

Information Literacy in Learning Spaces: a Holistic and Integrative Approach

ECIL, Istanbul, 24.10.2013

Learning has changed

- constructivistic view
- shift from teaching to learning
- competences

„Houses of learning“ have changed

- different types of learning spaces
- learning spaces facilitate learning

Signs of change: information literacy in learning spaces

- topics and context
- actors and facilitators
- learning by doing

Time for a change: perspectives for information literacy concepts

Learning - constructivistic view:

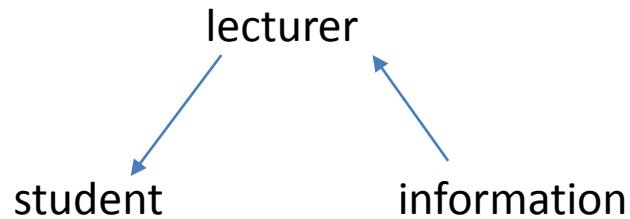
- individual situation of the learner with different experiences and influences,
- individual construction of knowledge



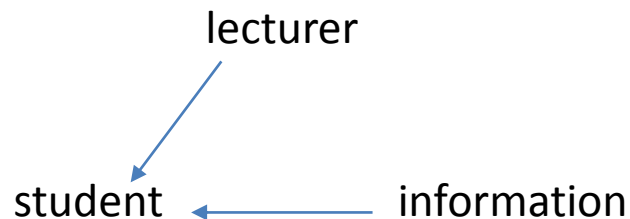
„Shift from Teaching to Learning“

student centred approach - not teacher- centred instruction

traditional learning model:



independent learning model:



Competences:

“Competences represent a dynamic combination of knowledge, understanding, skills and abilities. Fostering competences is the object of educational programmes.” (OECD 2005, p. 9)



Learning Space **Learning**
Commons Information
Commons Learning Grid
Info-Hub **Learning Resource**
Centre
Learning Centre

Glasgow Caledonian, Saltire Centre



(Flickr / jisc_infonet 2013)

- central point of contact for student services
- a meeting place and social space

University of Warwick, Learning Grid



(Flickr / jisc_infonet 2013)

- users to adapt their learning and working places
- less formal staff structures

North Carolina State University (NCSU) , Learning Commons



(NCSU 2013)

- social aspects of learning
- communication, cooperative processes

Learning spaces offer special conditions



(Flickr / jisc_infonet 2013)

(NCSU 2013)

How to facilitate information literacy in learning spaces



(IFLA 2010)

“Topics and context” - integrative and holistic

The screenshot displays the Queen's Learning Commons website. At the top, there is a navigation menu with items: Home, About, News, Workshops (highlighted), Videos, Assignment Calculator, Graduate Students, QLC Sticker, Accessibility Toolkit, and Contact. Below the menu, the page title is "Queen's Learning Commons Workshop Series". A search bar is located on the right side of the page. The main content area is divided into two columns. The left column contains a "WORKSHOPS" section with a list of workshop topics: Accessibility Skills Workshops, Learning Skills Workshops, Technological Skills Workshops, Writing Skills Workshops, and Midterms Are Coming. Below this is a "QLC Twitter Feed" section with the text "(Queens University 2013)". The right column features a "Queen's Learning Commons Workshop Series" section with a description of the workshops and a "QLC Workshops Register Online" button with a play icon.

QUEEN'S
Learning Commons

Home ▾ About ▾ News ▾ Workshops ▾ Videos ▾ Assignment Calculator ▾ Graduate Students ▾ QLC Sticker
▾ Accessibility Toolkit ▾ Contact

Home » Workshops GO

WORKSHOPS

- Accessibility Skills Workshops
- Learning Skills Workshops
- Technological Skills Workshops
- Writing Skills Workshops
- Midterms Are Coming

QLC Twitter Feed
(Queens University 2013)

Queen's Learning Commons Workshop Series

Workshops are free and confidential and are available to all Queen's Students, staff and faculty. Workshops cover a variety of topics, such as but limited to: cover research, learning, writing and computer skills - ranging from "Finding Journal Articles" to "Time Management" to "PowerPoint II: Present a PowerPoint Presentation".

QLC Workshops:

QLC Workshops
Register Online 

“Actors and facilitators” – social and integrative



Peer-to-Peer-Concepts
Technology helpdesk

(Brandeis University 2013)

“Learning by doing” – practical, social, holistic

Academic skills advice

Academic skills appointments (bookable)
Appointment with an academic skills adviser.

For help with general study skills, eg academic writing, exam revision, time management, presentation feedback, understanding essay feedback, strategies for reading and notemaking.

- [Face to face skills advice](#)

Undergraduates & masters students

- Appointment times: 10am-4pm Mondays-Fridays.
- Book appointments via email: skills@warwick.ac.uk

Or

Undergraduate & masters writing mentors (peer to peer scheme, drop-in service)

See a Doctoral Research student for advice on assignment writing topics, eg assignment planning, structure, style, referencing, grammar, presentation, clarity.

- [Timetable & locations](#)

(Warwick 2013)

Learning Grid , Warwick:
“Undergraduate & masters writing mentors (peer to peer scheme, drop-in service)”

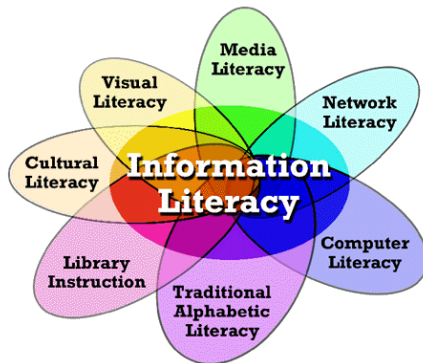
New Learning Spaces require new concepts of information literacy

Practical level - implementation

- integrate the services and programmes into the learners' study life (student's experience)
 - support social, cooperative, practical and virtual learning
- enhance by partnerships with other service departments and collaboration with faculty in learning spaces
 - step outside the librarians boundaries

Theoretical level - underlying concepts

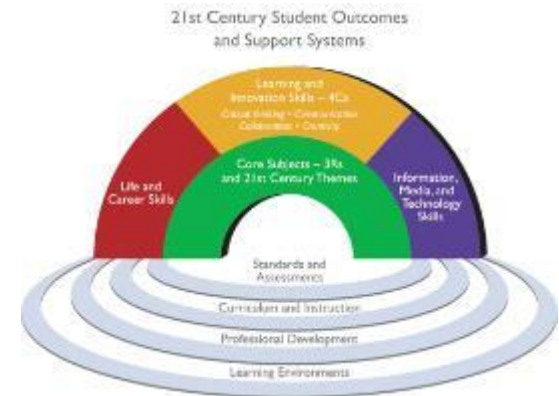
- foster the discussion and research of underlying concepts in order to broaden the perspective



(LibraryNext 2008)



(UNESCO 2011)



(P21 2011)

Learning spaces offer a fertile ground which stimulates information literacy developments

Learning spaces require a broader approach of information literacy

There is a need for a new conceptual approach

Thank you

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