Collecting Senior Student Perceptions around Greek LIS Curricula and the New Academic Librarianship Paradigms

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In quest of academic librarianship Vital Signs in LIS Undergraduate Curricula
INTRODUCTION
THINKING MORE LIKE EDUCATOR THAN SERVICE PROVIDER (Bennett, 2009)
RETHINKING ESTABLISHED GOALS AND PRIORITIES
INTEGRATING SERVICES INTO HIGH IMPACT PRACTICES (KUH, 2009)
ADOPTING PROACTIVE INTERVENTION STRATEGIES (EWEL & WELLMAN, 2007)
INTEGRATING SERVICES INTO HIGH IMPACT PRACTICES (Kuh, 2009)

ASK “HARD DEEPLY INTENSE” QUESTIONS TO FULLY UNDERSTAND AND FORMULATE OUR NEW IMAGE (Salter, 2003)

MOVE FROM COLLECTION-FOCUSED WORLDVIEW TO OUTCOMES AND LEARNING
MOVE FROM COLLECTION-FOCUSED WORLDVIEW TO OUTCOMES AND LEARNING
FOSTER LIBRARY CO-OWNERSHIP AND CO-CREATION (LANKES, 2011)
CONCERNS

- The optimal focus to take in preparing NIPS for the rapidly changing future (Chow et al., 2011)
- Whether LIS curricula adequately support the new information professional profile
- Whether LIS studies instill the necessary spark to turn today's challenges into opportunities (Shank & Bell, 2011)
- Whether LIS departments take advantage of the new circumstances to reinvent our work (Goetsch, 2008)
RESEARCH QUESTIONS

- Predictions on the future of academic librarianship
- Student viewpoints on LIS program accommodation of a series of critical features indispensable to the new academic librarianship profile
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PULSE
TEMPERATURE
PARTICIPATIVE PEER-BASED SURVEY INSTRUMENT

PARTICIPATION RATE AROUND 35% OF EXPECTED NEW GRADUATES FOR THE YEAR 2018

- Response rate above 80% is considered excellent to judge survey quality (Veitch et al., 2007)
- Non-response rates exceeding 20% affect survey quality (Veitch et al., 2007)
- Low response rate alone does not necessarily imply bias (Cook & Thompson, 2003; Krosnick, 1999; Kellam, 2005)
- E-mail response rates up to 30% are considered adequate (Wrona, 2007)
- Keep in the case of students (Lee, 2003)
PARTICIPATION RATE ROUND 35% OF EXPECTED NEW GRADUATES FOR THE YEAR 2018

- Response rate alone no longer sufficient evidence to judge study quality or validity (Morton et al., 2012)
- Non-response less serious for preliminary research (Burkell, 2003)
- Low response rates alone do not necessarily mean bias (Cook & Thompson, 2000; Krosnick, 1999; Dillman, 1991)
- E-survey response rates up to 30% which can potentially double (Kittleson, 1997) but
- Not in the case of students (Sax, 2003)
PLANNING TO PURSUE POSTGRADUATE STUDIES

65.9%

34.1%
PARTICIPATION RATE ROUND 35% OF EXPECTED NEW GRADUATES FOR THE YEAR 2018

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LIS DEVELOPMENTS KNOWLEDGE UPDATE CHANNELS

- Conferences: 17 (41.5%)
- Seminars: 20 (48.8%)
- Talks: 11 (26.8%)
- Day-conferences: 10 (24.4%)
- Face-to-face structured courses: 7 (17.1%)
- E-learning: 5 (12.2%)
- On-the-job training: 3 (7.3%)
- Discussions with colleagues: 8 (19.5%)
- Listservs: 2 (4.9%)
- Social media: 24 (58.5%)
- Web: 27 (65.9%)
- N/A: 1 (2.4%)
- N/A: 1 (2.4%)
ACADEMIC LIBRARIES' HOT TOPICS IN THE NEXT DECADE

- Infrastructure: 5 (12.2%)
- Cataloguing: 4 (9.8%)
- Open access: 20 (48.8%)
- Research support: 5 (12.2%)
- Research data management: 6 (14.6%)
- RFID: 4 (9.8%)
- Information research tools: 6 (14.6%)
- User training: 11 (26.8%)
- Mobile access: 5 (12.2%)
- Resource/service sharing, consortia: 5 (12.2%)
- Automatic lending services: 10 (24.4%)
- Library management systems: 8 (19.5%)
- Demonstrating library role in the educational process: 12 (29.3%)
- Institutional repositories: 7 (17.1%)
- Digitization: 22 (53.7%)
ACADEMIC LIBRARIES DECISIVELY SHAPING LEARNING

