



INFORMATION LITERACY SECTION

NEWSLETTER

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International Federation of Library Associations and Institutions

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Our section has a very challenging task as we all know. Ever since Kay Raseroka chose her presidential theme of literacies, IL is discussed in many other sections like it is all over the world of education. This midterm newsletter will focus on what is happening in Europe in the field and especially in the Nordic countries and France-Belgium. The contributors are, except the editor: Nina Ström and Birgitta Hansson, Sweden, Sylvie Chevilotte, France and Paul Thirion, Belgium.

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1. What is NORDINFOlit?

NORDINFOlit is a Nordic collaboration to encourage development, find common solutions and document current Nordic projects in the field of information literacy. NORDINFOlit was formed in the autumn of 2001 with support from NORDINFO - the Nordic Council for Scientific Information. The NORDINFOlit steering committee has members from all of the Nordic countries.

Why NORDINFOlit?

The role of academic libraries in the Nordic countries has changed greatly and the future holds many challenges. An increased volume of information, advances in information technology, new teaching methods in institutions of higher learning, more distance students and information society's demand for continuous further education all require that students acquire not only knowledge in their particular field, but also increased information literacy -- that they learn how to continue learning.

A Nordic collaboration can serve as a common platform for the continuing effort to advance information literacy as an issue in political discourse. It is also a way to facilitate integration and

cooperation between different levels of decision-making, between teachers and librarians, between researchers and practitioners and not least between the Nordic countries.

How has NORDINFOlit worked?

NORDINFOlit has focused primarily on four areas of activity:

- A Nordic summer school on information literacy.
- Seminars on standards and guidelines for integrating information literacy into higher education.
- An international information literacy conference - Creating Knowledge.
- A web forum and network for discussing and documenting Nordic best practices for information literacy.

What will happen with NORDINFOlit in the future?

During 2004 NORDINFO was closed down as an organisation and discussions started about a possible continuation for ongoing and future projects. The Nordic Ministry Council has postponed the decision after a proposal from the former steering board formed by the national librarians in the Nordic countries. The future is thus uncertain. Some of the activities as for example the summer school 2005 will take place anyhow in Helsinki in June. In attendance of further information the steering group will go on and keep the network together digitally. It is not possible to stop all extensive planning and it would really be a great mistake to do so considering the big interest, attention and co-operation NORDINFOlit has created both inside and outside the Nordic countries.

Contact: For information and contact details for NORDINFOlit steering committee members, please consult the English page in the NORDINFOlit website.

www.nordinfo.org

2. From the Swedish point of view

A surveillance of the information literacy situation in Sweden suggests that very few scientific projects are active or has been finished during 2004 directly concerning IL.

At Örebro university library a study is being carried out called "*Goal and goal fulfilment*", examining interpretations and applications of 1 chapter 9 § högskolelagen (i.e. college law) (See below!)

Örebro University, together with Göteborg University and Jönköping College is developing a network with the purpose of illuminating problems and conditions for the use of e-medias and e-learning. As one of many projects, the e-medias as course literature in the topics of cultural geography, gender science, civics and sociology is currently being mapped.

The research project *Lärande via skolbibliotek* (LÄSK) has been concluded during 2004 governed by professor Mikael Alexandersson, Göteborg University and professor Louise Limberg, Borås College. The project is based upon demands for change in ways of teaching at schools, along with different kinds of investments in information and communication technology. Questions concerning textual analysis and problem solving, as well as questions about information handling and citation criticism. Sorting out and evaluating information is an increasingly important component in the learning process. The report *Textflytt och sök slump* puts the pedagogical role of the school library into focus and illuminates important development

areas together with the demand for a closer cooperation between teachers and librarians, and the development of the school library as a space for learning.

Informationssökning, didaktik och lärande (IDOL) is an ongoing project also governed by Louise Limberg in cooperation with Lena Folkesson of the Institution for Pedagogy and Didactics at Göteborg university. The project aims to study methods for teaching and instructing information retrieval interplaying with active librarians and teachers. The project is part of the School Service Department theme of research "*Kunskapsutveckling i mötet mellan praktik och teori*".

Borås College is involved in a research program, BIKT (Bibliotek, IKT och lärande) that consists of two parallel projects: "*Informationssökning i övergången från utbildningspraktik till yrkespraktik*" where Olof Sundin is heading the project, and "*Förutsättningar för lärande: märkning av elektroniska dokument*", governed by Veronica Johansson. The first project aims to illuminate experiencing the transformation from academy to practise by fresh librarians and how norms, values and expectations influence information retrieval and usage both in an educational academic and an working environment, letting the conception of professional identity play an important theoretical starting point. The second project aims to study ICT from a sociotechnical perspective. How different factors, for instance political processes, economic factors and cultural values affect the direction of the development of information- and communication technology.

