



Library Instruction in Two Croatian Academic Libraries

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- Two faculties in Osijek, Croatia: the Law Faculty (LF) and the Faculty of Humanities and Social Sciences (FHSS)
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Introduction

- IL:
 - a set of abilities requiring individuals to recognize when information is needed and then have the ability to locate, evaluate and use effectively the needed information (ALA, 1989)
- college students
 - critical-thinking skills
 - database searching proficiency
 - lifelong learning

J. J. Strossmayer University

- 17 members:
 - 11 faculties
 - 5 departments
 - 1 academy



University of Osijek

Faculties

- the Faculty of Economics
- the Faculty of Electrical Engineering
- the Faculty of Civil Engineering
- the Faculty of Education
- the Faculty of Agriculture
- the Faculty of Law
- the Faculty of Food Technology
- the Faculty of Mechanical Engineering in Slavonki Brod
- the Faculty of Medicine
- the Faculty of Philosophy
- the Catholic Faculty of Theology in Djakovo

the Faculty of Humanities and Social Sciences

Departments

- Department of Mathematics
 - Department of Physics
 - Department of Chemistry
 - Department of Biology
 - Department of Cultural Studies
- Academy of Arts

Two faculties - numbers

- The Faculty of Law:
 - founded in 1975
 - 33.000 books, 500 periodicals
 - user population: 2743
- The Faculty of Humanities and Social Sciences:
 - founded in 1961
 - 60.000 books, 125 periodicals
- Both: access to data-bases

IL Program: The Faculty of Law

- pilot-project (ac. year 2012/2013)
- aim:
 - to raise awareness of the necessity of acquiring IL skills
- hypothesis:
 - students who undergo the IL workshops will achieve better results in seminar papers than those who do not

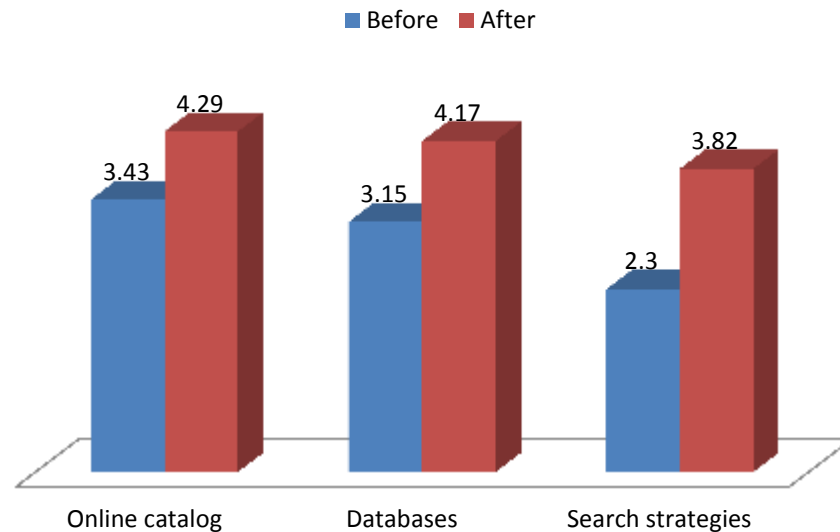
Instrument, Methodology, and Sample

- March 2013
- one 90 min workshop per one seminar [course](#) (study years: 1st – 4th)
- test and control [groups](#)
- evaluation of IL workshops:
 - evaluation forms (I - after the workshop, II - after completion of seminar papers)
 - consultation with course instructors
 - citation analysis of seminar papers

