



Information Literacy in higher education: a meeting point for effective content and tools

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Torrossa Retreat

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Outline

- Information Literacy: standards and guidelines
- IL in a university context: Milano-Bicocca
- The research process: a holistic approach
- Example search: issues in pedagogy
- Torrossa and IL: searching and SWOT analysis

Information Literacy

Standards and Guidelines [1]



Following the consolidation of Information Literacy as a concept since the 1990s, guidelines have been created to promote the development of **IL capability and competences** throughout academia.

- ACRL (1989), <u>Presidential Committee on Information Literacy: Final Report</u>
- > ACRL (2000), <u>Information Literacy Standards for Higher Education</u>
- ACRL (2003), <u>Guidelines for Instruction Programs in Academic Libraries</u>
- ➤ IFLA-UNESCO (2006), <u>Guidelines on Information Literacy for Lifelong</u> <u>Learning</u>

Information Literacy

Standards and Guidelines [2]



Summary of IFLA and ACRL training guidelines

Aims

- To improve awareness of where to find, how to assess and how to use information
- To develop technical, critical and ethical knowledge and capabilities

Methods

- On-site: courses, visits, mentoring, group work
- Distance learning: guides, tutorial, e-learning platforms

Librarians' knowledge and skills

- Specialist: librarianship, tecnological and linguistic knowledge
- Cross-over: communicative, educational and personal skills

Milano-Bicocca [1]



On-site instruction:



The aims, content, teaching methods, times and places are determined according to the target group (see programmes).

<u>Reference</u>, training "on request" since 2003 and organization of <u>monthly seminars</u> since 2010 (see <u>Action Research</u> project).

Milano-Bicocca [2]



Distance training and development of an **E-learning** platform:



Milano-Bicocca [3]

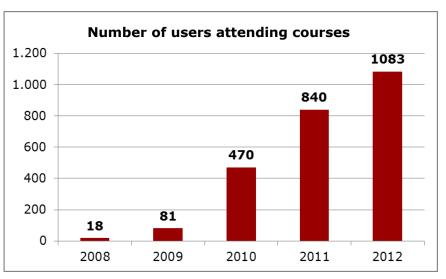


Hours dedicated to training and numbers of participants:



+ **560 users** requiring <u>assistance</u> each year

+ 750 hours of <u>assistance</u> each year



Resources involved in training: from 3 to 6 librarians with specialist and cross-over skills, for an FTE of 0,3 (average figures 2010-12).

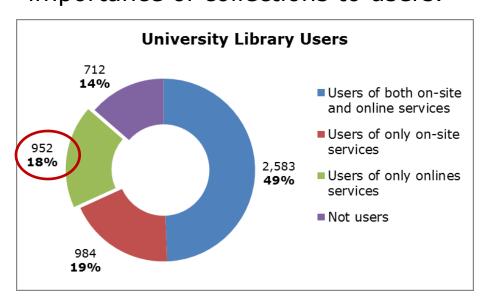
Co-ordination and promotion of didactic activity by the **TDC Office**.

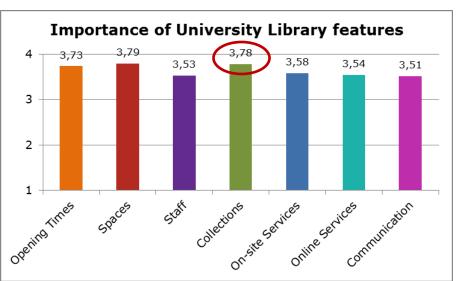
Milano-Bicocca [4]



A Customer Satisfaction <u>survey</u> held in 2012 among 5,231 users showed that:

- the Library has many remote users (18%);
- Library collections are one of the most important features
 A similar survey carried out by the Siena University also showed the importance of collections to users.





The research process

A holistic approach



Our adopted model summarizes and reworks the following:

- the BIG6 and SCONUL (Seven Pillars) models
- studies and research by Bruce and Kuhlthau
- proposals made by Jarson and Ballestra.

