

# Local Context

- LIS sector in Croatia:
  - First Library school established in 1976 at the Faculty of Philosophy, Zagreb University
    - Bologna process introduced in 2005 – 3+2 cycle
    - 650 graduate librarians until 2005
    - 25 teaching staff
  - Library professional status has been regulated by the Library Act in 1997 enabling:
    - Proliferation of library schools
      - Library school in Osijek (1998), Library school in Zadar (2003)
    - Regulated state exam in librarianship
      - professional advancement in library sector for graduate librarians (senior librarian and library adviser)
    - Centre for Continuing Education for Librarians in Croatia (2002)
      - Non-compulsory & CEU credited lifelong learning courses for librarians
      - +350 hours/year
      - +1500 participants/year
      - +80 courses
      - +60 lecturers

# Defining Information Literacy Competences in a Professional Framework of Library and Information Professionals in Croatia

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# Introduction to the Research

- Competences:
  - at the centre of an integrative science of lifelong learning
  - a bridge that allows passage between areas of education and the workplace
- Core competences in LIS:
  - Core is taking shape that is predominantly user-centered (Orme, 2008, Gorman & Corbitt, 2002)
  - The most vital competences for the modern library and information professionals: information literacy instruction, information resource & retrieval, digital literacy (Fisher, Hallam & Partridge, 2005)

# Introduction to the Research

- Information literacy competences:
  - long historical development in the field of LIS: evolving from library skills to bibliographic instructions, user education, computer skills to ICT skills, media literacy, digital literacy and information literacy to ... (Bawden, 2001)
  - Central topic of information sciences (Spitzer, Eisenberg & Lowe, 1998)
  - Corradini (2008) and Lau (2008) conveyed some persistent issues regarding IL competences in the curriculum design in LIS:
    - what is the role of libraries in education
    - could learning styles be applied in non-formal learning settings
    - should IL be learned in LIS schools as a part of the LIS curriculum

# Identifying the Core in LIS in Croatia

- Constant efforts in research about the knowledge and skills of alumni (Aparac et al., 2001)
- A holistic approach to identify core competences in the national LIS field:
  - Research project „**Lifelong learning for librarians: learning outcomes and flexibility - CUK**” supported by the Croatian National Foundation for Science and Technology in 2009.
  - Project partners: National and University Library, Department of Information and Communication sciences at the Faculty of Philosophy University of Zagreb, Zagreb Public Libraries and Croatian Library Association
  - Project publication: <http://www.nsk.hr/cuk/cuk.pdf>
  - Project followed-up doctoral thesis: “LIS competences in Croatia in lifelong learning context” (Machala, 2012)

# Research Methodology

- Project *Tuning Educational Structures in Europe*
  - develop reference points for common curricula on the basis of agreed competences and learning outcomes as well as cycle level descriptors for many subject areas
  - Instrument for identifying subject-related and generic competences
- A limited *Tuning* methodology was applied:
  - two online nationwide surveys:
    - The first survey was performed in 2009 among library professionals and library directors
    - The second survey in 2012 among LIS academics at three Croatian universities
  - Three separate online questionnaires were created (one for the academics, one for library professionals and the third for library directors) where the main part of all three questionnaires was identical for all respondents
  - Respondents were asked to rate 21 subject-related and 14 generic competences from the point of view of their importance for the profession and from the point of the level of achievement of graduate librarians at the library schools in Croatian universities.
  - A 5-point Likert scale was applied: 1 stands for less important or less acquired, and 5 for the most important or the most acquired competence by graduate librarians

# Research Methodology

- Process of defining a set of agreed subject-related and generic competences for the purpose of the questionnaire:
  - two documents were consulted:
    - the IFLA SET *Guidelines for professional library/information educational programs* - propose core elements that should be included in an academic LIS program
    - OECD *Definition and Selection of Competencies (DeSeCo)* – which aim is to help define and select key competences
  - A proposed set of competences was discussed and agreed among participants (academics and graduate librarians) during two CUK project workshops, held on April 6<sup>th</sup> and May 22<sup>nd</sup> 2009 in the National and University Zagreb (<http://www.nsk.hr/cuk>)
  - The method of triangulation of data was applied for the analysis of the results