A national survey concerning Information Literacy in Swedens Law of Higher Education and its implementation

Since the 1 July 2002 Swedish higher education shall – among other things - develop the students' ability to seek and evaluate knowledge on a scientific level and to follow the development of knowledge (Chapter 1 sect. 9 in the Law of Higher Education). This is an important part of what is today often denoted by the expression "information literacy".

BIBSAM, a department within the Royal Library (National Library of Sweden), with the main objective to enhance and increase the efficiency of information provision for higher education and research, has initiated a project aiming at a description of the implementation so far of the above-mentioned section in the Law of Higher Education in our universities and university colleges (universities below).

BIBSAM has commissioned to Birgitta Hansson, senior librarian and manager of the Center for Information Literacy and librarian pedagogy at Örebro university, and Olle Rimsten senior lecturer of law at Örebro university, to carry out the work. The project started in September 2004 and shall be completed by March 2005.

We have been working together with Information Literacy issues since 2001. Initially in a pedagogical project within our own university "Education in cooperation : development of information literacy at Örebro university" and later with testing our own implementation models in two different Labour Law courses.

Our task within the national project is to

- give a picture of the situation in Swedish universities regarding the implementation of the regulation on information literacy,
- if we find deficiencies, suggest measures in order to improve the situation,
- further internal reflection in the universities concerning information literacy,
- bring to the fore questions concerning competence development of staff to make the implementation possible,

- make topical the question of meeting places for librarians, teachers and others concerned.

Some further questions for our consideration are:

- What is the situation in each individual university when it comes to steering documents, responsibilities and strategies for the implementation of the regulation?
- Has any competence development been considered necessary for the implementation of the regulation?
- Are there meeting places for librarians, teachers and others concerned for desirable cooperation?
- How is the collaboration in order to attain the goals arranged between staff and library?

In order to collect data for a description of the present situation we have used websites, questionnaires to vice-chancellors, chief librarians and students' unions. Furthermore we have visited (or will be visiting) 8 selected universities for interviewing representatives of staff and librarians.

We hope to be able to present the results in a poster at IFLA meeting in Oslo 2005.

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3. What happens in France and Belgium?

a. Main issues, projects, conferences about IL in France

Main trends

IL in University libraries

IL in France, as in many other countries, started to become a key issue at the end of the 90's. There are some Information Literacy courses in many universities BUT most of the time they are not compulsory. So today, there is more and more training included in the curriculum, more collaboration between librarians and faculty BUT a difference between "active" university libraries who've been training students for years and others, and between universities including IL in the curricula and others. The impact of European Education Reform- also called "Bologna Agreement"-is one of today's key question. Will the ECTS (European Credits) offer a real opportunity to include IL in the curricula?

Another hot point is mass training of first years students and all that it implies. The fact that faculty must be convinced of the necessity and impact of IL training, the questions of budgets, staff, training skills, rooms.

Pedagogical resources

There is an important financial and institutional support from the State, especially for the publishing of pedagogical resources. Many of these resources are gathered on the French speaking website [FORMIST](#). Many libraries are working on tutorials for self training inside their universities.

Professional training

Librarians both in initial and continuous training are trained to become IL instructors, even though it could be included more in the LIS curricula and become compulsory. Students are

mainly instructed at [enssib](#)—French national LIS school- and, at the regional level, by the [URFIST](#).

Main projects in 2004-2205

Un “référentiel”¹ that is a document to be used as a framework for IL courses. [Erudist](#)

Content: It was not issued by an association (like ACRL) but by a working group of professionals. It is centred on information skills . Each skill is linked with performance indicators and pedagogical resources.

Contact: frederique.simonot@upmf-grenoble.fr

Many news in our national service on IL :
FORMIST, French-speaking website on IL .

-In 2005, we plan a new **website –same address-**

-Our annual conference will be June-9-2005. in Lyon, France. Free registration.. The theme :this year is the collaboration librarians/faculty. We plan to insist on the necessity to share our skills “Information skills”+ skills in the disciplines

-Sylvie Chevillotte-co-reponsible of FORMIST-will be in the US for a Fulbright grant, studying “IL in American University Libraries” from February 15 to May 18. At San Jose University, LOEX , EMU and LOEX conference..

Contact : Sylvie Chevillotte, chevillo@enssib.fr

Chevillotte, Sylvie. Training networked. An e-learning model for students and teachers alike. *Liber Quarterly*, 13, n°3/4, p.350-357

Chevillotte, Sylvie, Noël, Elisabeth. *Training in Information Literacy in France*, in *Information literacy in Europe. A first insight into the state of the art of information literacy in Europe*, Carla Basili (ed.), Rome, National Research Council, 2003, 315 p.