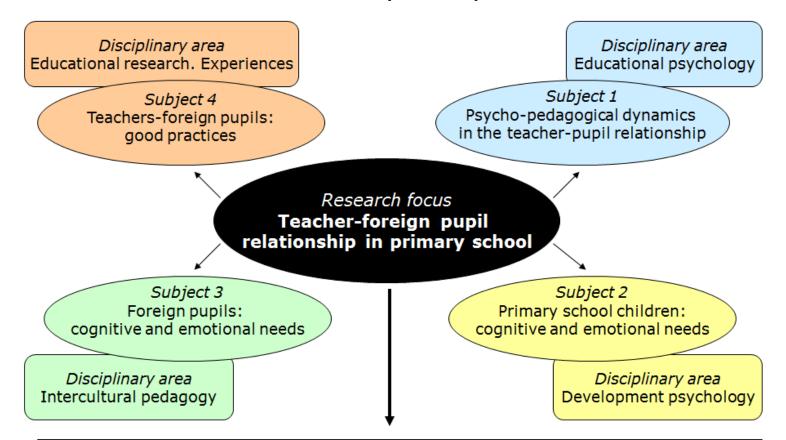
The research process is split into four parts:

1	At the desk	Focus on the subject
		Decide on appropriate strategies
2	At the computer	Use search tools
3	At the computer	Collate bibliography
	and in the Library	Find documents
4	At the desk and Use documents	
	computer	Reflect on the process and end product

Issues in pedagogy [1]



Concept map



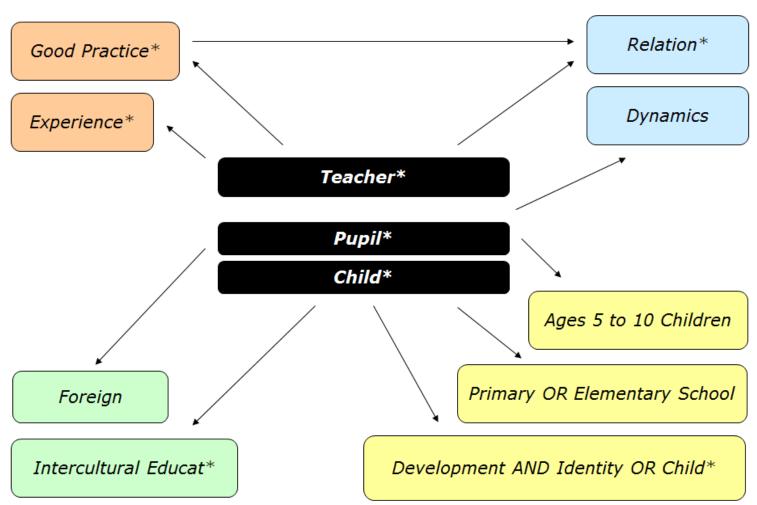
Research query

Which educational skills must a primary school teacher develop in order to create the most effective relationship with foreign pupils?

Issues in pedagogy [2]



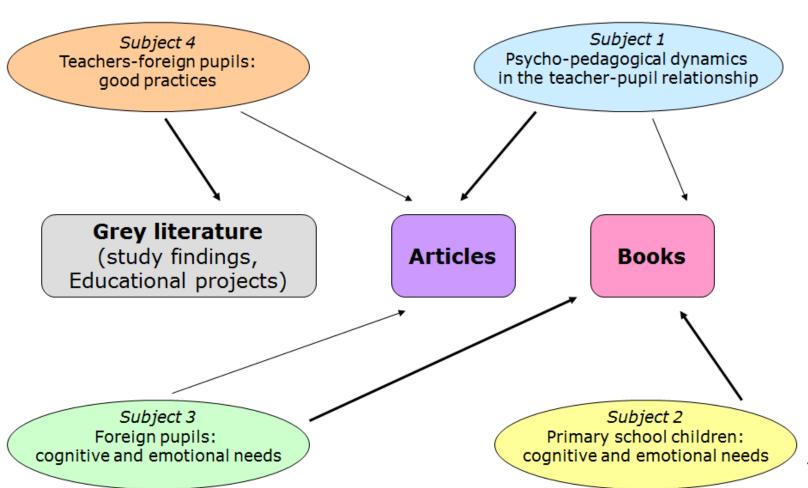
Term map



Issues in pedagogy [3]



Types of documents to look for



Issues in pedagogy [4]



Tools to be used

Subjects for research and disciplinary context	Documents to look for (What?)	Tools to be used (Where?)
Psycho-pedagogical dynamics in the teacher-pupil relationship Educational psychology	Books on general	Catalogues Online bookstores Databases
Primary school children: cognitive and emotional needs Development psychology	subjects (1, 2, 3)	E-book and e-journals portals
Some state of the second	Articles on specific subjects (1, 3, 4)	Databases E-book and e-journals portals
4) Teachers-foreign pupils: good practices Educational research. Experiences	Grey literature for very specific subjects (4)	Databases Open Archives Search engines

Issues in pedagogy [5]



