

Designing Information Literacy Programmes in Greek Higher Education Institutions

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Submitted to

ICS Team

School of Computing, Engineering and Information Sciences

Northumbria University

as part of the requirements for the

[MA/MSc] Information and Library Management

January 2009

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Acknowledgements

I would like to thank the University of Thessaly for supporting my studies, my personal tutor and supervisor Mrs. Biddy Casselden for her advice and support during various stages of my studies, my colleagues in the user instruction department of the University of Thessaly Library for their help, and the librarians of Greek Universities and Technological Educational Institutes who participated in the research and completed the questionnaires.

Finally, I would like to thank my wife Mina for being my best friend the last three years and putting up with the long hours and the mess I used to make all over our house while I was studying for this degree.

*Give a man a fish and you feed him for a day
Teach him how to fish and you feed him for a lifetime*

Quote/proverb often attributed to ancient Chinese philosopher LaoZi

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Designing Information Literacy Programmes in Greek Higher Education Institutions

Ioannis Clapsopoulos

Abstract

During the last two decades, mainly due to the huge increase of digital information accessible through Internet, user training by Higher Education (HE) libraries evolved from library instruction to elaborate information handling skills connected with student courses. Information Literacy (IL) has been defined as the set of capacities enabling an individual to understand when he needs information and has the skills to find, evaluate and exploit it effectively and ethically having learned how to learn. An international literature review demonstrated that IL instruction developments have been mainly taking place in HE libraries. Because IL instruction is a rather new development in Greek HE and relative research is limited, a survey including three questionnaires was performed with a main aim to describe how IL library instruction programmes are currently designed and delivered in Greek HE institutions which comprise 23 Universities and 16 Technological Educational Institutes (TEIs). Results from HE libraries showed that user instruction was offered by 77% of Greek HE institutions, while there were no course-integrated programmes or IL institutional policies. HE libraries employed various instruction techniques mainly targeting undergraduate and postgraduate students. Most libraries offered instructional programmes comprising basic library skills, while on average less than half of them included training on more advanced IL skills. In general IL instruction methods and content between University and TEI libraries were found to be similar. Instruction programmes were designed and delivered almost exclusively by librarians, usually not following any international IL standards, while in some Universities there was occasional faculty-librarian collaboration. Finally, Greek HE librarians considered that, although IL programmes are in their early stage of development, library instruction had a positive effect on the way students were handling information and listed course-integration and faculty-librarian collaboration as the best ways for the future development of IL programmes in Greek HE institutions.

CHAPTER 1. INTRODUCTION

1.1. Background to the research

In 1965 Ernest Roe, an eminent Professor of Education at the University of Queensland in Australia, argued that at the time there were major gaps and deficiencies regarding the efficient use of library (information) resources by pupils, since teachers were handing them resource lists without giving instructions how to use them or even wonder if they possessed the necessary abilities to perform the required tasks; in addition librarians, who were training pupils in searching and locating the 'right' resources, also were not involved with the resources' utilisation after their identification (Roe, 1965a).

During the 44 years that separate Professor Roe's criticisms (Roe, 1965a) and proposed solutions (Roe, 1965b) on the "educational irrelevance of libraries" a lot of facts, theories and practices relating to information handling have dramatically changed all parts of the education sector (school, to which Ernest Roe was mainly referring in his articles, further and higher education). These changes involved and had a lot of impact on libraries and their educational relevance in all sectors of the educational systems, especially of the more economically advanced countries.

Higher Education (HE) libraries have a long tradition in user education with respect to information searching and retrieving activities. Rader on her review of relevant library instruction literature for the period 1973-2002 (Rader, 2002) stated that "during the twentieth century and at the beginning of the twenty-first century, academic and school librarians developed the concept of information skills instruction from library orientation to library instruction to course-integrated user instruction". One of the main reasons behind this gradual transition of the ways libraries traditionally trained their users were the speedy developments in Information and Communication Technologies (ICTs), which facilitated and induced the creation and online distribution of huge quantities of documents; this digital document plethora in conjunction with the effortless access to them via the World Wide Web has led to

a phenomenon known as information overload (Tidline, 1999; Melgoza, Mennel & Gyeszly, 2002; Eppler & Mengis, 2004). Information overload, or more simply the process of receiving too much information to be processed within a limited period of time, was one of the major agents driving this change, especially in Higher Education (HE) libraries.

The set of abilities required for tackling the objective of efficient information resource usage is incorporated in the concept expressed by the term Information Literacy (IL), which was firstly introduced in 1974 by Paul Zurkowski who was the President of the US Information Industry Association at that time (Bawden, 2001; Owusu-Ansah, 2003). However, relative consensus regarding the content of IL started to emerge subsequent to the American Library Association's (ALA) definition of *the information literate individual as the one who knows UUwhen he needs information, possesses all the required skills to locate, evaluate and effectively use this information, and eventually will learn how to learn in order to be able to apply this knowledge all through his lifetime* (American Library Association, 1989). In her recent book Andretta (2005, p. 5) argued that Information Literacy (IL) has evolved from the practice of library instruction to tackle information overload from ICT developments and to fulfil modern society's needs for citizens suitably skilled for utilising information and for a receptive and knowledgeable labour force.

Extensive and prominent literature reviews on the field of library instruction and Information Literacy (Rader, 2002; Virkus, 2003; Johnson, Jent & Reynolds, 2007; Corrall, 2008; Johnson, Jent & Reynolds, 2008) showed that this is a field of continuously growing interest and research, as indicated by the high quantity of relevant publications the greatest part of which deals with IL activities in the educational sector, and in particular with Higher Education (HE) IL developments. The above cited literature reviews reveal that IL practices and research in the Higher Education domain are well established in the English speaking Western countries (USA, Australia, New Zealand, UK and Canada). Additionally, analogous IL activities have been reported in the educational sectors of other European countries besides the UK, although there are not as advanced as the previous ones (Basili, 2003; Virkus, 2003; 2006).

However, the situation regarding library instruction and Information Literacy practices and research in Greek HE institutions is quite different. Higher Education in Greece encompasses the Universities and the Technological Educational Institutes (TEIs) which are two types of institutions with distinct academic features. The provision of IL programmes in Greek HE institutions has a quite short history and is exclusively administered by their libraries, while related published research is extremely limited in scope and number (Korobili, Malliari & Christodoulou, 2008), making the detailed exploration of Information Literacy activities and programmes in Greek HE institutions a promising research topic.

1.2. Research aims and objectives

The main aim of the current study is to describe the ways Information Literacy library instruction programmes are currently planned and offered in Greek Higher Education institutions. The research's purpose will be fulfilled by attaining the following **objectives**:

- Describe the extent and content of IL instruction programmes in Greek HE institutions.
- Identify design and delivery methodology in Greek HE IL instruction programmes.
- Identify the degree of faculty-librarian collaboration in the development of such IL instruction programmes.
- Illustrate elements of student participation in IL instruction programmes and activities in Greek HE institutions.
- Investigate HE librarian perceptions on future IL instruction programmes development and their suggestions for improvements on the provision of these programmes.

The IL instruction programmes will be examined both as a whole and by institution type comparison (Universities vs. TEIs) in order to detect potential differences or similarities in policies, practices, IL programme content, methods and results, and library staff viewpoints on IL future development in Greek Higher Education. The main emphasis in the exploration of Information Literacy in Greek HE will be given on programmes, or components of them, organised and delivered to undergraduate and postgraduate students, since these are the

primary recipients of most of the HE libraries' instructional activities. Data will be collected and analysed for all user instruction activities of the Greek HE libraries, while the distinction between lower order simple library instruction and higher order more advanced IL elements of the training programmes will be made during the result analysis stage of the study.

1.3. Expected research results and audience

The thorough mapping of the current situation of Information Literacy in the Greek Higher Education area with the recording of possible development proposals of the present study and the relative comparison with established international IL policies and practices will provide librarians, faculty members, undergraduate and postgraduate students, institutions' administrators and government policy makers with the required data in order to be able to make decisions regarding the future advancement of IL programmes in Greece. In addition, the present study will contribute considerable new data and knowledge regarding IL policies, practices, programme content, methodologies, results and librarian viewpoints regarding IL in Greek HE institutions. Furthermore, comparative IL data between Universities and TEIs will be documented for the first time and together with the identification of possible variation or likeness will add new insight to existing knowledge about the educational and research characteristics of the two institution categories.

Additionally, the present research will add data to the global IL information base and will contribute to knowledge about current IL developments additional to the great number of published relative information regarding the English speaking countries and other European countries.

CHAPTER 2. LITERATURE REVIEW

In order to locate relevant international literature the ProQuest-CSA's LISA (Library and Information Science Abstracts), the EBSCO's LISTA (Library, Information Science & Technology Abstracts), the U.S. Department of Education ERIC (Education Resources Information Center), the ISI's 'Web of Science Citation Indexes', and the Elsevier's Scopus databases were searched, while additionally the Association of College & Research Libraries (ACRL) 'Bibliography of Citations Related to the Research Agenda for Library Instruction and Information Literacy' (Association of College & Research Libraries, 2007a) was examined. Additional relevant publications were also located by browsing the references sections of extensive IL and library instruction literature reviews (e.g. Rader, 2002; Virkus, 2003; Johnson, Jent & Reynolds, 2007; 2008), of books and web sites relative to the subject of information literacy. For Greek literature the E-LIS (Eprints in Library and Information Science: <http://eprints.rclis.org/>) database and the proceedings of Panhellenic (Greek) Academic Libraries Conferences were searched. The selection of the included publications was based on a combination of their citations and currency taking into account their content relevancy to the present study.

2.1. Information Literacy definitions debate

The actual definition and conceptual scope of Information Literacy has been debated and reviewed by a lot of authors (Snaveley & Cooper, 1997; Bawden, 2001; Johnston & Webber, 2003; Owusu-Ansah, 2003; Virkus, 2003; Campbell, 2004; Corral, 2004; Armstrong *et al.*, 2005; Owusu-Ansah, 2005; Hollister, 2007), most of whom consent that the 1989 ALA's definition (paragraph 1.1, Chapter 1, p. 10) is the most generally accepted and cited in the literature. Owusu-Ansah (2003; 2005) and Campbell (2004) maintained that all alternative definitions proposed since 1989 were actually not significantly different than the ALA one. In concluding it can be said that currently both the term and the concept of IL are well-defined and 'thriving' (Hollister, 2007), and although a small number of authors still object to both IL terminology (LaGuardia, 2003) and substance (Wilder, 2005; Williams, 2006) the relative

debate can nowadays considered as concluded in favour of widespread IL endorsement (Hollister, 2007) in contrast with the vague circumstances only a few years ago (i.e. during the 1990's) that Snavely & Cooper (1997) comprehensively described in their article.

In presenting the Chartered Institute of Library and Information Professionals' (CILIP) definition of IL, Armstrong *et al.* (2005) stated that CILIP tried to formulate an easily understood plain English version that could be readily employed by all UK communities. According to the CILIP's version '*Information literacy is knowing when and why you need information, where to find it, and how to evaluate, use and communicate it in an ethical manner.'*

A notable difference with the ALA's definition is the absence of the concept of lifelong learning from it, since as argued by Armstrong *et al.* (2005) CILIP defined IL in terms of skills that should be attained by a person in order to be called information literate, so lifelong learning was not considered a part of IL but a "necessary attitude since IL cannot be developed without it". However, it is evident from the previous discussion that life-long learning is present in both ALA's and CILIP's approaches towards IL, differing only in the context it is considered upon.

2.2. Information Literacy, lifelong learning and global expansion

The perception that IL is an essential prerequisite that actually leads to lifelong learning, besides being an integral part of its definition, has been stressed in various publications and policy documents (American Library Association, 2000; Bruce, 2001; Bundy, 2004; Andretta, 2005, pp. 20-23; Snavely, 2008). Breivik (2000) summarised this idea by asserting that "lifelong learning is the goal for which information literacy is an essential enabler", in other words lifelong learning is the final destination and IL is the journey one takes towards that end.

Snavely (2008) argued that the United Nations Educational, Science and Cultural Organization (UNESCO) has identified lifelong learning as a highly significant global educational goal since 1998 and this fact has exceptional implications for Information Literacy, since IL is the

educational ingredient that allows people to realise lifelong learning. Moreover, Andretta (2005, p. 21) citing Bruce's (1999) views on this subject stated that according to Bruce (1999) the realisation of lifelong learning as an educational goal is one of the main reasons for the global IL expansion.

This expansion is exemplified in Rader's (2002) wide-ranging (1973-2002) literature review, where she affirmed that while during the 1970's publications originated mainly from the English speaking countries (United States, Canada, United Kingdom, Australia, and New Zealand), publication production since the early 1990's demonstrated that noteworthy IL activities were taking place in China, Germany, Mexico, Scandinavia, Singapore, South Africa, South America, Spain, and other countries. Since the year 2001 UNESCO has been continuously fostering "information literacy" and "lifelong learning" and supported the organisation of two international meetings (Prague in 2003 - Bibliotheca Alexandrina in 2005) of experts on Information Literacy and Lifelong Learning. The declaration document (Alexandria proclamation) of the 2005 Alexandria meeting (Garner, 2006) advised governments worldwide to implement policies and programmes supporting information literacy and lifelong learning (Horton Jr., 2006) and included the following statement about IL: "Information Literacy lies at the core of lifelong learning. It empowers people in all walks of life to seek, evaluate, use and create information effectively to achieve their personal, social, occupational and educational goals. It is a basic human right in a digital world and promotes social inclusion of all nations". It is therefore evident that currently the development of IL programmes is a global and extending activity endorsed by international organisations.

