language status and/or limited access to technology might account for both samples' modest library use and relative lack of academic research skills development. But students who described themselves as second-language learners were no less likely to report using their libraries or doing research in high school. Students in both studies reported learning research from teachers, suggesting that their research skills deficit originated in the classroom. Moreover, students' information literacy did not associate with attitudes towards the library or technology use. Rather, a distinctly pedagogical problem emerged. Many students reported never writing a formal research paper in high school. Latino students had few opportunities to practice research or develop other academic English skills (writing) and complained about the lack of college-ready preparatory courses available to them.

Implications

These studies helped to inform curriculum design at CSULA. The author has since worked to develop effective research and information interventions in tandem with a) a required first-year experience course, and b) new honors college cur-

riculum. Other initiatives developed in collaboration with students include peer mentoring for credit-bearing information courses.

As a response to the research, the author employs metacognition as a pedagogical tool when designing curriculum. CSULA library instruction is scaffolded to ensure that students reflect on their own information behaviors, and are able to develop critical habits of thinking. This approach has been successful in reaching students who have previously experienced deficit models of education and are striving to complete college.

This paper should be of use to policy makers involved in precollege (K-12) education, to librarians who work with immigrant or low-SES populations, and to instructors interested in effective pedagogical practice.

Mark Hepworth (Department of Information Science, Loughborough University, UK) *Information literacy intervention in a secondary school in Vendale, South Africa*

Aims

The aim of this research was to determine whether a 'northern' perspective on information literacy and pedagogy could be applied in a remote, rural, secondary school in Africa. The focus of the intervention was helping learners to develop their capability to use information. In the past, there has been a tendency to concentrate on access or teaching a broad range of information literacies. This paper, therefore, focuses on the ability to use information when answering a question; to be able to identify relevant ideas in a document that will help answer a set question, as well as, generating individual ideas. The intervention attempted to take a participatory approach and to develop collaborative ways of working.

Context

This intervention took place in a secondary school in Nthalalala in Vendale in the Limpopo region of South Africa. The school had very limited resources; classes were large (40-70) and contact time was limited. Students had access to text books but no other information resources other than their teachers.

Methodology

This research followed an action research approach involving the application of theory and practice, reflection and adaptation. The purpose of the information literacy intervention was to enable students, who were in their final two years at school, to create a summary on a topic based on a given text. The texts included an article on leadership. Their objective was to identify the qualities of a good leader using the text and their own ideas. A method was developed that included defining the task; identifying previous knowledge; identifying

relevant information in the given document and satisfying the criteria specified in the question and, communicating their findings successfully; plus reflection on the process.

Findings

This was a challenging experience, primarily because of the limited English vocabulary of the learners. Students were less familiar with working in groups and, sharing answers and were not, generally, strategic in the way they used information. Strategies were developed that learners could use to identify key elements in the text, despite their lack of English. The structure of the teaching intervention proved successful, although more time to reinforce and test understanding would have improved the learning.

The intervention led to reflection on the role of the information professional/librarian and the teaching of information use skills which is sometimes referred to as study skills.

Conclusions

It was found that participative techniques and student-centred approaches to learning could be applied in the context of a school with limited resources and large classes. It was also found that systematic approaches to using information is an area that learners can develop skills. Collaboration with teachers was an essential part of this exercise, particularly, for identifying where information literacy can be integrated into the curriculum.

Wendy Holliday (Utah State University, USA) *The Context of School: An Exploration of Information Literacy in a College Writing Class*

Main Goal

Many researchers have explored information literacy (IL) in higher education but the larger context of school is often ignored. According to Lloyd (2010), "The complexity of [information literacy] practice is often reduced, oversimplified and focus turned towards describing information skills instead of considering the sociocultural features that enable the practice to emerge." One of the primary goals of this study was to explore those sociocultural features, including the ways in which student's past experiences mediate their participation and potential learning in class.

This research project emerged out of separate research conducted by a librarian and a writing instructor. In studies and classroom teaching practice, we noticed that students often fail to fully engage in classroom writing activities or in research activities. In 2009, we began a joint research project to explore what was actually going on in the writing classroom. From a librarian's perspective, a focus on the entire class was especially important because the nature of IL instruction, especially one-shot library sessions, leads to a fragmentary understanding of students' larger learning environment.

While research is ongoing, this presentation will focus on the following questions:

What information literacy activities occurred in the writing classroom?

How did students experience, perceive, and participate in information literacy instruction? How did students perceive the relationship between research and writing?

How does the context of school mediate the ways in which students participated in learning information literacy?

Population

The study included 21 undergraduate students in an English composition class at a large state university in the United States. It also included the class instructor and librarian. Students were evenly split between men and women, and were predominantly white and under the age of 25.

Methods

This was an exploratory, qualitative study that used multiple methods:

Observation: the researchers (a librarian and a writing instructor) observed every class session for an entire semester. We took notes to document class activities and record instructor and student dialogue.

Focus groups: We conducted two focus groups with seven students to probe how students were interpreting and experiencing their instruction, and to clarify questions from the observational data.

We conducted several open-ended interviews with the class instructor. These were used to explore her goals and choices of instructional activities, and her perceptions of students' reactions and potential learning.

Content analysis: We are currently engaged in a content analysis of assignments, the textbook, and other instructional materials from the class.

Results

Instructional activities in the classroom emphasized locating sources (especially the search process) and how to evaluate sources using standard criteria. Preliminary analysis suggests that most students view research and writing as separate activities. Most students describe information literacy as locating sources, rather than engaging with and applying information for a purpose. The focus groups suggest that some students did experience a shift in their experience of information literacy, moving towards a learning framework.

The wider context of formal schooling seemed to play a role in the persistence of the "locating sources" conception. Students have learned formulaic strategies for research, especially their approach to sources and evaluating information. These more prescribed approaches had been rewarded in the past. There was also a tension between instruction that reinforced more formulaic strategies and instruction that pushed students to experience information literacy in new ways. As with the students, the instructor's past experiences of IL, specifically the perception of information overload, seemed to mediate the ways in which she approached classroom activities and instruction.

Conclusions and implications

Observational data was useful in widening the scope of analysis of the instructional context of IL and higher education. Specifically, it enabled us to see the trajectory of IL instruction across an entire class and enabled us to view how writing instructors were framing the concept of IL. Observational and focus group data were useful in identifying sociocultural issues that shape the ways in which students conceive of and experience information literacy. The preliminary results of the study suggest new ways of seeing and questioning the context of IL in higher education. Specifically, investigation of that context needs to encompass a more expansive timescale (Lemke, 2000). Students and teachers carry with them the accumulated experiences of years of schooling and teaching. These experiences continue to shape their development as learners and teachers and have significant consequences for those engaged in IL instruction.

