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

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Torrossa Retreat
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Outline

• Information Literacy: standards and guidelines

• IL in a university context: Milano-Bicocca

• The research process: a holistic approach

• Example search: issues in pedagogy

• Torrossa and IL: searching and SWOT analysis
Information Literacy
Standards and Guidelines [1]

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

- ACRL (1989), [Presidential Committee on Information Literacy: Final Report](#)
- ACRL (2000), [Information Literacy Standards for Higher Education](#)
- ACRL (2003), [Guidelines for Instruction Programs in Academic Libraries](#)
- IFLA-UNESCO (2006), [Guidelines on Information Literacy for Lifelong Learning](#)
Information Literacy
Standards and Guidelines [2]

Summary of IFLA and ACRL training guidelines

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

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

Librarians’ knowledge and skills
- Specialist: librarianship, technological and linguistic knowledge
- Cross-over: communicative, educational and personal skills
IL in a university context
Milano-Bicocca [1]

**On-site** instruction:

- **Basic**
  - First year students
  - Under graduates

- **Intermediate**
  - Under graduates
  - Graduands

- **Advanced**
  - Graduands
  - PHD students
  - Researchers

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

Reference, training “on request” since 2003 and organization of monthly seminars since 2010 (see [Action Research](#) project).
Distance training and development of an E-learning platform:
IL in a university context
Milano-Bicocca [3]

Hours dedicated to training and numbers of participants:

+ 750 hours of assistance each year

+ 560 users requiring assistance each year

Resources involved in training: from 3 to 6 librarians with specialist and cross-over skills, for an FTE of 0.3 (average figures 2010-12).

Co-ordination and promotion of didactic activity by the TDC Office.
A Customer Satisfaction survey held in 2012 among 5,231 users showed that:

- the Library has many remote users (18%);
- Library collections are one of the most important features.

A similar survey carried out by the Siena University also showed the importance of collections to users.
The research process
A holistic approach

Our adopted model summarizes and reworks the following:
• the BIG6 and SCONUL (Seven Pillars) models
• studies and research by Bruce and Kuhlthau
• proposals made by Jarson and Ballestra.

The research process is split into four parts:

<table>
<thead>
<tr>
<th></th>
<th>At the desk</th>
<th>At the computer</th>
<th>At the computer and in the Library</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Focus on the subject</td>
<td>Use search tools</td>
<td>Collate bibliography</td>
</tr>
<tr>
<td></td>
<td>Decide on appropriate strategies</td>
<td></td>
<td>Find documents</td>
</tr>
<tr>
<td>2</td>
<td>At the computer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>At the computer and in the Library</td>
<td>Use documents</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>At the desk and computer</td>
<td>Reflect on the process and end product</td>
<td></td>
</tr>
</tbody>
</table>
Example search

*Issues in pedagogy [1]*

**Concept map**

- **Disciplinary area**
  - Educational research. Experiences
  - Intercultural pedagogy

- **Subject 1**
  - Psycho-pedagogical dynamics in the teacher-pupil relationship

- **Subject 2**
  - Primary school children: cognitive and emotional needs

- **Subject 3**
  - Foreign pupils: cognitive and emotional needs

- **Subject 4**
  - Teachers-foreign pupils: good practices

**Research focus**

*Teacher-foreign pupil relationship in primary school*

**Research query**

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

*Issues in pedagogy [2]*

Term map

- Good Practice*
- Experience*
- Relation*
- Dynamics
- Teacher*
- Pupil*
- Child*
- Ages 5 to 10 Children
- Primary OR Elementary School
- Development AND Identity OR Child*
- Foreign
- Intercultural Educat*
Example search

*Issues in pedagogy [3]*

Types of documents to look for

- **Subject 1**
  - Psycho-pedagogical dynamics in the teacher-pupil relationship