2.3. Information Literacy and Higher Education

2.3.1. Higher Education IL literature trends

It has been already cited that recent literature reviews (Rader, 2002; Virkus, 2003; Johnson, Jent & Reynolds, 2007; Corral, 2008; Johnson, Jent & Reynolds, 2008) showed that the predominant field for the development of IL activities is the educational sector and in

particular its Higher Education (HE) part. The actual amount of IL publications has been quite voluminous and is continuously expanding. Rader (2002) reported that for the period 1973-2002 relevant publications exceeded 5000, displaying a continuously rising trend, while Johnson, Jent & Reynolds (2007; 2008) stated that the bibliography for the year 2006 was almost 10% greater than the 2005 one, while between 2006 and 2007 expanded from 317 to 371 publications (an increase of 17%). This rising publication trend was also observed during the present study where, additionally to the 1973-2002 period, the 2003-2008 time span was examined relating to journal articles indexed in the LISA and LISTA databases which specifically index publications mainly from the Library & Information Science subject area. Journal publications on IL related subjects show a continuously rising trend especially during the years 2003 to 2006, while in 2007 the numbers were slightly higher than the 2006 ones. Furthermore, 60-64% of the published journal articles during the 2003-2007 period related to IL to developments in Higher Education (Table 1), a proportion which is analogous to the 60% one reported by Rader (2002) for the 1973-2002 period and to the 66% and 58% ones reported by Johnson, Jent & Reynolds (2007; 2008) for HE publications during 2006 and 2007 respectively.

Also, the examination of IL publication rates in these two databases up to September 2008 showed that analogous trends were expected and for the year 2008. Thus, the present study confirms that the great interest in IL developments, especially from the 1990's onwards, is still going on today with impervious rigour as IL research is expanding in new subject and geographic areas, while academic libraries remain the major field of interest for research and developments in Information Literacy.

Table 1. Higher Education related Information Literacy publication numbers and proportions for the 2003-2007 period

Database	LISA (CSA) number of publications	LISTA (EBSCO) number of publications
Publication topics		
Information literacy or library instruction or bibliographic instruction publications	1480	2388
Higher Education (HE) Information Literacy or library instruction or bibliographic instruction publications	882	1531
Percentage of HE publications	60%	64%

2.3.2. Higher Education IL standards

The Higher Education library organisations of three English speaking countries, namely UK's SCONUL (Society of College National and University Libraries), USA's ACRL (Association of College & Research Libraries), and Australia/New Zealand's ANZIIL (Australian and New Zealand Institute for Information Literacy), have formulated detailed frameworks of IL in order to be applied to the Higher Education sector (Society of College National and University Libraries, 1999; Association of College & Research Libraries, 2000; Bundy, 2004). In her recent book Andretta (2005, pp. 41-54) conducted a thorough review of these three frameworks and argued that on the surface all of them appeared to have similar ways of addressing IL, covering the IL definition-set stages of identifying the need for information, followed by capacity in locating, evaluating and efficiently using that information. However, she claimed that both ANZIIL and ACRL fostered a "recursive" knowledge creation process, which she (Andretta, 2005, p. 53) considers to be a sound learning foundation, in contrast with the SCONUL's hierarchical sequence of knowledge building that begins with the acquirement of basic library and Information Technology (IT) skills by first-year undergraduate students and ends with advanced knowledge creation abilities, attained only by senior undergraduates or postgraduates (Andretta, 2005, pp. 43, 53). Furthermore, all

three frameworks heavily endorse IL integration at both institutional level, founded on extensive partnerships between library and faculty personnel, and also at programme content level with the inclusion of outlines for subject syllabus goals, learning results and appraisal criteria (Andretta, 2005, pp. 50-53). Nevertheless, Andretta (2005, p. 51-53) indicated that ANZIIL and ACRL included administration staff in the collaboration process additionally to the library-faculty pair, while she considers ANZIIL's framework the most comprehensive of the three, especially regarding the overall learning and educational process that facilitates the framework's application to a wider audience outside the boundaries of University communities (Andretta, 2005, p. 43). There is no previous data regarding the application of the above or other standards in the Information Literacy activities taking place in the libraries of the Higher Education institutions of Greece, besides one exception reported by Malliari & Nitsos (2008) regarding the employment of the ANZIIL framework during the planning and realisation of an online IL tutorial in a Technological Educational Institute of Greece.

2.3.3 Information Literacy instruction methods and programmes in Higher Education Institutions

Lloyd & Williamson (2008) argued that when Information Literacy is examined in the educational context as an instructional procedure it is regarded as a practice which will help students deal with the "textual" resources, like print or digital literature (e.g. books, journal articles, dissertations, reports etc.), databases, web documents etc., they will have to use in the course of their studies. IL instruction in Higher Education is offered in different ways and formats which include stand-alone courses or classes, online tutorials, course-related instruction and course-integrated instruction where IL training is incorporated into the course's syllabus (Eisenberg, Lowe & Spitzer, 2004, p. 133). There is a great number of publications reviewing and citing cases of successful IL programmes which, besides the traditional library instruction, are offered in different innovative ways like problem-based learning (Spence, 2004), specific courses (Black, Crest & Volland, 2001), web based subject portals and tutorials (Walter, 2000; Somerville & Vuotto, 2005) and course-integrated instruction (Hearn, 2005; Hooks & Corbett Jr., 2005; Stevens & Campbell, 2006).

However, during the last few years the majority of publications seem to claim that the most productive and promising method of IL provision is considered to be its course-integration and institution-wide implementation (Grafstein, 2002; Somerville & Vuotto, 2005; Lindstrom & Shonrock, 2006; Bennett, 2007; Corral, 2008). Regarding the methods of IL course or curriculum integration Corral (2008) noted that various approaches have been made at module, programme and institutional level, while the term of IL course embedding has also been used instead or parallel to course integration.

Information Literacy schemes in the Higher Education sector of several European countries are also delivered in the form of stand-alone courses or classes, web-based tutorials, course-related instruction, or course-integrated instruction (Basili, 2003; Virkus, 2003). Virkus in her recent review (2003) claimed that the majority of European HE libraries favoured the model of course-integration, while she reported that a number of institutions delivers IL courses which can be either credit or non-credit with mandatory or voluntary student participation.

Published research data regarding Information Literacy activities and programmes in Greek HE institutions is extremely limited, while at some cases there are serious problems regarding its validity and reliability. Actually there are only four relative papers (Korobili & Tilikidou, 2005; Korobili, Tilikidou & Delistavrou, 2006; Korobili, Malliari & Christodoulou, 2008; Malliari & Nitsos, 2008) published in peer-reviewed international journals. These studies comprise one student and one faculty survey to examine IL education in a single department of the Technological Educational Institute (TEI) of Thessaloniki (Korobili & Tilikidou, 2005), a survey examining the use of library resources by faculty members within the same TEI (Korobili, Tilikidou & Delistavrou, 2006), a survey of librarians working in HE libraries of Greece and Cyprus regarding their views towards IL programmes and about some programme elements (Korobili, Malliari & Christodoulou, 2008) and finally a study regarding the IL programme of the TEI of Thessaloniki (Malliari & Nitsos, 2008). As it is evident three out of the four papers published in peer-reviewed international journals deal with IL activities within the same institution (TEI of Thessaloniki) and only one is a nationally wide survey relating to IL in

Greek Higher Education institutions. Additionally, there is one publication by Katsirikou (2003) included in a collective volume (Basili, 2003) about IL activities in European Union countries. This publication presented very general data about IL library activities in Greece but without giving any information regarding IL per library sector of the respective survey, which collected data from a sample of school, academic, research, public and special libraries. The rest of published studies regarding IL library activities in HE institutions in Greece (Nikitakis *et al.*, 2004; Nikitakis, Papadourakis & Sitas, 2005; Gaitanou & Rouggeri, 2007; Korobili, Malliari & Christodoulou, 2007) were either presented at Panhellenic Academic Libraries Conferences, where the reviewing process is less formal and strict, or were deposited at E-LIS (<http://eprints.rclis.org/>) which is an open access archive of scientific or technical documents, published or unpublished, in Librarianship, Information Science and Technology and related application activities. From the above presentation it is shown that research data for the Information Literacy programmes taking place in the Higher Education sector in Greece is very limited and this obvious knowledge gap will be covered to a significant degree by the present study.

2.3.4. Collaboration between librarians, faculty and administration in Higher Education Institutions

Bundy (2000, cited in Andretta, 2005, p. 53) has appropriately argued that "Information Literacy is an issue for the library but not of the library", meaning that the responsibility for IL within an institution should not be left only to its library, but should be accordingly distributed between librarians, faculty and administrators (Grafstein, 2002).

Collaboration between library staff and faculty members in designing and implementing IL programmes and initiatives within HE institutions is not a novel issue and as Corral (2008) notes this a persistent literature topic. Emphasis on librarian-faculty partnerships started near the end of the 1990's and at least initially were based predominantly on librarian initiatives (Bruce, 2001; Rader, 2002). One of the first important collective works on such collaborations was the "The collaborative imperative: librarians and faculty working together in the

information universe" volume edited by university professor Dick Raspa and instruction librarian Dane Ward (Raspa & Ward, 2000). In this publication Gallegos & Wright (2000) investigated the nature of librarian-faculty collaboration in universities and discovered that most of them were associated with instructional activities, while Walter *et al.* (2000) reported a number of HE institution case studies demonstrating distinct methods of instructional collaborations including a course-integrated case of IL instruction. Within the 2000-2007 period a lot of progress has been accomplished in the field of forming successful librarian-faculty IL partnerships and this is clearly illustrated in the recent collective publication "Information literacy collaborations that work" edited by Jacobson & Mackey (2007). Furthermore, there seems to be general agreement that librarian-faculty collaboration plays a major role in the success of IL initiatives within HE institutions (Walter, 2000; Walter *et al.*, 2000; Black, Crest & Volland, 2001; Cunningham & Lanning, 2002; Hooks & Corbett Jr., 2005; Stevens & Campbell, 2006; Corral, 2008). Most of the above studies agree that successful IL instruction necessitates the *active* collaboration between faculty and librarians. However, Albitz (2007) claimed that there is no guarantee that such a partnership will take place and based on an education literature review supposed that the likelihood of its occurrence within an institution is rather low, while she also asserted that the participation of institutional administrators in such partnerships is significant in the establishment of a successful curriculum-wide IL programmes.

Another important factor influencing the possibility of success in the faculty-librarian collaboration on IL is the perceptions and attitudes they have towards IL and each other. Cunningham & Lanning (2002) argued that important obstacles towards the goal of setting up such successful faculty-librarian partnerships comprise the time-consuming nature of these activities and the divergent views between faculty members and librarians regarding who should be managing these IL programmes. Content analysis of librarian postings on an IL mailing list performed by Julien & Given (2003) indicated that librarians should modify some of their attitudes towards members of faculty in order to develop better associations with

them. Some of these include the acknowledgement that faculty members are library users that may need support from librarians, while they also possess high subject expertise which they could contribute to the partnership in which librarians could add their proficient information handling skills. Possible problems on potential collaborations could be caused also by faculty attitudes like the ones cited by McGuinness (2006) in a recent Republic of Ireland study regarding the perceptions of faculty members from two disciplines towards the Information Literacy Development (ILD) of their students. The author claimed that her study showed that most faculty members thought that student instruction in IL was not a priority, believing that interested and motivated students would gradually develop IL skills simply by participating in learning activities during their studies. Additionally, McGuinness (2006) argued that such ways of thinking are expected to hamper faculty-librarian collaboration efforts for the development of IL programmes and proposed that librarians should take various initiatives in order to promote IL. Within such promotion actions she included the publication of IL related articles in pedagogical journals, instead only in Library & Information Science (LIS) ones, and the advertising of both IL partnerships and course-integration with participation and presentation of papers in seminars and conferences. A similar argument was made by Stevens (2007) who, based on his findings that librarians were rarely publishing IL papers in journals outside the LIS sector, suggested that librarians should publish articles in non-library periodicals in order to promote IL activities to faculty members.

The above review of the literature again relates mainly to faculty-librarian collaborations taking place in English speaking developed countries. Regarding the subject of faculty-librarian collaboration in Greece there is no data published about its existence in HE institutions. The only published material refers to faculty attitudes towards IL in a single TEI department (Korobili & Tilikidou, 2005) and in the same institution as a whole (Malliari & Nitsos, 2008), while Korobili, Malliari & Christodoulou (2008) investigated librarian opinions on the improvement of IL programmes in HE institutions of Greece and Cyprus. Because the only available data refers to the way faculty members from one institution and Greek HE librarians

view the collaboration in regards with IL activities, there is a gap of information about the current situation regarding ongoing partnerships for the design and implementation of existing IL programmes, which will be addressed by the current study. Additionally, the present study will provide more detailed information about the opinions of librarians on a variety of issues relating to the planning and realisation of IL programmes in Greek HE institutions besides the faculty-librarian collaboration factor.

CHAPTER 3. RESEARCH METHODOLOGY

3.1 Research method selection

The research methodologies employed in the field of Library & Information Science (LIS), especially in the academic institutions' context where humans (librarians, faculty members and students) interrelate with information systems within a larger organisation, are both quantitative and qualitative, while sometimes are combined (Liebscher, 1998; Powell, 1999; Burke, 2007; Fidel, 2008). According to Powell (1999) within the quantitative research strategies in LIS are included the descriptive studies (survey or observational studies), which are "generally designed to describe the current status of phenomenon in terms of specific variables or conditions" and are by far the most frequently employed methodologies in LIS research (Powell, 1999; Koufogiannakis, Slater & Crumley, 2004).

The research method selected for the current study's investigation of the design and implementation of Information Literacy programmes in Greek HE institutions is the survey. According to Pickard (2007, p. 95) the survey method is used to collect and analyse research data by inquiring a group of persons who in most cases constitute a representative sample of a larger research population. Social surveys are mainly either analytical or descriptive in which the goal is the description of a phenomenon and its variation across a given population (Buckingham & Saunders, 2004, pp. 13, 44). The nature of the current research's objectives (i.e. describing IL programmes and methods and their variation between Greek Universities and TEIs) suggests that the descriptive survey type, where the aim is to portray a situation and/or identify patterns and tendencies within the sample population (Buckingham & Saunders, 2004, pp. 13, 44; Pickard, 2007, p. 96) is the most appropriate for the proposed study.

