

Walking from Concepts to Facts: A Holistic Information Literacy Approach Experience at the University Level

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Topics

1

Study background

2

Demographics

3

Research components

4

Results

Research Objective

A photograph of a large audience seated in a lecture hall. Many individuals are using laptops, suggesting a focus on technology or digital learning. The audience is diverse in age and appearance. The text is overlaid on a semi-transparent white band across the middle of the image.

Identify a strategy to foster institutional information culture at CETYS University

Case Study

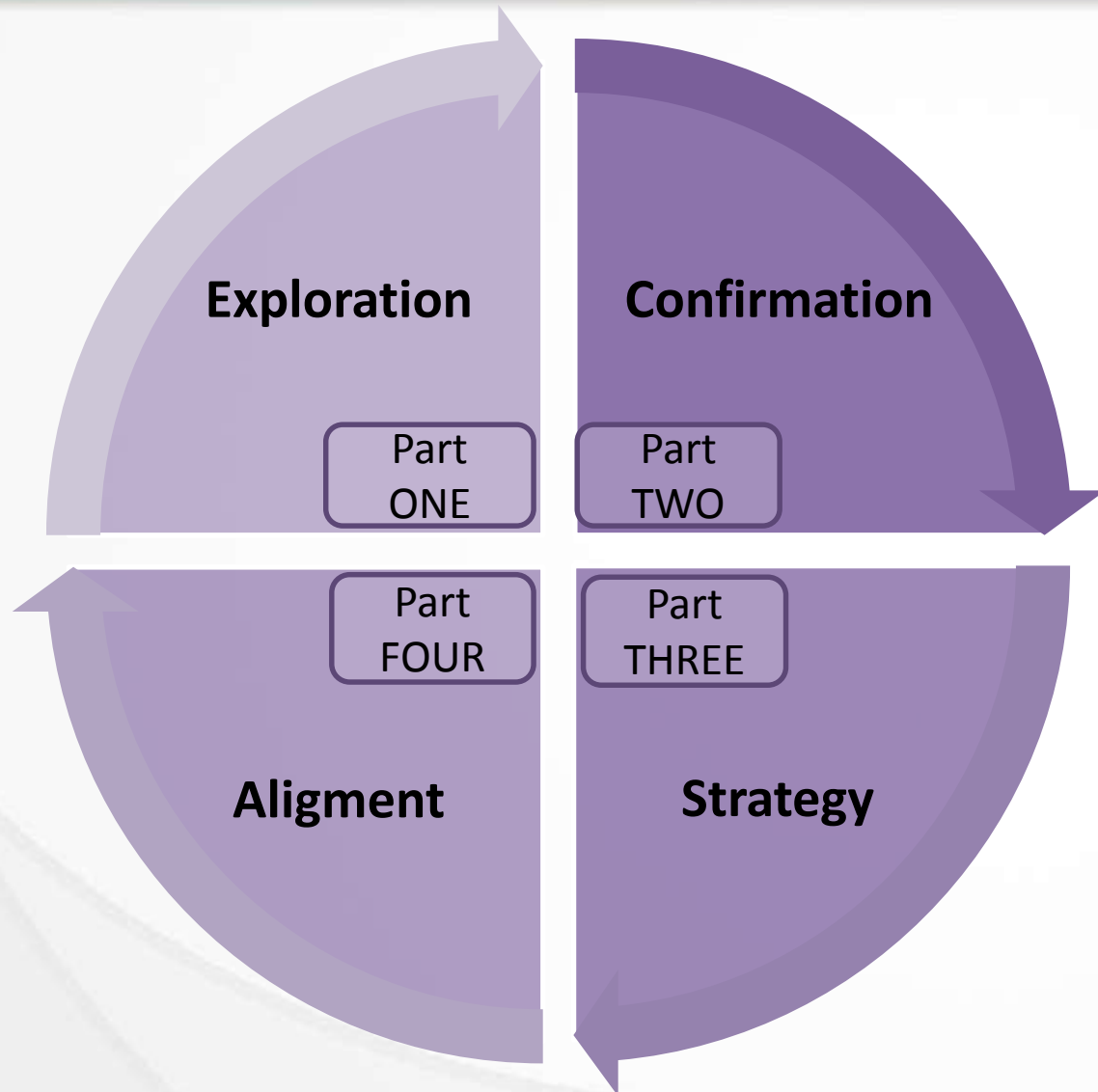
- Study carried out in 2012
- Pilot phase – CETYS University
- Private university with 6,000 students, founded in 1961
- Campi in Mexicali, Tijuana y Ensenada / BC, Mexico



CETYS University

- Education offer: High school, undergraduate and postgraduate studies
- Accredited in Mexico and in the USA by the Western Association of Schools and Colleges (WASC)
- CETYS is one of five Mexican universities to have a USA accreditation
- WASC accreditation demanded library improvements and an institutional information culture

Study Approach



Study Components

1

Faculty competencies survey

Questionnaire to identify faculty information demand and competencies

2

Faculty writing skills confirmation

Bibliometric study of faculty publications and of core undergraduate course programs

3

Institutional strategies

Focus groups, interviews, and questionnaires to facilitate IL faculty and management strategies

4

Curriculum alignment

Professors' committee to create guidelines on how to align the curriculum with IL standards and how to embed information literacy into the learning process

A close-up, over-the-shoulder view of a person wearing glasses and a dark cap, working on a laptop. The person's hands are visible, typing on the keyboard and using the mouse. A yellow pencil lies on the laptop's keyboard. The laptop screen displays a web-based survey form with various input fields and checkboxes. A semi-transparent purple banner is overlaid across the middle of the image, containing the text "Study Component ONE Survey" in white. The background is slightly blurred, showing an indoor setting with a wooden desk and a white wall.