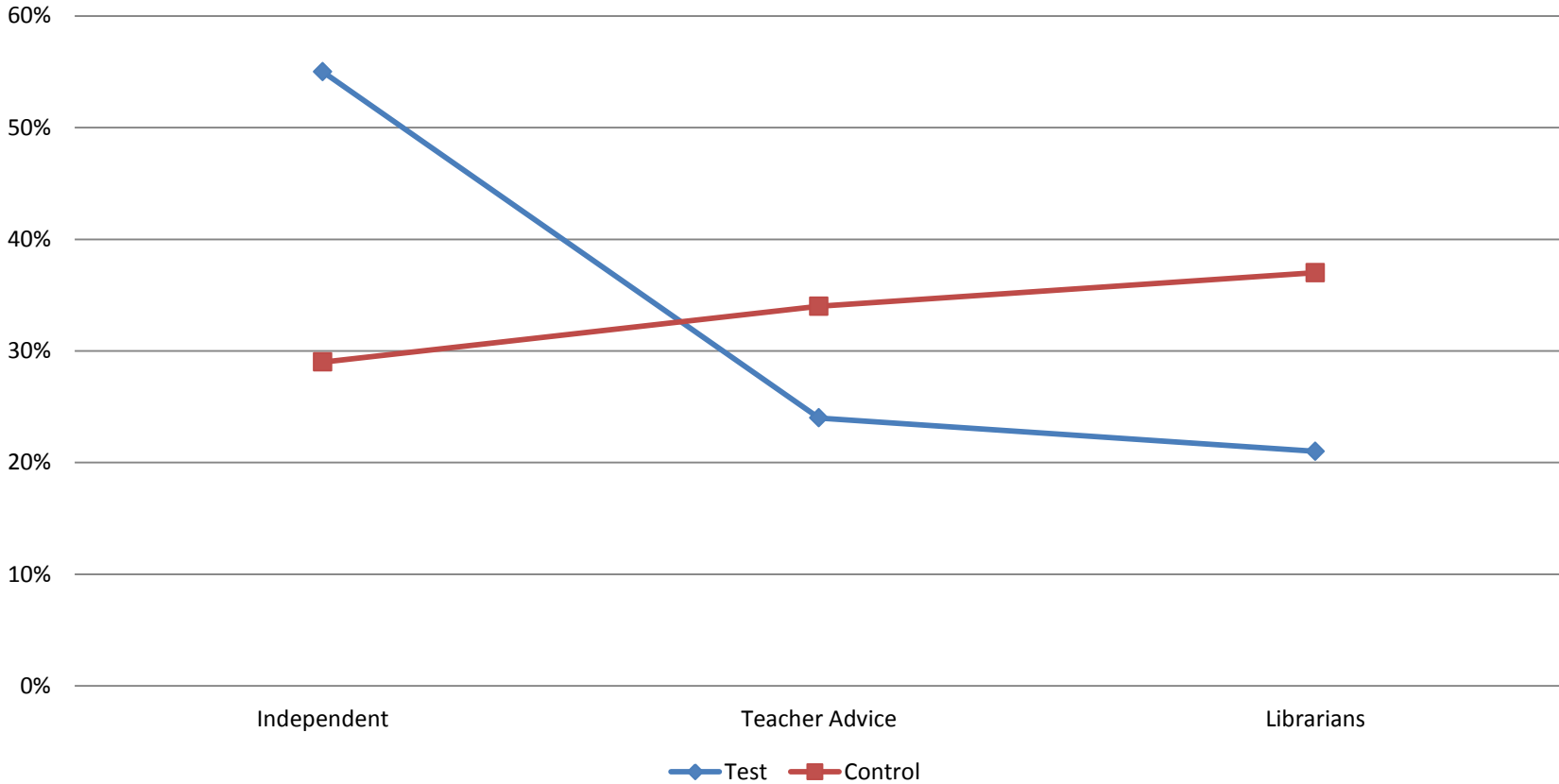
Results

Students' evaluation of their knowledge and skills before and after participation in the IL workshop.