3.2 Research population and level of analysis

In order to portray in detail the current situation of IL activities in Greek HE institutions optimum results required the collection of relevant data from all Universities and Technological

Educational Institutes (TEIs). People who are the most knowledgeable of the nature and content of user education and IL programmes in Greece are library directors and members of staff involved in library instruction activities. Thus, instead of trying to obtain data by sending questionnaires to all librarians working in the HE sector in Greece, which was the predominant practice followed by previous researchers of IL in Greece up to now (Nikitakis *et al.*, 2004; Nikitakis, Papadourakis & Sitas, 2005; Korobili, Malliari & Christodoulou, 2007; 2008), it was decided that data was to be collected from the following two groups:

- Library directors or heads because they have a general picture of library policies and functions, while usually personally oversee training activities in Greek HE libraries.
- Librarians who are involved in designing and administering user education or IL programmes (irrespective of whether these individuals were assigned only this or they had additional work responsibilities and duties at their work environment).

These two groups (library directors/heads and instruction librarians) constituted the “population” of the present research. The level (unit) of analysis was multiple as results were later processed and analysed on an individual level and on organisational level (HE libraries and institutions), depending on the nature of the respective question or variable that was measured. The methodology of what is a research’s population and level (unit) of analysis followed the definitions proposed by distinguished authors on research methodologies (Babbie, 2008, pp. 121, 104-106; Creswell, 2008, pp. 151-152).

3.3 Research questionnaires design and administration

Because this survey’s research population was geographically dispersed throughout Greece the most appropriate data collection tool was considered to be the questionnaire. Also, questionnaires are considered the appropriate tools to gather data documenting the research population’s activities, attributes and attitudes (Buckingham & Saunders, 2004, p. 43), which is clearly the case in the current research. In order to formulate the final list of the research participants, initially the library web sites of all 39 Greek HE institutions

(23 Universities and 16 TEIs) were searched with a goal of identifying contact details of library directors/heads and educational staff, while where information about any user education or IL activities existed was also recorded. In the case that no such information was published on the web sites relative data was collected by phone contact with respective library staff. Consequently, an initial general questionnaire (Appendix I) was devised which contained only four questions regarding whether or not library education/IL programmes were carried out, their titles, a very brief outline of their content and contact details of library staff involved in managing and/or delivering such programmes. This initial questionnaire was completed by telephone interviews with either library directors or library staff engaged in such activities and data was collected from all 39 Greek HE institutions (100% of the institutions). All persons contacted were also notified about the nature of the current research and informed that subsequent detailed questionnaires were to be sent to them and to other members of their libraries within the next few weeks. By employing this methodology a clear initial picture of the current HE library instruction situation in Greece readily emerged, while most of the potential research participants were informed in advance about the research in order to improve the final response rate as Buckingham & Saunders (2004, p. 71) suggested.

Based on the analysis of the answers gathered from the initial questionnaire, it was decided to design and prepare two different questionnaires addressed respectively to each one of the participant groups (i.e. library directors/heads and library training staff). For the design of the questionnaires the Association of College & Research Libraries' information literacy survey instrument (2007b) was used as a very rough subject related base, while the construction of the questions and the overall questionnaires' structure was based on guidance found on relative publications (Peterson, 2000, pp. 13-119; Buckingham & Saunders, 2004, pp. 59-97). The first questionnaire (QA), which was addressed to library directors/heads, included 19 questions about policies, general practices, results and attitudes/opinions relating to library user education/IL programmes (Appendix II). The second one (QB), dispatched to library training staff, was more extensive and comprised 26 questions, which were almost all the QA's

questions and additional ones especially regarding detailed descriptions about the content and methodology of both designing and administering user education/IL programmes in Greek HE institutions (Appendix III). Both QA and QB were composed of five sections which were labelled Section 1 (Current Policy in QA and Current Practices – Programme Content and Methodology in QB), Section 2 (Programme Planning [Design] in both QA & QB), Section 3 (Programme Results in both QA & QB), Section 4 (Viewpoints/Proposals about Programme Developments in both QA & QB) and Section 5 (Demographics in both QA & QB).

Subsequently these two questionnaires were sent to all library directors/heads and library educational staff by e-mail attachments to be returned by e-mail, fax or post. The research's rationale and its goals and objectives were presented in an one-page cover letter that was sent to all research participants with the relative questionnaire. A second page was also sent including instructions on how to fill in the answers and giving the second group of participants (educational librarians) the option to return back either only one completed questionnaire from each library, usually prepared by the head of the library's educational department or team, or separate questionnaires composed by individual librarians. However, a differentiated approach was needed regarding the research participants coming from the two largest HE institutions in Greece, namely the University of Athens and the Aristotle University of Thessaloniki. These two institutions, besides being the largest in student and faculty staff population, present major dysfunctions with regard to their libraries' administration. Whereas in the rest of the HE Greek libraries there are central administrations with library directors/heads actually managing and supervising the whole library system within each institution, this is not the case with these two large universities. In the University of Athens there is no central library management, but 47 small departmental and sectional (laboratory and seminary study) libraries which are operating independently from each other and managed by department librarians, faculty members or faculty committees, or even by a combination of the former individuals or bodies. The number of staff working in each of these libraries is very limited (1 to 4 persons), so usually all members of staff are involved in user educational activities when these exist. An analogous

situation occurs in the Aristotle University of Thessaloniki, in which the person bearing the title of central library director has no authority in managing the 39 autonomous departmental libraries and only runs the central library building, where only a minor part of the University's book and journal collection is housed and few user services are offered. However, this University has a central unit for library user education and training which holds the responsibility to organise and supervise such activities in the departmental libraries. In order to deal with this situation it was decided to send only the second questionnaire to all librarians working in the University of Athens libraries, and to all the librarians belonging in the Aristotle University of Thessaloniki central unit for library user education and training. Again in these cases, it was up to the librarians to make the decision to return either one representative questionnaire or to send back individually completed ones.

Three weeks later e-mail reminders were sent to those participants who did not respond to the questionnaires, together with an additional option to fill in an online (anonymous) version of the questionnaires. Finally, two weeks later phone calls were made to the participants that did not respond to the second notification and as a result the final response rate improved greatly, especially regarding data coming back from the TEI sector as suggested by Buckingham & Saunders (2004, pp. 70-71) and Babbie (2008, pp. 286-289).

CHAPTER 4. RESULTS AND DISCUSSION

4.1. Background to the result analysis

As already mentioned in paragraph 1.1 (Chapter 1, p.11) the Greek Higher Education area is divided in two sectors of which the first comprises twenty three (23) Universities and the second one sixteen (16) Technological Educational Institutes (TEIs). In Greek Universities both teaching and research are carried out at the highest level. TEIs on the other hand are quite less research oriented and studies there have a more applied character than in the University sector. Another important factor that separates these two segments is the faculty "quality", since faculty selection process and criteria was (and to a lesser degree still is) much more rigid and robust in Universities than in TEIs, where a significant part of the teaching staff still does not hold postgraduate degrees and/or publications in international peer-reviewed journals. As a result both the collections and the user services of TEI libraries are much less research oriented and smaller in volume than the University ones. However, this situation is expected to gradually change and slowly TEIs are expected to progress towards a more "university" status as a result of the more rigorous faculty selection criteria and their involvement in research made possible by relatively recent legislation.

As already mentioned in paragraph 3.2 (Chapter 3, p. 25) research results were processed and analysed either on organisational level (HE libraries and HE institutions) or on individual level, subject to the question or variable that was measured. For instance the statistical analysis of data from Section 4 (Viewpoints/Proposals about Programme Developments) was made on an individual (librarian basis) because the questions in this section were trying to identify personal (individual) beliefs and attitudes towards Information Literacy programmes. When the analysis was about issues like programme content and methodology (e.g. Section 2) then it was made on an organisational basis (library or institution) and not on a librarian basis, meaning that in the cases where input was provided by more than one librarian from the same library then this data was merged into a single case and a new file was created before statistical analysis.

Regarding institutions the same methodology was followed by merging data from more than one libraries into a single case. This was done only for four Universities which were the University of Athens and the University of Thessaloniki (the ones with the multiple departmental libraries) and for two other institutions where data was inputted from both their Central and one Departmental Library in each case.

By applying this analysis procedure the accuracy of the provided data for libraries and institutions was examined by crosschecking the answers of the same questions as inputted by different librarians (all such answers were found to be identical). Also, this methodology gave the opportunity of examining the current situation and from an organisational point of view besides the librarian-centred one presented in previous studies for IL endeavours in Greek HE institutions (Nikitakis *et al.*, 2004; Nikitakis, Papadourakis & Sitas, 2005; Korobili, Malliari & Christodoulou, 2007; 2008).

Since Information Literacy as a term and concept has a very short history of incidence in Greece (Korobili, Malliari & Christodoulou, 2008) a lot of librarians, even in the HE sector, are not fully knowledgeable of the scope of activities that it comprises. Because of this, it was decided that in all the questionnaires of the present research (Appendices I, II, III) the terms "library (user) instruction" and "library (user) training" would be used as the ones to describe all library instructional activities, even those considered to be a part of an IL programme. The term of IL was employed occasionally and usually as an explanatory of a question. By following this line of questioning the degree of implementation of IL activities was induced by the analysis of the various respondents' answers.

Finally, all questions were coded and the relative answers were inserted in the SPSS software package (version 16.0) which was used to perform the statistical data analysis of the present study.

4.2. Numbers and proportions of completed questionnaires

As it was noted in paragraph 3.3 (Chapter 3, p. 26) all 39 Universities and Technological Educational Institutes (TEIs) answered the initial questionnaire which was completed by phone contact with library directors and training staff. Regarding the filled in questionnaires (Table 2) QA was completed by 14 participants coming from 14 libraries in 13 institutions (11 Universities and 2 TEIs), while QB was returned by 38 individuals from 36 libraries in 27 institutions (19 Universities and 8 TEIs). During data analysis with the SPSS software 11 of the questions from QA were recoded in order to be able to combine the two data sets. The questions that were identical with those in QB were given the same code, while those not present in QB were recoded with a code not present in the second questionnaire. The recoding, which is presented at a table included at the end of Appendix II (p. A-10), gave the opportunity to combine the two data sets into one and resulted into 36 variables in QA (of which 31 were identical with and 5 distinct from respective variables in QB) and 85 in QB (of which 31 were identical with and 54 distinct from respective variables in QA).

Table 2. Completed questionnaire statistics

Research participants	Initial (phone) Questionnaire	Questionnaire A (QA)	Questionnaire B (QB)	Combined QA & QB	
	Number	Number	Number	Number	%
Universities (persons)	26	12	30	42	80.8
TEIs (persons)	16	2	8	10	19.2
Total (persons)	42	14	38	52	100.0
University libraries	26	12	28	32	76.2
TEI libraries	16	2	8	10	23.8
Total (libraries)	42	14	36	42	100.0
Universities (institutions)	23	11	19	20 / 23	87.0
TEIs (institutions)	16	2	8	10 / 16	62.5
Total (institutions)	39	13	27	30 / 39	77.0

It can be seen from Table 2 that 39 initial phone completed questionnaires from all institutions (23 Universities and 16 TEIs) and 52 filled in questionnaires (42 [80.8 %] from Universities and 10 [19.2 %] from TEIs) were collected. Regarding the 52 filled in Questionnaires A & B, data came from 20/23 Universities [87.0 %] and 10/16 TEIs [62.5 %]).

Completed questionnaires were submitted by 52 librarians from 32 University and 10 TEI libraries (Table 2), while the great majority (37 [71.2%]) of the respondents were working in central libraries, while the rest (15 [28.8%]) in departmental ones. As far as the participant's role in the workplace is concerned 26 (50%) of them had a managerial role (either library or training team heads) and the other half were library training staff.

It is evident from the previous analysis that the collected data is covering almost the whole University sector, while it is less comprehensive for the TEI sector, although it is considered to be quite representative of the TEI subdivision, taking into consideration that the largest and most important institutions did return completed questionnaires.

4.3. Presentation and analysis of research results

4.3.1. Occurrence of user instructional programmes in Greek HE libraries

The research data from the initial questionnaire (phone contact) showed that library instruction programs were organised in 20 out of 23 (87%) Universities and in 10 out of 16 (62.5%) TEIs, thus in 77% (30 out of 39) of the total HE institutions in Greece. However, it has to be stressed that the three Greek Universities where no library instruction is taking place are quite new ones, operating less than six years. Conversely, this is not the case with the six TEI libraries that do not offer instruction programmes, since only one of those is relatively new. Additionally in the University of Athens, which is the oldest and the second largest one in Greece, library instruction programmes are offered by some of the 39 autonomous departmental libraries.

According to recent publications by Nikitakis *et al.* (2004) and Nikitakis, Papadourakis & Sitas (2005) librarians working in 58.3% of 84 academic libraries in Greece reported that user education activities were provided by their libraries, while more up to date research (Korobili, Malliari & Christodoulou, 2007; 2008) showed that user instruction programmes were taking place in 53 out of the 67 (79.1 %) of the academic libraries in which research participants worked (this research included also data from libraries from two public Universities of Cyprus).

These results show that there was a gradual increase of about 20% in the number of Greek HE libraries organising user instruction programmes during the last five years, while the results of the more recent studies (Korobili, Malliari & Christodoulou, 2007; 2008) are almost identical with those of the present research regarding the overall percentage of user instruction occurrence in Greek academic libraries. Nevertheless, it is noted that the above mentioned earlier studies did not present any data on institutional level (i.e. how many of the 84 or 67 academic libraries were belonging to a single institution and the number of University and TEI libraries) and so comparisons can be made only with results referring to the total number of Greek academic libraries. The only previous study on an institutional level was made by Gaitanou & Rouggeri (2007) in which the authors, based on data retrieved only from library websites, claimed that 64% (14 out of 22) of the University and 33% (5 out of 15) of the TEI libraries carried out user training. These claims, indicating that library instruction was provided only by 51% (19 of 37) of the Greek HE libraries, are considered quite inaccurate and underestimate considerably the percentage of HE library instructional programmes in Greece, especially regarding the TEI sector, as shown by both the present and all the other above mentioned studies. The reason for this major underestimation (of more than 20% for all institutions) is considered to be the method of acquiring data only by website scanning without taking any measures to confirm its accuracy and currency by contacting directly the respective libraries.