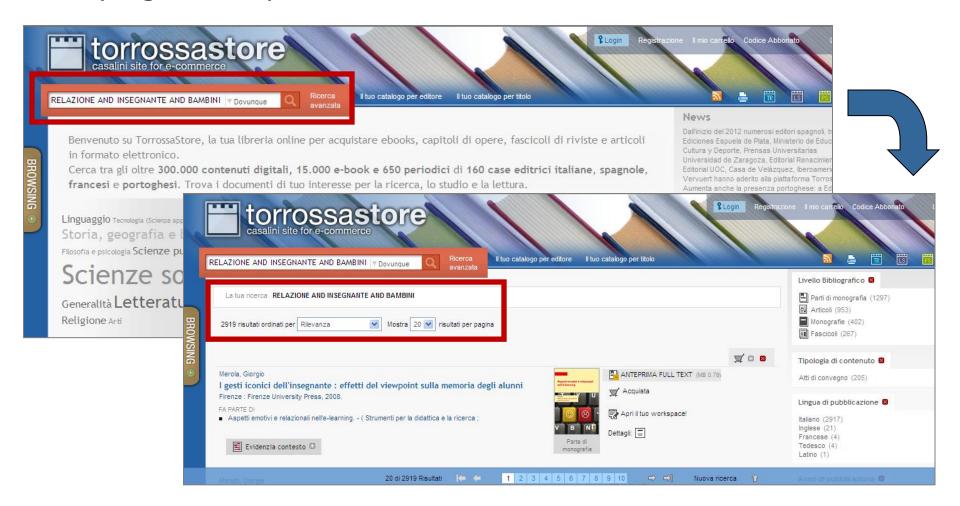
Search criteria

Tools to be used (Where?)	Search criteria (How?)
Library catalogues Ital: OPAC Bicocca, SBN, MAI Eng: LOC, BL (British Library)	Keywords: few and not too specific because the search will apply mainly to the title of the book CDD number for OPAC Bicocca, SBN, BL Subject headings for SBN, BL, LOC
Online bookstores Libreria universitaria, Amazon etc.	Keywords: few and not too specific because the search will apply only to the title of the book
Databases Ital: BIBL, RIVI, GOLD; Minori Eng: ERIC*, ERC*; MetaBib * searches within full text for BD eng	Keywords: few and specific because the search will apply also to the abstract* Thesaurus descriptors (terms checked by every databases)
E-book and e-journal portals Torrossa; <i>JSTOR, Project MUSE</i>	Keywords: many and specific because the search will also apply to the full text
Open Archives BOA, Pleiadi; SSRN	Keywords: few and specific because the search will apply also to the abstract
Search engines Google Scholar	Keywords: many and specific because the search will also apply to the full text

Searching [1]



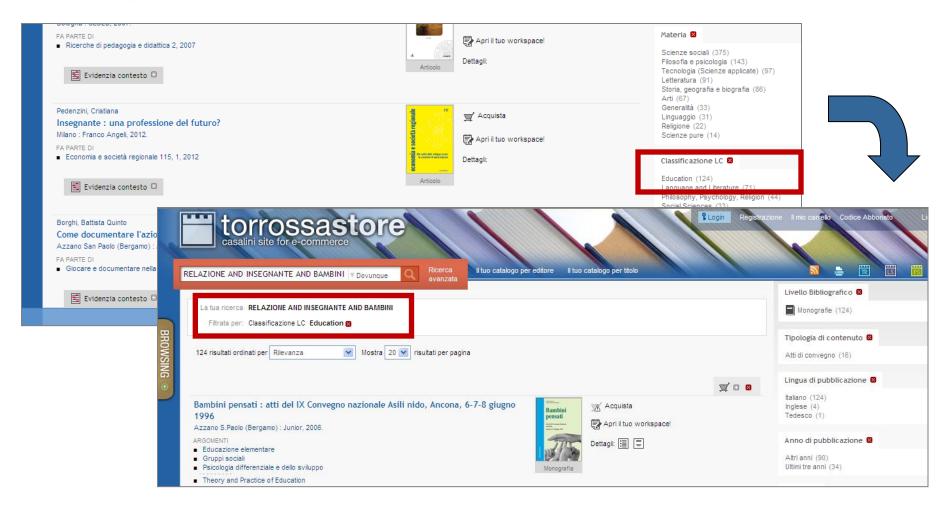
Carrying out a quick search in **Torrossa Store**



Searching [2]