Likert scale 1-5



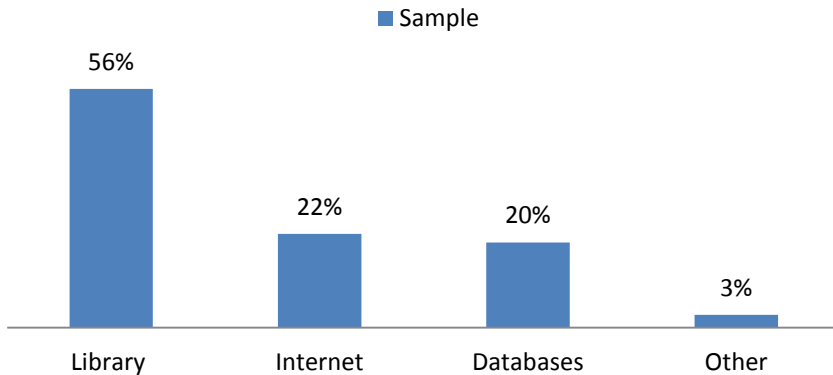
Independence in Information Retrieval



- librarian – grade ‘very [good](#)’
- 96.6% (86) students – would recommend workshops to their colleagues

Citation Analysis

Choice of information source



Teachers:

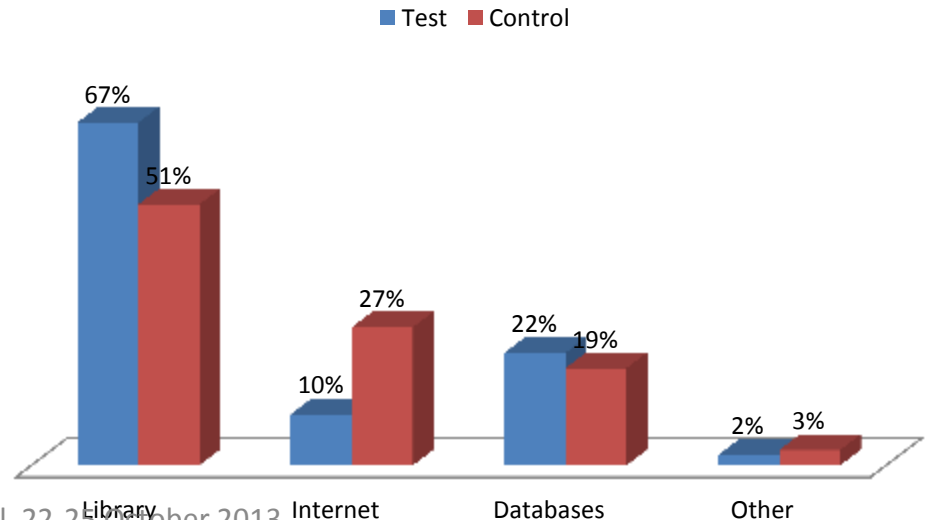
- in general, the test group used better quality sources in their seminar papers

hypothesis:

students who undergo the IL workshops will achieve better results in seminar papers than those who do not

CONFIRMED!