Study Component ONE Survey

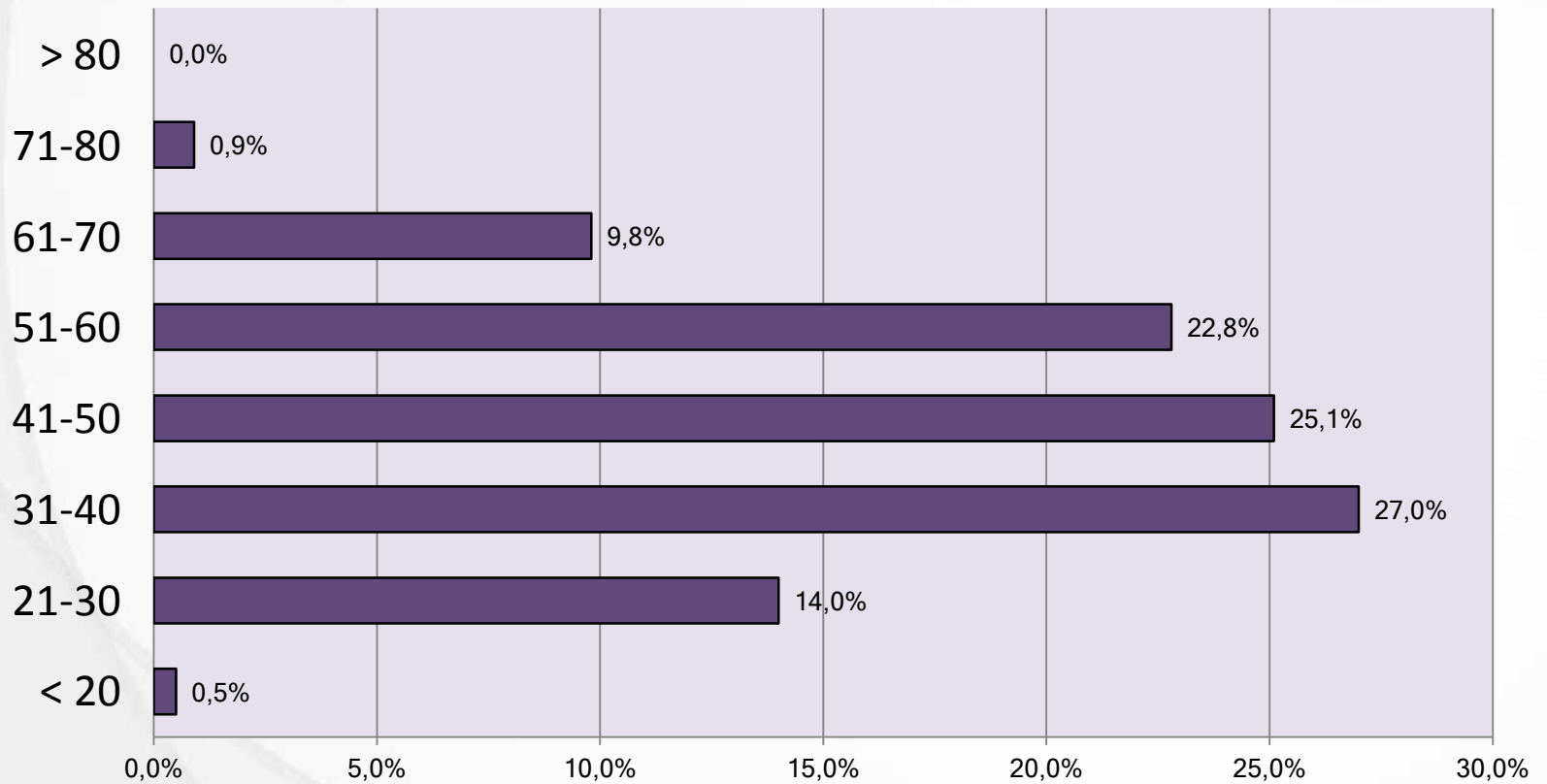
Research Objective / Hypothesis

- Objective: Identify information demand and information competencies of CETYS Faculty
- Hypothesis: Information Competencies and information demand are higher among faculty who are younger, who have doctoral degrees, and among those who have studied abroad
- Population: Full-time and part-time professors
- Level: Higher education, undergraduate and graduate programs

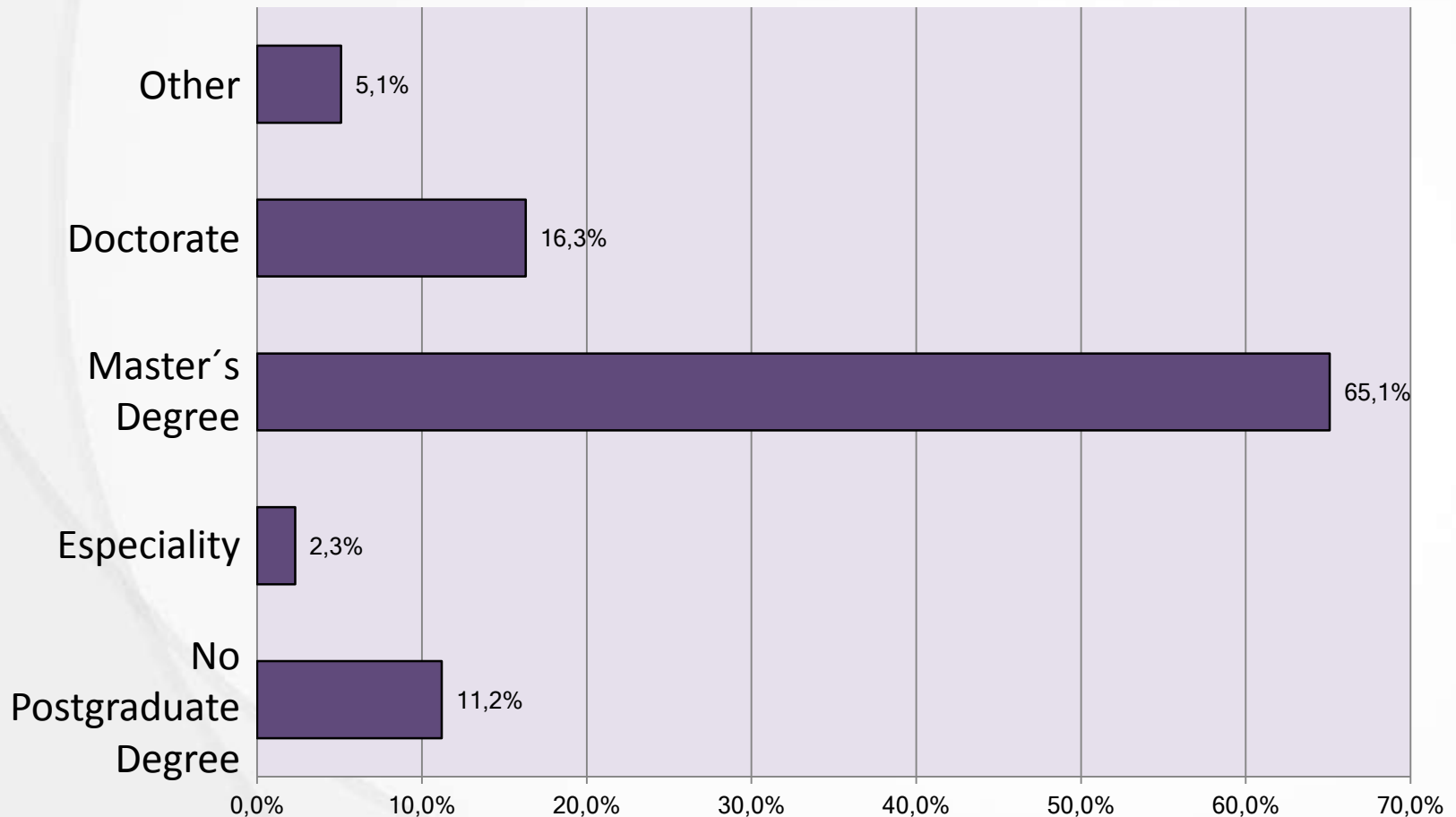
Sample and Research Instrument

- Study population - Undergraduate and postgraduate full and part time faculty (347 faculty members)
- Sample – Faculty that answered the survey were 212, 61% of study population, 52% were male respondents and rest were women
- Questionnaire - 27 questions (23 multiple option answers; and 4 open-ended), grouped in three categories:
 - I. **Demográfic data**: 12 faculty profile questions
 - II. **Information sources demand** : 8 questions related to use, type of resources and search frequency of information by faculty
 - III. **Information used by faculty** : 7 questions about use and application of information resources in the teaching practice

