Measuring the Importance of Information Literacy Education in Academic Libraries from Students’ Perspective

A Comparative Study among the University of Tsukuba, Fudan University and the National Taiwan Normal University

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Outline

• Introduction
• Aim of the Study
• Research Methodology
• Research Results
• Discussion
• Conclusion & Further Study
Introduction
Introduction

• Inquiry-based learning
• Ever-increasing growth of information
Introduction

• Information literacy education (ILE) in Asian academic libraries is influenced by the policy of ALA:

2. Information Literacy Competency Standards for Higher Education (ACRL, 2000)
Statement of Problem

• Are there any differences in Asian academic libraries’ IL education?

• How about the students’ attitudes and perceptions towards the IL education—will there be any differences?
## Information of the three universities

<table>
<thead>
<tr>
<th></th>
<th>UT</th>
<th>FDU</th>
<th>NTNU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishment year</td>
<td>1973</td>
<td>1922</td>
<td>1946</td>
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<td>Books Holdings</td>
<td>2,643,346</td>
<td>5,287,000</td>
<td>1,571,854</td>
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<td>Undergraduate students</td>
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<td>14,100</td>
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<td>Faculty members</td>
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<td>Academic disciplines</td>
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<td>Libraries</td>
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<tr>
<td>Librarians</td>
<td>59</td>
<td>193</td>
<td>61</td>
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</table>
Aim of the Study
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• To highlight the similarities and differences in students’ attitudes and perceptions towards the IL education;

• To find out the relevance of IL education in academic libraries to the students’ overall learning process.
Definition of IL education

• Information literacy education (ILE) is used to teach students the skills, concepts and habits of mind needed to find information, understand how it is produced and valued and use it ethically to create new knowledge by focusing on two areas: library instruction and research assistance.
Research Methodology

- Website surveys & Interviews with librarians
  - To clarify the implementation of IL education in each university library

- Questionnaire surveys with students
  - To clarify the similarities and differences in students’ attitudes and perceptions towards the IL education programs
Website Survey Result & Interview Result
Similarities in IL education Programs

• Use the ALA guidance as reference

• Have mail service, social media promotion service and library website for reaching out to library users
Differences in IL education Program

① Different focus point
  • UT : attract more students come to use library
  • FDU : research support (web-based instructions)
  • NTNU : learning support (subject-oriented databases)

② Different future plan
  • UT : to expand the range of the contents through combine instructions with practice
  • FDU : using games in library instruction online courses
  • NTNU : cooperate with teacher assistants

③ Different ways to use the SNS tool
  • NTNU Library : not only the main library but also each of the branch library has their SNS account.
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Questionnaire Survey Results
Questionnaire Survey

• 3 parts & 15 questions, 1 to 5 Likert scale

The perceptions towards the...

- library IL education
  - score & contents
  - quality, importance & usefulness

- library promotion strategies
  - effectiveness

- reference librarians
  - professional competence
  - service attitudes

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Respondent Profile

Total Number: 317 responses

Gender

<table>
<thead>
<tr>
<th>UT</th>
<th>FDU</th>
<th>NTNU</th>
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</thead>
<tbody>
<tr>
<td>Male</td>
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<td>46</td>
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<tr>
<td>Female</td>
<td>74</td>
<td>63</td>
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</table>

Academic Qualification

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<tr>
<th>UT</th>
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<tr>
<td>Undergraduate</td>
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<td>88</td>
</tr>
<tr>
<td>Postgraduate</td>
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<td>21</td>
</tr>
<tr>
<td>Undergraduate</td>
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<td>43</td>
</tr>
<tr>
<td>Postgraduate</td>
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<td>21</td>
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## Respondent profile

<table>
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<tr>
<th>Field</th>
<th>UT</th>
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<th>Total</th>
</tr>
</thead>
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<td>LIS</td>
<td>38</td>
<td>5</td>
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<td>65</td>
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<tr>
<td>Social sciences</td>
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<td>7</td>
<td>20</td>
<td>53</td>
</tr>
<tr>
<td>Language</td>
<td>4</td>
<td>21</td>
<td>14</td>
<td>39</td>
</tr>
<tr>
<td>Education</td>
<td>10</td>
<td>10</td>
<td>12</td>
<td>32</td>
</tr>
<tr>
<td>Information tech</td>
<td>13</td>
<td>10</td>
<td>6</td>
<td>29</td>
</tr>
<tr>
<td>Science</td>
<td>2</td>
<td>14</td>
<td>12</td>
<td>28</td>
</tr>
<tr>
<td>Medicine</td>
<td>1</td>
<td>10</td>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td>Arts</td>
<td>6</td>
<td>5</td>
<td>6</td>
<td>17</td>
</tr>
<tr>
<td>Engineering</td>
<td>2</td>
<td>9</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>105</td>
<td>109</td>
<td>103</td>
<td>317</td>
</tr>
</tbody>
</table>

