

Bibliotheca Universitatis Tartuensis
1802

UNIVERSITY OF TARTU LIBRARY

Challenges in Teaching Information Literacy in Online Courses

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QQML, May 2009

Overview

1. Definition and value of IL
2. Initiatives of teaching library – online information literacy courses
3. Teaching and learning approach
4. Subject related courses
5. Conclusion


1. Definition

„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.”

American Library Association. Presidential Committee on Information Literacy: *Final Report*.

Why information literacy

- Learning outcomes
- Outcome-based curricula
- Independent learning
- Lifelong learning



*“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.”*

Association of College and Research Libraries (2000).
Information literacy competency standards for higher education.

2. Initiatives on the teaching library

- Library mission
- How to teach information literacy
- Information literacy courses

Library mission

By developing its collections, to offer the best library and information services and be a trustworthy partner to the members of the University of Tartu and other library users in supporting their teaching and learning, research and professional careers.

How to teach information literacy

- Integrated into the subjects
- Stand alone courses
- Cooperation between the faculty and the library
- *“The library should offer an independent credit course in information literacy, one that offers in depth engagement with issues inherent in and skills attendant to information literacy.”*

Owusu-Ansah, E. K. (2004). Information literacy and higher education: Placing the academic library in the center of a comprehensive solution. *The Journal of Academic Librarianship*, 30(1), 3-16.

Online-course Fundamentals of information literacy

- General optional course, 3 ECTS
- Target group: Bachelor's and Master's students
- Instructors: subject librarians of the University of Tartu Library
- Individual tutoring

Online-course Introduction to information research

- General elective course, 3 ECTS
- Target group: doctoral students
- Instructors: subject librarians of the University of Tartu Library
- Individual tutoring

Why e-learning ?

- Teaching of a large number of students
- A more extensive programme
- Flexible learning
- Considering the needs of different learners
- Discussion forums for giving feedback

3. Teaching and learning approach in general courses

- Learning modules based on information literacy standards for higher education
- Study process
- Pedagogical approach
- Students' perceptions

Information literacy standards for higher education

An information literate individual is able to

1. Determine the extent of information needed
2. Access the needed information effectively and efficiently
3. Evaluate information and its sources critically and incorporate selected information into one's knowledge base
4. Use information effectively to accomplish a specific purpose
5. Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally

Association of College and Research Libraries. (2000). *Information literacy competency standards for higher education*.

Homepage of the course

The screenshot shows a web browser window titled "Blackboard Learning System - Mozilla Firefox". The page header includes the Tartu Ülikool logo and the course title "Ajaloo- ja arheologia instituut - Sissejuhatus erialainfootsingusse (FLAJ.00.050)". The main content area features a banner with the text "Sissejuhatus erialainfootsingusse FLAJ.00.050" and a welcome message "Tere tulemast kursusele". Below this, the instructor is identified as "Õppejõud: TU Raamatukogu erialareferendid". The page is organized into a grid of nine icons, each with a corresponding label: "Kursuse kirjeldus", "Syllabus", "Õppematerjalid / Learning Modules", "Tegevuskava", "Activities Plan", "Tuutorite rühmad", "Harjutuste foorumid / Exercises", "Üldised foorumid / General Discussions", and "WebCT õppijajuhend". A footer note provides technical support contact information: "Tehniline abi: haridustehnoloog Mariju Piir (mariju.piiir@ut.ee)".

Blackboard Learning System - Mozilla Firefox

File Edit View History Bookmarks Tools Help

TARTU ÜLIKOOL

Accessibility | Help

Build Teach **Student View** Ajaloo- ja arheologia instituut - Sissejuhatus erialainfootsingusse (FLAJ.00.050)

Your location: Home Page

Sissejuhatus erialainfootsingusse FLAJ.00.050

Tere tulemast kursusele

Õppejõud: TU Raamatukogu erialareferendid

Kursuse kirjeldus

Syllabus

Õppematerjalid / Learning Modules

Tegevuskava

Activities Plan

Tuutorite rühmad

Harjutuste foorumid / Exercises

Üldised foorumid / General Discussions

WebCT õppijajuhend

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Course plan for week 2

Blackboard Learning System - Mozilla Firefox

TARTU ÜLIKOOOL

Build Teach Student View Ajalo- ja arheoloogia instituut - Sissejuhatus erialainfootsingusse (FLAJ.00.050)

Your location: Home Page > Activities Plan

2	Chapter I: Databases	Exercise 1 Get acquainted with databases on your speciality using course materials and the virtual subject libraries (http://www.utlib.ee/erialaportaal2/)	15 points
23. February	Chapter II: Principles of information search in databases	1. Build a query/queries on your subject using logical or proximity operators, truncation, quotation marks and parentheses. 2. Create a user account in both of the platforms: 1) in EBSCO My Ebscohost and save the 5 most relevant results from your following searches in your folder; in CSA in MyResearch and save there at least one of your following searches. You will need them in the next week exercise.	
1. March	Chapter III: Search in the EBSCO databases	2. Perform a word search (preferably, <i>Advanced Search</i>) in the EBSCO and / or CSA databases that you need to use. Submit the description of the search. Which search fields did you use? How many results did you get? How did you limit your search? Did you get relevant hits? How many of them did you eventually get?	
	Chapter IV: Search in the Cambridge Scientific Abstracts databases	3. Perform the subject heading search in the same database(s). Describe the course of the search and explain your way of finding suitable subject headings? Which of these searchers proved to be more suitable for your subject? Describe your searches for all exercises as precisely as possible. The best way for doing this would be to present different screen images of your queries (AltGr+Print Screen, to be pasted into the text of the exercise).	
		Send the completed exercise to the forum EBSCO and CSA by answering the letter "(tutor's name) rühm".	

Pedagogical approach

- Constructive pedagogy
- Independent learning
- Reflection
- Giving feedback
- Peer tutoring
- Instructors role

Tutors role

“the role of the educational designer and tutor (whether librarian or other) shifts away from direct instruction towards strategies that will facilitate those dialogical interactions between learner and tutor, and between learners, that are the heart of constructivist and relational pedagogies”

Ingraham, B., Levy, P., McKenna, C., & Roberts, G. (2006). Academic literacy in the 21st century. *Contemporary perspectives in e-learning research: Themes, methods and impact on practice* (pp. 161-173)
Routledge

Students' perceptions

- Information about new databases and services
- Improvement of the knowledge of different search methods and skills
- Better chances in writing a good bachelor's or master's thesis

Students' perceptions

“Fundamentals of Information Literacy = new and interesting knowledge + well compiled and clear study materials + specified criteria concerning the passing of the course + friendly tutors.”

4. Online courses integrated into different subjects

- Integrated in different ways into subject courses
- Carried out parallel with the main course
- Cooperation with the lecturer of the subject
- Large number of participants
- Tests with automatic feedback

5. Conclusion

- Drawing attention to information literacy at the university
- Integrating information literacy into the university curricula
- Subject librarians as information literacy specialists and teachers
- Online-learning suits information literacy education