References

- Lemke, J. L. (2000). Across the scales of time: artefacts, activities, and meanings in ecosocial systems. *Mind, Culture & Activity*, 7(4), 273-290.
- Lloyd, A. (2010). Framing information literacy as information practice: site ontology and practice theory. *Journal of Documentation*, 66(2), 245-258.

Rumyana Koycheva (Sofia City Library, Bulgaria) Information literacy needs and libraries' politics of difference. A case study based on a project of Sofia City Library and Bulgarian youth, raised in social institutions.

Aims of the presentation

The presentation will share a public library experience in identifying the information literacy needs of a specific community and in trying to meet those needs.

The project is a part of the library strategy to join the global information literacy movement by offering relevant services and applying politics of difference. It includes study of the needs of diverse communities and development of specific educational modules. The long-term ambition of the library is to open in 2011 a permanent centre for information literacy.

Context

The plan was provoked by the evidence of low use of Internet on a national level – only 28.4% in 2007 and 33% in 2008. As the usage by youth aged from 16 to 25 is also surprisingly low - 58 % in 2007 and 65.5 in 2008 - the library conducted a research with several youth communities and decided to start a project with one of the most disadvantaged in Sofia: youth raised in social institutions.

Although a new law and a national strategy towards closing of the social homes for children was launched recently, each

year about 1000 young people leave the existing ones at their maturity with a diploma which is equal to 6th grade of the regular schools. Some are handicapped but most are just socially retarded. They are then supposed to find a job and to take care of their lives. Some find temporary shelters in the municipally funded dormitories. Lacking education and essential life skills most of them go into crime.

The immediate goal of the project is to assess the information literacy needs of that group and to develop and implement a proper training. The project consists of three main activities: awareness campaign; needs assessment, teaching program.

Meanwhile, aimed at needs comparison and future projects, the information literacy needs of two different sibling communities were assessed – that one of students in Library Science and the community of young farmers from three villages, adjacent to Sofia.

Based on the deprived youth needs assessment, the team of two information specialists and a library expert was enlarged with two young psychologists, one of them experienced with marginalized groups, the other an HR specialist, and a youth leader from the shelter.

Needs assessment methods

A consultation with the director of a shelter showed that the biggest challenge is to motivate such youth to get involved in education program. An attractive campaign with colored posters and flyers, demonstrating the opportunities for independent living the project will open to these young people, was prepared then. An open meeting for all the 50 inhabitants in one of the shelters was appointed and 29 came. An ex-inhabitant with a successful career was invited to speak, too. First was a friendly talk with all, then a few focus groups, which gave the young people a chance to share their problems and to develop trust towards the team. A survey with five questions and several in-depth interviews with youth leaders were conducted later. A coordinator from the youth joined the team. The needs assessment of the two other groups was done through focus groups and surveys.

Teaching program methods

The team has chosen to work in small groups of six people. 12 young people subscribed for the first two groups. A program schedule was developed and submitted to each one. Because of the uneven information literacy level of the youth, from zero to intermediate, and the deficiency of education habits we decided to involve student volunteers and to work individually or with two youth at most.

The initial programme was scheduled for five classes of 1.5 hours each, and included motivation; presentation of the computer; using Internet for practical information; Word and attachments; job applications; e-commerce; e-mail and facebook. During the practical phase we included also general literacy advice, telephone call and job interview role games, 15 minutes English after classes and a demonstration of taking a computer into pieces. The module was rescheduled into seven classes.

Results

1. The comparative needs assessment between the three groups shows why politics of difference is needed and how vague is the information literacy cliché: if for the deprived youth information literacy has to do with survival skills, for the library students it is crucial for their career development.
2. Essential part of information literacy activities with specific groups is their permanent motivation.
3. Practicing politics of difference requires flexibility and a focus on the beneficiaries' individual progress.
5. From 12 trainees, nine got essential information literacy and became computer fans; two new groups just started.
6. Five young people visit our library regularly to use the computers, one goes every day, two got new jobs, most go to job interviews, and all of them raised their self-esteem.

The presentation will include slides, narrative, details and analysis, pictures and short amateur videos.

Dr. Chihfeng P. Lin (Department/ Graduate Program of Information & Communications at Shih Hsin University, Taipei, Taiwan) *Planting Information Literacy into Curriculum Planning and Practice – A Case Study of the Implementation in University Settings in Taiwan*

Aim of the work presented.

In the early 90's, university librarians, especially reference librarians, used to be assigned as a supportive element to help students to understand the library's function through Bibliographic Instruction (BI) while instructors were implementing their teaching. Transforming "Bibliographic Instruction" into "Information Literacy", to expand the course into a required course for students in each Department of the College of Journalism and Communication were the efforts made by the Dean of the College, the Department Head, and the University Librarian. These people had noticed the importance of the fact that Information Literacy is the course which helps to enhance students with proper knowledge, skills and attitude toward the pervasive and crowded information. The course was enlarged and expanding the course objects to University-wide students by:

- 1) Refining the contents of BI;
 - 2) Including of faculty members of Department of Information & Communications (previously Library & Information Science);
 - 3) Re-naming the course "Information Literacy" and gathering more professional teaching group of each Department;
 - 3) Construction of common ground of the course through regular meetings to conduct quality assurance of the course;
- The course "Information Literacy" was extended from an indi-

vidual department into a college-wide required course, and then, as a University-wide required course. With efforts of professional and administrative practices, "Information Literacy" has been successfully conducted through out the campus since 2009. It is an innovative practice among university settings in Taiwan. However, there are four colleges in the university: College of Journalism and Communications, Humanity and Sociology, College of Law, and College of Management. Students studying different majors raise great challenges for instructors of Information Literacy, as for the curriculum planners of the course. There are no such studies while reviewing the related literature particularly under this topic. The Study aims to find out:

- To what extent the course of "Information Literacy" benefits the students of different Colleges of the university?
- What is the common ground of the course while implementing the instruction toward students of different Departments of different Colleges?
- How to prepare the course instructors to carry out course activities proper in order to fulfil the goals of the course.

The population studied

The course "Information Literacy" is situated in Freshmen's required course. Each grade of the Department contains 1 to 3 classes and each class has 50-60 students. Four Colleges contributed the population of 650 students studied on the first semester (September 2009 – January 2010) of the 2009 academic year.