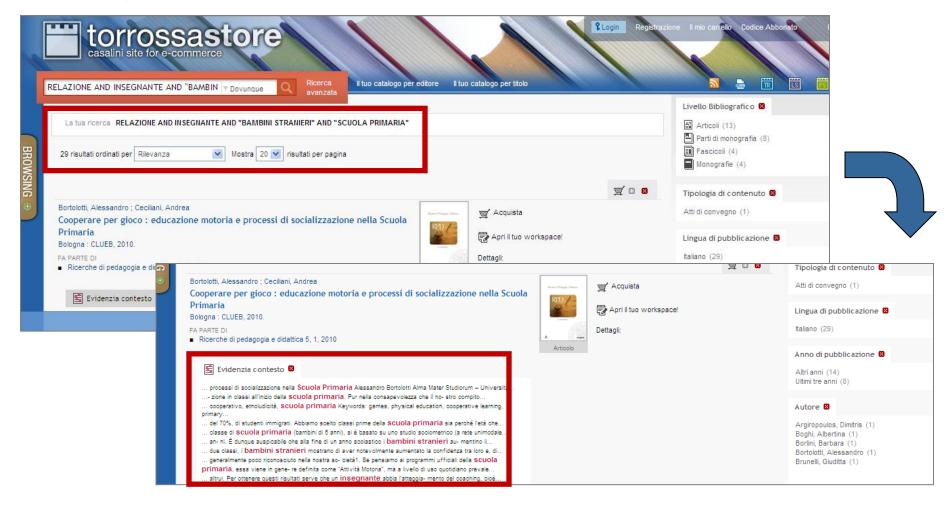
Filtering results by classification



casalinilibri

Searching [3]

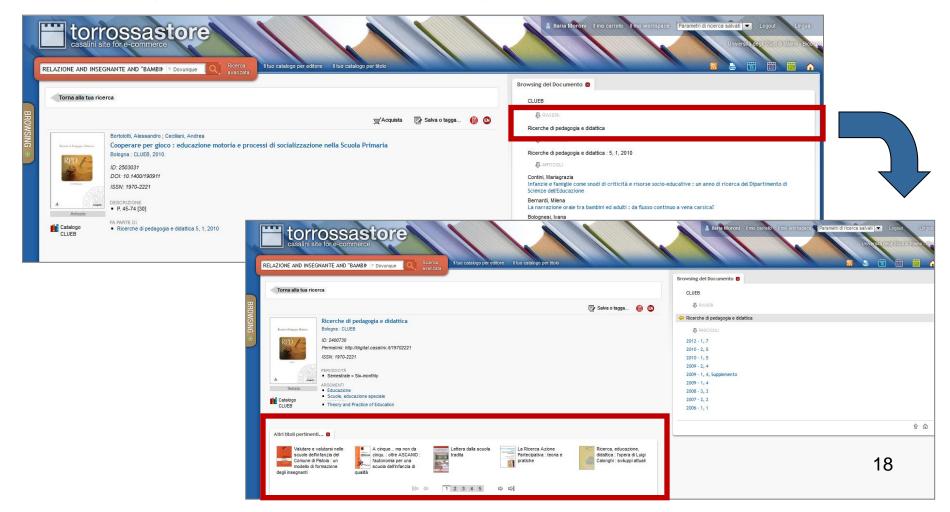
Finding documents on very specific subjects



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Searching [4]

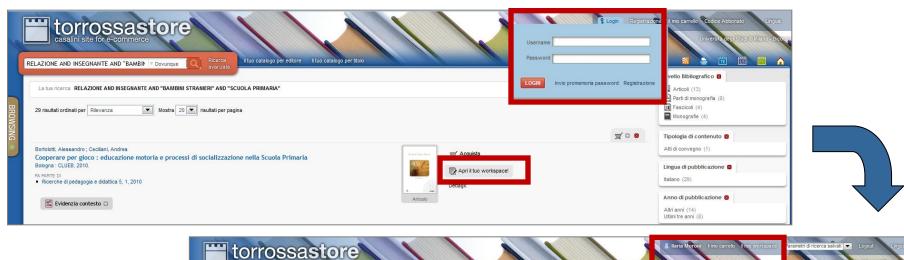
Analyzing content and widening the search



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Searching [5]