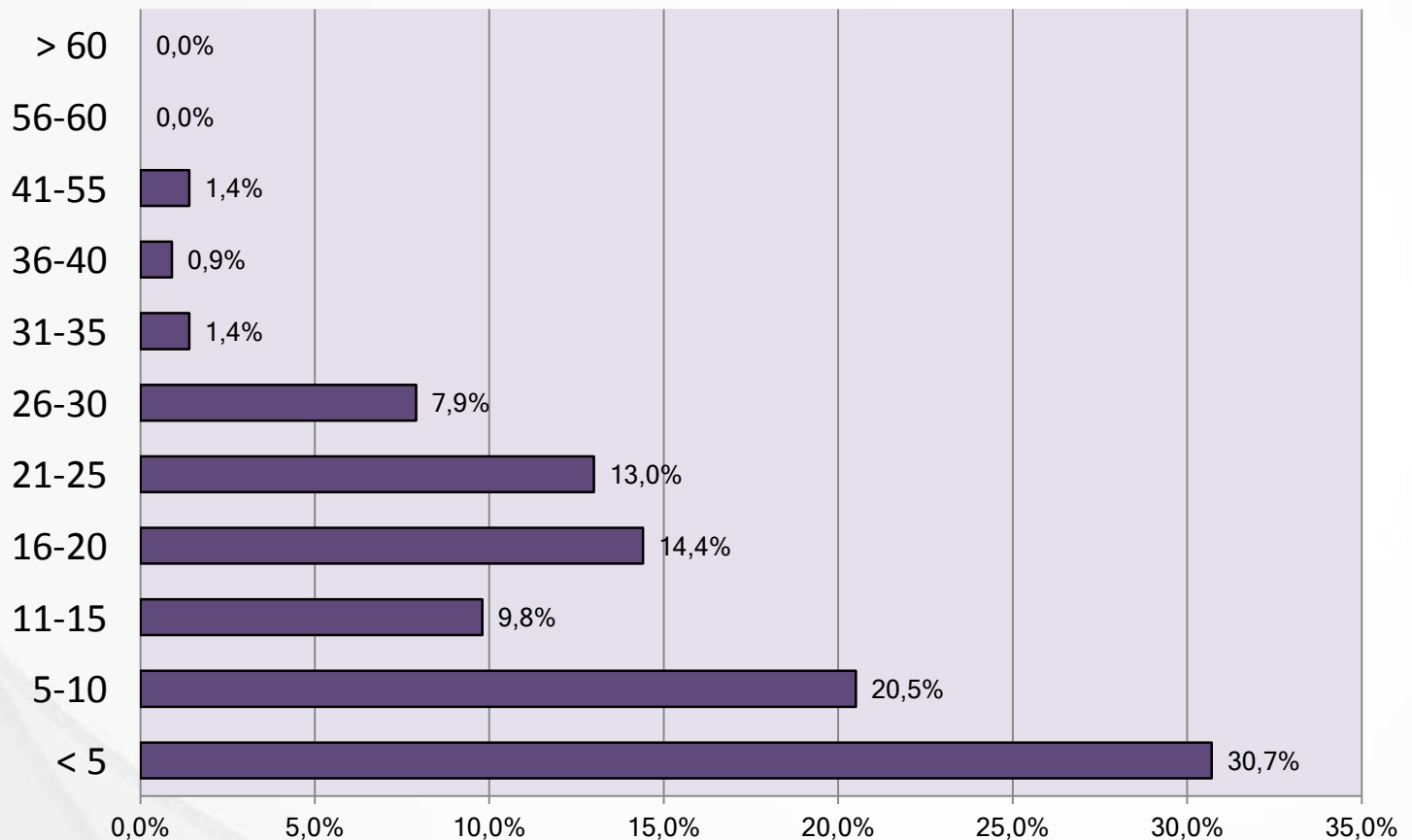
Age Range



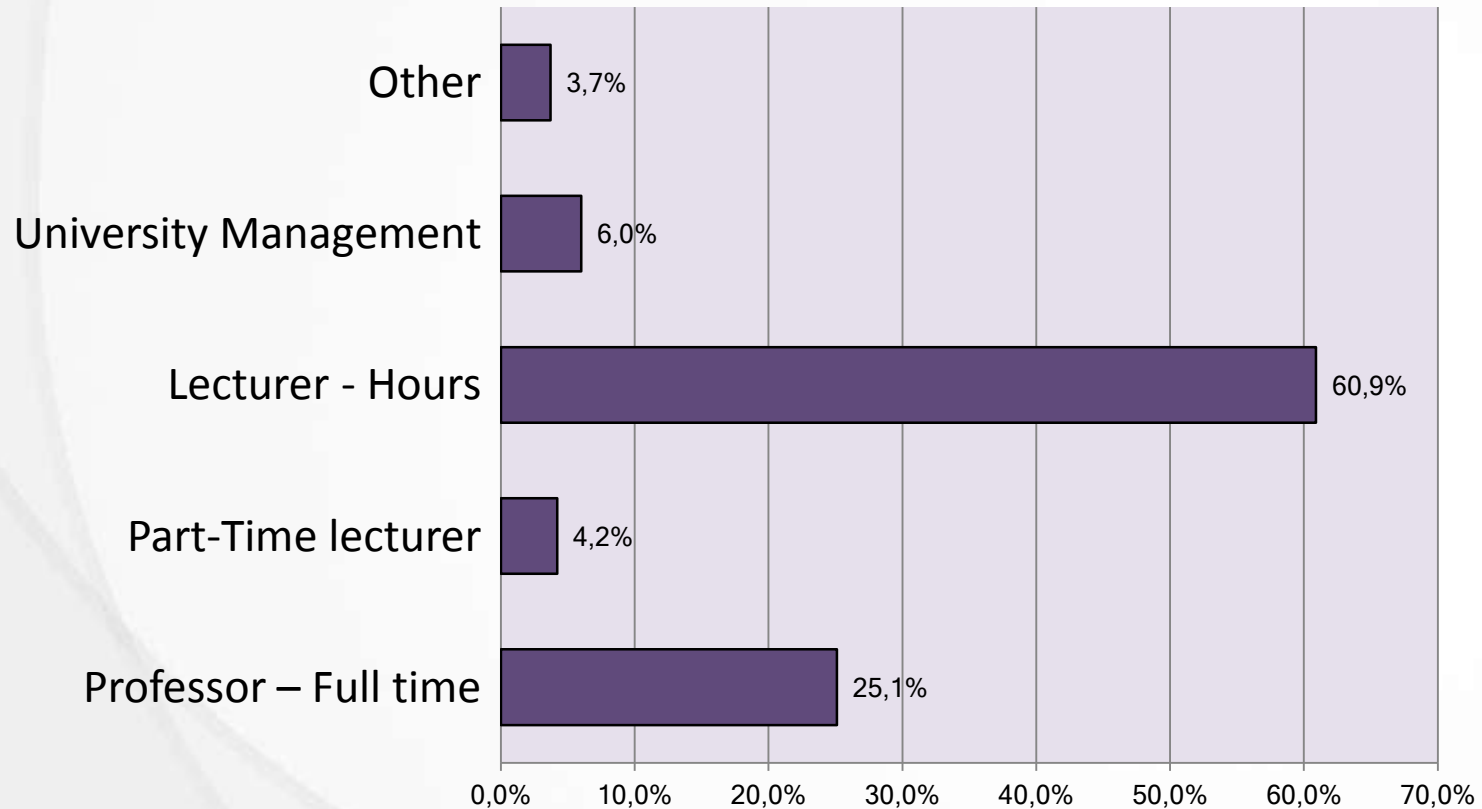
Highest Degree of Faculty



Teaching Experience in Higher Education



Type of Faculty Contract