# Findings – respondents rate

**Table 1.** Stratification of respondents by university and by type of library

<i>Respondents</i>						<i>Total</i>	
<b>Academics</b>	<b>University of Zagreb</b>		<b>University of Zadar</b>		<b>University of Osijek</b>		<b>16</b>
	N	%	N	%	N	%	
	9	56.00	4	25.00	3	19.00	
<b>Librarians</b>	<b>Public libraries</b>		<b>School libraries</b>		<b>Academic libraries</b>		<b>266</b>
	N	%	N	%	N	%	
	161	60.00	54	20.00	51	20.00	
<b>Directors</b>	N	%	N	%	N	%	<b>113</b>
	36	31.00	55	48.00	22	21.00	

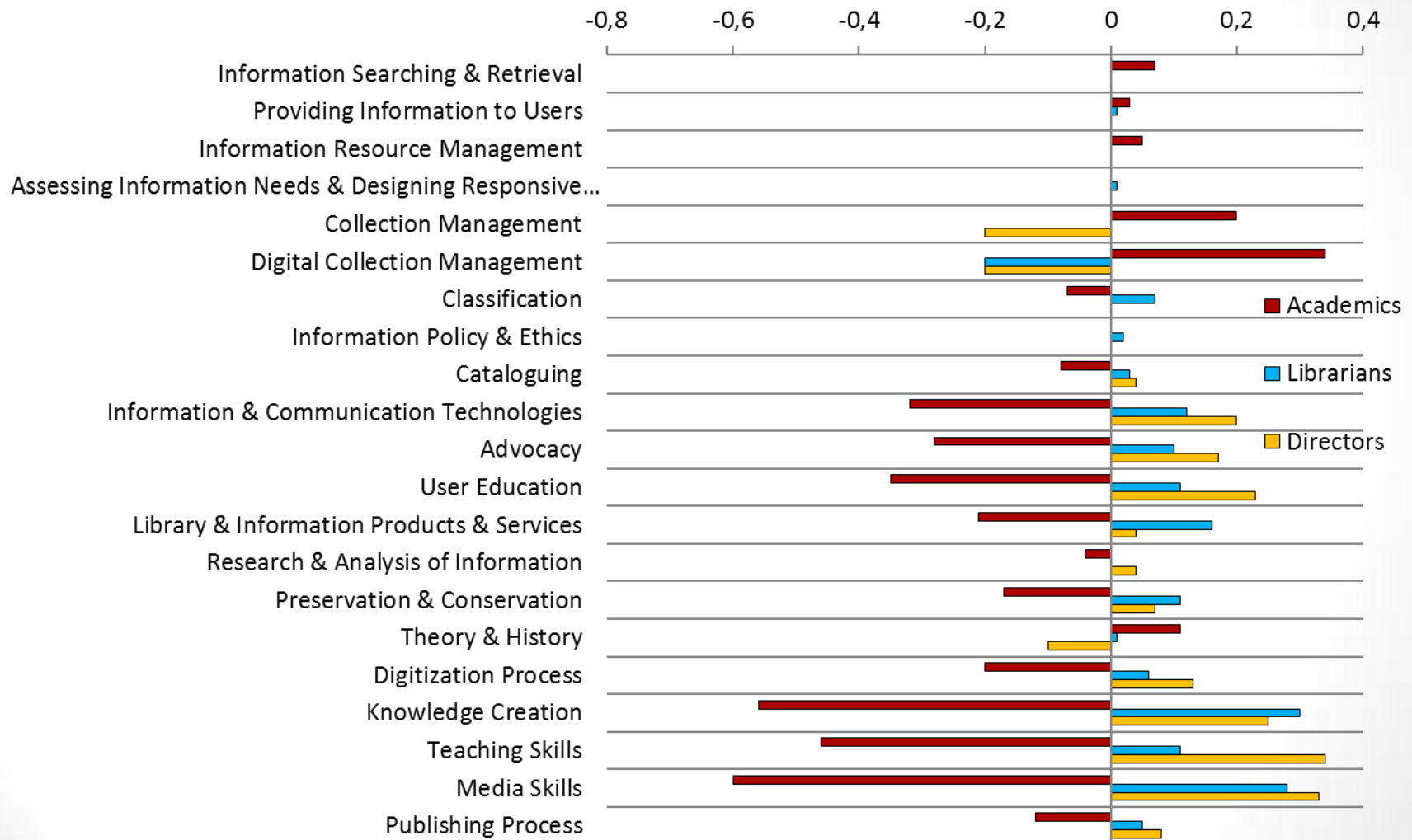


# Importance of subject-related competences

- All respondents agree upon **the most important** subject-related competences, which are identified as user-centered competences:
  - Information Searching & Retrieval (4.93),
  - Providing Information to Users (4.91),
  - Information Resource Management (4.89) and
  - Assessing Information Needs & Designing Responsive Services (4.88)