Methods

Course Survey of students and focus-group discussion among instructors were utilized as methods for the study. This study investigates students of different Departments and Colleges of the University via a Course Survey which is conducted each Semester through structured on-line questionnaire, in order to find out that to what extent the course of "Information Literacy" benefits the students of the University. Students score (1-5) toward their satisfaction on

- 1) Teaching Material,
- 2) Teaching Methodology,
- 3) Teaching Attitude,
- 4) Course Evaluation (to see if they are happy with the grades they received);
- 5) Instructor's Classroom Management,
- 6) Overall feeling about the course;
- 7) Overall Scores of the Course, and with an open-end note for students to write down their opinions. This study also carries out a focus-group discussion with instructors of the course to find out the differences of course requirements of different departments while implementing the instruction. Instructors gathered under leadership of the Head of Department Information & Communications 14 instructors who expressed their overview of the teaching according to structured topics:

- 1) If the material provided was sufficient for instruction;

- 2) If the teaching encountered problems and how is the solution;
- 3) Suggestions of materials and teaching methods for better instruction;
- 4) Other matters raised while conducting the classroom teaching.

Results

A. From students' viewpoints

The score for Teaching Material is 4.02; Teaching Methodology is 3.98; Teaching Attitude is 4.09; the Course Evaluation is 3.90; Classroom Management is 4.00; Overall evaluation 3.90; and Overall Score 4.00

- 1) Positive feedback from the open-ending notes includes:

- Contents of the course are rich, interesting, multiple and practical to use, especially those prepared by PowerPoint format.
- Instructors are popular are those with serious attitude, being friendly, humorous, fun, nice and easy to communicate with are popular; Those who are responsive to students' questions, so as give concrete and valuable suggestions, are highly respected.

- Teaching methods including helping students to present information in various forms – films, story-sharing, motion pictures, class-projects, on-site visits to institutes are welcome by students.

- Other factors including choosing the right Teaching Assistant.

- 2) Negative feedbacks from the open-ending notes:

- Contents of the course is too easy and kind of dull. Assignment requirements and examinations are not clear enough in the course outline.

- Instructors did not manage the classroom well and did not provide interactions with students.

- Teaching methods is kind of dull and boring while just showing movies. The course requires too much assignment, insufficient practical works, and assignments and examination are too difficult. Grading should be dependent on the outlined standards.

- 3) Practical uses of the course:

- Learned more formats of material in addition to books, periodicals and journals
- Learned different styles of writing such as Chicago Style and APA Style.
- Learned searching strategies and techniques on collecting information
- Learned skills in computer applications, such as WORD, PowerPoint applications in MS OFFICE
- Learned the concept of Internet, including its structure and development

4) Further Expectations of the course

- Copy Rights and its related concept of using information over the Internet
- The relations to current events (preferable in dynamic visual, audio form, or news)
- Law, rules or regulations on/about Internet
- Prevention of Internet crimes
- Information related/about daily living

B. From viewpoints of Instructors

1) If the material provided was sufficient for instruction;

- Materials are sufficient for instruction in terms of books, periodicals, journals, etc. In the meantime, they are also insufficient for instruction when utilizing Internet for collection of information.
 - It varies from Department to Department, according to Instructors' expressions during the meeting because characteristics of students in these department are different, thus their expectation are different as well.
- ##### 2) If the teaching encountered problems and what is the solution;
- Students of now-a-days use Internet as main resource in collecting information and ignore the importance of utilizing reference materials in libraries.
 - Students are capable in gathering information but not able to connect ideas among scattered information.
- ##### 3) Suggestions of materials and teaching methods for better instruction
- Consulting with instructors of the particular Department for their specialized knowledge and gain most recent information in order to share with students in the classroom
 - Create a platform for inputting new materials to share with other Information Literacy instructors to share newly established materials
- ##### 4) Other matters which arose while conducting the classroom teaching
- Instructors of the Information Literacy course are encouraged to be more serious and demanding for positive outcome at the initial stage
 - More communication among Information Literacy instructors is required.
 - The Department of Information & Communications will be responsible to create channels and be the base of communication

Conclusions and implications

The paper states the process of the implementation and also provides a model of learning process in university settings. The findings of the study including the opinions of students and instructors of different Departments and Colleges that provides valuable factors for improvement of curriculum plan-

ning. It is agreed to maintain common ground at 60% of the provided structured course out-line, and allow instructors to manage the rest of 40% flexible according to different requirements of the Department . It is agreed among instructors and students to strengthen the practical uses of the course. Communication channels and base are necessary for further implementing the Information Literacy course.

Alison Mackenzie and Lindsey Martin (Edge Hill University) Information literacy and open content – is this a new dimension to information literacy or a new set of skills?

Aims

'Literacies must be acquired through continued development and refinement in different contexts.' (Beetham et al, 2010). As the Open Educational Resource (OER) movement gains momentum, it is becoming evident that teaching staff and students need new knowledge and skills to inform how they develop, store and share learning materials which have either been digitally created or are re-used in a digital format. The aim of this presentation is to provide an opportunity to reflect on the information literacies required to work effectively in this emerging field; discuss the results of a recent survey of Edge Hill teaching staff and provide an opportunity to further peer review the principles which underpin the draft Framework on Open content literacy

Population and methods

A survey was carried out on teaching staff at Edge Hill University in 2010 to ascertain their awareness of open educational resources (Reed) and how, as educators, they might consider using these resources in their teaching; the survey responses delivered a representative 'snapshot' of practices and knowledge. Blaxter et al (2006) suggest that this approach may have the potential to provide a data source for further analysis, in particular 'action' based research.

Findings

Results from this small scale survey (an identified representative sample of 190 teaching staff drawn from all Faculties yielded a survey response of 58 representing a return of 32.7%) highlighted that 90% of respondents are reusing materials within face-to-face teaching, including handouts, slides, etc, and 67% of respondents are reusing digital materials such as websites, guides, tutorials, etc. Only 1 respondent (1.7%) said they would not reuse existing online materials in the future. It is possible that those who completed the survey were, in the first instance, more familiar with these resources and/or more disposed to complete the survey.

However, only 14 (24.1%) respondents were aware of Creative Commons licensing, 44 (75.9%) unaware. Of the 14 aware of CC licensing, only 6 had actually reused others' CC licensed works, and only 2 had applied CC licensing to their own work. 39 re-

spondents (67.2%) have reused online materials (websites, online guides, tutorials, etc) in their teaching, with 20 (51.3%) having no permissions. 19 (48.7%) either asked for permission (5: 12.8%) or already had clearance (14: 35.9%).

57 respondents (98.3.%) declared that they would be willing to reuse others' content in the future, with only 1 (1.7%) unwilling to reuse others' materials.

19 respondents (32.8%) were aware of JORUM (which is a British online repository for reusable material). None of these had uploaded content and 6 (31%) had searched JORUM for content to reuse/repurpose.