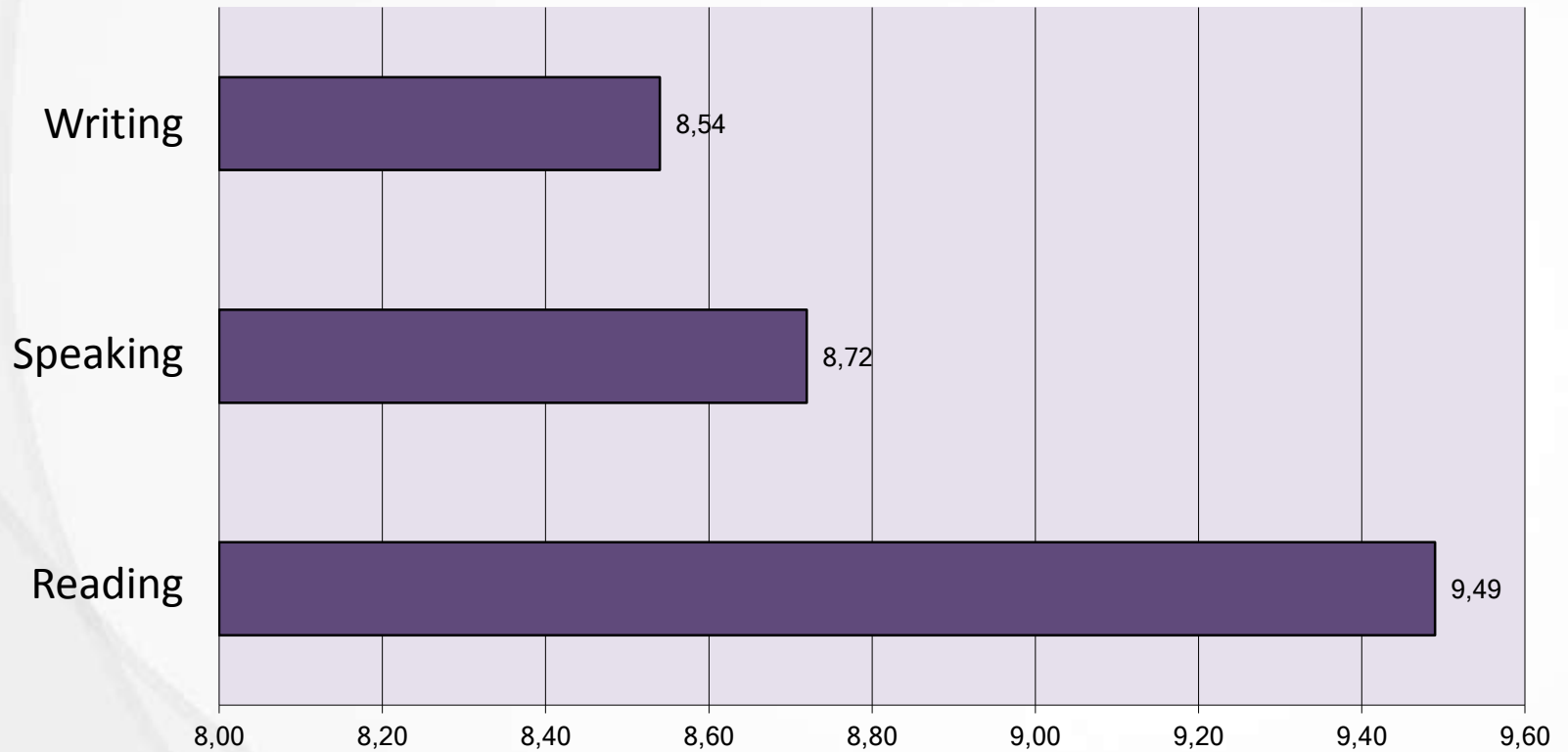


Faculty with Abroad Studies

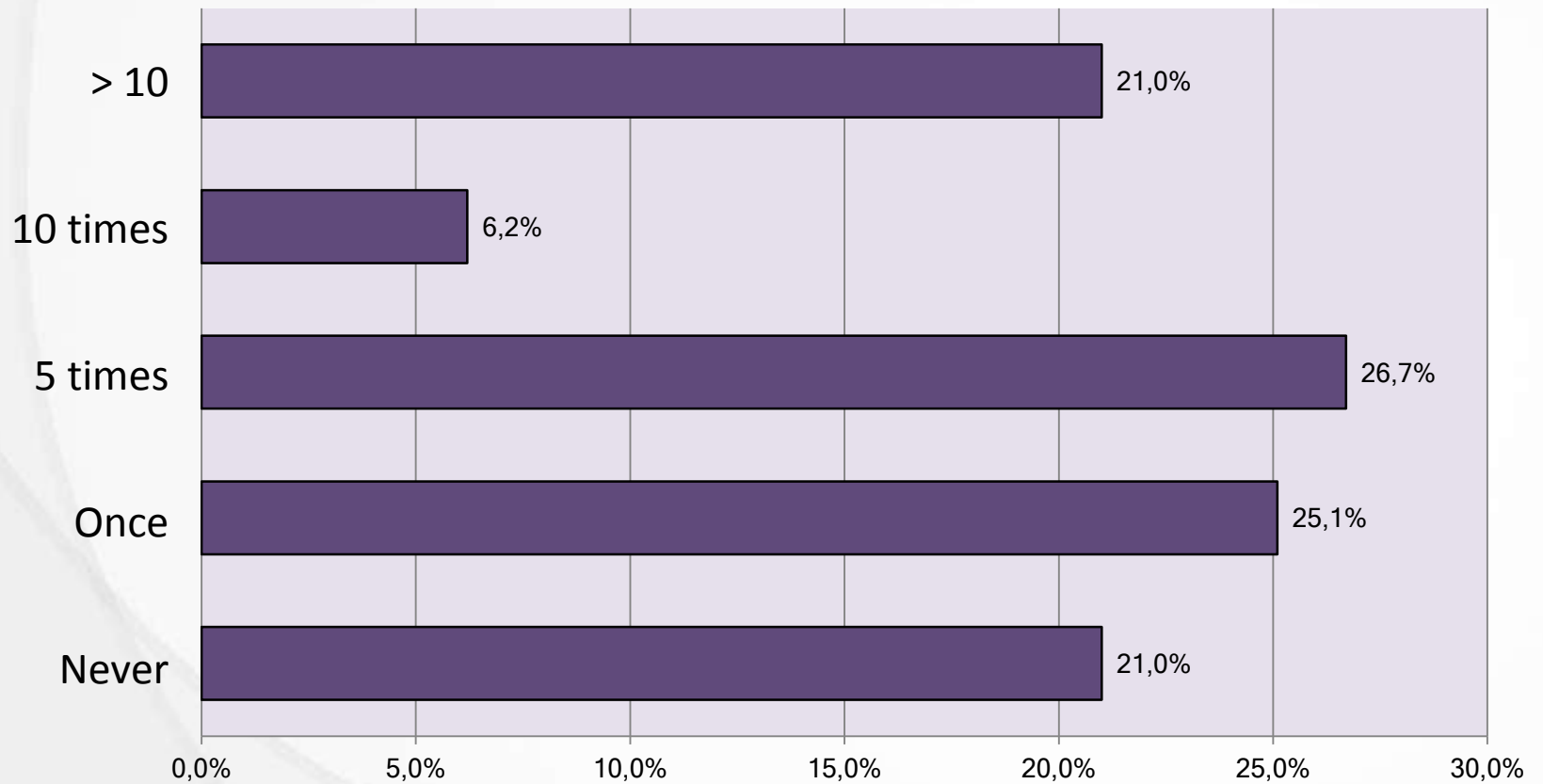
- Most have postgraduate degrees: 65% master's degrees and 16% doctorate
- 28% faculty studied abroad (USA and Spain)