4.3.2. Practices and policies of HE libraries regarding their user instructional programmes

Only 5 participants (out of 52), coming from 2 institutions (the University of Athens and one TEI), that do not offer instruction programmes returned completed questionnaires. Librarians from four University of Athens departmental libraries stated that lack of available funds and staff were the main reasons for which they did not provide instructional seminars to their users, while the TEI librarian attributed this to the fact that the library recently started to operate and had very limited human resources. Although the investigation of the reasons why library

instruction programmes are not organised by some Greek HE libraries is not included in the main aims and objectives of the current study, it can be argued that as far as University libraries (with the exception of the University of Athens) are concerned, the early stage of their development is probably the main cause. However, since this is the case for only one TEI, and because from those TEIs that did not organise library instruction only one returned a completed questionnaire, further research is needed to reveal the reasons for the current situation in these five institutions. Additional research is also needed for the University of Athens case and also regarding the way the central instructional unit is operating at the University of Thessaloniki in connection with the instructional services the departmental libraries are providing.

Data regarding the library instruction programmes was provided by 47 research participants (38 of them working in 20 University and 9 in 9 TEI libraries). These instruction programmes were predominately labelled with the term (library) user training or instruction, while noteworthy is the fact that no library included the term "Information Literacy" in the title of their training/instructional activities. Additionally, during the initial stage of the current research (library website scanning), it was found that only 13 out of the 20 Universities (65%) and 5 out of the 10 TEIs (50%) that organised user training programmes had specific web pages about these instruction programmes published at the websites of their libraries. Almost all of the Greek HE libraries had websites (21/23 Universities and 15/16 TEI ones), while although the library system in both the University of Athens and Thessaloniki consists of numerous small departmental libraries there is a central library website present for each one of them.

23 respondents from 14 Universities and 8 from 8 TEIs answered that library user training was not included in the course structure, prospectuses or study guides of at least one of their Institution's Departments against 9 participants coming from 6 Universities that claimed that user instruction was included. This data shows that the provision of library instruction is not a priority for the Academic Departments of the great majority of Universities, since such activities are included in the official regulations of a few Departments belonging only to 30% of the Universities in which library user training is taking place and in none of the TEI Departments.

Finally, it was found that there is no central institutional policy for Information Literacy student training employed by any of the Greek Universities and TEIs, which is no surprise since this is a widely known fact in the academic library sector of Greece.

It is evident from the presented data that the situation in Greek HE institutions regarding the adoption of IL on departmental level is minimal and in its very early stages, while on an institutional level is completely absent in both sectors (Universities and TEIs). This reality is in contrast with the practice of countries like the USA, Australia and (to a smaller extent) UK where as Corral (2008) argues Information Literacy standards and frameworks for HE institutions and course-integration practices have been established a few years ago, while the tendency is to move towards the formation of whole-institution strategies and policies promoting IL course-integration. Compared with the situation in other European countries it seems that Greek academic institutions are in earlier stages of IL development, since according to a relatively recent review by Virkus (2003) in some Nordic countries (Sweden, Denmark and Norway) in Spain, Netherlands, France, Germany, Belgium, and in a few former Eastern European countries (Czech Republic, Estonia) Universities are offering a range of IL instruction programmes of which a number is either course-related or course-integrated.

4.3.3. Library user instruction programmes methods of delivery and content

4.3.3.1. Library user training programme methods

The responses from librarians actively involved in instruction activities regarding the user training methods that are mostly employed in Greek academic libraries are presented in Table 3.

Table 3. Library training methodologies per Institution Type (IT)				
Methods of library (user) training	Count	Institution Type		
	% within IT	Univ.	TEIs	Total
Library tours	Count	20	7	27
	% within IT	83.3%	87.5%	84.4%
Library staff lectures not directly connected with an academic Department's whole course or course module	Count	18	4	22
	% within IT	75.0%	50.0%	68.8%
Practice sessions (either requiring or not the use of a PC) provided by library staff members which are not directly connected with an academic Department's whole course or course module	Count	18	5	23
	% within IT	75.0%	62.5%	71.9%
Lectures taking place within the frame of one or more undergraduate course modules	Count	11	2	13
	% within IT	45.8%	25.0%	40.6%
Lectures taking place within the frame of one or more postgraduate course modules	Count	8	0	8
	% within IT	33.3%	0.0%	25.0%
Practice sessions (either requiring or not the use of a PC) taking place within the frame of one or more undergraduate course modules	Count	10	3	13
	% within IT	41.7%	37.5%	40.6%
Practice sessions (either requiring or not the use of a PC) taking place within the frame of one or more postgraduate course modules	Count	10	0	10
	% within IT	41.7%	0.0%	31.2%
Websites or web pages of IL resources (for example research guides, resource and service usage guides, PowerPoint presentations, lecture videos etc.)	Count	15	5	20
	% within IT	62.5%	62.5%	62.5%
Interactive Websites or web pages (for example online tutorials including exercises that can be solved by users)	Count	3	1	4
	% within IT	12.5%	12.5%	12.5%
Other methods	Count	0	0	0
	% within IT	0.0%	0.0%	0.0%
Total cases (library responses)	Count	24	8	32

As it can be seen from Table 3 library tours (84.4%), library staff lectures (68.8%), practice sessions (71.9%) either requiring or not the use of a PC not directly connected with an academic Department's whole course or course module, and static (i.e. non interactive) websites or web pages of IL resources (62.5%) are the most widely used methods of training in

both sectors of HE in Greece. The least developed instruction method appears to be the application of interactive websites or web pages (like online tutorials with exercises that can be solved by users) employed only by 12.5% of the Greek HE libraries. Nikitakis *et al.* (2004) and Nikitakis, Papadourakis & Sitas (2005) reported that 53% of the Greek academic libraries provided bibliographic instruction through lectures, 43% through their websites and 4% as lessons incorporated in academic departments/faculties courses. Their type of approach (i.e. investigating instructional methods as exclusive percentages adding up to 100%) it is not considered appropriate for this case, since Greek HE libraries employ multiple methods to provide their training sessions as it shown clearly by results presented in Table 3. The current study's results are comparable with those presented by Korobili, Malliari & Christodoulou (2007; 2008) who reported that 77.36% of academic libraries in Greece and Cyprus offered an "orientation program", 32.00% "a program integrated in a course", 16.98% "a course integrated in the curriculum" and 13.20% "an online tutorial". Taking into consideration that these authors also included libraries from Cyprus in their study it can be seen that their reported percentages are similar to those of the present study referring to library tours (84.4%), not course-connected library organised lectures and practice sessions (68.8% - 71.9%), library instruction connected with a course (25% - 40.6%) and interactive web pages and sites (12.5%). Furthermore, the reported findings by Nikitakis *et al.* (2004) and Nikitakis, Papadourakis & Sitas (2005) indicating that 43% of the libraries were employing web based training in the form of online tutorials seems to be wrong, since according to the present study's results and the recent papers by Korobili, Malliari & Christodoulou (2007; 2008) the proportion of such online teaching methods was found to be approximately 13%. Consequently, it can be argued that the present research's results confirms some of the corresponding findings of Korobili, Malliari & Christodoulou (2007; 2008), while expanding current knowledge by presenting more analytical data on instruction methodology and by comparing practices between Universities and TEIs.

It is interesting to note that both University and TEI libraries present similar patterns of user training practices. The only differences observed are the somewhat lower degree of lectures by library staff in TEIs than in Universities (50.0% and 25.0% in TEIs against 75.0% and 45.8% in University libraries for not connected and course-connected lectures respectively) and the absence of any activity linked with postgraduate courses in TEIs which is easily explained since only quite recently Greek legislation allowed TEI Departments to offer postgraduate courses and these only when they are co-organised with a University Department.

The extent of lectures and practices sessions which are taking place within the frame of undergraduate (for both HE sectors) and postgraduate (only for Universities) course modules range from 25.0% to 45.8% depending on training method and institution type. This finding indicates that although library user instruction seems not to be a real priority for Greek HE Departments and Institutions, since it is rarely included in course study guides and there are no relative institutional policies (paragraph 4.3.2, pp. 34-35), course connected instruction is taking place in Greek HE libraries with a rather higher intensity (33.3% to 45.8%) in Universities than in TEIs (25.0% to 37.5%).

4.3.3.2. Library user training programmes duration and scheduling

Regarding the duration of lectures and practice sessions both HE library sectors showed very similar patterns and almost identical levels of duration. According to data provided by 29 libraries (23 from 18 Universities and 6 from 6 TEIs) the majority of the libraries (62.1%) offered a single session extending from 1 to 6 hours, while 20.7% organised two to three sessions of similar duration. Only 6.9% of the libraries offered a more extensive training programme (1 month to a full semester), while the rest 10.3% reported a more irregular pattern of instructional time span which depended on user demands and the respective course (or module) content and level. In comparison Nikitakis *et al.* (2004) and Nikitakis, Papadourakis & Sitas (2005) reported that Greek HE libraries organised only single session programmes of 1 to 2 hours in duration, while Korobili, Malliari & Christodoulou (2007; 2008) found out that

84.9% of the libraries offered a few-hours seminar and 11.3% a week-seminar. Consequently, it can be suggested that Greek HE libraries have increased the duration of their instructional sessions during the last five years which is an indication of improvement of their training operation.

Lectures and practice sessions are scheduled during the whole of the academic year with most libraries offering training sessions within different time periods (data was provided by 31 libraries, 24 from 19 Universities and 7 from 7 TEIs). Thus, about 60% of the libraries from both HE sectors arranged training sessions at the beginning of either each academic year or semester, while 50-57% irregularly throughout the academic year. However, the most common practice for both University and TEI libraries was the user-requested organised training (71-79%). Both HE sectors exhibited almost identical practices in regard with training session scheduling.

4.3.3.3. Library user training programme subject topics

The subjects that academic libraries were including in their student user (for both undergraduates and postgraduates) instruction programmes are presented in Table 4.

These subjects compared to those listed in the SCOUNL's *Information skills in higher education* (Society of College National and University Libraries, 1999) can be coarsely classified as:

- (i) basic or introductory library skills (no 1, 7, 8, 9, 10)
- (ii) Information Technology (IT) skills (no 2, 3, 4, 5, 6) and
- (iii) more advanced information handling skills (no 11, 12, 13, 14, 15, 16) which could be considered as indicators of an instructional programme trying to attain some IL objectives

Table 4. Library training programme subjects per Institution Type (IT)				
Library (user) training subjects	Count	Institution Type		
	% within IT	Univ.	TEIs	Total
1. Use of library space and rooms	Count % within IT	18 75.0%	6 75.0%	24 75.0%
2. Demonstrating the operation of library photocopy machines	Count % within IT	10 41.7%	3 37.5%	13 40.6%
3. Use of library computers	Count % within IT	16 66.7%	5 62.5%	21 65.6%
4. Demonstrating the operation of other library equipment (like scanners, microfiche readers etc.)	Count % within IT	3 12.5%	2 25.0%	5 15.6%
5. Use of E-mail and Internet	Count % within IT	6 25.0%	4 50.0%	10 31.2%
6. Use of office software applications like word processing (e.g. MS Word), spreadsheet (MS-Excel) and presentation (like MS-PowerPoint) software	Count % within IT	2 8.3%	0 0.0%	2 6.2%
7. Methodology of database searching (e.g. use of Boolean logic [AND, OR, AND NOT], subject searching etc.)	Count % within IT	19 79.2%	7 87.5%	26 81.2%
8. Demonstration and use of library catalogue (OPAC)	Count % within IT	21 87.5%	7 87.5%	28 87.5%
9. Demonstration and use of other electronic catalogues and databases	Count % within IT	21 87.5%	8 100.0%	29 90.6%
10. Operation and use of the electronic tools provided by the Hellenic Academic Libraries Link (HEAL-LINK) Consortium like the e-journal catalogue, the union catalog, Zephyr etc.	Count % within IT	23 95.8%	8 100.0%	31 96.9%
11. Bibliography reading – identification of different information resources (e.g. distinguish between monographs and journal articles, web resources etc.)	Count % within IT	14 58.3%	5 62.5%	19 59.4%
12. Methodology of searching for and locating different information resources (e.g. search for books, locate journal articles etc.)	Count % within IT	22 91.7%	7 87.5%	29 90.6%
13. Use and evaluation of web information sources (e.g. web pages and websites)	Count % within IT	10 41.7%	3 37.5%	13 40.6%
14. Citing references and construction of reference lists and bibliographies	Count % within IT	9 37.5%	2 25.0%	11 34.4%
15. Ways of combating plagiarism	Count % within IT	2 8.3%	0 0.0%	2 6.2%
16. Structure and composition of essays, reports and research dissertations	Count % within IT	5 20.8%	2 25.0%	7 21.9%
17. Other subjects	Count % within IT	0 0.0%	0 0.0%	0 0.0%
Total cases (library responses)	Count	24	8	32

The relative information that was submitted by 32 libraries (24 belonging to 19 Universities and 8 to 8 TEIs) is displayed in the form of proportions of occurrence in libraries from each HE sector and as a total percentage of HE library incidence. Operation and use of electronic catalogues and databases (e.g. HEAL-Link consortium tools, local OPACs, e-journal catalogues, scientific databases etc.) and techniques for searching and locating distinct information resources (e.g. books, journal articles etc.) are by far the most widely employed and taught subjects which are included in instructional programmes of most Greek academic libraries as incidence percentages for these topics range from 87.5% to 100% (Table 4). Also, the teaching of database searching methodology and library building space use is among instruction priorities having a high occurrence rate of 81.2% and 75.0% respectively. Almost all of these are basic "library skills" and it is clear from Table 4 that the greatest part of Greek HE libraries include these topics in their user training activities.

In contrast training in the usage of library infrastructure like electronic equipment, photocopy machines etc. is included in less than half the libraries (12.5% - 41.7%), the only exception being the use of library computers (about 65%). Office suite software training is very low (0-8.3%) and teaching of Internet technologies moderate (25-50%). The collected data indicates that Information Technology (IT) skills training, with the exception of the demonstration of library PCs use, is practiced by the minority of Greek HE libraries.

