School Librarians’ Attitudes towards Teaching Information Literacy

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“Children must be taught how to think, not what to think”

Margaret Mead
School librarians are not only managers of school libraries but are also playing different roles such as information specialist, teacher, instructional partner, program administrator.

School librarians should empower students to be: “critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information”
But:
“despite their potential role as lead educators of IL skills in the school community, school librarians tend to be invisible to students, teachers and headteacher “

Desk research - conclusions

The significance of the emotions as the factor influencing the teaching process was highlighted by several studies.
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We decided to focus on librarians’ emotions experienced while teaching.
Data Collection and Participants

- Computer-assisted web interviewing (CAWI)
- Data collection: 6th of March 2017 until 31st of March 2017
- Respondents:
  - librarians from secondary schools in Lithuania and Poland
  - top 250 best secondary schools in Lithuania and Poland
  - invitations to take part in the survey were sent to 500 schools
Respondents

- Data were gathered from 230 librarians - 143 from Lithuania (LT) and 87 from Poland (PL)

Teaching experience (%)

<table>
<thead>
<tr>
<th>Experience</th>
<th>LT</th>
<th>PL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5 years</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>Between 5 and 10 years</td>
<td>17</td>
<td>14</td>
</tr>
<tr>
<td>Between 11 and 15 years</td>
<td>19</td>
<td>12</td>
</tr>
<tr>
<td>Between 16 and 20 years</td>
<td>19</td>
<td>8</td>
</tr>
<tr>
<td>More than 20 years</td>
<td>55</td>
<td>15</td>
</tr>
</tbody>
</table>
First step – compare the teaching duties

Several hours long mandatory Information Literacy courses integrated into curricula

Several hours long optional Information Literacy courses are not included into curricula and students can choose the course freely

Individual consultations to individual students or to group when is a need to solve particular information seeking issues

Other

Type of lectures (%)
First step – compare the teaching duties

1. Task definition
2. Information seeking strategies
3. Location and access
4. Use of information
5. Synthesis
6. Evaluation

LT
PL
First step – compare the teaching duties

1. Define the information problem
2. Identify their information needed
3. Determine all possible sources relevant to problem
4. Select the best sources
5. Locate sources
6. Find information within sources
7. Engage (e.g., read, hear,)
8. Extract relevant information
9. Organize from multiple sources
10. Present the information
11. Judge all above-mentioned actions' effectiveness
12. Judge all above-mentioned actions' efficiency
Comparison of motivation for teaching

Comparison of motivation for teaching
(seven-point Likert scale)

Feelings regarding your attitude towards teaching (positive - negative)

Significance of teaching to you personally (irrelevant – relevant)

Your attitude to your future improvement as a teacher (pessimistic - optimistic)

While teaching you feel (tense - calm)

Feelings that you have about teaching (intrusive - pleasant)
### Comparison of Work Meaningfulness

<table>
<thead>
<tr>
<th>Suggestion</th>
<th>LT</th>
<th>PL</th>
</tr>
</thead>
<tbody>
<tr>
<td>The work that I do is important</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have a meaningful job</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The work that I do makes the world a better place</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What I do at work makes a difference in the world</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The work that I do is meaningful</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Conclusion

- School librarians concentrate on finding information, but less actively involved in developing skills on use of the information found.

- School librarians are more prone to speak about information sources and specific tools to find it rather than organizing their teaching activities.
Conclusion

- Polish results are higher than Lithuanian ones. Two possible explanations:
  - School librarians in Poland are more matured and experienced than the ones in Lithuania;
  - Polish survey participants more often teach several hours’ long mandatory information literacy course integrated into curricula.
- The results show that teaching activities have great importance for librarians and their attitude is quite positive about them.
Pictures’ list:

Slide 2: https://parentinghealthybabies.com/health-benefits-quail-eggs-children/
Slide 4: http://emilyrlong.com/becoming-visible-breaking-illusion-feeling-invisible/
Slide 7: http://www.mirror.co.uk/news/uk-news/feel-joy-more-any-emotion-7053625
Slide 8: http://www.brookmark.com/online-survey-length-how-long-is-too-long/
Slide 15 and 16: https://www.gobloggingtips.com/how-to-write-strong-conclusion/
Slide 18: http://www.istockphoto.com/pl/obrazy/thank-you?excludenudity=true&sort=mostpopular&mediatype=photography&phrase=thank%20you
Thank you for listening!

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