- Yes: 46.3%
- No: 17.1%
- Not sure: 36.6%
LIBRARIANS CAN DECISIVELY CONTRIBUTE TO STUDENT SUCCESS

70.7%

24.4%

Yes
No
Not sure
ACADEMIC LIBRARIAN'S ROLE TO TODAY'S HE ECOSYSTEM

![Bar chart showing data]
PRESSURE
Factors Affecting More the Future of Academic Libraries

- Funding: 32 (78%)
- Organizational culture: 4 (9.8%)
- Knowledge update/staff training: 16 (39%)
- Digital security/copyright: 17 (41.5%)
- Communicational culture: 8 (19.5%)
- Accountability/ROI pressures: 2 (4.9%)
- Norms, standards, regulations: 6 (14.6%)
- Technological developments: 23 (56.1%)
- New didactic approaches: 11 (26.8%)
- Staff mobilization: 1 (2.4%)
PROGRAM COMPONENT IN NEED FOR IMPROVEMENT

- Theoretical: 29.3%
- Practical: 51.2%
- None: 14.6%
- Both: 29.3%
LIS UNDERGRADUATE PROGRAM ENRICHMENT SUGGESTIONS

course content update

IT component reinforcement

enhancing transdisciplinarity (psychology, pedagogy, accessibility, soft skills)

Increasing labs, on-the-job training
Senior LIS student stance toward Academic Librarianship prospects

- Negative stance: 2
- Unsure: 5
- Conditional success: 15
- Positive stance: 15
PROGRAM CONSISTENCE WITH NEW DEVELOPMENTS IN THE FIELD

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<td>0 (0%)</td>
<td>3 (7.3%)</td>
<td>16 (39%)</td>
<td>17 (41.5%)</td>
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THE NEED FOR MORE ATTENTION ATTRIBUTED TO ACADEMIC LIBRARIANSHIP RELATED TOPICS
ACADEMIC LIBRARIANSHIP TOPICS INTEGRATION WITHIN LIS STUDY PROGRAMS

- Column 1: 3 (7.3%)
- Column 2: 5 (12.2%)
- Column 3: 19 (46.3%)
- Column 4: 10 (24.4%)
- Column 5: 4 (9.8%)
DEGREE OF OPTIMISM AROUND LIBRARIES BECOMING INNOVATION INCUBATING SPACES

- 1: 2 (4.9%)
- 2: 19 (46.3%)
- 3: 20 (48.8%)
RESPIRATION
OPPORTUNITIES FOR STUDENT INVOLVEMENT IN LIBRARY CHANGES
OPPORTUNITIES FOR STUDENT INVOLVEMENT IN PROGRAMMATIC CHANGES

- Surveys
- Course evaluations
- Meetings
- Focus Groups
- Interviews
- Program governance advisory boards
- Other

Bar chart showing yes and no responses for each method.
Program moves more toward the development of...

- Fundamental LIS core concepts: 46.3%
- Transferable skills: 29.3%
- IT skills: 24.4%
Program adequacy to informing students on professional rights and responsibilities
Program adequately informing students on future job requirements.
Program preparing future library professionals for a more dynamic integration in the educational process.
My program has adequately prepared me for ...

- identifying major knowledge acquisition/update channels
- planning/ delivering Infolit courses
- improving user experience
- developing innovative service
- effectively responding to operational change
- effectively responding to organizational change
- designing/ implementing user studies
- data analysis
- conducting research to effectively support decision-making
RATING PROGRAM CONSTITUENTS ON THE BASIS OF IMPORTANCE AND STUDENT COMPETENCE
RESPIRATION
CLOSING COMMENTS
• General disinterest in the topic which could very well become object of a later study
• Low accommodation of academic librarianship modules in LIS curricula
• Gap between importance/relevance attributed to several academic librarianship critical skills and senior students’ corresponding skills/knowledge acquisition levels
• Reserved optimism with regard to library upgrading its role in “Multiversity”
Served optimism with regard to library upgrading its role in “Multiversity”

- Academic librarian role importance in HE
- University library transformation to innovation space prospects
- Academic librarianship accommodation in LIS curricula
- Program adequacy to preparing students for dynamic integration in L&T
- Program compliance with LIS developments
- Program adequacy to preparing students for job requirements
Thank you for your attention!!

Looking forward to your comments at liasantdsv@gmail.com
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