Nikitakis *et al.* (2004) and Nikitakis, Papadourakis & Sitas (2005) in their reviews of library training in Greek HE libraries reported that topics of bibliographic instruction sessions included "information retrieval tools" (probably in all of the sessions recorded by them since no relevant percentage was reported), "describing research subject and creating search strategies" in 68.75% and "evaluation of information sources" in 75.3% of these sessions. Recent studies by Korobili, Malliari & Christodoulou (2007; 2008) provided more detailed data about the subjects comprising HE library instruction programmes in Greece and Cyprus. According to these studies "information retrieval from OPAC" was taught by 95.2% of the respondent librarians, "information retrieval from other sources (e-journals, databases and internet)" by 65.5% to

94.0%, "compilation of bibliography" by 29.8% , "evaluation of obtained sources" by 27.4%, "citations" by 23.8% and "design and structure of a research paper" by 22.6% of HE librarians in Greece and Cyprus. As it was the case with instructional methodologies the results of the present study (Table 4) are comparable with some of the findings by Korobili, Malliari & Christodoulou (2007; 2008) and expand relevant information in terms of further detail and analysis and by presenting data about institution category occurrence. The proportion of occurrence of the first two of the rough instruction subject topics reported by Nikitakis *et al.* (2004) and Nikitakis, Papadourakis & Sitas (2005) seem reasonable enough, however the 75.3 percentage for "evaluation of information sources" is considered to be grossly overestimated, since the relevant proportion presented by Korobili, Malliari & Christodoulou (2007; 2008) was 27.4% of librarians, while that of the present study was 40.6% of libraries (Table 4); also if calculations were to be performed in a librarian basis the corresponding outcome is 38.2% of librarians. The topic of source evaluation is considered as an indicator of moving to more advanced IL subjects (compared to the international standards and frameworks by SCOUNL, ACRL and ANZIIL). Consequently, it would be logical to expect the number of libraries including the subject of source evaluation into their educational programmes to increase as time progresses (from earlier years to present) and not to be dramatically decreased from 75.3% of programmes to 27.4% of librarians or 40.6% of libraries.

Regarding the other subjects belonging to the third group of the previous classification (more advanced information handling skills – possible indicators of IL attainment) it can be seen from Table 4 that the total (concerning both Universities and TEIs) percentages of their occurrence range from 6.2% to 90.6% of the respondent libraries. The most frequently taught topics are those dealing with the techniques for locating different information sources (in 90.6% of the libraries), followed by the understanding of the bibliography structures (in 59.4% of the libraries) and the already mentioned web evaluation skills (in 40.6% of the libraries). On the other hand the least included topic is the one about plagiarism (in 8.3% of the University libraries and none of the TEI ones), followed by the scientific writing skills (in 21.9% of the

libraries) and the citation and reference techniques (in 34.4% of the libraries). An interesting finding of the subjects mentioned by the libraries is the absence of significant variations in the occurrence rates of these topics between the training programmes offered by the University libraries against the ones offered by the TEI libraries indicating that as far as programme content is concerned the practices are very similar in the two sectors of HE in Greece.

4.3.3.4. Comments on Library user training programme methods, delivery and content

From the previous discussion it can be concluded that IL instruction in the libraries of Greek Higher Education is offered in the most of the ways and formats (stand-alone courses or classes, online tutorials and course-related instruction) used by HE libraries in the English speaking Western countries (Eisenberg, Lowe & Spitzer, 2004, p. 133) and in some European countries (Virkus, 2003). The only differences are the somewhat low proportion of utilising online tutorials (only 12.5% of the libraries offering training are using them) and the virtual absence of course-integrated instruction which could be attributed to the lack of existing policies promoting Information Literacy instruction in both the academic departments and the whole-institutions of Higher Education in Greece as stated in paragraph 4.3.2 (Chapter 4, pp. 34-35) of the present study.

The research results regarding the subject content of Greek HE library instruction programmes, when compared with SCOUNL's *Information skills in higher education* (Society of College National and University Libraries, 1999), showed that basic and introductory library skills were included in almost all of the offered programmes, while Information Technology skills were generally taught by about or less than half of the libraries. The more advanced information handling skills were generally less frequently included in these instructional programmes, however with the exception of the topic of plagiarism, no such subject was included in less than 20% of the libraries. In their recent study Korobili, Malliari & Christodoulou (2008), based on the topics that library trainers included in user education programmes in HE institutions of Greece and Cyprus, claimed that most libraries did not really delivered IL programmes but a

type of library instruction. The present study's results, in which considerably more analytical data is presented, generally confirms their claim, since most libraries do not include substantial elements of Information Literacy in the subject content (Table 4, p. 40) of their instructional programmes and offer only single training sessions of 1 to 6 hours (paragraph 4.3.3.2, p. 38).

Finally, it was found that practices regarding training methods, duration and scheduling, and programme content were very similar between University and TEI libraries.

4.3.4 Library user instruction programmes recipients and design

Greek HE libraries are addressing instructional programmes to a variety of user categories belonging to their institutions and, some of them, to external users as well. As expected their instructional activities are mainly directed to undergraduate and postgraduate students. All libraries (100%) organising training sessions that returned completed questionnaires (32 libraries, 24 from 19 Universities and 8 from 8 TEIs) were offering instruction to undergraduate students, while the same was also true for all University libraries regarding postgraduate students (only one small departmental library from the University of Athens reported that at the moment was simply training postgraduate students because of staff shortage). As stated before TEIs only recently started to participate in postgraduate courses, so relevant instruction was reported only by 37.5% of their libraries. As far as the other user categories are concerned, 75.0% of the Greek HE libraries were offering instruction seminars to faculty members, 46.9% to library staff, 31.2% to the institution's administrative staff and 37.5% to external users from the general public. Libraries from both HE sectors were found to have very similar trends regarding instruction not addressed to students, with TEI libraries displaying a slightly higher rate regarding training of non-student users. An interesting point is that only half of the libraries organised training of their staff and this is certainly a topic worthy of additional future research.

As far as differentiation of programme content according to user category the same libraries as before reported an inverse trend between University and TEI ones. Namely:

- (i) 25% of University libraries offered exactly the same training programme (i.e. with identical content) to all their users irrespective of category in contrast with 50% of the TEI libraries,
- (ii) 29.2% of University libraries delivered distinct programmes for each user class (against 25% of the TEI ones) and finally
- (iii) 45.8% of University and 25% of the TEI libraries reported that their programmes were different for some of their users and identical for others.

This data shows that 75% of the University libraries and 50% of the TEI libraries prepare distinct programmes for all or some of their user categories. Furthermore, regarding the nature of observed differentiation University and TEI libraries present similar trends and mainly prepare separate programmes for undergraduate and postgraduate students (77.3% of libraries) and for undergraduate students and teaching staff (68.2%), but only 27.3% differentiates instruction programmes between postgraduate students and teaching staff (faculty members). This means that generally HE libraries prepare at least two broad distinct thematic categories of instruction programmes of which one is addressed to undergraduate students and the second to postgraduate students and faculty members.

4.3.5. Library user instruction programmes design and preparation

The design of the content of the user instruction programmes is performed exclusively by librarians in 70.3% of the respondent libraries (37 libraries, 28 from 20 Universities and 9 from 9 TEIs) and mainly by librarians with sporadic contribution (i.e. only in few modules or courses) in 27.0 % of the libraries, suggesting that the collaboration between library staff and faculty is rather rare and occasional. Actually only one departmental library reported that faculty members had an important role in the preparation of the instructional programme. However, there is differentiation in the findings between the University and the TEI sector, since in TEIs training programmes are designed solely by librarians, whereas in Universities this happens in 60.7% of the libraries (in 35.7% of the libraries there is a minor random contribution from faculty members). The proportions between the two sectors of Greek Higher Education are

roughly the same and when cross tabulations are performed on institutional level (instead of libraries). These results indicate that the faculty-librarian collaboration is in its early stages in Greek HE, while at the moment it seems that is taking place only in Universities. Within University libraries in which occasional faculty-librarian collaboration was observed, the educational activities were carried out either solely by librarians (in 4 out of 7 libraries) or by both librarians and faculty members (in 3 out of 7 libraries) either in separate sessions (2 cases) or by co-teaching in the same class (1 case). Data from a relatively restricted number of institutions (8 Universities and 1 TEI) indicate that HE libraries organising instruction programmes allocate a satisfactory proportion of their staff to both planning (10-20%) and implementing them (15-50%).

Another issue of interest was to investigate the degree that international Information Literacy standards were taken into consideration during the planning stage of the Greek HE library instruction programmes. Valid data for the IL standards questions was filled in from 25 libraries (19 from 16 Universities and 6 from 6 TEIs), since 2 libraries did not fill in these fields, and 5 answered that they did not know whether IL standards were utilised or not (the do not know answers were counted as "missing values" during statistical analysis). Most of the Greek HE libraries (68%) than answered this question stated that they did not use any international or other IL standard during the preparation phase of their user training courses, while the rest did utilise them mainly for a section of their programmes (only one library reported that employed IL standards for the whole programme). Both University and TEI libraries reported nearly identical percentages of IL standard implementation in their instruction activities. This finding is in accordance with the one mentioned in paragraph 4.3.3.3 (p. 42-44) regarding the proportion of libraries incorporating substantial elements of IL in the topics of their instructional programmes where it was shown that the minority of libraries did offer a programme enriched in IL components. When answers between the respective questions were compared it was found that libraries following international IL standards during the planning of instruction programmes were the ones usually including more advanced IL topics in their training activities.

A quarter (25%) of Greek HE libraries endorsed *Information skills in higher education* which is the United Kingdom standard proposed in 1999 by SCONUL (Society of College National and University Libraries, 1999). Most libraries (50%) implemented the *Information Literacy Competency Standards for Higher Education* which is the USA standard proposed in 2000 by ACRL (Association of College & Research Libraries, 2000). And finally the *Australian and New Zealand Information Literacy Framework: principles, standards and practice* which is the 2nd edition of principles and standards proposed for Australia and New Zealand in 2004 by ANZIIL (Bundy, 2004) was embraced by another quarter (25%) of libraries. Once again no significant differences were observed regarding IL standard's endorsement between University and TEI libraries.

4.3.6 Student attendance in library user instruction programmes

Student attendance is rather low since only 0-20% of the total number of students of the respective institutions was attending library instruction programmes in 40.7% of the respondent institutions organising such training (32 libraries, 24 from 19 Universities and 8 from 8 TEIs). In 29.6% of the HE institutions the attendance rate varied between 21% and 40%, in 22.2% of them from 41% to 60% and only in 7.4% of them rose to 61%-80% (Fig. 1). These results show that in the great majority of the Greek HE libraries (in about 70% of them) less than 40% of the students participate in library's instructional activities, while in about 40% of them (40.7%) participation lies at the lowest end of the participation scale (0-20%).

In comparing results within the two HE education sectors it seems that student attendance is higher in the TEI sector than in the University one. Specifically in 73.7% of Universities attendance is below 40% and in the rest 26.3% varies between 41% and 80%, while the respective TEI student participation percentages were found in 62.5% of TEIs to be below 40% and in the other 37.5% stretched between 41% and 80%. This difference in trends between TEIs and Universities is clearly portrayed in Fig. 2.