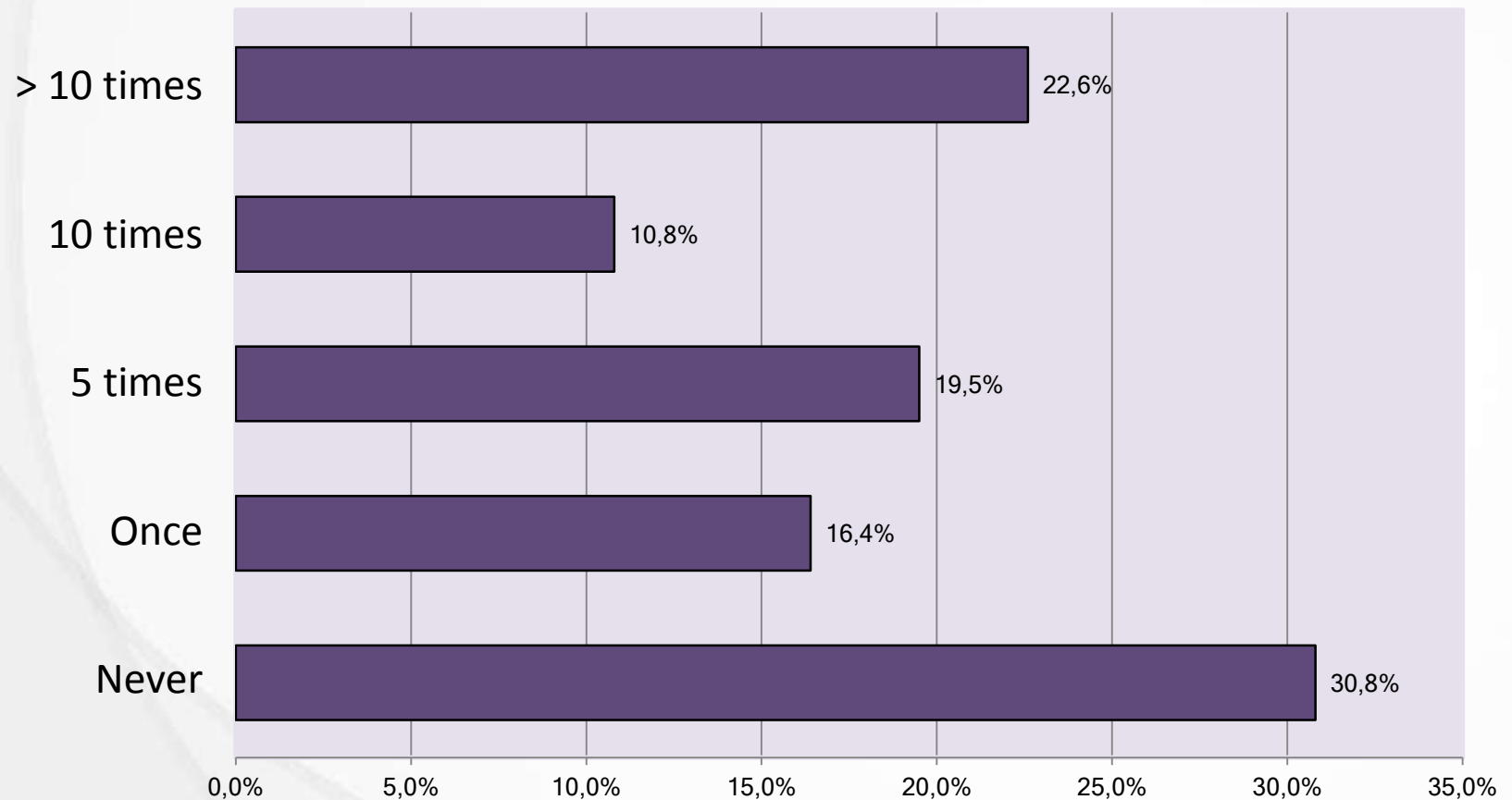
English Fluency



OPAC Use During a Semester

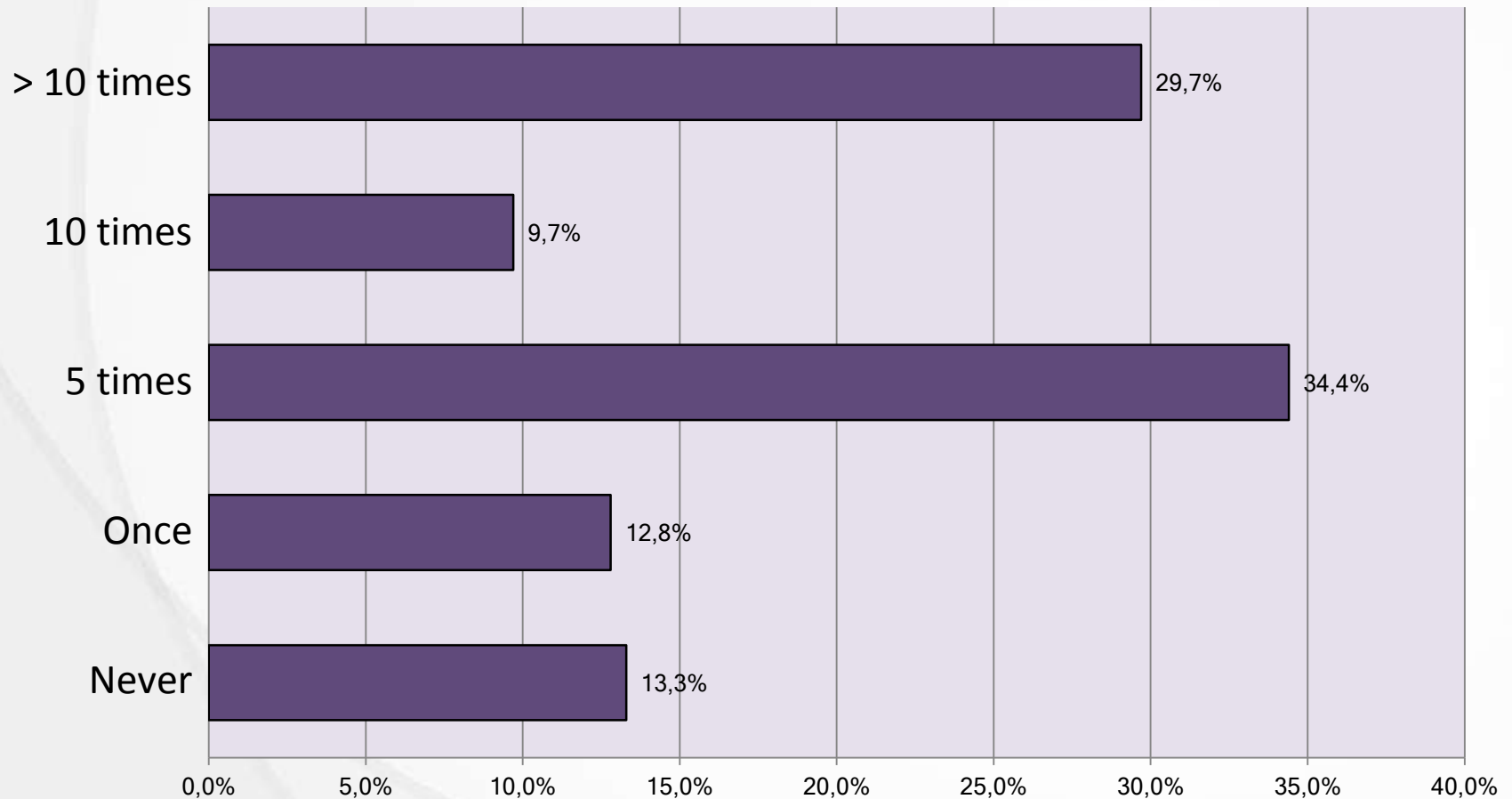


Database Use During a Semester

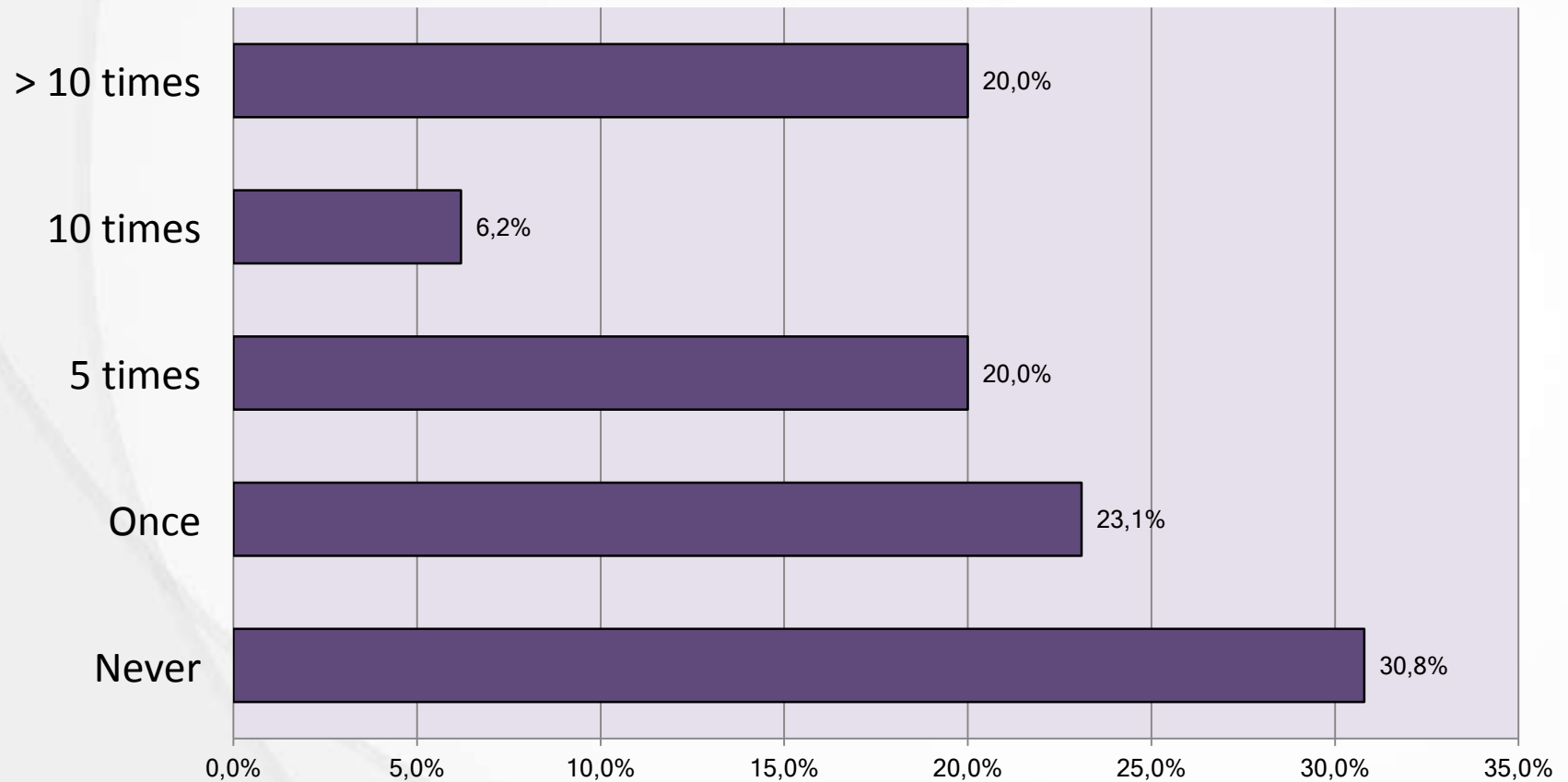