Conclusions and implications

The survey results have not been validated through further investigations, but as they serve as indicators of levels of awareness and engagement with the identification and deployment of open content. These results suggest a gap in knowledge and skills.

Learning Services' staff at Edge Hill University have been exploring what these skills might be, where the information gaps exist and what needs to be put in place to support teaching staff. A Framework for open content literacy has been developed and is currently being tested through a peer review process. It aims to support the decision-making of staff wishing to explore, create, reuse or repurpose open digital teaching and learning content. The Framework draws upon the SOLSTICE (2010) design principles: Purpose, Audience, Form. It asks 6 key questions: What, Why, When, How, Where and Who, designed to help staff reflect on their information needs as they progress through the various processes and choices available. The Framework signposts users to relevant resources, ensuring that the corresponding guidance and information is explicitly aligned to the decisions required to make informed choices.

The growth in the generation of open content presents many challenges to the continuing validity of the Framework, some of which will be raised in the presentation. However to mitigate some of the associated risks it is our intention that the Framework itself becomes a dynamic artefact which will continue to evolve through use, comment and feedback by individual users, and collectively at conferences and workshops (OER conference Cambridge, March 2010; Pre-SOLSTICE workshop on Open Content June 2nd 2010).

The presentation offers an opportunity for delegates to further review and refine the content and approach of the Framework. There also exists the potential to map the Framework against the SCONUL 7 Pillars of Information literacy and to consider their corresponding roles in supporting the decision-making of teaching staff; it also offers the opportunity to debate whether the concept of open content literacy can be accommodated by the principles which underpin information literacy or whether there is a need to remodel or adapt existing models to support decision-making within the context of open educational resources.

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I. V. Malhan (Faculty of Social Sciences, University of Jammu) and Jagtar Singh (Department of Library and Information Science, Punjabi University) *Agriculture Information Literacy: A Sine Qua Non for Indian Farmers to Bridge the Agriculture Knowledge Gaps in India*

Aim

The aim of this work is to highlight the role of agricultural information literacy in the transfer of agricultural knowledge in India. The paper depicts the reasons for lack of agricultural information literacy in India and discusses why agricultural knowledge is not accessible and used in spite of the existence of state-of-the-art agricultural knowledge and best practices that are in use at some places in India. The main objective of this paper is to suggest a workable way for imparting agricultural information literacy to Indian farmers after examining the Indian agriculture information environment.

Target population

This paper is based on the study of a random sample of farmers in the Jammu, Ludhiana and Patiala regions of the J&K and Punjab states of India. This study also includes personal interviews with select extension workers and public library professionals to find a way out to impart agricultural information literacy to farmers to empower them to access information of their interest through self help.

Method Used

Personal interviews with farmers belonging to select sample. Personal and telephone interviews with librarians and extension workers were also conducted for the purpose of this study.

Results

Leading edge knowledge and innovations are critical to agricultural improvement, but a huge knowledge gap exists in India between what is demonstrated at experimental farms and what is actually practiced by farmers in their fields. This

knowledge gap is profoundly influencing the overall agricultural productivity in India. Better crop yields and more money for their yields should have motivated the Indian farmers for adoption of innovative ways and application of new knowledge, but lack of effective information and communication and improper understanding of new agricultural knowledge has been a compelling reason for agricultural knowledge gaps in India.

Knowledge gaps continue to exist as extension departments with their limited resources, infrastructure, and outreach are able to contact only select farmers. In spite of agriculture extension system in place, almost sixty percent of the farmers in India have no access to latest agricultural information. Because of illiteracy, the extension departments need to make extra efforts to demonstrate to farmers how to do and accomplish better yields and initiate ways for more profits. Widespread illiteracy is the major factor for lack of agricultural information literacy which subsequently hampers the Indian farmers' capacity to access and use agricultural information. Illiterate farmers, therefore largely depend on literate mediators, their own experiential knowledge, and demonstration and their understanding of latest technology-based products showcased at farmer fairs organized by agricultural universities.

National agricultural policy focuses on the use of ICT for more rapid development of agriculture in India. Mobile telephony is fast penetrating into rural India, the government of India has developed NICNET and process of e-governance of agriculture is also gaining ground. Efforts are being made by both public and private sector to reach village farmers via the Internet.

India therefore has the twin challenges of imparting basic literacy and information literacy to farmers, and customizing extension departments to the local situations. A country like India requires amelioration of the traditional extension programs, and development and expansion of electronic networks for transfer of agricultural knowledge to farmers. What is also required is consolidation and synergy of various initiatives for facilitating more effective utilization of infrastructure created or being developed. For instance, public libraries in association with extension departments and agricultural universities can play a pivotal role in imparting basic literacy and agricultural information literacy to farmers, and transfer knowledge to farmer's technological gatekeepers who can further help in dissemination of information and subsequent transfer of knowledge taking adequate care of local needs and expectations.

Conclusions

A country like India has unique problems for dissemination of agricultural knowledge. Agricultural productivity is hampered and development is not taking place as desired mainly because of knowledge gaps. An adequate number of agriculture institutions exist for generation of new agricultural knowledge. In India, Punjab Agricultural University (PAU), Ludhiana has played a pivotal role in bringing green revolution. It has established a Directorate of Extension Education to equip Punjab's farmers with the cutting-edge of agricultural knowledge and

information. It has also opened Krishi Vigyan Kendras (KVK) and Farm Advisory Services (FAS) throughout the state of Punjab. It is implementing government of India and government of Punjab schemes to improve the information literacy level of farmers. Radio and TV programs and plant clinics are the other modes of dissemination of pertinent information to farmers. It also publishes and distributes useful literature to farmers to educate them.

Field officers and extension workers do visit the farmers through-out the state to educate them and solve their problems, but efforts are not commensurate to the intensity of needs. Nevertheless, extension workers do advise farmers on all aspects of crops such as crop diseases, physiological disorders, nutritional deficiencies, pest control etc. Based on farmer's feedback scientists at PAU also plan some of their research programs. Indian council of agricultural research (ICAR) is the body responsible planning and funding of Indian agricultural research activities.

In spite of good institutional set up for developing agricultural know how, the Indian situation demands wide spread agricultural information campaigns to improve information level and knowledge base of Indian farmers. Concerted efforts need be made to impart agricultural information literacy through integration of efforts of various stake holders. Based on interviews and field surveys, this paper presents how latest agricultural information delivery through farmer-friendly ways can motivate Indian farmers to move to the next level of consciousness relating to agricultural knowledge and information. It also shows, with suitable examples, how agricultural information literacy campaigns can help to bridge the agricultural knowledge gaps in India.