# Importance of subject-related competences

Fig. 1 . Ranking in order of importance of subject-related competences and statistical differences in opinions of all respondents



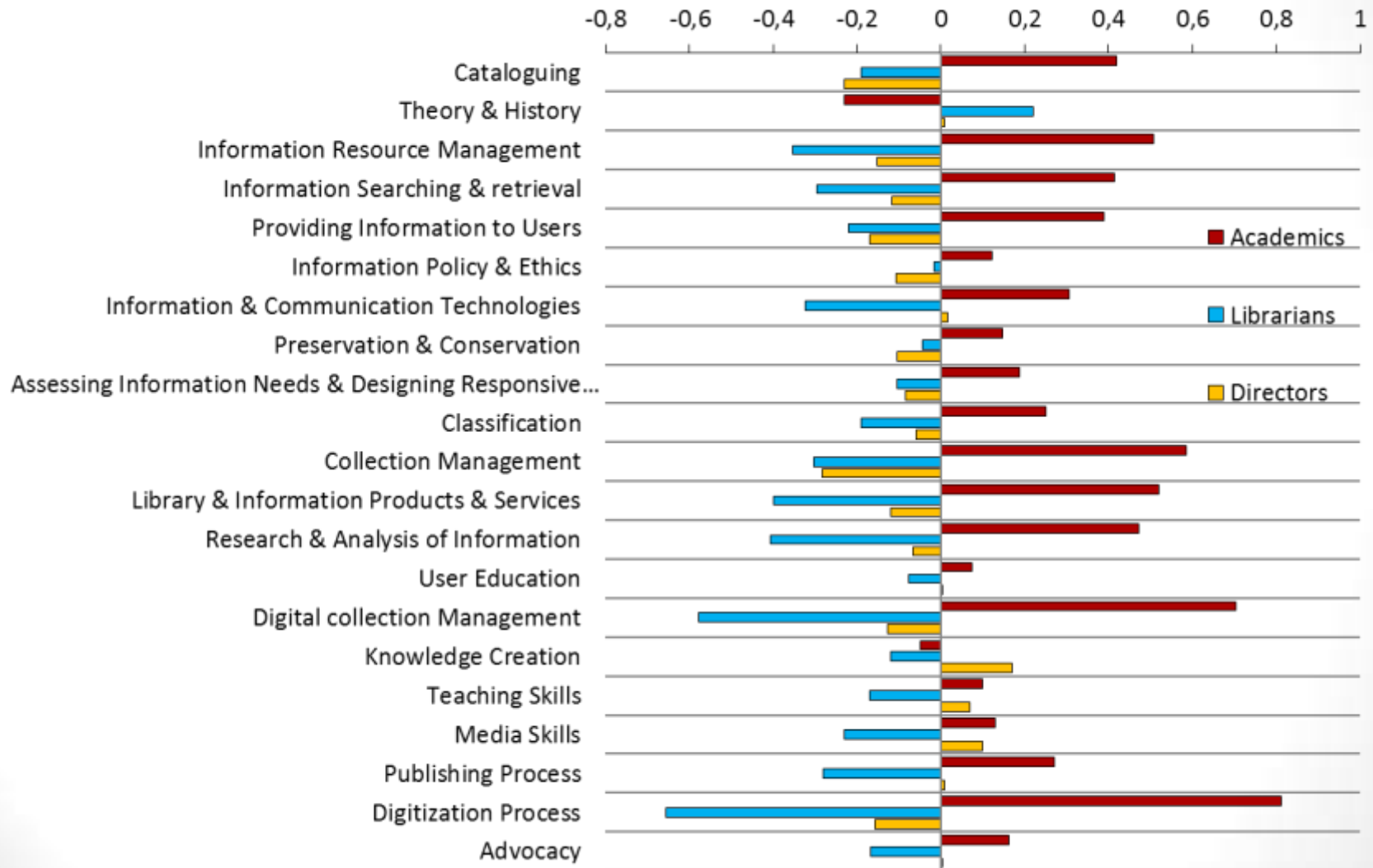
# Achievement of subject-related competences