Saving search results and using the Web 2.0 functions

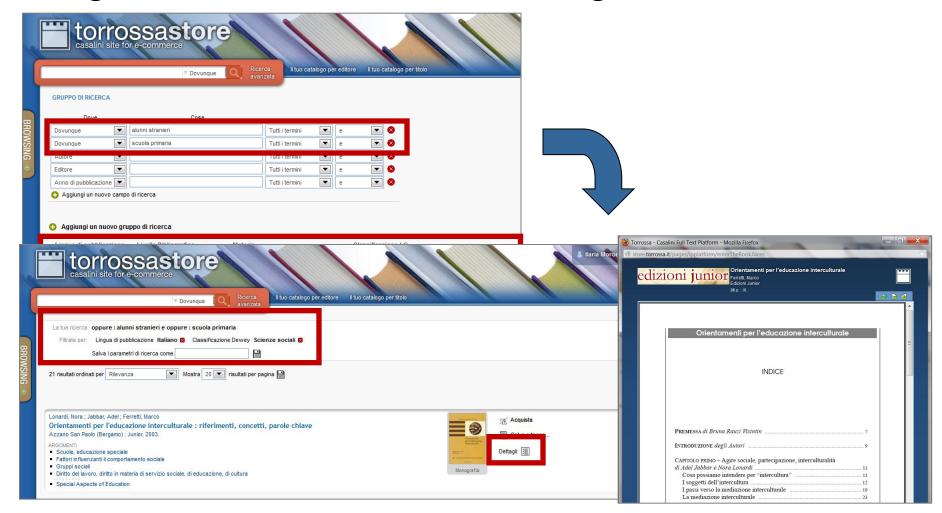




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Searching [6]

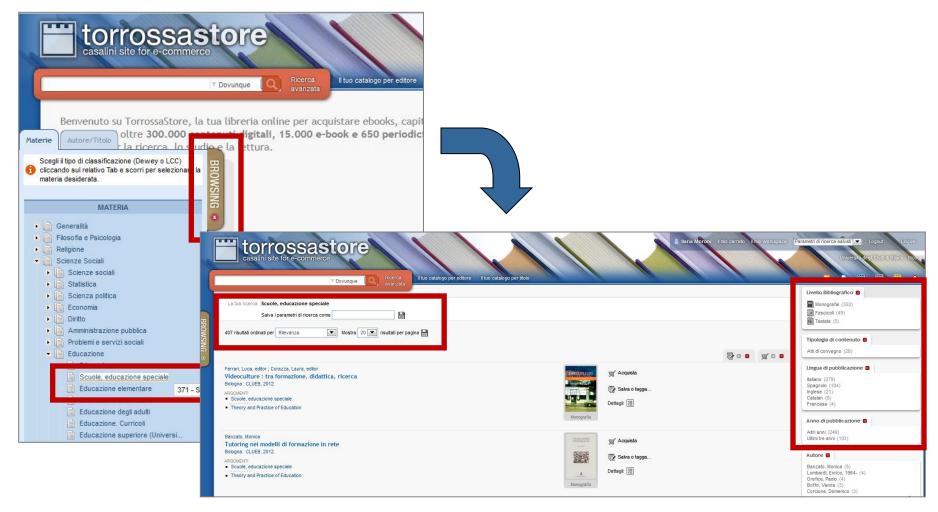
Using the advanced search and viewing documents



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Searching [7]

Exploring international literature by discipline area



Searching [8]



Downloading full text content from **Torrossa-Unimib**



SWOT analysis



Strengths

Many European
e-books/e-journals

Much Social Sciences content
Books and joural classification
Web 2.0 user functions

Weaknesses

Advanced search could be improved

Some functions are not very intuitive

SWOT

Opportunities

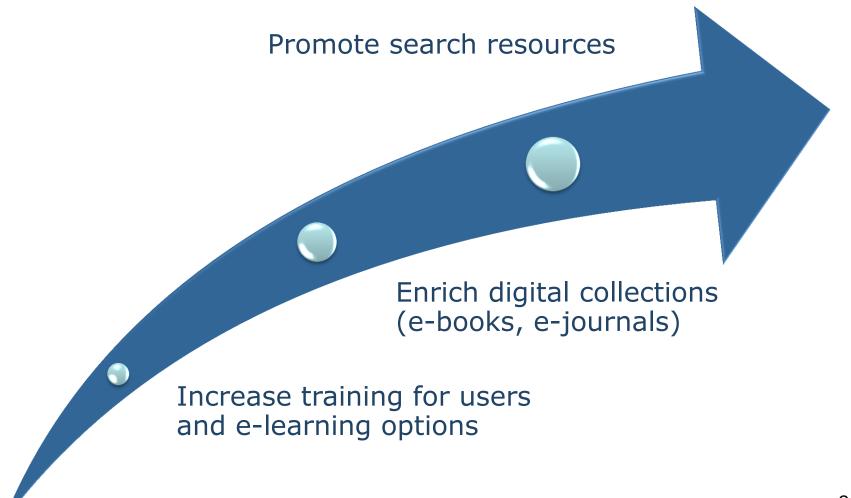
Increase content thanks to publishers and libraries
Promotion of the search resource through IL activities

Threats

Budget resticions for universities
Under use for research among
students and researchers
Lack of promotion and training

Conclusions

A university library can...



Thank you for your attention!

Comments?

Questions?

Contact details

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