

U N I V E R S I T Y O F B E R G E N

University of Bergen Library

Information Literacy Assessment in Higher Education in Light of the European Qualifications Framework

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uib.no

Outline

- Background
- Data collection
- Findings from
 - Surveys
 - Focus group interview
- Summary and conclusion



EQF / NQF

- Students' learning outcomes
 - 3 cycles in higher education

- Consequences for academic libraries' IL programmes
 - Descriptions



Information Literacy

- Learning outcomes
 - Must be described in the subject curriculum
- Assessment
 - The responsibility of academics
 - A contribution by the library?



Research questions

- How are the IL learning outcomes described in subject curricula?
- How do academic librarians collaborate with academics to embed IL learning outcomes in curriculum according to the claims in the NQF?



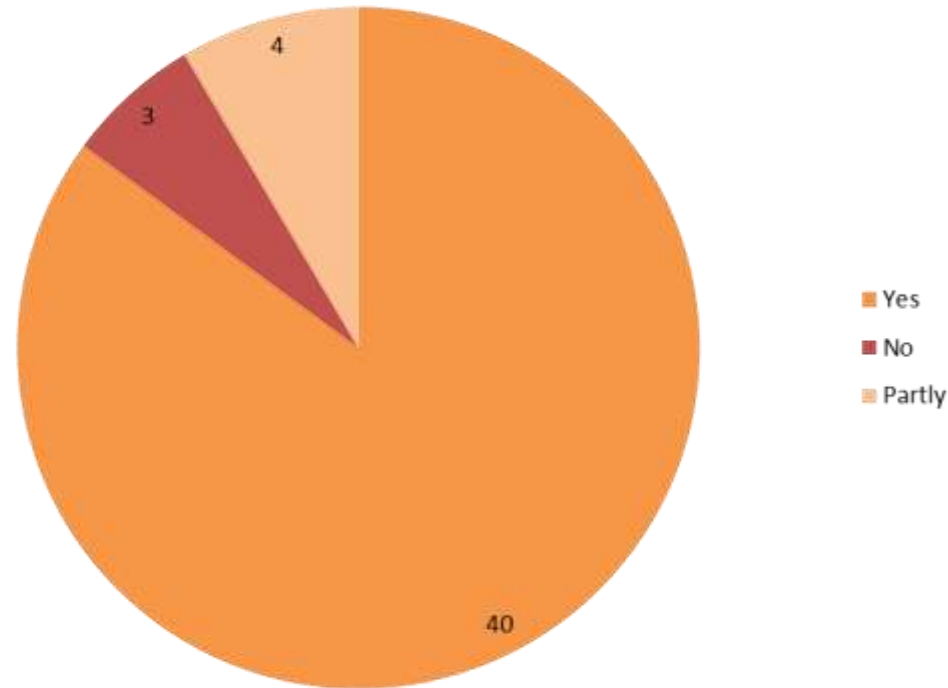
Methods

- Survey
 - 25 academic librarians
 - 16 replies
 - Covered 47 subjects
- Focus group interview
 - 3 participants (out of 6 yes replies)
 - Covered 10 subjects



Findings – survey

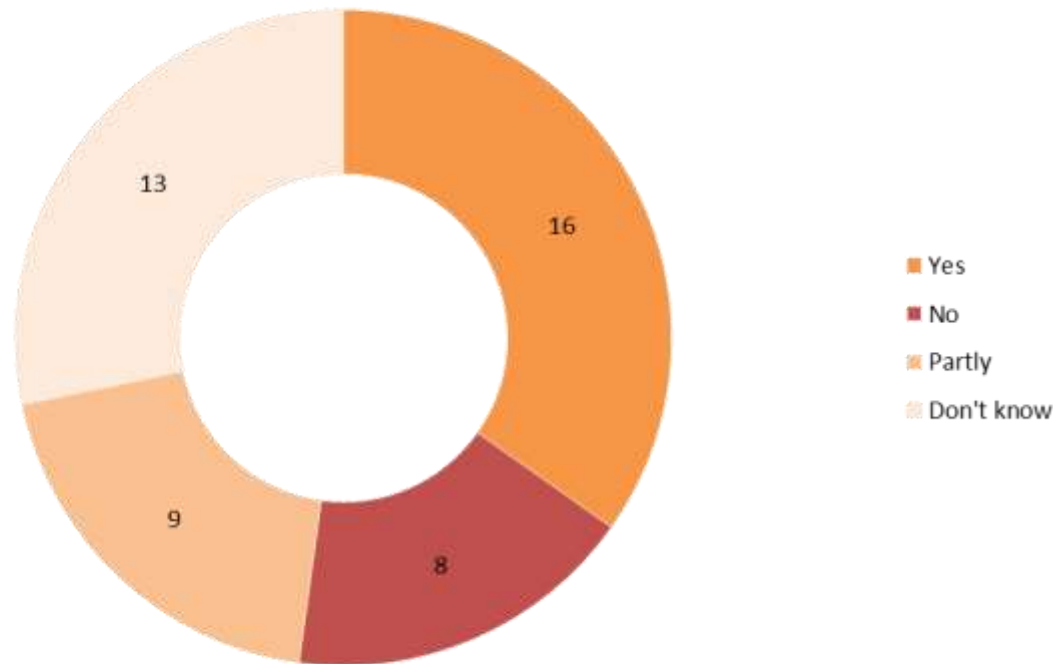
- Do students in "your" subjects have access to IL courses?