Paper Printed Material Use During a Semester

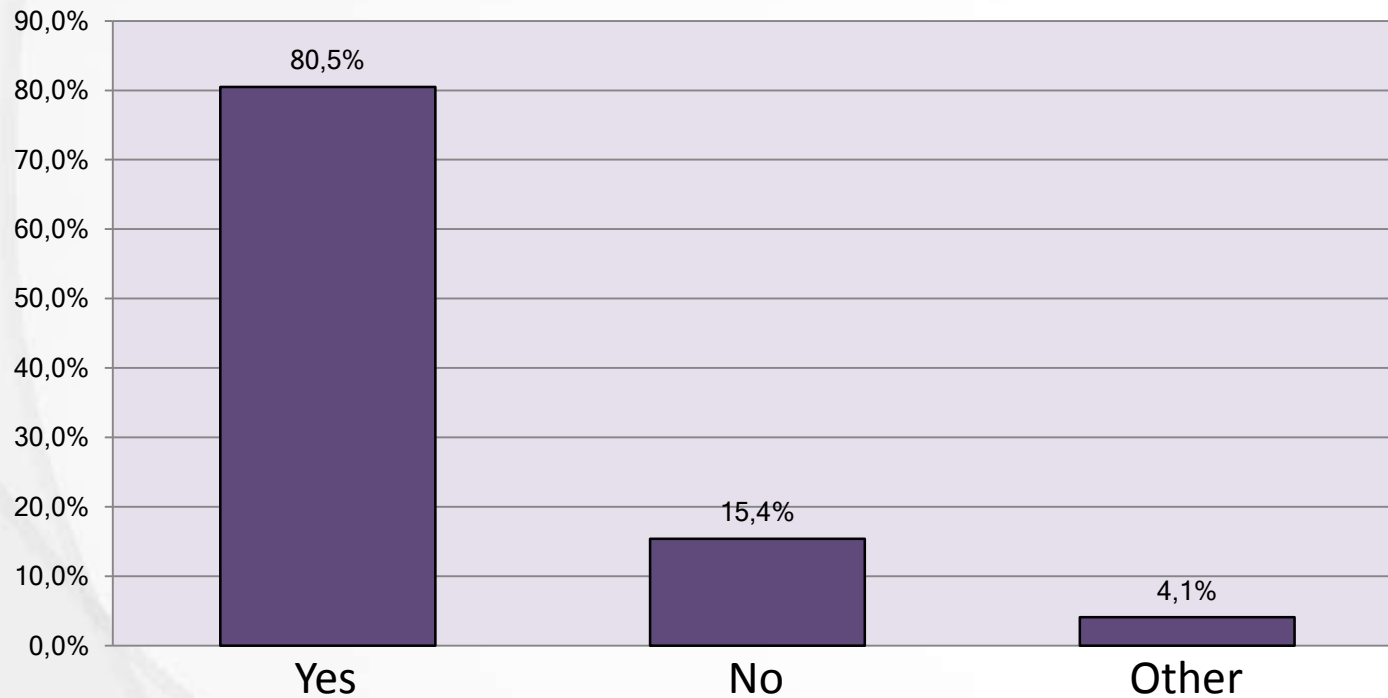
(Books, Journals, Etc.)



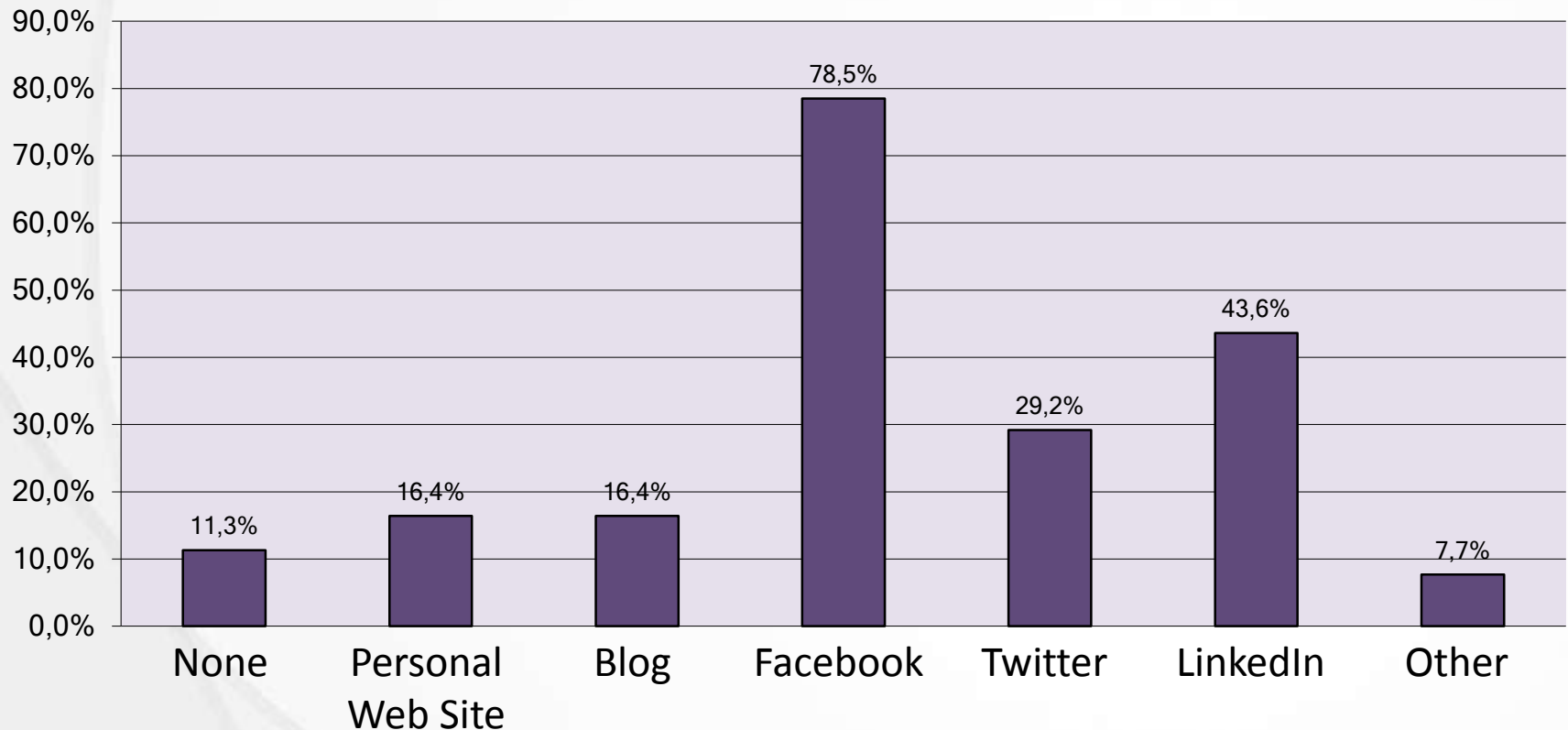
e-Book Usage of the Library and from Other Places