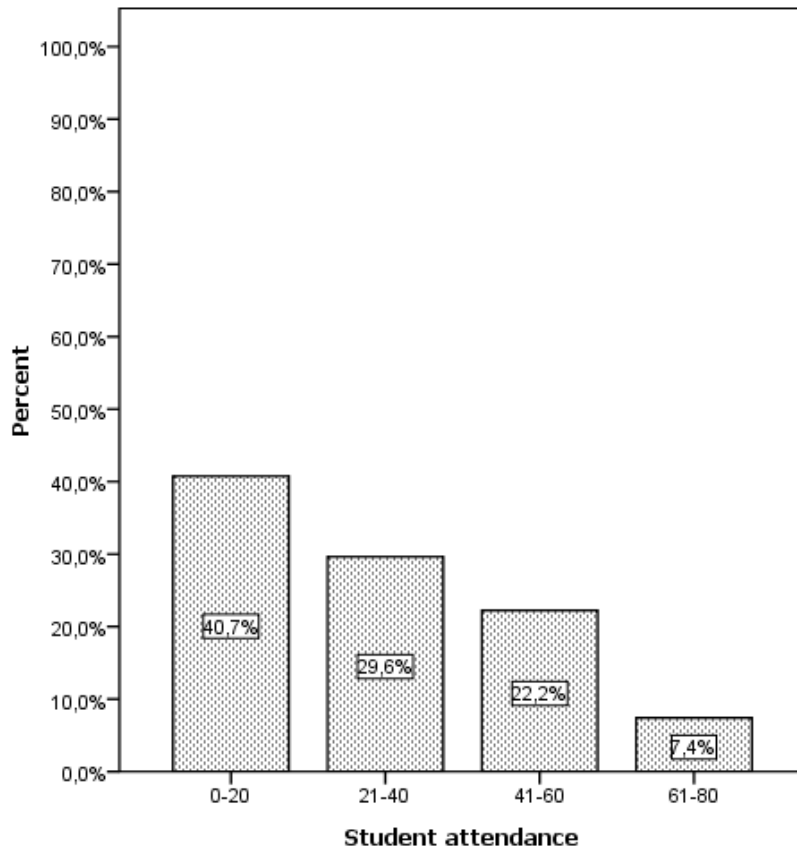


Fig.1. Student attendance levels in all Greek Higher Education libraries

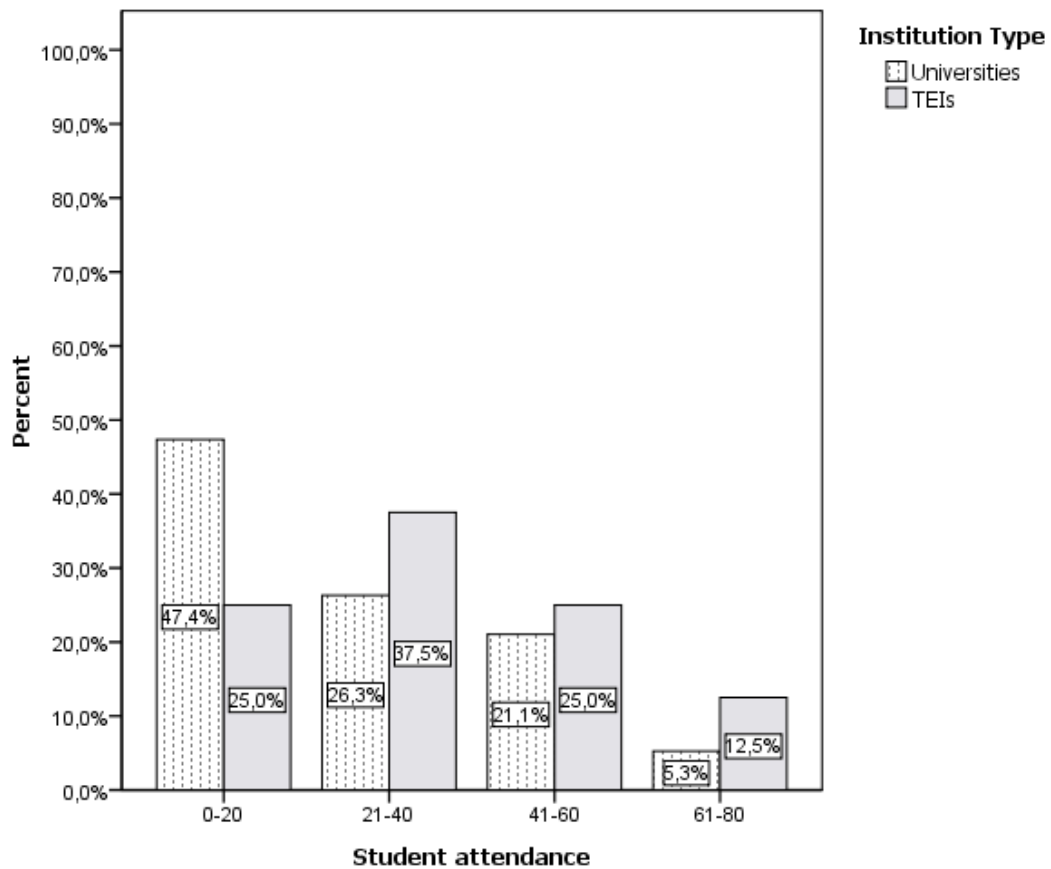


Fig. 2. Student attendance proportions in Greek University and TEI libraries

The analysis of collected data suggests that where Central Library buildings were operating the student attendance rate was found to be 10-15% higher than the general institutional rate presented above, while exactly the same differentiation was observed between University and TEI libraries where again student participation levels are higher. Regarding departmental libraries participation appears to be 5 to 10% lower than in the parent institution, but the data was quite limited to be considered representative of the large number of such libraries, especially in the Universities of Athens and Thessaloniki.

4.3.7. Librarian opinions on library instruction programmes current results and future development

The librarians that participated to the present research (both library director/heads and teaching librarians) asserted that among the most important outcomes of organising and delivering instruction programmes to the student population of their institutions were the improvement in the ways students were using the library electronic systems like OPACs, electronic journal catalogues and databases, in particular related to their skills in searching for and retrieving needed information resources. Library instruction led to more independent students who were asking for help at the library's reference desk less frequently than before taking library training. However, most of the librarians considered that the subjects covered were more introductory and less frequently incorporating more advanced Information Literacy content, like the evaluation and the efficient and ethical use of retrieved information. Additionally, research participants stressed that since students were not required to attend to the instructional sessions they were not happy with the observed participation, while they thought the results of the instructional activities should be officially evaluated in order for the library staff to be able to improve and enrich their content, the way of delivering and teaching and consequently their effect on end users.

During the last part of the present survey research data was collected relating to librarian opinions and stands towards the current and future policies and practices regarding library

instruction in particular with the development of its Information Literacy element. Data was analysed from all librarians that returned completed questionnaires irrespective of whether or not their library was organising user instruction programmes. The research participants were 52 librarians from 42 libraries (42 librarians from 32 libraries belonging to 20 Universities and 10 librarians from 10 libraries belonging to 10 TEIs). The examination of collected data, besides documenting the present librarian viewpoints on IL, could be utilised and taken under consideration during the future development of IL programmes by the Greek HE libraries.

All library directors/heads (14 participants) from both HE sectors agreed on the high level of importance of the development of instruction programmes incorporating Information Literacy elements in relation to other services and operations of their libraries, as 21.4% of them thought that IL programmes were of major importance, while the rest of them (78.6%) argued that they were extremely important (absolutely necessary).

The collaboration between faculty members and library staff was also regarded to be highly significant for both the design and the delivery of IL user instruction programmes by the great majority of the 52 librarians, as 46% thought that such cooperation was very important and 42% that it was indispensable. Only one librarian considered collaboration to be slightly important and the other 5% of them that it was fairly important. Viewpoints expressed by librarians working in both University and TEI libraries were similar, with the only exception being that relative fewer TEI librarians thought that collaboration with faculty was absolutely necessary for the preparation and delivery of IL programmes.

The survey outcome regarding the attitudes of both library management and educational staff towards IL enhanced user training and the collaboration with faculty were found to be very positive and may form a good basis to build successful collaborations with faculty for the design and implementation of IL instruction programmes in the near future.

Regarding the nature and context of the faculty-librarian collaboration for forming IL centred training programmes, librarian views varied a lot and are presented in Table 5. In this question librarians were asked to choose or propose the desired framework of organisation of IL programmes in Greek HE institutions by taking for granted that the instruction programme's content, educational methodology and delivery will be designed together by collaborating library staff and faculty members. Opinions expressed by librarians working in Universities differed from those of their TEI colleagues as far as their preferred framework of programme implementation and the ways of teaming up with faculty members at their institutions. Relative consensus between them was reached on the two most preferred standpoints which were IL course integration, by either the formation of an institutional Information Literacy policy with a discipline-adjustable IL programme by a faculty-librarian committee (56.9% of viewpoints), or by relevant web-pages and online tutorials published on the library's website for all undergraduate and postgraduate courses of the institution (52.9% of viewpoints). Regarding other opinions a lot of TEI librarians (55.6%) seemed to favour IL integration in the form of a mandatory graded one semester module, while their colleagues from Universities preferred these modules to be optional for students and not graded (47.6%-50.0%) for both undergraduate and postgraduate students. A significant number (33.3%- 42.9%) supported the view that interested faculty members should get in contact with librarians to prepare IL training programmes, while the proportion of opinions in favour of a library initiative for cooperation, by sending invitations to faculty members, was considerably lower (19%-22%).

Regarding the other methods for IL programmes, these were proposed solely by University librarians and the most frequent suggestion was to work with faculty in order to implement IL programmes in which attendance would be compulsory but students would not be marked.

Librarian opinions (views)	Count % of institution type	Institution Type		
		Univ.	TEIs	Total
The (information literacy) training programme should be integrated in all the undergraduate courses of the institution as a compulsory graded one semester module	Count % of institution type	12 28.6%	5 55.6%	17 33.3%
The (information literacy) training programme should be integrated in all the undergraduate courses of the institution as an optional not graded seminar module	Count % of institution type	20 47.6%	2 22.2%	22 43.1%
The (information literacy) training programme should be integrated in all the postgraduate courses of the institution as a compulsory graded one semester module	Count % of institution type	6 14.3%	1 11.1%	7 13.7%
The (information literacy) training programme should be integrated in all the postgraduate courses of the institution as an optional not graded seminar module.	Count % of institution type	21 50.0%	2 22.2%	23 45.1%
The (information literacy) training programme should be integrated in all the undergraduate and postgraduate courses of the institution as library web pages and online tutorials (incorporated in the library's website)	Count % of institution type	22 52.4%	5 55.6%	27 52.9%
All interested faculty members should get in contact with library staff and collaborate with them in order to prepare discrete (information literacy) training programmes for individual courses	Count % of institution type	18 42.9%	3 33.3%	21 41.2%
The Library of the institution each academic year should send invitations addressed to all faculty members asking for their cooperation towards the design of (information literacy) training programmes and then collaborate only with interested faculty either on a individual course or a Departmental level	Count % of institution type	8 19.0%	2 22.2%	10 19.6%
The Library of the institution in collaboration with a faculty committee appointed by the institution's directorate should prepare an institutional (information literacy) training programme which should be adapted to the subject content of different courses (for instance the same core programme should be accordingly modified to address the needs of the undergraduate students of the School of Architecture against another version addressed to postgraduate Biochemistry students etc.)	Count % of institution type	24 57.1%	5 55.6%	29 56.9%
Other method(s) of collaboration	Count % of institution type	9 21.4%	0 0.0%	9 17.6%
Total cases (librarian responses)	Count	42	9	51

Another issue explored in the present study was the librarians' views on the persons or organisations that should take the initiative to promote the idea of course integration of the IL user instruction programmes within the HE institutions of Greece. Most librarians (64.7%), from both Universities and TEIs, thought that library staff members (including library directors/heads) in collaboration with faculty members should assume the responsibility for marketing IL programmes, followed by 51% of librarians who believed that HEAL-Link (Hellenic Academic Libraries Link), the consortium of Greek academic libraries, should do that. Additionally, another 43.1% considered that Library Directors/Heads in collaboration with faculty members should also be involved in IL promoting initiatives in Universities and TEIs, while 23.5% suggested that this task should be assumed by Library Directors/Heads alone. Low percentages of librarians proposed that campaigning for IL should be taken up by either library staff (17.6%) or faculty members (7.8%) alone. Significant difference of opinions was observed only about the probable role of Library Committees, where 47.6% University librarians thought that it should take on IL promotion against only 22.2% of TEI librarians. Furthermore 9.8% of the respondent librarians proposed other organisations or persons for promoting IL in HE including the Ministry of Education, the National Council of Libraries, the Library & Information Science University and TEI Departments, the Union of Greek Librarians & Information Scientists, and finally the University and TEI students.

These views expressed by Greek HE librarians show that they understand very well that the initiation of an institutional climate which would be favourable for Information Literacy and the actual design and implementation of such programmes in Universities and TEIs is an endeavour requiring high degrees of collaboration with faculty members and it is not something that can be pursued by librarians or faculty members on their own.

Finally the survey respondents were asked to record their views about the future development of library instruction programmes in order to improve their content and results, particularly regarding the acquirement of information literacy skills by students at their institutions. The most regularly occurred proposals included course integration and collaboration with faculty

which was proposed by most respondents, followed by the inclusions of more practice sessions and more advanced IL subjects in the programmes, the preparation and publication of IL online tutorials in the library websites, that IL programmes should be more diversified and adapted according to the distinct disciplines of the academic departments of the institutions, that international IL standards should be used during the design of the programme content and finally that instruction programmes should be regularly evaluated. By comparing the current free text answers to open-ended questions with the respective answers to pre-coded closed questions used by Korobili, Malliari & Christodoulou (2007; 2008) these appear to deviate. Korobili, Malliari & Christodoulou (2008) detailed that training librarians from HE in Greece and Cyprus suggested that "more money", "more librarians", and "space appropriately equipped" are considered to be the best ways for the instruction programmes improvement (mean 5.53 and 5.47 and 5.24 respectively), followed by "librarians with educational experience" (mean 4.96), "librarians with knowledge of scientific domain" (mean 4.81), "better technological infrastructure" (mean 4.80), "more time for designing the course"(mean 4.77), "cooperation with faculty" (mean 4.34) and "better library education" (mean 3.41). It can be easily seen that while in the present study collaboration with faculty is on the top of librarian suggestions and was also considered of great importance for both the design and the delivery of IL user instruction programmes, in the previous study (Korobili, Malliari & Christodoulou, 2008) it was ranked in the eighth place out of nine options. This is a clear indication that in order to investigate in detail the views of Greek HE librarians considering the improvement of IL programmes, probably questionnaires (especially those with predefined answers) are not the best instruments and in this case personal interviews would be more effective in future research, which is clearly needed in this case.

CHAPTER 5. CONCLUSIONS

5.1. General

The concept of Information Literacy developed from the services that Higher Education libraries have traditionally been offering their users by training them to find and exploit available information resources. Rader (2002) argued that gradually academic libraries progressed from the traditional library instruction to the practice of information skills teaching. Information Literacy (IL) was defined by the American Library Association in 1989 as the training that would enable an individual to recognise when he needs information, and locate, evaluate and use it effectively and finally be able to apply this knowledge through the whole of his life by having learned how to learn. Although IL practice and research in Higher Education (HE) libraries is abundant in the English speaking developed countries it is a quite new field for Greek HE institutions and as a result the amount of relevant research is limited.

The examination of the designing and the provision of IL instruction programmes in Greek HE institutions (Universities and Technological Educational Institutes) is the main aim of the present study. The major themes which emerged from the relevant literature review were the focus on IL course integration (in various forms) and the design/provision of IL instruction by collaboration of faculty members with librarians.

A survey employing three distinct questionnaires addressed to two groups of librarians (library director/heads and library educational staff) working in all of the 23 Universities and 16 Technological Educational Institutes (TEIs) in Greece was used to collect the necessary data in order to realise the aims and objectives of the current study.

5.2. Library instruction programmes and policies

Survey results from all HE institutions showed that 77% of the Greek HE institutions (20 of 23 Universities and 16 of 10 TEIs) organised library user instruction programmes, showing an

increase of about 20% compared with the 58.3% measured about five years ago in previous studies (Nikitakis *et al.*, 2004; Nikitakis, Papadourakis & Sitas, 2005). The reasons for which three Universities did not offer library training was that were new ones operating only for a few years and lacking the necessary staff and economic resources. While the same was true for one TEI, further research is needed to find why the other five did not organise user training, since they did not send back completed questionnaires.

The scanning of the HE library websites showed that 65% of the Universities (13/20) and 50% of the TEIs (5/10) delivering user instruction had published relevant web pages in their libraries' websites.