Information source: test vs. control



IL Program: The Faculty of Humanities and Social Sciences

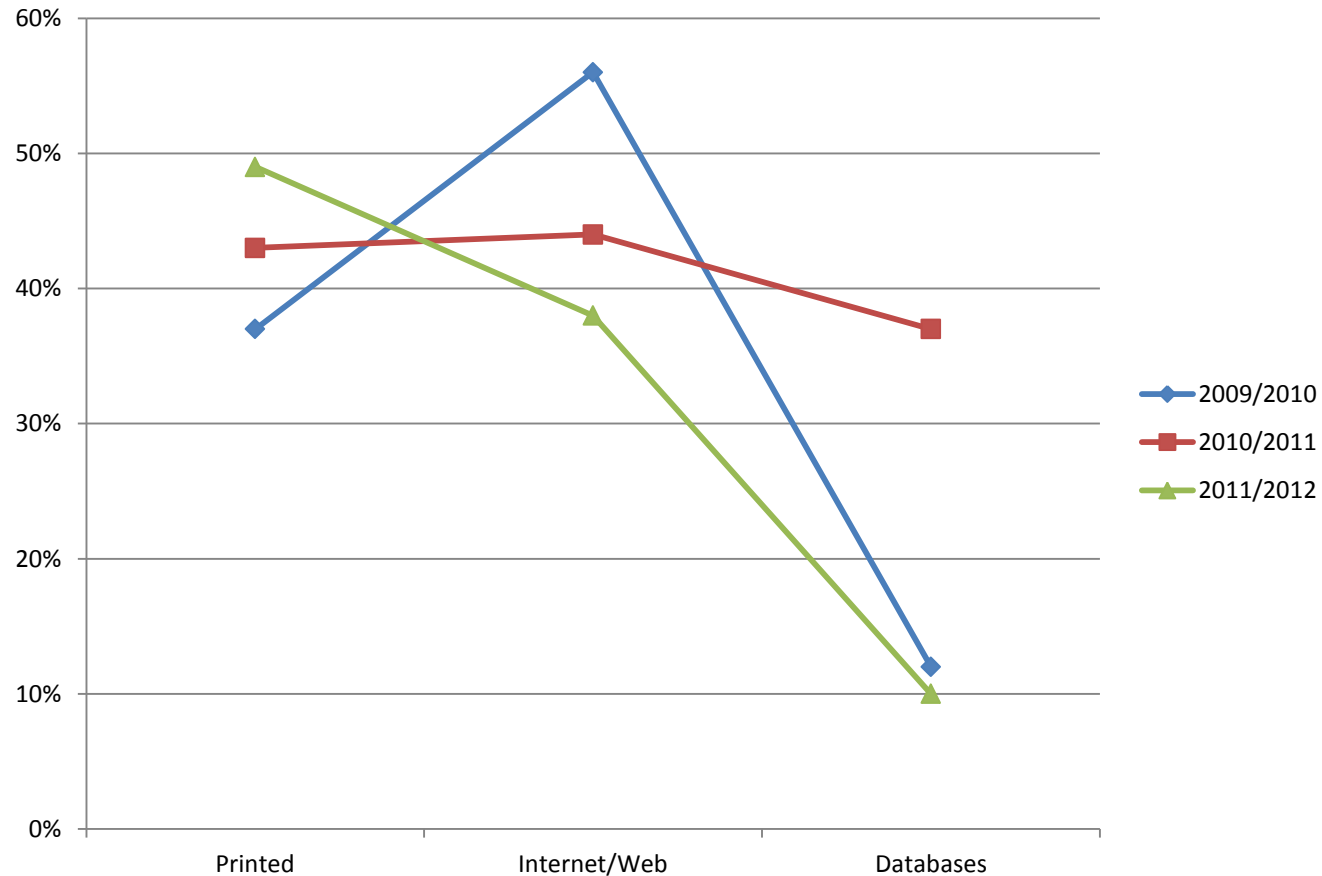
Table 1. IL workshops delivered by FHSS Library

| Academic year | Workshops | Students | Target population | % |
|---------------|-----------|----------|-------------------|-------|
| 2010/2011 | 16 | 405 | 1456 | 27.82 |
| 2011/2012 | 9 | 172 | 538 | 31.97 |
| 2012/2013 | 5 | 125 | 549 | 22.77 |

- Exit satisfaction surveys (mean):
 - 2010/2011: 4.7
 - 2011/2012: 4.4
 - 2012/2013: 4.6
- *“Knowledge and skills gained at workshops will help me in future academic career and work.”*
 - 2010/2011: 93.8%
 - 2011/2012: 94.4%
 - 2012/2013: 97.9%

Citation Analysis

Choice of information sources for three academic years



Conclusions

- presentation of two IL instruction programs
 - older (FHSS) and newer one (FL)
- results show slow, but gradual, change in students' information retrieval habits
- organizational problems, standards of information literacy
- cooperation with the faculty crucial