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

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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!