The survey revealed that very few Greek HE Academic Departments had included library instruction in their course structure, prospectuses or study guides and that happened occasionally at 30% of the Universities offering library instruction. Furthermore, it was found that not even a single HE institution had formulated a central IL policy demonstrating that the current state of affairs regarding IL course-integration is at a very early stage compared with English speaking (Corrall, 2008) and some European countries (Virkus, 2003), while institution-wide policies do not currently exist.

5.3. Library instruction methods delivery and content

Library instruction in Greek HE institutions is offered by a variety of methods (stand-alone courses or classes, online tutorials and course-related instruction) which are the same used in the HE libraries of countries that offer advanced Higher Education IL instruction, with the only exception being the relative low percentage of usage of IL online web tutorials. Compared with SCONUL's *Information skills in higher education* (Society of College National and University Libraries, 1999) regarding the subject content of instruction programmes, almost all libraries were found to include basic and introductory library skills, about half of them Information Technology skills, while on average less than half introduced significant elements of more advanced IL skills. The duration of programmes varied from a single session of 1 to 6 hours,

which was organised by 62.1% of the libraries, to a full semester offered only by 6.9% of libraries. Furthermore, most libraries (71%-79%) offered user-requested training and about 60% of them organised instruction sessions at the beginning of each academic year or semester. No significant variation was found between Universities and TEIs regarding their practices in programme training methods, duration, scheduling and content.

5.4. Library instruction audience and planning

HE libraries in Greece were found to deliver instruction mainly to undergraduate and postgraduate students and secondly to faculty members, library staff, external users and the institution's administrative staff. A proportion of 75% of the University and 50% of the TEI libraries prepared different content for the programmes they delivered to either all or some of their user categories, while the remaining 25% and 50% respectively offered identical programmes to all users. The libraries which arranged different programmes mainly differentiated them between undergraduate on the one hand and postgraduate plus teaching staff on the other, meaning that most of them are preparing at least two thematically distinct instruction programmes.

Library training programmes are designed only by librarians in 60.7% of the University libraries and in all TEI libraries, while in the rest of the University ones there is occasional contribution by faculty members. When there is faculty-librarian collaboration in the design phase of the programme then about half of the times the instruction is also delivered by both parties and in the other half only by librarians. The previous data suggests that faculty-librarian collaboration is in its early stages in Greek HE, while currently is happening only in Universities.

Indicative of the degree of IL development of the instruction programmes of Greek HE libraries is that the great majority of them (68%) did not design the programmes following any international IL standard or framework, while the rest were applying standards and frameworks to a part of their programmes. It was also found that libraries designing instruction according to IL standards were also the ones usually including the more advanced IL concepts in the

thematic structure of their programmes. The standard implemented from most of the libraries (50%) embracing IL standards was the *Information Literacy Competency Standards for Higher Education* by ACRL (Association of College & Research Libraries, 2000).

5.5. Library instruction attendance and contemplated results

The observed rate of student participation was found to be rather low as in about 70% of the Greek HE libraries less than 40% of the students attended the library's instructional sessions, while in about 40% of them participation was in the range of 0-20%. Additionally, student attendance was found to be higher in TEIs than in Universities and also relatively higher in the institutions where Central Library buildings were operating.

Generally Greek HE librarians expressed positive opinions about the results of their ongoing instruction programmes since they noticed improvement on the ease of using the library and utilising its resources by students who attended library training sessions. Also librarians considered the subjects covered in these programmes as introductory to the concept of Information Literacy, realising that IL is in its early phase of development in Greek HE institutions.

5.6. Librarian views on collaboration with faculty and future IL development

All librarians participating in the current survey thought that collaboration with faculty for both the design and delivery of IL programmes was either very or extremely important, as was the significance of these programmes compared with the other library services and functions. Librarians' views about the frameworks on which such collaborations should be built diverged and were for the most part different between staff working on Universities than in TEIs. Viewpoints on which librarians from both sectors agreed were that IL course integration could be better reached by either the development of whole-institution IL policy with a discipline-adjustable IL programme formulated by a faculty-librarian committee, or by creation of web-pages and online tutorials published on the library's website for all undergraduate and

postgraduate courses of the institution. Additionally, another popular suggestion, proposed only by University librarians, was to create IL programmes in collaboration with faculty members where student attendance would be mandatory but there would not be any marks or credits for taking them.

On the topic of advocating IL programme implementation within the institutions the prevailing views were that this should be done library staff members (including library directors/heads) in collaboration with faculty members or by the HEAL-Link (Hellenic Academic Libraries Link) consortium.

Finally, when participants were asked to suggest ways of improving the content and results of IL programmes most of them proposed course integration and collaboration with faculty towards building successful Information Literacy programmes.

CHAPTER 6. REFLECTION AND SUGGESTIONS

It is considered that the aims and objectives of the present study were attained to a most satisfactory degree, since the basic deliverable of the carried out research was to present a comprehensible documentation of the current conditions and trends regarding the provision of instructional activities and programmes, especially with regard to their Information Literacy component, by the Libraries of the Higher Education institutions in Greece.

The documentation included an analytical description of both the content and the methodology of library instruction programmes and implementation of IL practices and examined the contribution of faculty-librarian collaboration which was found to be minimal at this point. Furthermore, a number of HE librarians opinions about the future development of library instruction and IL in Greece was presented and together with the above mentioned documentation and the limited previously published data form a solid reference base for future Greek IL research across a divergent field of subjects. Such topics could be the ones defined by the ACRL's IL research agenda (Association of College & Research Libraries, 2007c) including programme planning & implementation in specific contexts, addressing pedagogical issues and instructional methods, librarian relationships with institution administration and faculty, and IL programmes' evaluation procedures.

The followed research methodology of a survey through three questionnaires (Appendix I, II, III) is considered quite successful, while where it did not produce clear results, or further research is needed to clarify some of the findings, this was indicated within the main text during the presentation and analysis of research results (Chapter 4). Special mention is required in connection with predefined answers (closed questions), especially when opinions and views are gathered. In order to avoid biased answers when closed questions were included in the questionnaires, in most cases there was a free text option (labelled Other ...), while in some cases open questions with free text fields were employed.

The research regarding library instructional content was targeted in University and TEI undergraduate and postgraduate students, since all libraries were expected to organise and

offer such training as it was the case. Further future research is needed regarding the details of IL training addressed to the other user categories (faculty members, library staff, administrative staff and external users from the general public), since the current study revealed that a rather significant proportion (31.2%-75.0%) of the Greek HE libraries offered instructional services to these user categories, while 50% to 75% of them differentiated the programme content delivered to distinct user types.

A shortcoming of the present research was that it was not possible to record the views of faculty members who collaborated with librarians in instructional activities and also the undergraduate and post-graduate students' perceptions on IL content, methods and activities in Greek HE institutions. The reason for this limitation was mainly that it would be impossible to collect and analyse the required data within the time and resources constraints of the current research, since additional research methodologies would be needed in the form of interviews, beside the survey methodology which was chosen for the current research.

However, during the present study contact data was collected about the limited cases where faculty members collaborated with librarians for the design and delivery of information skills related instruction which could be utilised for future research by performing qualitative research including detailed interviews with both librarians and faculty members. This future research would be complement the mainly quantitative results of the present study.

Additionally, analogous studies in the form of surveys or case studies could be performed to cover the data void which exists in Greek HE institutions regarding the perceptions of both undergraduate and postgraduate students regarding library instruction and Information Literacy activities by libraries.

Ernest Roe argued in 1965 that "better quality of education seems to me inseparable from increased and better use of libraries" (Roe, 1965b), a statement so true today as it was 44 years ago. It is sincerely hoped that the findings from the present study will contribute to the further realisation of the former statement within Higher Education institutions.

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Appendix I: Initial Questionnaire (phone contact)

(translated from Greek to English)

Questionnaire No

Survey of User Instruction and Information Literacy Programmes in the Libraries of the Greek Higher Education Institutions (Universities / TEIs)

1. Is your library organising user training (instruction) programmes regarding the services and resources that it provides?

Yes

No

Don't know.....

Questions 2 to 4 were filled only for the cases who answered Yes to question 1

2. If such training (instruction) programmes are organised by your library how are they labelled (e.g. user training, library instruction, information literacy instruction etc.)

3. If such training (instruction) programmes are organised by your library describe very briefly (in short titles) their content and give us the URL of any respective webpage or website

Content:

URL 1:

URL 2:

4. Please provide the contact details of the person who is in charge of library instruction activities at your library or alternatively of other persons involved in participating (delivering) user instruction programmes

<p><u>Contact person 1:</u></p> <p><i>Role of person 1 (supervisor, staff etc.):</i></p> <p><u>Contact person 2:</u></p> <p><i>Role of person 2 (supervisor, staff etc.):</i></p> <p><u>Contact person 3:</u></p> <p><i>Role of person 3 (supervisor, staff etc.):</i></p> <p><u>Contact person 4:</u></p> <p><i>Role of person 4 (supervisor, staff etc.):</i></p> <p><u>Contact person 5:</u></p> <p><i>Role of person 5 (supervisor, staff etc.):</i></p>

Appendix II: Questionnaire A (library directors/heads)
(translated from Greek to English)

Questionnaire No

(please do not fill this field)

Survey of User Instruction and Information Literacy Programmes in the Libraries of the Greek Higher Education Institutions (Universities / TEIs)

SECTION 1. CURRENT POLICY

1.1 Is your library organising user training (instruction) programmes regarding the services and resources that it provides?

Yes ... *(if yes proceed to question 1.2)*

No *(if no reply to question 1.1.1 and then proceed to question 4.1 in section 4 of the questionnaire)*

1.1.1 Please state the reasons for which your library does not organise any user training (instruction) programmes:

(please proceed to question 4.1 in section 4 of the questionnaire)

1.2 Are there are any library user training programmes taking place as part of (integrated in) a Department's course at your institution? (e.g. is student training in using and exploiting library information resources and services included in some Department's course structure, prospectus or study guide)

Yes

No

Don't know

1.3 Is there a central policy for information literacy student training at your institution?

Yes

No

Don't know

(the question refers to the Institution that your library belongs to , e.g. TEI of Thessaloniki)

SECTION 2. PROGRAMME PLANNING (DESIGN)

2.1 Who is responsible for designing the content of the instruction programmes at your institution?

*(please select **only one** of the following answers)*

Only members of library staff (including library directors/heads)

Mainly members of library staff, where occasionally there is collaboration with faculty members

Mainly members of library staff in collaboration with faculty members *(select this answer only if most of the programmes are designed in cooperation with faculty)*

Mainly faculty, where occasionally there is collaboration with members of library staff

Only faculty members

2.1.1 In case that some (even one) of the library user instruction programmes are designed in collaboration with faculty members please provide the respective course/module and faculty member details in the following field

(please take into consideration that faculty members might be contacted and interviewed in the future)

<u>Department:</u>
<u>Course/Module:</u>
<u>Faculty member Name/Surname and contact details:</u>

2.2 State the total number of your library's staff:

	<i>(please include all members of current staff, irrespective of type of work contract and terms)</i>
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2.3 State the total number of your library's staff that participate in designing the content of user instruction programmes:

	<i>(please include all members of current staff, irrespective of type of work contract and terms)</i>
--	---

2.4 State the total number of your library's staff that participate in carrying out (delivering) the user instruction programmes:

	<i>(please include all members of current staff, irrespective of type of work contract and terms)</i>
--	---

SECTION 3. PROGRAMME RESULTS

3.1 Report the approximate percentage of students attending library instruction programmes at your institution

(relative to the total number of students at your institution)

0 - 20 %

21 - 40 %

41 - 60 %

61 - 80 %

81 - 100 %.....

3.2 Please report the results of your institution's library user instruction programmes, especially regarding information literacy skills attained by participating students (like searching for, locating, retrieving, evaluating and efficiently and ethically utilising and communicating information for instances like writing reports, essays, dissertations etc.)

SECTION 4. VIEWPOINTS/PROPOSALS ABOUT PROGRAMME DEVELOPMENT

4.1	How important do you consider the establishment of user instruction programmes which include information literacy sections in relation to the rest of your library's activities and services?					
	<i>(please answer the question irrespective of whether such programmes are taking place at the institution that you are presently working – select only one from the following options)</i>					
		Not important at all (not necessary)	Of minor importance	Important enough	Of major importance	Extremely important (absolutely necessary)
	Level of importance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.2	How important do you consider the collaboration between library staff and faculty members for both the design and delivery of user instruction programmes which include information literacy sections?					
	<i>(please answer the question irrespective of whether such programmes are taking place at the institution that you are presently working – select only one from the following options)</i>					
		Not important at all (not necessary)	Of minor importance	Important enough	Of major importance	Extremely important (absolutely necessary)
	Level of importance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.3 Irrespective of whether there is any librarian/faculty collaboration at your institution during the planning of user instruction programmes (comprising information literacy skills), please state the framework within you think that such a collaboration should take place

(choose all of the following answers that you think that express your views and fill in under the answer Other your own suggestions – please note that in all of the following answers it is taken for granted that the instruction programme's content and its educational method and delivery will be designed together by collaborating library staff and faculty members)

The (information literacy) training programme should be integrated in all the undergraduate courses of the institution as a compulsory graded one semester module ...

The (information literacy) training programme should be integrated in all the undergraduate courses of the institution as an optional not graded seminar module

The (information literacy) training programme should be integrated in all the postgraduate courses of the institution as a compulsory graded one semester module

The (information literacy) training programme should be integrated in all the postgraduate courses of the institution as an optional not graded seminar module

The (information literacy) training programme should be integrated in all the undergraduate and postgraduate courses of the institution as library web pages and online tutorials (incorporated in the library's website)

All interested faculty members should get in contact with library staff and collaborate with them in order to prepare discrete (information literacy) training programmes for individual courses

The Library of the institution each academic year should send invitations addressed to all faculty members asking for their cooperation towards the design of (information literacy) training programmes and then collaborate only with interested faculty either on a individual course or a Departmental level

The Library of the institution in collaboration with a faculty committee appointed by the institution's directorate should prepare an institutional (information literacy) training programme which should be adapted to the subject content of different courses (for instance the same core programme should be accordingly modified to address the needs of the undergraduate students of the School of Architecture against another version addressed to postgraduate Biochemistry students etc.)