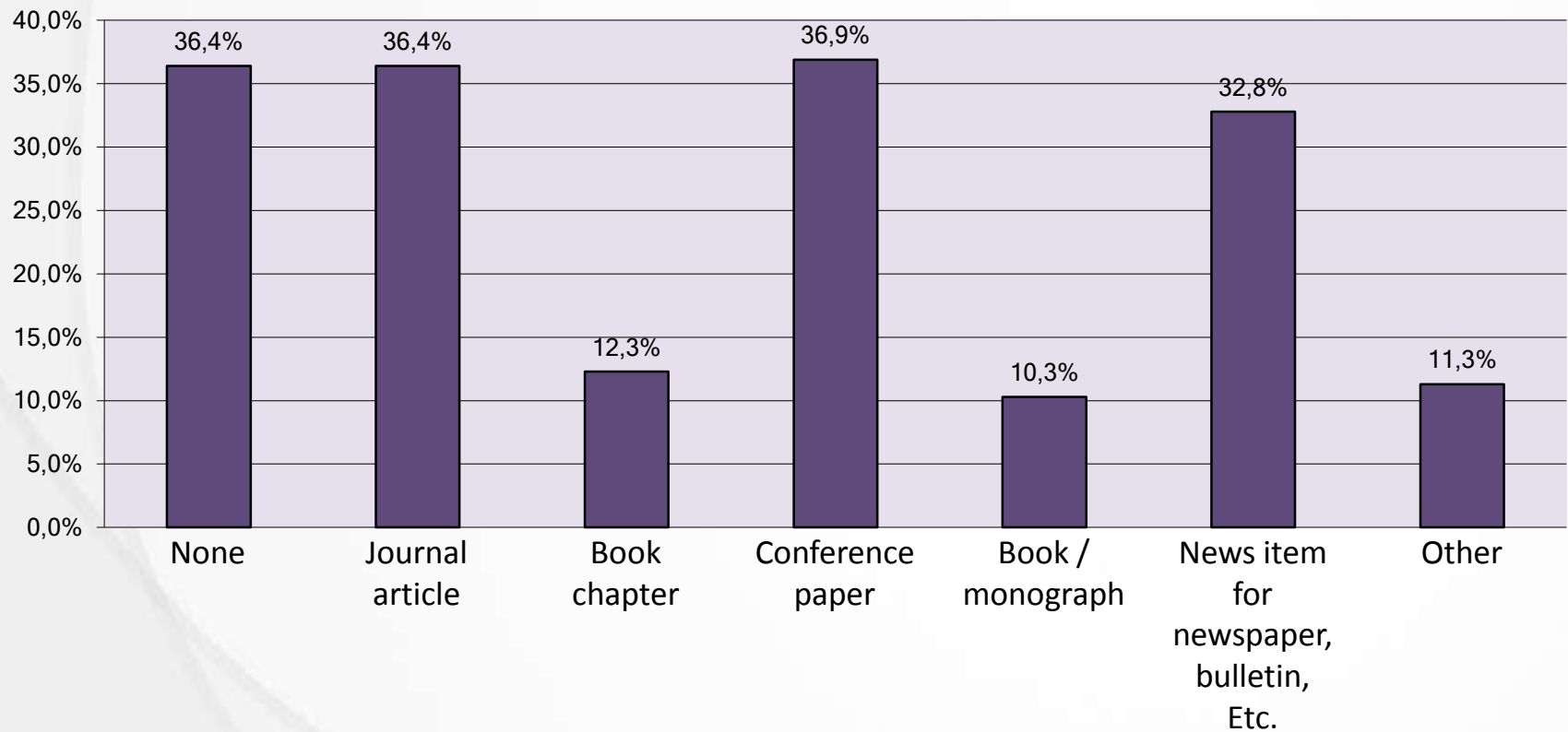
Request of Essays to Students



Faculty Use of Web Tools Not Necessarily for Teaching



Publications Authored by Faculty





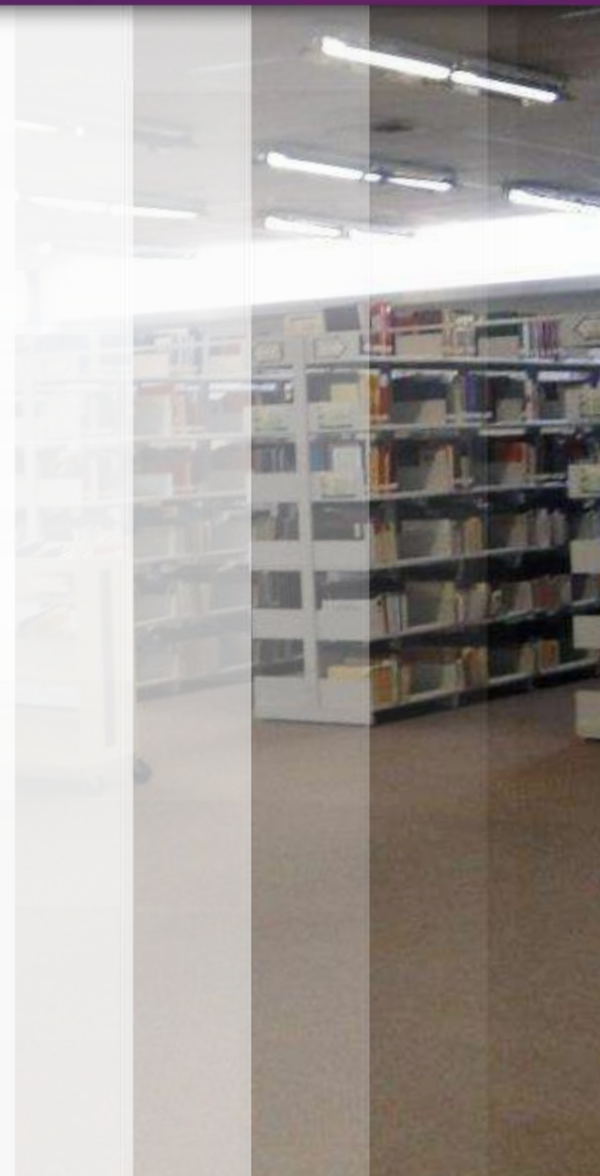
Study Component TWO Bibliometric Analysis

Price's Index Criteria Was Used

Parameters	<ul style="list-style-type: none">• <u>Total references (TR):</u> Total number of references reported by authors either at the bottom page, end of chapters, or at end of book• <u>Operation References (OR):</u> Cited documents published within five years before the time when they were used by the author.• <u>Archival References (AR):</u> Citations that have an age beyond the five year span when used by authors.
Criteria	<ul style="list-style-type: none">• <u>Useful or operation literature (OR).</u> Publications need to be between 70% to 80%, but there is a tolerance of 50 % in the humanities, literature and history.• <u>Archival literatura (AR).</u> This type of publications need to be around 20% for standard works, or up to 40% for publications that are retrospective, descriptive ,or historical (<i>Price, 1963</i>).

Bibliometric Analysis

- Every publication reference list was analyzed
- Data was downloaded into a matrix of pre-set type of publication categories
- The reference categories were analyzed according to the Price's operational and archival references types



Analysis of References

Resources	Analized	Without bibliography
Thesis	92	4%
Course Programs	54	22%
Books	28	18%
Journal articles	24	8%
TOTAL	198 =100%	Subtotal 23 = 13%

Average of Resources Cited

Cited Resources – Average	
Thesis	26.6
Course Programs	3.9
Books	103
Journal articles	12.9

Thesis - OR and AR Average

	Thesis		
	AR%	OR%	RT
Books	73%	27%	1529
Chapter	47%	53%	17
e-Book	76%	24%	56
Journal	61%	39%	447
Thesis	78%	22%	7
Newspaper	54%	46%	14
Video	50%	50%	2
Conference	26%	74%	37
Web	43%	57%	308
Other	51%	49%	36
Average	56%	44%	2453

Course Programs - OR and AR Average

	Course Programs		
	AR%	OR%	RT
Books	25%	75%	190
Chapter			
e-Book			
Journal	22%	78%	9
Thesis			
Newspaper			
Video	80%	20%	10
Conference			
Web	100%	0%	1
Other	100%	0%	1
Average	65%	35%	211

Books - RO and RA Average

	Books		
	RA%	RO%	Total Ref
Books	61%	39%	1348
Chapter			
e-Book			
Journal Art	51%	49%	1048
Thesis	73%	27%	70
Newspaper	34%	66%	40
Video			
Conference	49%	51%	52
Web	27%	73%	245
Other	67%	33%	87
Average	52%	48%	2890

Journal Articles - OR and AR Average

	Journal Articles		
	AR%	OR%	Total Ref
Books	64%	36%	105
Chapter			
e-Book			
Journal Art	35%	65%	156
Thesis	0%	100%	1
Newspaper	42%	58%	6
Video	33%	67%	3
Conference	44%	56%	19
Web	23%	77%	19
Other			
Average	34%	66%	309