Shahd Salha (University of Sheffield, UK) *Variations and changes in Syrian school librarians' conceptions of information literacy.*

Aims

The presentation will present discoveries from an investigation into Syrian school librarians' conceptions of information literacy, and discuss the implications and the role of the culture and context in delivering information literacy training programme for school librarians in Syria.

Information literacy was the investigated subject of a PhD research which aimed to study the variations and changes in Syrian school librarians' conceptions of information literacy.

Population

The main target group was a twenty Syrian school librarians working in high schools in Damascus and its Suburb, ten of them qualified librarians and the rest are classroom teachers who were transferred to the library to perform the duties of the school librarian. The targeted group was purposely selected with the intention of obtaining the broadest possible sample from different educational, social and ethnic backgrounds.

Methods

The researcher adopted a phenomenographic approach to discover how the Syrian school librarians conceive the phenomenon of information literacy and how their conceptions changed after attending an information literacy programme designed by the researcher.

Results

The research was in three phases: the first phase aimed to discover and study the school librarians' conceptions of information literacy by conducting a pure phenomenographic study. Six different conceptions of information literacy emerged as a result of the first phase analysis. The second phase aimed to provide the school librarians with a wide range of perspectives, conceptions and thoughts of information literacy discussed worldwide via an information training programme designed especially to serve that purpose. The training programme was designed by the researcher who consulted a broad literature and methods in attempts to integrate different ideas from different territories. For example, she employed business methods such as Eat the Elephant strategy and SWOT analysis, and training methods such as icebreaking and team working, Soft System methodology such as rich picture and mind mapping, educational methods such as integrating different teaching styles to meet different learning needs style, and communication methods such as body language and presentations. The third phase aimed to discover the variations and changes in school librarians' conceptions of information literacy by conducting a new phenomenographic approach. The third phase was conducted six months after the second phase to give the participants the chance to discover the concept of information literacy in real world practice. Seven different conceptions emerged as a result of analysing the second set of phenomenographic interviews.

Conclusions

The findings of the research indicate that the school librarians' conceptions of information literacy in the first phase were influenced by their context (school library) and experiences as school librarians. In the third phase the school librarians evidenced more complex and broader conceptions. Further, they were able to combine and create different conceptions to meet their schools' needs. It is interesting to mention that school librarians were not only able to create new conceptions of information literacy that meet their needs, but they were also able to in the Arabic literature.



Jennifer Sigalet (Okanagan College, Vernon BC, Canada) and Leslie Barton (Pleasant Valley Secondary School, Armstrong, BC, Canada) *Research Skills: Bridging the Gap between High School and Post Secondary*

Background

Recent surveys have indicated that there is a widening gap between the information literacy skills of high school students and the information literacy skills expectations post-secondary professors have of first year university students.

In response to this growing concern, a high school teacher-librarian and a college librarian recently collaborated on an initiative in the production of the video *Research Skills: Bridging the Gap between High School and Post Secondary* (Barton and Sigalet). The film features interviews of six university professors discussing their research skills expectations of first year university students. The interviews confirm the results of ongoing studies and reports on information literacy and the significant gap between high school and first year university students' preparedness for post-secondary education.

By capturing the information literacy shortfalls of first year university students, as seen through the eyes of university professors, it is hoped that the film will assist in promoting an awareness and collaborative strategies to assist in the continuing development of the teaching and learning of information literacy skills in high school and post-secondary coursework and curricula.

Goal

The goal of the video project was to:

- Document the concerned voices of university professors for the purpose of emphasizing the growing information literacy skills gap between high school and post secondary.
- Create awareness and reinforce the necessity to teach information literacy skills in high school in preparation for post secondary education by sharing this video with the educational community K-20.

Participants

Six Okanagan College professors from six disciplines responded to a series of interview questions (Barton, 2008) addressing their information literacy skills expectations of first year university students. The interviews were documented in a 16 minute video (Barton and Sigalet)

Methods

Six university professors were interviewed by high school teacher librarian, Leslie Barton. The interviews were filmed by Karen Tessier of Okanagan College's Information Technology Department. The professors responded to the following guiding set of interview questions created by Leslie Barton:

- What typical use is made of the college library by your classes (perhaps example(s) of a research project you might assign)? What is the role of the librarian in the process?

b. What are your expectations in regards to quality of information sources?

Subtopics could include: peer reviewed material / print resources / online resources / databases (online, CD ROM) / number of sources used / research notes or rough drafts of work / citation of sources.

c. What is your policy in regarding plagiarized words and ideas? What is the policy of the college?

How do you know when/if something is plagiarized?

d. Ideally, what research skills would you like 1st year college students to come equipped with (that they often don't have?)

Results

The video, *Research Skills: Bridging the Gap between High School and Post Secondary* initiated by a concerned high school teacher-librarian, Leslie Barton, has become a significant tool that can be shared with other key players in the educational process (high school administrators, teachers, teacher librarians, student teachers, parent groups, and university/college professors and librarians). The ability to share these professor interviews with other key players will assist in creating an awareness of the existing information literacy skills shortfalls of students entering post secondary education. As well, the interviews will help emphasize the need for continuing the support and development in the teaching and learning of information literacy skills in high school coursework and curricula.

Conclusions

The recent video has become a springboard for both lively and critical discussion by librarians in several forums to date:

April 24, 2010 British Columbia Libraries Association (BCLA) Roundtable (<http://libguides.okanagan.bc.ca/aecontent.php?pid=109335&sid=827097>) *Research Skills: Bridging the Gap between High School and Post-Secondary*. BCLA. Penticton, BC Canada.

See the Okanagan College LibGuide: <http://libguides.okanagan.bc.ca/js-bridging>

The goal is to stimulate a discussion amongst colleagues from high school and post-secondary settings to develop a province-wide initiative and awareness that will address a more structured and collaborative approach to bridging this troubling gap between high school and post secondary information literacy skills.

June 12, 2010 LOEX of the West (http://library.mtroyal.ca/lotw/?page_id=308#6c2) University of Calgary. Calgary, Alberta Canada.

See the University of Calgary LibGuide: *Academic, Public, and School Library Collaborations* <http://libguides.ucalgary.ca/schoolacademiclibraries>.

Future forums:

- August 9, 2010 IFLA Satellite Meeting | Information Literacy: Context, Community, Culture
- October 21-22, 2010. British Columbia Teacher-Librarian Association

Recent developments and next steps

The Research Skills video stimulated at a grass roots level

the collaboration between a high school and college librarian. The video project has subsequently initiated lively and critical discussions amongst librarians at a provincial level at BCLA in April, 2010 and more recently outside British Columbia at LOEX of the West in Alberta in June, 2010. As well, future presentations triggered by this video will take place amongst teacher-librarians at the BC Teacher-Librarian Association Conference in October, 2010 in Kelowna, BC.