Other method(s) of collaboration (*succinctly describe your suggestions*):

4.4 Which of the following persons or organisations should take on the marketing of the notion for course integration of the user instruction programmes (which include information literacy sections) within the Higher Education Institutions (Universities and TEIs)?

(you can select more than one from the following answers)

- Library Directors/Heads
- Faculty members
- Library Directors/Heads in collaboration with faculty members
- Library Committees
- Library staff members (including library directors/heads)
- Library staff members (including library directors/heads) in collaboration with faculty members
- The Hellenic Academic Libraries Link (HEAL-Link) consortium
- Other persons/organisations *(please recite them at the following field)*:

4.5 Please use the following field to inform us about your views about the future development of library instruction programmes in order to improve their content and results, particularly regarding the acquirement of information literacy skills by students at your institution

SECTION 5. DEMOGRAPHICS

5.1 Institution of your Library

(please fill in the title of the institution that your library belongs to, e.g. University of Macedonia)

Institution:

5.2 Library Name

(please fill in the name of the library you are presently working at, e.g. Central Library, Department of Library Branch, Department of Library)

Library:

5.3 Contact details

*(please fill in only the contact details that you wish to provide – **you are not obliged to fill any part of the following contact details**)*

Name / Surname:

Tel.:

e-mail:

Question recoding in Questionnaire A

During data analysis with the SPSS software 11 of the questions from Questionnaire A were recoded in order to be able to combine the two data sets. The questions that were identical with those in Questionnaire B were given the same code, while those not present in Questionnaire B were recoded with a code not present in the second questionnaire. The recoding presented in the following table gave the opportunity to combine the two data sets into one and resulted into 36 variables in Questionnaire A (of which 31 were identical with and 5 distinct from respective variables in Questionnaire B) and 85 in Questionnaire B (of which 31 were identical with and 54 distinct from respective variables in Questionnaire A).

Recoding Table

Original question no in Questionnaire A	Recoded (new) question no in Questionnaire A	:	Relation with Questionnaire B
1.2	1.4	:	same as in Questionnaire B
1.3	1.5	:	<i>not present in Questionnaire B</i>
2.1	2.2	:	same as in Questionnaire B
2.2	2.4	:	<i>not present in Questionnaire B</i>
2.3	2.5	:	<i>not present in Questionnaire B</i>
2.4	2.6	:	<i>not present in Questionnaire B</i>
3.1	3.1.A	:	same as in Questionnaire B
4.1	4.2.a	:	<i>not present in Questionnaire B</i>
4.3	4.1	:	same as in Questionnaire B
4.4	4.3	:	same as in Questionnaire B
4.5	4.4	:	same as in Questionnaire B

Appendix III: Questionnaire B (library training staff)
(translated from Greek to English)

Questionnaire No

(please do not fill this field)

Survey of User Instruction and Information Literacy Programmes in the Libraries of the Greek Higher Education Institutions

SECTION 1. CURRENT PRACTICES – PROGRAMME CONTENT AND METHODOLOGY

1.1 Is your library organising user training (instruction) programmes regarding the services and resources that it provides?

Yes ... *(if yes proceed to question 1.2)*

No *(if no reply to question 1.1.1 and then proceed to question 4.1 in section 4 of the questionnaire)*

1.1.1 Please state the reasons for which your library does not organise any user training (instruction) programmes:

(please proceed to question 4.1 in section 4 of the questionnaire)

1.2 Which of the following methods are employed from your library for user (student) training?

(please select all the following answers that are valid in your case)

- Library tours
- Library staff lectures not directly connected with an academic Department's whole course or course module
- Practice sessions (either requiring or not the use of a PC) provided by library staff members which are not directly connected with an academic Department's whole course or course module
- Lectures taking place within the frame of one or more undergraduate course modules of your Institution (University or Technological Institution)
- Lectures taking place within the frame of one or more postgraduate course modules of your Institution
- Practice sessions (either requiring or not the use of a PC) taking place within the frame of one or more undergraduate course modules of your Institution
- Practice sessions (either requiring or not the use of a PC) taking place within the frame of one or more postgraduate course modules of your Institution
- Websites or web pages of IL resources (for example research guides, resource and service usage guides, PowerPoint presentations, lecture videos etc.)
- Interactive Websites or web pages (for example online tutorials including exercises that can be solved by users)
- Other methods *(please use the following field to succinctly describe them)*:

1.2.1 State the duration of lectures and practice sessions taking place in your institution within an academic semester or year:

(please select only one of the following options)

A single session (lecture with or without practice part) of 1 to 6 hours in duration ...

Two to three separate sessions (lecture with or without practice part) of 1 to 6 hours in duration each

Comprehensive training programme extending from one month up to a full academic semester

Other duration *(please describe it in the following field):*

1.2.2 State when the lectures and practice sessions are taking place in your institution within an academic semester or year:

(please select all the following answers that are valid)

In the beginning of each new academic year (once every academic year)

In the beginning of each new semester (twice every academic year)

During the whole duration of an academic year

Whenever they are requested from either faculty members of students

Other period of occurrence *(please describe it in the following field):*

1.3 Which of the following subjects are included in the undergraduate and postgraduate library user training programmes?

(please select all of the following subjects included in your programmes)

- Use of library space and rooms
- Demonstrating the operation of library photocopy machines
- Use of library computers
- Demonstrating the operation of other library equipment (like scanners, microfiche readers etc.)
- Use of E-mail and Internet
- Use of office software applications like word processing (e.g. MS Word), spreadsheet (MS-Excel) and presentation (like MS-PowerPoint) software
- Methodology of database searching (e.g. use of Boolean logic [AND, OR, AND NOT], subject searching etc.)
- Demonstration and use of library catalogue (OPAC)
- Demonstration and use of other electronic catalogues and databases
- Operation and use of the electronic tools provided by the Hellenic Academic Libraries Link (HEAL-LINK) Consortium like the e-journal catalogue, the union catalog, Zephyr etc.
- Bibliography reading – identification of different information resources (e.g. distinguish between monographs and journal articles, web resources etc.)
- Methodology of searching for and locating different information resources (e.g. search for books, locate journal articles etc.)
- Use and evaluation of web information sources (e.g. web pages and websites)
- Citing references and construction of reference lists and bibliographies
- Ways of combating plagiarism
- Structure and composition of essays, reports and research dissertations
- Other subjects *(please describe it in the following field):*

1.4 Are there any library user training programmes taking place as part of (integrated in) a Department's course at your institution? (e.g. is student training in using and exploiting library information resources and services included in some Department's course structure, prospectus or study guide)

- Yes
- No
- Don't know ..

SECTION 2. PROGRAMME PLANNING (DESIGN)

2.1 State your institution's user categories that library instruction programmes are addressed to:

(please select all the following answers that are valid)

- Undergraduate students
- Postgraduate students
- Faculty and other teaching staff
- Library staff
- Administrative staff (not working in the library)
- General public not belonging to your institutions' community

2.1.1 If library instruction programmes are addressed to more than one user category state whether its training content is:

(please select only one of the following answers)

- Identical for all user categories
- Distinct for each one of user categories
- Distinct for some of the user categories (e.g. identical for some categories like undergraduate and postgraduate students and different for others like teaching staff)

2.1.2 If the training content is of your library instruction programmes is different for all or some of your library's user categories the state if this content is:

(please select all the following answers that are valid)

- Distinct between undergraduate and postgraduate students
- Distinct between postgraduate students and teaching staff
- Distinct between undergraduate students and teaching staff
- Distinct between undergraduate students and general public (external users).....
- Distinct between undergraduate students and library staff
- Distinct between undergraduate students and administrative staff (not working in the library)

2.2 Who is responsible for designing the content of the instruction programmes at your institution?

(please select only one of the following answers)

- Only members of library staff (including library directors/heads)
- Mainly members of library staff, where occasionally there is collaboration with faculty members
- Mainly members of library staff in collaboration with faculty members *(select this answer only if most of the programmes are designed in cooperation with faculty)*
- Mainly faculty, where occasionally there is collaboration with members of library staff
- Only faculty members

2.2.1 In case that some (even one) of the library user instruction programmes are designed in collaboration with faculty members please provide the respective course/module and faculty member details in the following field

(please take into consideration that faculty members might be contacted and interviewed in the future)

Department:
Course/Module:
Faculty member Name/Surname and contact details:

2.2.2 In case that some (even one) of the library user instruction programmes are designed in collaboration with faculty members please state if these programmes are carried out:

(please select only one of the following answers)

- Only by members of library staff
- One part by members of library staff and a separate part by faculty (library staff and faculty do not co-teach any section of the programme)
- By co-teaching in the same class of library staff and faculty members
- Only by members of faculty

2.3 Please state whether the library instruction programmes at your institution are designed in accordance with the information literacy standards mentioned in question 2.3.1

(please select only one of the following answers)

- Yes for a section of the programme(s)
- Yes for the whole of the programme(s)
- No (no section of the programme(s) is designed according to any of the standards)
- I do not know if these standards are implemented either for a part or the complete programme(s)

2.3.1 According to which of the following information literacy standards is designed (a part or the whole of) the library instruction programme(s) at your institution
(please answer this question only in case you have answered yes to the previous question 2.3 and select all the following answers that are valid)

Information skills in higher education: The United Kingdom standard proposed in 1999 by SCONUL (The Society of College, National and University Libraries)

Information Literacy Competency Standards for Higher Education: The USA standard proposed in 2000 by ACRL/ALA (The Association of College and Research Libraries - a division of the American Library Association)

Australian and New Zealand Information Literacy Framework: principles, standards and practice: The 2nd edition of principles and standards proposed for Australia and New Zealand in 2004 by ANZIIL (Australian and New Zealand Institute for Information Literacy)

Other *(please state the title of the information literacy standard and the institution/organisation that created/proposed it)*

SECTION 3. PROGRAMME RESULTS

3.1 Report the approximate percentage of students attending library instruction programmes at your institution		0 - 20 %	21 - 40%	41 - 60 %	61 - 80 %	81 - 100 %
A.	<u>For the whole Institution</u> (relative to the total number of students at your institution)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B.	<u>For the Central Library</u> (relative to the student members of the Central Library of your institution) <i>(answer this question only if you are working at the Central Library of your institution – if the Central Library is the sole library operating at your institution please ignore and do not answer this question)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C.	<u>For a Departmental Library</u> (relative to the students of the academic Department/School in which the library that you are working at belongs to) <i>(answer this question only if you are working at a Department or a School Library)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.2 Please report the results of your institution's library user instruction programmes, especially regarding information literacy skills attained by participating students (like searching for, locating, retrieving, evaluating and efficiently and ethically utilising and communicating information for instances like writing reports, essays, dissertations etc.)

SECTION 4. VIEWPOINTS/PROPOSALS ABOUT PROGRAMME DEVELOPMENT

4.1 Irrespective of whether there is any librarian/faculty collaboration at your institution during the planning of user instruction programmes (comprising information literacy skills), please state the framework within you think that such a collaboration should take place

(choose all of the following answers that you think that express your views and fill in under the answer Other your own suggestions – please note that in all of the following answers it is taken for granted that the instruction programme's content and its educational method and delivery will be designed together by collaborating library staff and faculty members)

The (information literacy) training programme should be integrated in all the undergraduate courses of the institution as a compulsory graded one semester module ...

The (information literacy) training programme should be integrated in all the undergraduate courses of the institution as an optional not graded seminar module

The (information literacy) training programme should be integrated in all the postgraduate courses of the institution as a compulsory graded one semester module

The (information literacy) training programme should be integrated in all the postgraduate courses of the institution as an optional not graded seminar module

The (information literacy) training programme should be integrated in all the undergraduate and postgraduate courses of the institution as library web pages and online tutorials (incorporated in the library's website)

All interested faculty members should get in contact with library staff and collaborate with them in order to prepare discrete (information literacy) training programmes for individual courses

The Library of the institution each academic year should send invitations addressed to all faculty members asking for their cooperation towards the design of (information literacy) training programmes and then collaborate only with interested faculty either on a individual course or a Departmental level

The Library of the institution in collaboration with a faculty committee appointed by the institution's directorate should prepare an institutional (information literacy) training programme which should be adapted to the subject content of different courses (for instance the same core programme should be accordingly modified to address the needs of the undergraduate students of the School of Architecture against another version addressed to postgraduate Biochemistry students etc.)

Other method(s) of collaboration (*succinctly describe your suggestions*):

4.2	How important do you consider the collaboration between library staff and faculty members for both the design and delivery of user instruction programmes which include information literacy sections?					
	<i>(please answer the question irrespective of whether such programmes are taking place at the institution that you are presently working – select only one from the following options)</i>					
		Not important at all (not necessary)	Of minor importance	Important enough	Of major importance	Extremely important (absolutely necessary)
	Level of importance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.3 Which of the following persons or organisations should take on the marketing of the notion for course integration of the user instruction programmes (which include information literacy sections) within the Higher Education Institutions (Universities and TEIs)?

(you can select more than one from the following answers)

- Library Directors/Heads
- Faculty members
- Library Directors/Heads in collaboration with faculty members
- Library Committees
- Library staff members (including library directors/heads)
- Library staff members (including library directors/heads) in collaboration with faculty members
- The Hellenic Academic Libraries Link (HEAL-Link) consortium
- Other persons/organisations *(please recite them at the following field):*

- 4.4 Please use the following field to inform us about your views about the future development of library instruction programmes in order to improve their content and results, particularly regarding the acquirement of information literacy skills by students at your institution**

SECTION 5. DEMOGRAPHICS

5.1 Institution of your Library

(please fill in the title of the institution that your library belongs to, e.g. University of Macedonia)

Institution:

5.2 Library Name

(please fill in the name of the library you are presently working at, e.g. Central Library, Department of Library Branch, Department of Library)

Library:

5.3 Contact details

*(please fill in only the contact details that you wish to provide – **you are not obliged to fill any part of the following contact details**)*

Name / Surname:

Tel.:

e-mail: