



A different tribe? Teachers and school librarians working together in five Finnish schools

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Background

- Research of information literacy / information managing and schools and libraries
- The national core curriculum development in the light of information literacy skills
- Theoretical background: discourse analytical approach and Wittgenstein's language game

Material

- Discourse analysis (during 2014-2017)
 - 2 texts: core curricula of 2004 and 2014
- Semi-structured interviews (November 2016)
 - 5 interviews with teachers in secondary schools Finnish language teachers -
 - 5 interviews with school librarians in same schools
 - The interviews were also analysed in the same way than texts

Structure of results

- Occurrences in all materials were structured to a process like model and then compared to each other
- All processes were divided to three parts
 - Pre-information seeking
 - Information seeking
 - Post information seeking

Results in occurrences - comparison

	CC2004	CC2014	Teachers	Librarians
1. The pre-information seeking		20	11	6
2. Information seeking, relevance and source criticism		23	29	33
3. Post-information seeking		53	9	7
Total		96	49	46

Results

core curriculum of 2014

- Material used: secondary school Finnish language
- A wide model was found – wider than was expected, 14 phases, with 96 occurrences
- There is a strong emphasis on the post-information seeking occurrences, 53 out of 96

Results - teachers

- Teacher had somewhat even understanding of information managing amongst each other
- Their emphasis was on the middle phase, information seeking
- They had emphasis on text and reading
- All teachers felt very positive about the library, and out spoke of no further needs towards the library

Results – school librarians

- School librarians had slightly more narrow conception of information managing than teachers
- The personal differences in conceptions were larger than with teachers
- 3 school librarians felt that there should be more cooperation
- The actions were very library oriented and traditional in nature; library use, database searches and reading promotion
- There was no connection to pedagogical studies amongst them

Information literacy

- Concept information literacy partly was vaguely understood, some elements were found
- There are valid questions that should we continue using the term information literacy in promoting information skills in schools

Examples by a teacher and a librarian

- *“Information seeking and –searching skills are, of course, that one can read texts, understand texts and can then take the information needed in their own work or comments or speeches. Or in articles or in essays or whatever for the information is used for. It is about finding information for specific needs. But still, this information literacy, what do we need it for?” (Hilda)*
- *“Compared to information managing, in information literacy, which is an interesting term, ...I think, you should go deeper...” AND “I always aim at as specific as possible description of a term, but then this is so vague, like what, information literacy, eh?” (Pentti)*

Multiliteracy

- Multiliteracy is new in CC2014 – teachers have narrow but similar understanding, school librarians have a hunch, but no knowledge
- *“Yes, I feel like I have been talking about this already, in some way. About how all the different areas influence each other. I am not entirely sure about this term.” (Kasper)*

The final questions...

- The CC2014 is clearly offering possibilities of teacher and school librarian collaboration, but can we make it?
- Are the strong professional identities a hindrance?
- Information literacy?
- A place for further studies...



Thank you!

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