ECIL2017
Range of ILE programs and their perceived importance

1. Library instruction
   - UT: 4.32
   - FDU: 4.43
   - NTNU:

2. Database instruction
   - UT: 3.68
   - FDU: 3.78
   - NTNU:

3. Course assignment consultation
   - UT: 3.68
   - FDU: 4.21
   - NTNU:

4. Subject-specific library courses
   - UT: 3.87
   - FDU: 3.87
   - NTNU:

5. Online Information literacy instruction
   - UT: 3.72
   - FDU: 4.16
   - NTNU:

6. Total average
   - UT: 3.87
   - FDU: 4.22
   - NTNU:
Range of ILE programs and their perceived importance

• NTNU & FDU
  • workshops catered for e-resources
• UT students
  • online IL instruction

• Students from NTNU showed the highest perception towards the importance of library IL education, compare to FDU and UT.
Satisfaction toward the overall scope and contents of ILE

<table>
<thead>
<tr>
<th></th>
<th>UT</th>
<th>FDU</th>
<th>NTNU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall contents are very clear and easy to follow</td>
<td>3,68</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library orientation is helpful in terms of building a positive image</td>
<td>3,76</td>
<td>4,08</td>
<td></td>
</tr>
<tr>
<td>Overall quality is satisfied</td>
<td></td>
<td>3,77</td>
<td></td>
</tr>
<tr>
<td>Overall contents are useful and relevant to my research/assignments</td>
<td></td>
<td></td>
<td>3,37</td>
</tr>
<tr>
<td>Total average</td>
<td></td>
<td>3,77</td>
<td></td>
</tr>
</tbody>
</table>

ECIL2017
How much students value the importance of ILE

• High score
  • UT & FDU
  IL education is one of the important parts of students’ overall learning in the university.
  • NTNU
  All students should understand what library IL education is before the graduation.

• Low score
  • IL education workshops should be made mandatory for students to attend by the faculty member.

• NTNU students gave highest score than the other two universities.
Reasons why students did not participate in ILE

1. Not being well informed by the details of the programs except library orientation
2. I do not know when these programs are conducted
3. I want to go, they always clash with my class schedule
4. The topics/format of the user education programs look boring
5. I don’t think they are useful for me at all

Total average
Marketing strategies for promoting ILE

- Ask professors to encourage the students to attend: Total average 3.89
- Put up posters throughout the entire campus: Total average 3.89
- Make announcements on university library homepage: Total average 3.69
- Send batch emails to all students: Total average 3.72
- Send messages via online social networking platforms/Apps: Total average 3.92

Total average: 3.72
Different marketing strategies for promoting ILE

• FDU & NTNU students
  Involving their professors to ‘encourage’ them to attend the library IL education programs

• UT students
  Sending messages via online social networking service.

• UT librarians
  Sending batch emails to all students
Students’ perceptions towards professional competence of reference librarians

• High scores in the following three areas:
  ① Service-orientation
  ② Friendliness
  ③ Helpfulness

• Low scores in the following three areas:
  ① Engaging
  ② Interesting
  ③ Creative

• The average total score of NTNU librarians is the highest amongst all three university libraries.
Discussion
Students’ ratings towards the importance of ILE

• A majority of students at UT, NTNU and FDU thought IL education is important.

• Especially for the respondents at NTNU&FDU, both student groups felt that IL education is slightly more important than compared with the UT counterparts.
Librarians’ professional competence

- Librarianship in Japan is more about being a generalist than a subject specialist
- Position, qualification and rank is different

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<td>193</td>
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</tr>
<tr>
<td>Reference Librarians</td>
<td>5</td>
<td>15</td>
<td>24</td>
</tr>
<tr>
<td>Subject Librarians</td>
<td>0</td>
<td>12</td>
<td>16</td>
</tr>
</tbody>
</table>
Teaching style and learning modes

• The inquiry based learning among East Asian is not so active and integrated deeply into curriculum.

  • Outdated image of library
  • No true understanding in the role of librarians
Conclusion & Further Study
Conclusion

• Although it is safe to say that the IL education related activities are quite homogeneous in most contents, the roles of librarians and organizational structures of academic libraries that support the ILE related services are not necessarily the same.
Recommendation

• Not only be held universally but rather depending on the needs of individual faculties and classes.

• To demonstrate that the IL education are not only essential, but also effective.
Recommendation

• Expected professional competence of IL education librarians under the digital age

• Librarians should endeavor to act as
  • IL specialists
  • IL education leaders
  • curriculum leaders
  • effective partners with faculties
Further Study

• Faculty members’ perceptions towards library IL education
References


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