- **Subject 2**
  - Primary school children: cognitive and emotional needs

- **Subject 3**
  - Foreign pupils: cognitive and emotional needs

- **Subject 4**
  - Teachers-foreign pupils: good practices

**Grey literature** (study findings, Educational projects)

**Articles**

**Books**
### Example search

**Issues in pedagogy [4]**

#### Tools to be used

<table>
<thead>
<tr>
<th>Subjects for research and disciplinary context</th>
<th>Documents to look for (What?)</th>
<th>Tools to be used (Where?)</th>
</tr>
</thead>
</table>
| 1) Psycho-pedagogical dynamics in the teacher-pupil relationship  
*Educational psychology*  | Books on general subjects (1, 2, 3)  | Catalogues  
*Online bookstores*  
*Databases*  
*E-book and e-journals portals* |
| 2) Primary school children:  
cognitive and emotional needs  
*Development psychology*  | Articles on specific subjects (1, 3, 4)  | *Databases*  
*E-book and e-journals portals* |
| 3) Foreign pupils:  
cognitive and emotional needs  
*Intercultural pedagogy*  |  |  |
| 4) Teachers-foreign pupils:  
good practices  
*Educational research. Experiences*  | Grey literature for very specific subjects (4)  | *Databases*  
*Open Archives*  
*Search engines* |
# Example search

**Issues in pedagogy [5]**

## Search criteria

<table>
<thead>
<tr>
<th>Tools to be used (Where?)</th>
<th>Search criteria (How?)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Library catalogues</strong></td>
<td><strong>Keywords</strong>: few and not too specific because the search will apply mainly to the title of the book</td>
</tr>
<tr>
<td>Ital: OPAC Bicocca, SBN, MAI</td>
<td><strong>CDD number</strong> for OPAC Bicocca, SBN, BL</td>
</tr>
<tr>
<td>Eng: LOC, BL (British Library)</td>
<td><strong>Subject headings</strong> for SBN, BL, LOC</td>
</tr>
<tr>
<td><strong>Online bookstores</strong></td>
<td><strong>Keywords</strong>: few and not too specific because the search will apply only to the title of the book</td>
</tr>
<tr>
<td>Libreria universitaria, Amazon etc.</td>
<td></td>
</tr>
<tr>
<td><strong>Databases</strong></td>
<td><strong>Keywords</strong>: few and specific because the search will apply also to the abstract*</td>
</tr>
<tr>
<td>Ital: BIBL, RIVI, GOLD; Minori</td>
<td><strong>Thesaurus descriptors</strong> (terms checked by every databases)</td>
</tr>
<tr>
<td>Eng: ERIC*, ERC*; MetaBib * searches within full text for BD eng</td>
<td></td>
</tr>
<tr>
<td><strong>E-book and e-journal portals</strong></td>
<td><strong>Keywords</strong>: many and specific because the search will also apply to the full text</td>
</tr>
<tr>
<td>Torrossa; JSTOR, Project MUSE</td>
<td></td>
</tr>
<tr>
<td><strong>Open Archives</strong></td>
<td><strong>Keywords</strong>: few and specific because the search will apply also to the abstract</td>
</tr>
<tr>
<td>BOA, Pleiadi; SSRN</td>
<td></td>
</tr>
<tr>
<td><strong>Search engines</strong></td>
<td><strong>Keywords</strong>: many and specific because the search will also apply to the full text</td>
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<tr>
<td>Google Scholar</td>
<td></td>
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</table>
Torrossa and IL
Searching [1]

Carrying out a quick search in Torrossa Store
Torrossa and IL

Searching [2]

Filtering results by classification
Torrossa and IL

Searching [3]

Finding documents on very specific subjects
Torrossa and IL

Searching [4]

Analyzing content and widening the search
Torrossa and IL

Searching [5]

Saving search results and using the Web 2.0 functions
Torrossa and IL
Searching [6]

Using the advanced search and viewing documents
Torrossa and IL
Searching [7]

Exploring international literature by discipline area
Torrossa and IL
Searching [8]

Downloading full text content from Torrossa-Unimib
**Torrossa and IL**  
**SWOT analysis**

**Strengths**
- Many European e-books/e-journals
- Much Social Sciences content
- Books and journal classification
- Web 2.0 user functions

**Weaknesses**
- Advanced search could be improved
- Some functions are not very intuitive

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

**Threats**
- Budget restrictions for universities
- Under use for research among students and researchers
- Lack of promotion and training
Conclusions

A university library can...

- Promote search resources
- Enrich digital collections (e-books, e-journals)
- Increase training for users and e-learning options
Thank you for your attention!

Comments?

Questions?
Contact details

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