The **most highly achieved competences** were:

- Cataloguing (4.14), and
  - Theory & History of the field (4.04)
- 
- Academics considered nearly all subject-related competences highly achieved by alumni (3.81)
  - Librarians (3.28) and directors (3.44) rated competence achievement more critically

# Achievement of subject-related competences

Fig. 2 . Ranking in order of achievement of subject-related competences and statistical differences in opinions

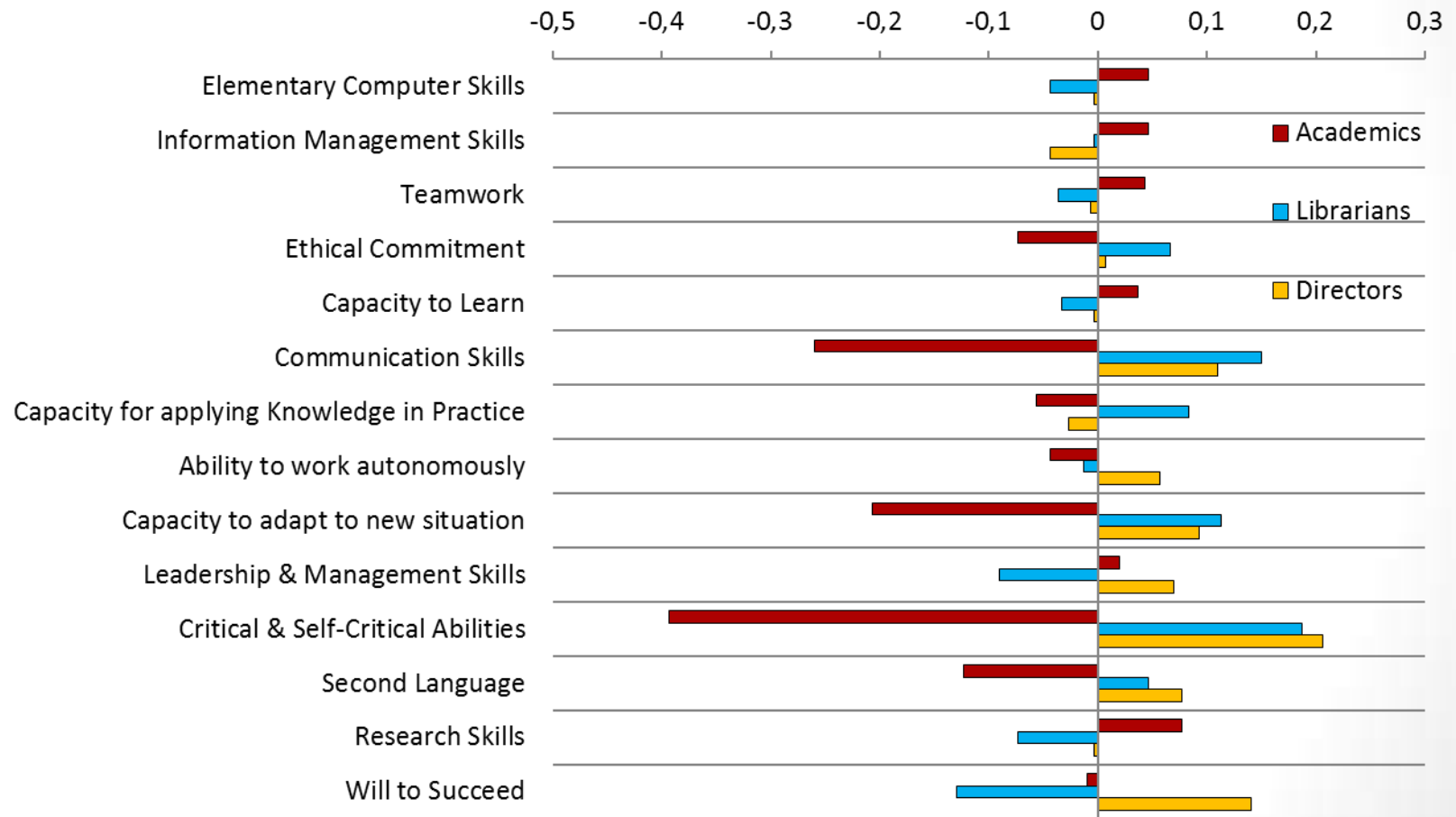


# Importance of generic competences

- Tuning distinguishes three types of generic competences:
  - Instrumental competences
  - Interpersonal competences
  - Systemic competences
  
- The **most important generic competences** according to all respondents were:
  - Elementary Computer Skills (4.83),
  - Information Management Skills (4.83),
  - Teamwork (4.77),
  - Ethical Commitment (4.76) and
  - Capacity to Learn (4.71).

# Importance of generic competences

Fig. 3. Ranking in order of importance of generic competences and statistical differences in opinions of all respondents

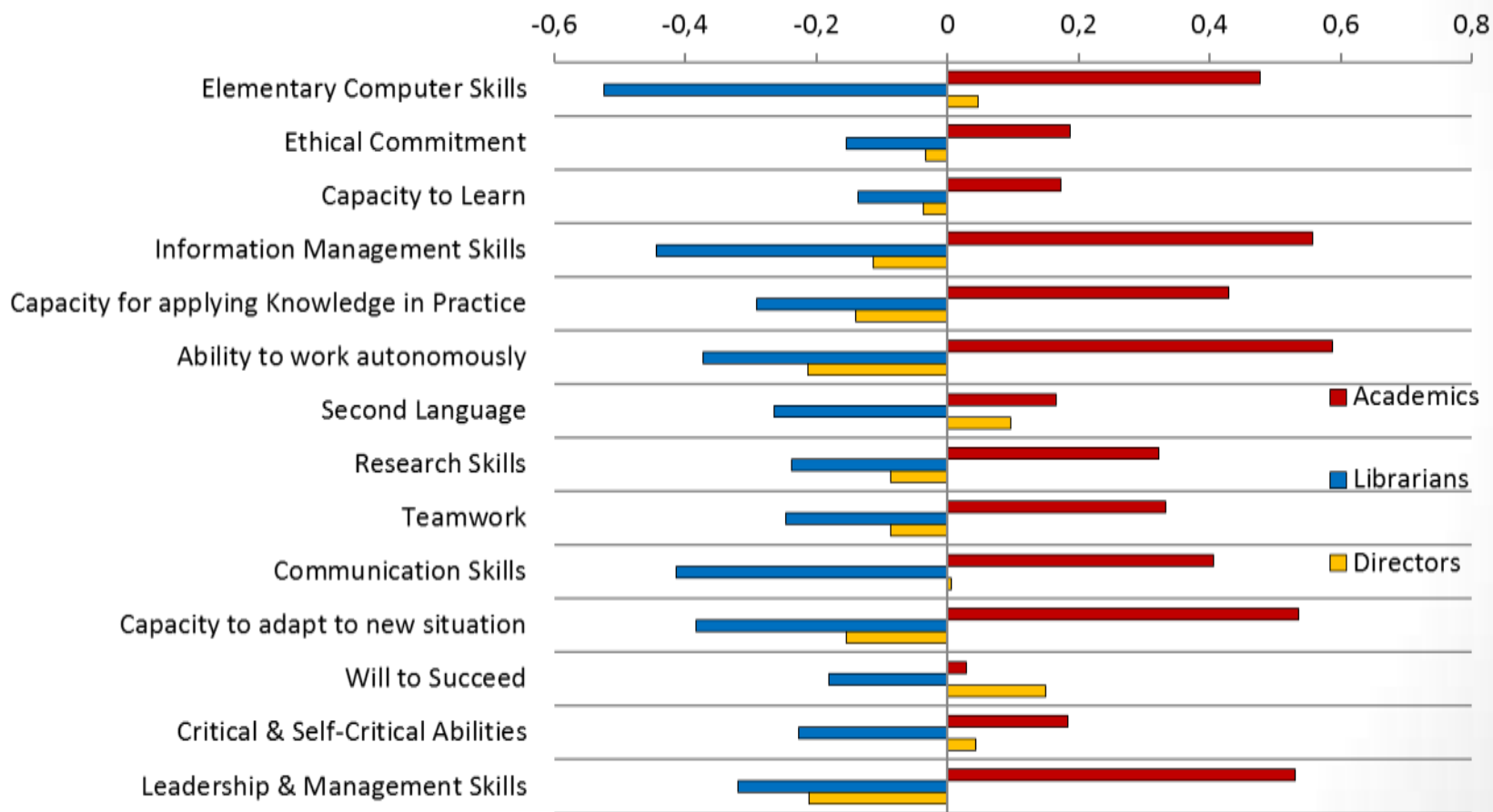


# Achievement of generic competences

- The **most highly achieved generic competences** were:
  - Elementary Computer Skills (4.08),
  - Ethical commitment (3.94) and
  - Capacity to Learn (3.89).
- The achievement rank for all generic competences expressed **totally opposite directions** when the opinions of academics were compared with the opinions of library professionals and library directors.
- The academics considered that all generic competences were more highly achieved by graduate librarians

# Achievement of generic competences

Fig. 4. Ranking in order of achievement of generic competences and statistical differences in opinions of all respondents





# Importance-Achievement Alignment

- Difference between the total average value of the importance of subject-related competences (4.35) and the average value of competence achievement by graduate librarians (3.51), reveals the difference in the alignment axe of importance-achievement values (-0.84).
- According to the academics the largest differences between the importance and the achievement of subject competences are in:
  - Assessing Information Needs & Designing Responsive Services (-1.00),
  - Advocacy (-1.00),
  - User Education (-0.82),
  - Providing Information to Users (-0.75),
  - Digital Collection Management (-0.75) and
  - Information Searching & Retrieval (-0.69).

# Importance-Performance Analysis

- The Importance-Performance Analysis (IPA) is used to investigate the importance and the achievement of subject-related competences as perceived by all respondents.
- The IPA approach is seen as a means to measure respondent's satisfaction (Martilla & James, 1977)
- The importance and the achievement values are compared in two pairs of coordinate axes.
- The intersection in the IPA is made available using the total average of importance at 4.35 and the total average of achievement at 3.51.

# Importance-Performance Analysis

- Subject-related competences were arranged into four categories:
  - **concentration** for competences that are considered important but have low achievement;
  - **low priority** for competences that are not considered important and have low achievement;