Chevillotte, Sylvie. *Information Literacy in French University Libraries nowadays : main projects, questions and key issues*
To be published. in Spanish, Paper Proceedings of [Cuarto Encuentro Internacional DHI](#). UACJ - Cd. Juárez, Chih., Mexique. October 2004.

b. Main issues, projects, conferences about IL in Belgium

In the French speaking part of Belgium, the situation is quite different from France since there is no unique national policy, and no institutional funding for developing IL. However, efforts in the field have been made since the late 80's. From this time, some convinced librarians created a working group named initially “Training user group” which was called in 1997 the “[EduDoc Group](#)”. From the outset, their objectives have been to reflect on and to observe the IL situation in the French speaking part of Belgium and abroad and to promote IL for librarians, teachers and decisions-makers. The group has developed its activities in multiple directions: meeting and conferences, web site, papers and an Email discussion group about IL on the internet <http://www.lists.ulg.ac.be/mailman/listinfo/edudoc>.

IL in University and higher education

Each university has its own policy. But last years we observed a positive trend in universities who created some IL courses or training sessions. This was reinforced by the Bologna process who gave a positive sign is the inclusion of Information Literacy in the new definition of ECTS. Various new IL teaching initiatives are being carried out.

¹ No English term equivalent

Another positive sign come from outside the universities: an introductory course in "information retrieval" (15h) is now required for all future school teachers (primary schools and the first three years of secondary school)." Unfortunately, at this moment, this political initiative remains isolated.

As in many countries, there is a significant dichotomy between technical aspects, largely favoured, and intellectual aspects of the IL programs. If a number of IL initiatives with more methodological content have be detected since a couple of years, there is still a long way to make students "Information literate" and not only "Information trained".

Professional training

Following an EduDoc meeting on the librarian's professional training on IL, the librarian schools engaged a reflection on IL and some of them created IL courses for future librarians. Furthermore, a training session was organised in 2004 for higher education teachers.

Main projects in 2004-2005

The tutorial [Defist](#) (*Développement d'une Formation à l'Information Scientifique et Technique* = Development of scientific and technical information training programs) was issued in 2003. It is a research program whose aim was to create a Web-based adaptive distance learning information literacy system.

A project named [Coupole](#) is issued by a group of higher educations institutions to create a distance IL learning system for entry level students.

The main goals of EduDoc will be to federate the different IL initiatives, maintain a stress on the methodological issues and obtain funding for impact evaluation of IL training.

Contact: pochet.b@fsagx.ac.be or Paul.Thirion@ulg.ac.be

Thirion, Paul. et Pochet, Bernard. (2003). Information literacy in Belgium. An overview by the EduDOC group. In Basili. C (ed.). *Information Literacy in Europe : a first insight into the state of the art of information literacy in the European Union*. Rome : Italian National Research Council, 12-24

Pochet, Bernard. (2004). Comment former les usagers ? Réflexion à partir de la diversité des expériences de formation organisées en Belgique. In Chevillotte, S. (ed) *La formation à la maîtrise de l'information à l'heure européenne : problèmes et perspectives*. Lyon : Presses de l'enssib, 55-71

Pochet, Bernard. et Thirion, Paul. (1998). Le groupe Formation des Utilisateurs de l'Association Belge de Documentation, petit bilan après plusieurs années de fonctionnement. [Internet] *Education et francophonie*, **16**(1). (16 novembre 1998) Accessible à l'adresse : <http://www.acef.ca/revue/XXVI-1/articles/10-pochet.html>.

Pochet, Bernard. et, Thirion, Paul.(eds) (1998). *La bibliothèque, partenaire du projet pédagogique. Compte rendu des ateliers francophones sur la formation documentaire, Gembloux - 13-15 octobre 1997*. Bruxelles : C.I.U.F. (Conseil Interuniversitaire de la Communauté française), *Collection "repères en science bibliothéconomique"*. 77 p.

4. And in the rest of the EU?

The European network on Information Literacy (EnIL) is a network of scientists and researchers actively involved in information literacy, drawn from 14 EU countries. The network has been established by initiative of the Italian National Research Council.

EnIL aims at opening a discourse on information literacy at European level, in order to promoting the establishment of a culture of information in Europe.

The network has published a **book**: *Information Literacy in Europe: a first insight into the state of the art of Information Literacy in the European Union*/ Carla Basili (ed.), Consiglio Nazionale delle Ricerche, Roma 2003, 300 pp

A seminar on "Information Literacy in Europe: a common research agenda" has been held in Rome on 29-30 January 2004.

Among the results of the meeting was the decision of launching in all the EU15 countries a common survey in order to investigate the IL competency level of university students.

The survey on information competencies of students aims at strengthening campus awareness of the need for information literacy and propose a systematic data gathering about the information competencies of incoming students in Higher Education. The pilot University was the Libera Università Maria SS. Assunta (LUMSA) in Rome.

