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**Academic Strategic Documents as a Framework  
for Good Information Literacy Programs:  
Case Study of Law Faculties in the Republic of Croatia**

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# Introduction

- IL competencies & skills within Information Literacy (IL) programs as precondition for successful learning
- Specific (unique) aspects of IL in the field of law
- Emphasis on development of IL skills of law students:
  - ✓ Generic and contextual/specific IL skills necessary for obtaining their lifelong competencies
  - ✓ Indispensable partnership of librarians and teachers in the design and implementation of IL

# Research problem (1)



- **Insufficient and inconsistent formal IL programs for law students in Croatia**



## Example

(Faculty of Law, University of Rijeka)



- **Librarians conduct various types of education within several courses through informal consultation with faculty staff**

## Research problem (2)

- Law students in all years of the study have different levels of:
  - generic IL skills
  - contextual/specific IL skills

## **Research problem (3)**

- **Librarians often are not lawyers by profession**
- **Part of the teaching staff does not demand from the students IL skills in the field of law**
- **Issue of understanding the concept of IL**

# Aim of the study

## Why strategic documents?

- Strategic documents indicate whether IL is perceived at the institutional level as an essential factor that affects the outcomes of learning and the skills necessary for lifelong learning
- To investigate the representation of IL within the educational environment of the institutions at the formal level, i.e. in strategic documents and to identify opportunities for collaboration of librarians and teachers in IL teaching

# Research questions

- Is IL included in the strategic documents of the institutions?
- If so, in which documents and how is it represented?
- What is the institutions' attitude towards IL?
- What does the learning environment look like?
- Do institutions encourage collaboration between teachers, librarians, IT departments and bodies that decide on strategic documents?



# Methodology (1)

**Qualitative  
research  
method**

✓ **Content  
analysis**

**Sample –  
4 Croatian  
Law Faculties**

✓ **Osijek**  
✓ **Rijeka**  
✓ **Split**  
✓ **Zagreb**

**Analyzed  
documents  
within each  
institution**

✓ **Statutes of Law  
Faculties**  
✓ **Mission, vision  
and goals of  
Law Faculties**  
✓ **Regulations on  
the quality  
assurance of  
Law Faculties**  
✓ **Strategy for Law  
Faculties**

✓ <b>Statute of FLU Rijeka</b> (2005, modified in 2008)	✓ <b>Mission, vision and goals of FLU Rijeka</b> (2010)	✓ <b>Regulations on the quality assurance of FLU Rijeka</b> (2012)	✓ <b>Strategy of FLU Rijeka</b> from 2012 to 2017 (2012)
✓ <b>Statute of FLU Zagreb</b> (2005)	✓ <b>Part of the Statute of FLU Zagreb</b> (Ch. III and IV)	✓ <b>Regulations on the quality assurance FLU Zagreb</b> (2012)	No Strategy on website
✓ <b>Statute of FLU Split</b> (2005)	✓ <b>Part of the Strategy of FLU Split</b>	✓ <b>Part of the Strategy of FLU Split</b> (Ch. XIV)	✓ <b>Development Strategy of FLU Split</b> 2010 – 2015 (2009)
✓ <b>Statute of FLU Osijek</b> (2009)	✓ <b>Part of the Statute of FLU Osijek</b> (Art. 1)	No Regulations on the quality assurance on website	No Strategy on website

**Table 1.**  
Analyzed strategic documents of law faculties

## Methodology (2)

- ALA - Institutional IL quotient  
(**The Information Literacy IQ test (2007)**)
- The contents investigated within documents, in context of the research questions

# Findings (1)

## Perception of the library in IL teaching

**Library** interpreted as an **information center** providing access to information resources for learning, research and teaching



**Documents do not emphasize the role of libraries** apart from providing information resources and purchasing legal databases.

# Findings (2)

## Representation of IL

**No definition of IL**

**Numerous formulations that include supporting and developing generic and contextual IL skills**

*„development of IT skills and acquisition of communication skills...”*

**Institutions recognize the development of these skills as essential for learning outcomes and lifelong learning skills**

## **Findings (3)**

### **Description of the educational environment**

**Institutions highlight the need to develop and apply different teaching strategies:**

**lectures**

**tutorials**

**seminars**

**expert groups**

**legal practice – clinical teaching**

**use of different sources of information  
(legal databases)**

**e-learning**

**understanding the methodology of scientific research**

## **Findings (4)**

# **Incentives to develop generic & contextual IL skills**


**Continuous training of their own teachers and associates**

**Continuous improvement of the educational process and quality management through the implementation of various programs of lifelong learning**

**Need and importance of IL is recognized, but program leaders and the role of the librarians in the programs are not mentioned**

## Findings (5)

### Commitment to institutionalized cooperation

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- Expressed the need for cooperation, although the holders responsible for IL are not defined
  - Cooperation with similar institutions in the country and in the world
  - Institutions do not emphasize collaboration between teachers, librarians, IT departments and bodies that decide upon strategic documents (e.g. Faculty Council)
  - Need for education and training is emphasized



# Conclusion

- **Library educational role is neglected, especially as an information and educational center** where users can not only find information but also learn to evaluate and use the sources effectively
- **Concept of IL is partially represented in the strategic documents of law faculties in Croatia**
- **Institutions have recognized that the development of IL skills is an essential factor that affects the learning outcomes and the skills necessary for lifelong learning, but they have not recognized the role of the library in its development**
- **There are preconditions for the implementation of IL at law faculties**

# Conclusion

- **Open question** - why the role of the librarian as a driver of the IL process is not mentioned?
- **Current research** - encompass a much **broader context based** not only on content analysis these strategic documents, but also **curricula**, etc., and also include **all participants of the educational process**, from students, to teachers, institutional leadership, and librarians
- **Future research and understanding of the wider context of IL in the field of law**, and as an aid in the design of IL programs for law students conducted by faculties' libraries



Thank you...

Questions?



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