Survey – Conclusion

- Correlation were not significant with age, doctoral studies, or overseas degrees (See general conclusions)
- Faculty infomation demand was from medium to low
- Faculty publishing output was also low
- ICT's use was also low in most cases
- Library and information use in the classroom was asumed to be low

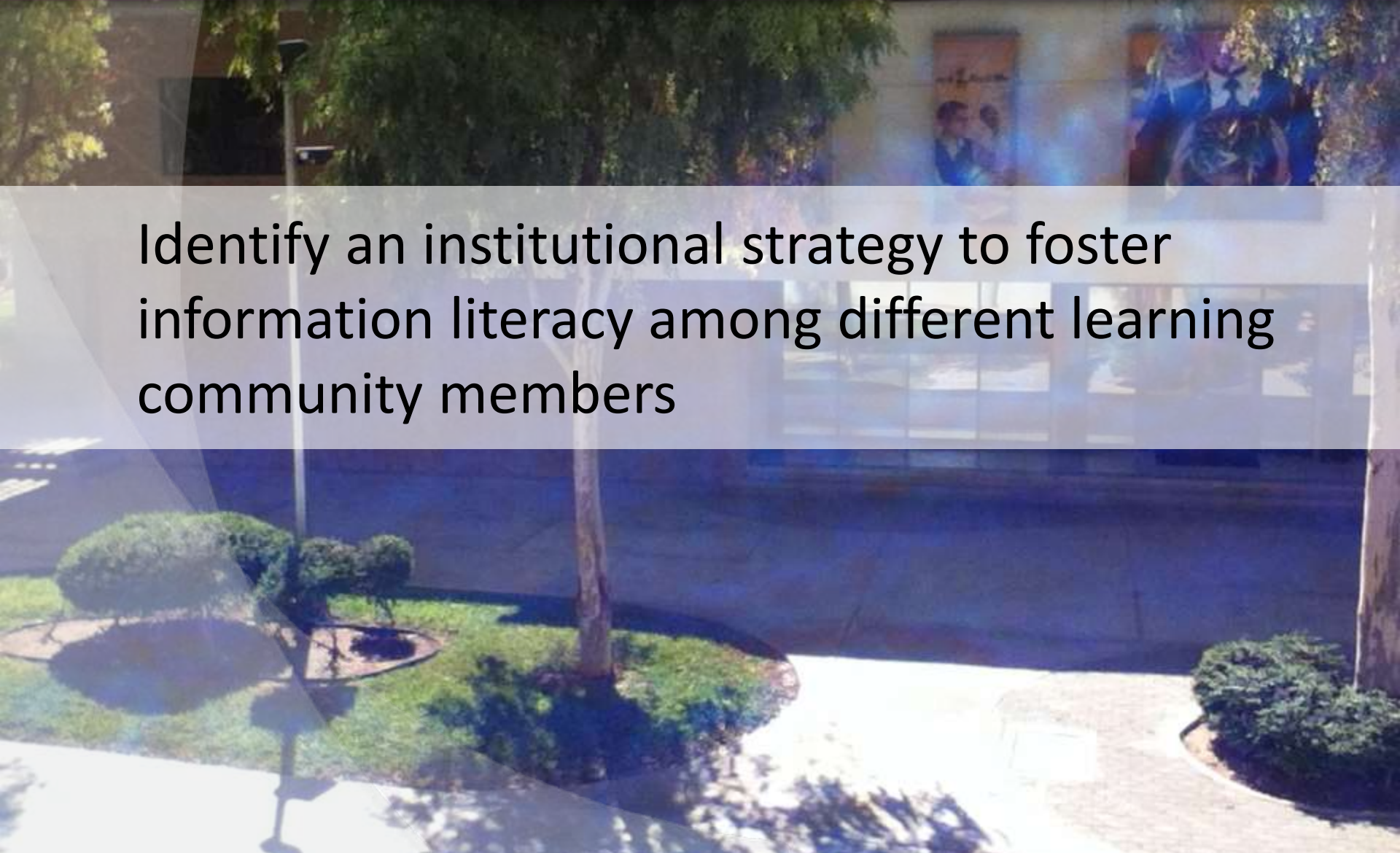


EDIFICIO DE POSGRADO
JOSÉ FIMBRES MORENO

Study Component THREE
Search for Institutional Information Culture
Strategy

Objective

Identify an institutional strategy to foster information literacy among different learning community members



Methodology

- Consultation of faculty, students, administrators and university executives
- Focus groups to identify IL, TIC and the role of Libraries
- Identification of support required by University academic service departments

Questionnaires - Focus Groups

- 1) Faculty ideal information competencies
- 2) CETYS Ideal library and information services
- 3) Top 100 TIC tools for Learning
- After they were answered, a focus discussion was held

Study Population

- A sample of professors and students from all levels from the three campi and all colleges
- Academic support staff (management, computer and faculty development) took part
- Librarians and library personnel participated
- Deans, and academic directors were interviewed

Outcome

- The data was tabulated and processed with SPSS
- The results were used to generate action leads
- 30 actions in five broad categories to enhance information competencies, and TIC skills were identified
- The actions were addressed to top university management, deans, faculty development and assessment department, computer services and certainly libraries.

Selection of Priorities

- Report was presented to the University President and the Council's Committee for Library Affairs
- They considered that 22 of the actions were a priority of high relevance to strengthen CETYS information culture

CETYS UNIVERSIDAD
CAMPUS MEXICALI
SALA DE VIDEOCONFERENCIA

Study Component FOUR Curriculum Alignment: A Walk from Concepts to Practice



Implementation Steps

- The 30 strategy actions were assessed to identify the priority ones by the University Council's Library Committee
- The 22 priority actions were circumscribed into the needs to align the curriculum and embed IL into the learning process

Faculty Committee Charge

- A professors 'committee from the three campi and different colleges was appointed – 12 members, plus an adviser
- The committee invited library and computer services representatives to take part in meetings
- The charge was to define guidelines to align the curriculum to the Mexican Information Literacy Standards and the requirements of WASC accreditation,

Committee Steps

- Conducted meetings
- Reviewed literature
- Adopted Mexican Information Literacy Guidelines
- Identified core TIC approach



Outcome

(A 60 page document)

- Guidelines to align the curriculum to the Mexican Information Literacy Standards and the use of TICs were drafted
- Recommendations to embed information fluency into learning process at least in the core courses of the curriculum.
- A guidelines and recommendations were submitted to the Vice-President for Academic Affairs
- CETYS will finish the revision of the curricula of all study programs by next year

Conclusions

CAMPUS MEXICAL

ENTRA SIN PREJUICIOS... BUSCA LA VERDAD

Conclusions – Info/ICT Use

1. The study showed that CETYS University has several opportunities to enhance information and TIC skills of faculty.
2. Most faculty have a regular demand of paper library materiales, but limited one on e-resources such as e-Books and databases.
3. TIC skills, web tools such as personal website, are also limited except by the use social networking tools like FB.

Conclusions - Publishing

4. Publishing output of faculty again is also limited.
5. Those who publish tend to rely on out-of-date sources, and a similar trend was found on basic core course programs.
6. Faculty and university leaders excelled them in proposing training, library and computing support to enhance their Info-ICT skills.

Conclusions – Curriculum Alignment

7. Faculty representatives chose to align the curriculum and to embed information literacy in the learning process, at least in core subjects,
8. The adoption of Mexican Literacy Standards and the drafting of guidelines to impact the curriculum was a major step.
9. CETYS University had walked from theory to a soon-to-be information and TIC literacy formalized practice.
10. This will greatly contribute to have an institutional information culture,

Conclusions - Opportunities

- Increase full time faculty contracts
- Improve selection and hiring process
- Favor educational background quality
- Allow time for faculty research



- Align curriculum to IL standards
- Embed information literacy into learning process
- Pedagogical use of ICT
- Facilitate a leading role for libraries
- Set a motivational scheme to excel teaching
- Create an integral performance evaluation

References

- Lau , J. (2012). *Proyectos Cultura de la información y Campus Virtual, Propuesta*. CETYS. Veracruz, México.
- Lau, J. Et. Al. (2013). Guía para la instrumentación del EDEC Cultura de la Información. CETYS. Baja California, México.
- Price, D. J. (1963). *Little science, big science*. Colombia University Press. New York/London.