N=47

Findings – survey

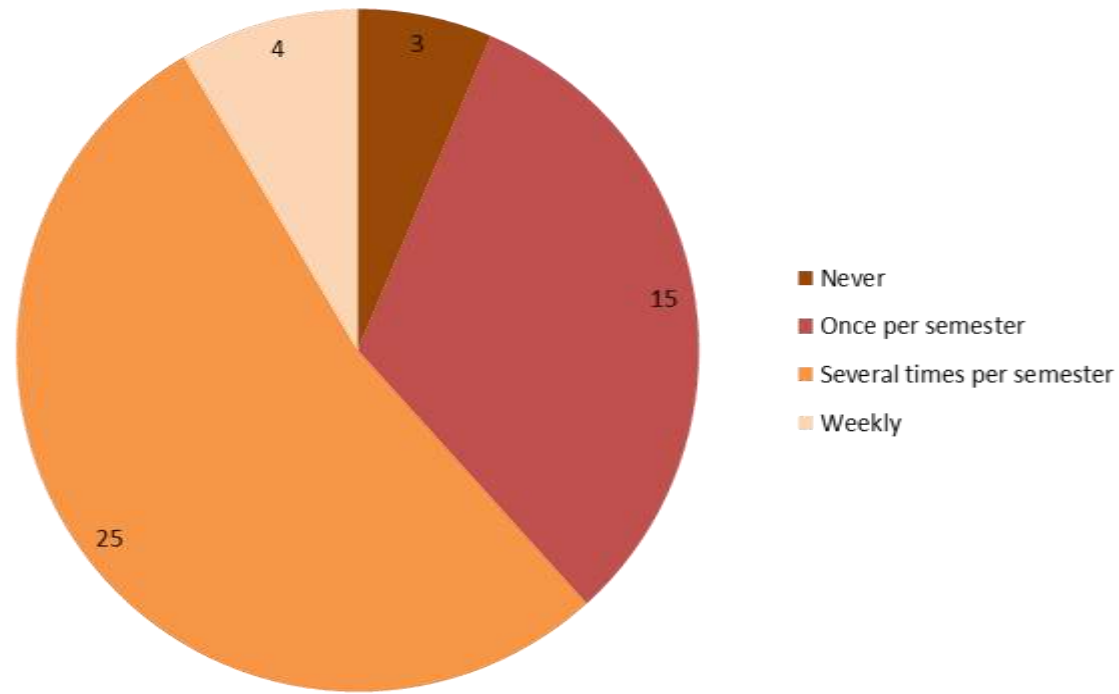
- Is IL included in the description of learning outcomes in "your" subject curricula?



N=46

Findings - survey

- How often do you have contact with academics within your subject(s)?



N=46

Findings – focus group interview

- Contact with academics

"I have experienced the contact very different from subject to subject." A2

- Meetings, e-mails

- Planning next semester

- Feedback

"An academic said: We use the library courses to reduce our workload." A3



Findings – focus group interview

- Evaluation

- Feedback from academics

"In my subject area, students give an oral evaluation of courses, but this feedback rarely reaches me." A3

"Two of my subjects include 1-2 questions relevant to the library courses." A2

- Improving IL courses

"When I had just started my job I gathered evaluations from students to adapt and improve my courses." A3



Findings – focus group interview

- Assessment

- The library is only involved when the academic librarian is in charge of the subject course as well
- IL is assessed

"An academic said: Students who did not write correct in-text referencing did not pass the assignment, even if they had provided a reference list." A2



Findings – focus group interview

- MySpace (LMS)
 - Topics / problem statements
 - Contact students
 - Presentations
 - Exercises
- Social media
 - FB friend with the subject's committee (students)
 - "I get many likes and comments for my updates." A2



Limitations

- Number of participant in focus group interview
- Survey questions



Summary and conclusion

- Most of UBL's academic librarians
 - give IL courses in "their" subjects
 - have regular contact with "their" subjects' academics
 - know if IL learning outcomes is described in "their" subject curricula
 - know that academics assess IL within written assignments
 - miss systematic feedback from academics
- MySpace and FB make it easy to communicate with students
- Need more data about academic librarians' practices



Thanks for listening!



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