Additionally, the Research Skills collaboration has caught the attention of an institutional initiative at Okanagan College, the Okanagan Mainline Transitions Partnership, a partnership between Okanagan College and School Districts No. 19, 22, 23, 53, 58, 67 and 83. This partnership is studying and identifying important collaborations in the student transition work of professionals in the K-12 and post-secondary systems. The Okanagan Mainline Transitions Partnership coordinator, Diana Thomson, is intrigued by the role libraries play in supporting transitions and has informally identified information literacy as an important piece that has been overlooked in mainstream transition literature. Preliminary, grassroots discussions have recently taken which will explore the potential of a pilot project that addresses information literacy as an important spoke in the student preparedness transition wheel. A fledging giant step for acknowledging information literacy as an important piece in the transition process in British Columbia!

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Jennifer Ward and Thomas Duke (University of Alaska Southeast) . *Information Literacy in Alaska's Remote Indigenous Communities: Teachers' Rural Voices*

Main goal of the study

A librarian and an education professor sought to understand how their distance students experienced information literacy. Jennifer (librarian) and Thomas (education professor) co-developed and co-teach a two-semester Master's Thesis class for special education teacher candidates in the state of Alaska. We investigated the following research questions: What role does information literacy play in the lives of teachers who live and work in geographically isolated and sparsely populated rural communities?

How do special education teachers (and their students) in

remote communities of Alaska benefit from distance-delivered information literacy instruction?

The authors wanted answers to these questions in order to more clearly understand the obstacles faced by their students and to be better able to provide library services and information literacy instruction to distance students living in remote communities throughout the state of Alaska.

The population studied

The participants in this study were four public school teachers – all women – who taught children with disabilities at schools located in geographically isolated, sparsely populated, and predominately Alaska Native (indigenous Alaskan) communities in rural Alaska, United States. One teacher was Alaska Native; one teacher was Mexican American; and two teachers were of European American ancestry.

Two of the teachers taught children and adolescents with a wide range of exceptional learning needs in Yup'ik Eskimo communities in western Alaska; one of the teachers worked with high school students and young adults with severe cognitive impairments in an Inupiaq Eskimo community in the high Arctic; the other teacher who participated in this study taught elementary school children with and without disabilities in an inclusive classroom setting in a Tlingit Indian community in southeast Alaska.

All teachers were enrolled in the distance-delivered M.Ed. in Special Education degree program at the University of Alaska Southeast when the study was undertaken. Each received more than 100 hours of distance-delivered library instruction as part of their program of study in graduate-level research methods courses co-taught by the investigators of the study.

Methods

In this phenomenological study the investigators conducted semi-structured life-world interviews (Kvale and Brinkmann, 2009) as the method of data collection. Four participants were chosen using criterion sampling. The data were analyzed using the Stevick-Colaizzi-Keen method, a highly reductive method of data analysis frequently used by researchers working within the phenomenological tradition of qualitative inquiry to systematically distill essential concepts, issues, and themes from text (Cresswell, 2007).

Results

Four themes emerged:

1. Development as a learner and researcher, thinking about (and interacting with) information in a new way

As a result of the library research embedded into their graduate coursework, these teachers began to think about information – and the process of retrieving, evaluating, and synthesizing information – in a more systematic and strategic way than they had previously been accustomed. As they interacted with information in a more systematic and strategic manner, the teachers developed greater confidence in themselves, and in their teaching and researching abilities.

2. Application of information literacy and research skills

The rural special education teachers used the information

literacy and research skills that they acquired through their graduate program to strengthen the instructional services that they offered their own P-12 (preschool through grade 12) students with disabilities.

3. Distance-delivered information literacy instruction

It can be quite challenging to learn complex information literacy skills and research strategies in a distance-delivered format, but interactive Web-based technologies and individualized tutorial sessions with an academic librarian and special education professor helped the participants develop strong library research skills.

4. Information literacy issues in rural P-12 contexts

Teachers in rural places experience isolation, burnout, high-turnover rates, limited access to other professionals, and limited on-site professional development opportunities.

Conclusions

Distance-delivered information literacy education presents challenges but also opportunities for rural educators in Alaska. Teachers gained skills and confidence in their ability to database search, evaluate, and synthesize empirical research findings into their own classroom teaching through graduate level classes integrating information literacy.

Teachers need to retrieve the answers to difficult professional questions, to serve as specialists in their communities, and to transfer information literacy skills to others – namely their students. Librarians must be aware of the unique challenges facing teachers in remote, rural, sparsely populated communities in order to best serve their information needs.

In Alaska, online access to full-text peer-reviewed information resources exists for all citizens– through the Digital Pipeline Databases <http://sled.alaska.edu/databases/home.html>, found through Alaska's Statewide Library Electronic Doorway <http://sled.alaska.edu/>. However, in order to be an effective resource for rural teachers they must be aware of Digital Pipeline databases, and empowered to search for, find, evaluate, consume, and synthesize information on their own.

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Author biographies

Leslie Barton

Leslie Barton is a History Teacher and Teacher-Librarian in Pleasant Valley Secondary School, Armstrong, BC, Canada. Leslie has worked in public, university, and now school libraries for over thirty years. Leslie has been working diligently for many years to improve information literacy skills as a teacher-librarian at various schools and most recently at PVSS in Armstrong, BC. Her appreciation of the value of active program promotion, advocacy, and collaboration (before she "runs out of steam") is evident in the planning and production of the Research Skills video.

Currently Leslie is a social studies teacher as well as school librarian. In these times of educational funding cutbacks which have resulted in fewer teacher librarians at school libraries in BC, Leslie is an eager advocate of information literacy. Research Skills is an initiative that she hopes will create awareness not only at the local school level, but throughout the district and beyond.

Leslie will not be able to attend ILFA but will be there in spirit!

Stefan Benjaminsson

Stefan Benjaminsson has been working as a librarian at Gothenburg University Library in Sweden since 2003, and has been teaching students for the last 5 years. Apart from teaching, he also works at the library's reference desk, with web issues, with interlibrary loans and with usability.

Dr Natalya I. Gendina

Natalya I. Gendina is the Director of the Institute of Information Technologies of Social Sphere under the Kemerovo State University of Culture and Arts; doctor of Pedagogical Sciences, professor; Member of International Academy of Informatization, Member of International Academy of Higher Education, Member of Humanitarian Academy of Sciences of Russia; the chairman of the Standing Committee of the research and development section of Russian Library Association; a member of the IFLA Standing Committee of the Library Theory and Research (1999-2006); a member of the IFLA Standing Committee of Information Literacy (since 2007); head of the research within UNESCO Information for All Programme in Russia in: Area 2 – Development of human resources and capabilities for the information age.