  - **excess effort** for competences that are not considered important but have high achievement;
  - **maintenance** for competences estimated both as highly important and as highly achieved.

<b>Importance</b>	<b>CONCENTRATION:</b>	<ul style="list-style-type: none"> <li>- Collection Management</li> <li>- Digital Collection Management</li> <li>- User Education</li> <li>- Advocacy</li> </ul>	<b>MAINTENANCE:</b>	<ul style="list-style-type: none"> <li>- Cataloguing</li> <li>- Classification</li> <li>- Assessing Information Needs &amp; Designing Responsive Services</li> <li>- Information Policy &amp; Ethics</li> <li>- Information Resource Management</li> <li>- Information Searching &amp; Retrieval</li> <li>- Providing Information to Users</li> </ul>
	<b>LOW PRIORITY:</b>	<ul style="list-style-type: none"> <li>- Digitization Process</li> <li>- Library &amp; Information</li> <li>- Products &amp; Services</li> <li>- Knowledge Creation</li> <li>- Media Skills</li> <li>- Publishing Process</li> <li>- Teaching Skills</li> </ul>	<b>EXCESS EFFORT:</b>	<ul style="list-style-type: none"> <li>- Theory &amp; History</li> <li>- Information &amp; Communication Technologies</li> <li>- Preservation &amp; Conservation</li> <li>- Research &amp; Analysis of Information</li> </ul>
	<b>Performance (Achievement)</b>			

# Information Literacy Competences

- Information literacy competences have been researched as a curriculum subject.
- Findings revealed that all respondents agreed on one distinctive core of subject-related competences consisting of user-centered and information-based competences, and identified as information literacy competences.
- According to the results of the IPA approach, information literacy competences appear in conjunction with competences of the 'bibliographical paradigm' in a steady **maintenance area**.

# Information Literacy Competences

- IL competences such as *User Education, Media Skills, Teaching Skills, Information & Communication Technologies* are distributed equally in other three quadrants, leading to a **certain conclusions:**
  - Not all IL competences are equally important for LIS profession,
  - IL competences related to ‘bibliographical paradigm’ has been recognized as an integral part of LIS curriculum,
  - IL competences have long historical development in LIS curriculum.

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# Thank you!