The questionnaire has been submitted to the attention of EnIL members and formed the basis for a common survey in each of the involved Countries. The gathering of answers will soon be brought to an end and result in a collection of comparable data to be analysed for future common actions.

The EnIL network is going to be extended to the EU25 Countries

Consult: <http://www.ceris.to.cnr.it/Basili/EnIL/index.html>

Contact: Carla Basili, c.basili@ceris.cnr.it

5. Updated Task-list

This is the list of tasks that are not finished and the numbers relate to the first Berlin list. They were sent after the BA conference to everybody together with the preliminary minutes.

- 1 – 4 It is hoped that Eva Tolonen and Teddy Okerblom will continue and finish the second part of the section history.
5. Christina Tovoté will finish a directory of previous IL officers
8. Jesús Lau will continue publishing the book of Best papers
11. Jesús Lau will finish and ask for translation of "How to create an electronic classroom"
14. Leslie Murtha will send a draft for comments to all SC members of "How to do electronic tutorials."
15. Section members (Sylvie C, Christina T, others?) will search for volunteers to translate the flyer.
16. Leslie Murtha will take over Toby Stones task of a website directory.
17. It is hoped that Benno Homann will finish his draft of "How to facilitate an information literacy programme."
- 18 – 19 No answer so far from Jesús Hernandez. Jesús Lau will continue trying to contact him.
21. Christina Tovoté will finish "How to promote information literacy in universities with the help of Birgitta Hansson."
- 23 – 24 Both Judy Peacock and Bill Johnston have promised to finish their tasks.

6. Plans for Oslo 2005

A very interesting programme has been planned for the next conference in Oslo joint with the Management & Marketing Section as part of the 71st IFLA World Library and Information Congress to be held August 15-19, 2005 with the theme: Information Literacy: a voyage of discovery for citizens and librarians

There will be two sessions within this (both organised jointly)

Part 1 (2 hours) Information Literacy: a voyage of discovery for citizens. The theme is the discovery of citizens' own capability with information, and of the ways in which librarians and information professionals can help them fulfill their goals and dreams. Session with presentations and panel discussion. We hope to attract people from a range of sectors, and information literacy seems to be a popular topic

Part 2 (2 hours) Information Literacy: a voyage of discovery for librarians: The discovery is learning about, and empathising with, their customers. This includes customers' needs, wants and cultural background; appreciating the skills and knowledge that citizens already have; and perhaps enriching librarians' own ideas about information literacy. Session based around sharing of experience.

These two might not be scheduled one immediately after the other and would probably be in different venues as the audience size is different.

Contact: Sheila Webber (Committee Member, M&M Section) s.webber@shef.ac.uk
Christina Tovoté (Secretary, Information Literacy Section) christina.tovote@sub.su.se

7. Future planning

In the section meetings in Buenos Aires a satellite meeting in China before or after the 72nd IFLA conference in Seoul was proposed. This is a possibility to start what we have called the "travelling workshop", a suggestion we made together with UNESCO in one of the meetings in BA. Possible format: 2 days, Tentative title: "pedagogical methods: how to facilitate information literacy learning".

We also discussed IL hot topics for future programmes and agreed about two:

a. Evidence based IL research and b. Partnership faculty – librarian

As for the IFLA conference in Durban 2007 Babakisi Fidzani proposed a similar satellite workshop in Botswana.

Contact: Eileen Stec, estec@rci.rutgers.edu, Babakisi Fidzani, FIDZANIB@mopipi.ub.bw or fidazmib@mopipi.ub.bw

8. Reminder of elections

The calls for nominations for:

- President-elect, to serve from 2005-2007 and as President from 2007-2009
- Elected members of the Governing Board, to serve from 2005-2007 and
- Section Standing Committee members, to serve from 2005-2009

were issued to all voting Members of IFLA in October.

Nominations for all these positions must be received at IFLA HQ
BY CLOSE OF BUSINESS ON WEDNESDAY 2ND FEBRUARY 2005.

Details are available on IFLANET at:

<http://www.ifla.org/III/gb/gbelect.htm>

and

<http://www.ifla.org/III/misc/callscm-e.htm>

This is your opportunity to take an active part in the work of IFLA.

Please don't miss the deadline!

9. INFOLIT contacts

Information professionals with interest in Information Literacy are invited to become members of INFOLIT. Contact us at the officers' email addresses: Jesus Lau (Chair), jlau@uv.mx; Leslie Murtha (Information Officer), lmurtha@andromeda.rutgers.edu, and Christina Tovoté (Secretary), christina.tovote@sub.su.se.

And don't forget our INFO LIT discussion group web site! To subscribe go to:
http://groups.yahoo.com/group/IFLA_info_lit/

See you in - Vi ses i - Oslo!