She is the author of more than 200 of articles, books, guidelines, including three books and over 70 articles in Information Literacy.

Catherine Haras

Catherine Haras is an Associate Librarian and teaches at California State University, Los Angeles. Her research interests include information pedagogy, including media and visual literacy.

Dr Mark Hepworth

Mark Hepworth is a Senior Lecturer in the Department of Information Science, at Loughborough University, in the United Kingdom. He teaches a first year undergraduate information literacy module that prepares them for academic work. He also teaches 'User centred design and information services' and at a postgraduate level 'Information needs and information literacy'. The latter sensitises student to the information needs and behaviour of people and their implications for design. It also teaches students how to teach information literacy.

His research focuses on understanding people's interaction with information; information literacy; the use of participative techniques to explore information needs and information literacy and to facilitate the design of information solutions. He is a member of the CILIP Information Literacy group. He recently published, with Geoff Walton, a book called *Teaching information literacy for inquiry based learning*.

Dr Wendy Holliday

Wendy Holliday is Coordinator of Library Instruction at Utah State University, where she oversees efforts to integrate Information Literacy across the curriculum. She holds a Master of Library Science from the University of Illinois and a PhD from New York University.

Rumyana Koycheva

Rumyana Koycheva is an MA in Bulgarian Philology from the University of Sofia, Bulgaria, and an MA in European Urban Cultures, a joint program of four West European universities, administrated by the Free University of Brussels. Five years ago she started her researching career with her second Master's thesis *Public library as a metaphor of the post modern culture*. She is now doing her PhD, which is an interdisciplinary study under the title *Contemporary Trends and Possible Scenarios of the Public Libraries Future in Europe*. She is a free-lance library consultant and as such since recently joined the team of Global Libraries- Bulgaria Project. Rumyana Koycheva is a member of the Bulgarian Library and Information Association and the Union of the Bulgarian Journalists Podkrepa.

Dr. Chihfeng P. Lin

Chihfeng P. Lin is currently an Associate Professor of Department/Graduate Program of Information & Communications at Shih Hsin University, Taipei, Taiwan. She was University Librarian during 2002 and 2004, and was Director of the Department and Graduate Program between 2004 and 2009.

She received her Doctoral Degree in Library and Information Science from Graduate School of Library & Information Science (GSLIS), Simmons College, Boston, Massachusetts, USA, in 2000. Her teaching and research areas related to "Library & Information Services", "Management and Marketing", "Knowledge Management", "Information Literacy", "Internet & Communications", and "LIS Education".

Chihfeng Lin is active in LIS/Communication professional organizations locally and internationally. Her current professional activities include being as: 1) Board Member of Library Association of the Republic of China (LAROC) in Taiwan; 2) Board Member and Chair of Scholarly Communication of Chinese Association of Library & Information Education (CALISE) in Taiwan; 3) Standing Committee Member and Secretary of Regional Section Committee of Asia & Oceania (RSCAO) of IFLA; 4) Standing Committee of Section of Education & Training (SET) of IFLA; She served committee member in ALA and ASIS&T.

Dr. Lin is one of conveners of Association of Information & Communication in Taiwan. She has convened and organized a number of international professional conferences and workshops, including the International Conference on Asia-Pacific Library and Information Education & Practice (A-LIEP) which has now been held four times.

Alison Mackenzie

Alison Mackenzie is Dean of Learning Services at Edge Hill University, UK. She is currently Chair of the SCONUL Working Group for Information Literacy. She has been involved in the promotion and uptake of information literacy at both a local and national level, initially as a project manager for the JISC funded 'Big Blue' project and subsequent JISC funded projects and more recently as co-Director of her University's Centre for Excellence in Teaching and Learning (CETL), SOLSTICE.

She is actively involved in determining the future direction and roles for information professionals and regards information literacy as one of the fundamental attributes of the profession.

Dr. I.V. Malhan

Inder Vir Malhan is presently Dean, Faculty of Social Sciences, Director, Academic Staff College and Professor, Department of Library & Information Science at the University of Jammu. He has authored and edited eight books and published about 95 papers in national and international journals, and as conference papers and chapters in books. He is a recipient of IASL Leadership Grant (1989) and was awarded Fulbright Fellowship in 1996. He is a Vice President of the Indian Association of Teachers of Library & Information Science (2009-11). He is on the editorial board of several professional journals. He participated in professional conferences held in India, Asian, European countries and the USA. He organized a national convention, a number of workshops and several short training courses for working library and information professionals.

Mrs Shahd Salha

Shahd Salha is a last year PhD student at Sheffield University Information School. In 1998 Shahd completed her License gaining a first class degree in Library and Information Science from Damascus University in Syria. At the end of 2005, Shahd gained a scholarship from Damascus University to complete her Master and PhD in the UK. In 2006 Shahd has optioned her Master degree from Huddersfield University in the UK – School of Computing and Engineering and gained the best overall performance in her Master project. 2008, Shahd has gained a diploma in Communications skills from Toronto University in Canada.

Shahd has worked in Syrian National Information Centre and the Body of the Arabic Encyclopaedia as an Information Specialist for three years. She has taught extensively at all levels: children, high school, undergraduate and postgraduate students, in Damascus, Sheffield and Huddersfield Universities and schools. Shahd has worked as a research assistant in two different research projects conducted by Business and Human and Health schools in Huddersfield University. She has presented a number of papers and presentations in different conferences in UK and overseas.

She is married with two daughters. Her main interests include reading, networking, riding horses, learning languages and discovery. She thrives on encouraging and training librarians to get involve in communication and networking.

Jennifer Sigalet

Jennifer Sigalet is the Campus Librarian at Okanagan College's Kalamalka Campus. Jennifer has been involved in information literacy initiatives at Okanagan College since 1995 and is currently the chair of the college's Information Literacy Working Group. Jennifer has been interested in collaborative transitions discussions and presentations with colleagues from PVSS and Okanagan College since 2001.

Dr. Jagtar Singh

Jagtar Singh is Professor and Head, Department of Library and Information Science, Punjabi University, Patiala (India), where he has also served as Dean, Faculty of Education and Information Science for two years April 2008 to March 2010. He has 25 years of teaching and research experience and about 100 papers and a book entitled, '*Information Democracy and South Asia: Promises and Perils of the Web*' to his credit. Besides being on the editorial boards of about a dozen peer-reviewed journals, he has also served as Chief Editor for the ILA Bulletin, official organ of the Indian Library Association (ILA). He is the recipient of the Commonwealth Academic Staff Fellowship (1992) and the Ken Haycock Leadership Development Award (2005) (IASL). He is a Standing Committee Member of the *Classification and Indexing Section* of the International Federation of Library Associations and Institutions (IFLA), the Netherlands. He has visited Austria, Bangladesh, Canada, Germany, Hong Kong, Ireland, Malaysia, Netherlands, Pakistan, Singapore, Thailand, Sri Lanka, UK,

and USA on various academic assignments. At present, he is the President of the Indian Association of Teachers of Library and Information Science (IATLIS), and also the Country Representative of the UNESCO Project Info Lit Globa

Jennifer D. Ward

Jennifer Diane Ward (MLIS, 2001, University of Hawai'i; ALB, 1995, Harvard University) is the Outreach Services Librarian and Associate Professor of Library Science at

the Egan Library, University of Alaska Southeast. Her main responsibility is in providing library services and resources supporting distance education. Since 2004, she has co-taught several distance-delivered education classes integrating an information literacy component into teacher education programs at UAS. She enjoys cooking, interior design, and hiking around the woods, beaches, and mountains of Juneau, Alaska, U.S., with her husband – Ward, daughter – Cadence, and dog – Linus.

Unconference guidelines

Idea behind it

Unconferences grew from the idea that the collective expertise of all the people at the conference is greater than the expertise of “traditional” speakers alone, and that it is fruitful to tap into this collective expertise. They started in the technology sector, but now there are unconferences on many topics, and there have been a good number of library unconferences.

This event is not a full unconference, but we have scheduled in an unconference element, to give people the opportunity to share experience, explore topics in more depth, talk about topics that are not otherwise covered etc.

Characteristics of an unconference are:

- There are no invited speakers.
- There is no call for papers.
- There may be a conference wiki, where people can propose sessions in advance.
- Even if there is a wiki in advance, people are encouraged to come up with further proposals on the day. Often, the proposals are just made on the day.
- The scheduling of sessions all happens on the day
- Sessions which involve discussion and interaction are encouraged
- Sharing the events via blogs, Twitter, posting photos etc is welcomed

Unconferences can be run in a number of ways: this one is focused on “birds of a feather” i.e. encouraging people to propose sessions of interest to them, aiming to attract other people with similar interests.

Principles

Everyone is encouraged to participate and propose a session. This can be on your own, or you can team up with others at the conference to propose a session. If there is a topic that interests you, take responsibility and propose it!

Owen (undated) came up with four principles that have often been quoted:

1. “Whoever comes is the right people.” [Even if it is only one or two people, they will be people who are interested, and you can still get value from the session]

2. “Whatever happens is the only thing that could have.” [Since sessions are not normally “pre-prepared” they may now and then not go as smoothly as scheduled sessions, but this is part of the experience and may encourage proposers to adopt a more interactive approach]

3. Whenever it starts is the right time. [The proposer can decide whether to start promptly, or to wait a bit to see if more people come along!]

4. When it's over, it's over. [If it is scheduled for 30 minutes and the conversation has run out after 20 minutes: stop there!]

Additionally, it is OK for a participant to leave a session part way through, you do not have to stay with your choice if you realise that it is not useful after all.

Practicalities

1. There will be sheets of flip-chart paper with a space for each of the free times. These flip-charts be pinned up during the final session on Sunday, and kept in an accessible place until 13.00, so that people can add their proposals.

2. During that time, anyone is free to “claim” a session by writing in the title, the format, the proposer(s) names, and a few additional words to explain what the aim of the session is.

3. In the 15 minute session before lunch, everyone who has proposed so far will be given one minute to introduce themselves and their proposal.

4. There is half an hour scheduled either side of the afternoon coffee break. However, if all these sessions are filled, you can propose to hold a session *during* the conference break (probably just 20 minutes, to give people the chance to get coffee or tea first).

5. By 2.30, the flip charts will have been amended or rewritten, so it is clear to read what is taking place, when, and in which room.

6. Proposers must be in their sessions on time, everyone else chooses as they please.

7. We will ask you to make a note of interesting points, questions or outcomes from your session, and pass a short note to Sheila Webber so she can summarise in the final session.

Role of session proposer(s)

- Propose a session format that can meet your aims, and fill in all the required information on the flip chart paper.
- Once you have proposed a session, think about how you will run it.
- Take responsibility for running or facilitating the session. This may include encouraging everyone to contribute, ensuring that someone is taking notes, finishing on time.

Allowable topics

Anything as long as it is relevant to information literacy! We hope that some people will continue the “context, community, culture” conference theme, but you can propose information literacy topics outside this theme.

Foci for sessions might include:

- Sharing experience about some aspect of information literacy teaching;
- Discussing an interesting idea in more depth (your ideas, or ideas from one of the speakers);
- Planning for implementing ideas you have developed during the conference;

- Talking about what information literacy means in your country/ institution;
- Trying out something you are thinking of doing in your own institution (e.g. an activity, research or assessment);
- Starting to plan something specific: e.g. a campaign for information literacy, or collaboration for information literacy.

Some examples of formats

- Short introductory talk (5-10 minutes, in which you explain your position, idea or example) followed by a group discussion;
- Sharing experience, giving each person time to present their ideas or examples;
- Exercise, for example, everyone thinking about a question or questions set by the proposer, then sharing answers;
- Creating a shared statement or picture or diagram about information literacy.

Reference

Owen, H. (undated) *Opening space for emerging order*. Harrison Owen. http://www.openspaceworld.com/brief_history.htm

About the International Federation of Library Associations and Institutions (IFLA) Information Literacy Section

The primary purpose of the Information Literacy Section is to foster international cooperation in the development of information literacy education in all types of libraries and information institutions.

Membership of the Section is open to all IFLA members, and its publications and events are normally open to all.

Publications include *Guidelines on Information Literacy for Lifelong Learning* by Jesús Lau. The Section has also been a partner in developments such as the Infolit Global website (<http://www.infolitglobal.info/>) and organised the competition to choose an international information literacy logo (pictured right)

The Section's website is at <http://www.ifla.org/en/about-information-literacy>

Event organising committee

Sheila Webber, Information School, University of Sheffield, UK (Convenor)

Dr. Mark Hepworth, Department of Information Science, Loughborough University, UK

Gunilla Sundström, Head of Medical Library, Uppsala University Library, Sweden

Leena Toivonen, Tampere University Library, Department of Health Sciences, Finland

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This is the international information literacy logo:
<http://www.infolitglobal.info/logo/en/>



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