Context is Queen
Connecting Information Literacy to a National Qualification Framework for Higher Education

Astrid Kilvik
Norwegian University of Science and Technology
Trondheim, Norway, astrid.kilvik@ntnu.no

Liv Inger Lamøy
Norwegian University of Science and Technology
Trondheim, Norway, liv.i.lamoy@ntnu.no
Agenda

• Describing the process of implementing the information literacy focused parts of The National Qualification Framework (NQF) into the Bachelor of Nursing curriculum at the Norwegian University of Science and Technology

• We will present both the working process, results and lessons learned
The National Qualification Framework (NQF)

• Gives a description of the formal Norwegian education and training system

• Formulated on the basis of what a person know, can do, and is capable of doing as a result of a learning process

• The outcomes of the completed learning process are described in the categories “knowledge”, “skills” and “general competences”

• The fundamental element of a qualifications framework is that the qualifications are described in terms of their learning outcomes not the learning input

(NOKUT, 2017)
Our project

- NQR was established in 2009. All study plans at Norwegian universities and colleges implemented the framework in their study plans by 2012

- The library participated in the steering group for the NQF-implementation at the Faculty of Nursing at NTNU*

- The main purpose for this effort was to collaborate on formulating learning outcome descriptions for information literacy

*At that time the Faculty of Nursing was a part of Sør-Trøndelag University College (which is now merged with the Norwegian University of Science and Technology)
Collaboration – working process

• This was a joint project, with library staff working in close cooperation with the Nursing Department

• The first step was for the library to define what knowledge, skills and general competencies should be required and taught at the different stages of the course of study

• We formulated learning outcome descriptions for both the bachelor level and for further education
Collaboration – working process

• The steering group then had discussions on defining concepts, source types, appropriate level of knowledge for the different stages and so on, before we reached a common understanding.

• There were further revisions of the descriptions, also because the requirements of the framework had to be met in terms of style and language.

• All in all this process was iterative and fruitful.
Outcomes

The result of the project was descriptions of learning outcomes for information literacy to be used in the curricula for Bachelor of Nursing.

Describing learning outcome for information literacy - according to The Norwegian Qualifications Framework for Lifelong Learning (NQF), bachelor in nursing.

Year 1
Knowledge
(the candidate…)
- has knowledge of different sources, relevant subject databases and guidelines for the correct use of sources in their own work.
Skills
- can conduct literature searches in relevant subject databases and document the use of sources according to current rules.
General competence
- can search for and utilise reliable information and subject related literature in assignments.

Year 2
Knowledge
(the candidate…)
- has knowledge of how to evaluate sources and principles and tools for systematic search in relevant subject databases.
Skills
- knows how to critically evaluate sources.
General competence
- has the ability to reflect on the choice of different sources.

Year 3
Knowledge
(the candidate…)
- has broad knowledge of different strategies for searching literature, source evaluation and correct use of sources.
Skills
- can plan and do systematic literature searches and document the process.
General kompetanse
- can make a conscious choice of sources, argue for the choice and document the use of sources according to current rules.
Teaching plan

• Based on the learning outcome descriptions, a **teaching plan**, with timing, duration and content of the library teaching was developed.

• Revised once a year

• Advantages
  - Person independent,
  - Predictable and well rooted in the academic program.

• Much easier to plan quality instructions for information literacy

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<tr>
<td>August</td>
<td>• Bibliotekets tjenester og tilbud i studiet. Fokus på søkeverktøyet <strong>Qria.</strong></td>
<td>1 time i auditorium</td>
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| April/mai (knyttet til tidspunkt for studieoppgave) | • Nordiske og internasjonale fagdatabaser. Fokus på kildevalg og korrekt bruk av kilder, spesifikt fag- og forskningsartikler.  
  • Søkeverksted. Praktisk øving med veiledning | 2 timer i auditorium                  |

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<td>August</td>
<td><strong>Qria</strong> og relevante fagdatabaser, kort repetisjon.</td>
<td>10-15 minutter, del av upstartstilling for studieoppgave</td>
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<tr>
<td>Februar (knyttet til tidspunkt for studieoppgave)</td>
<td>• Systematisk søking i fagdatabaser. Fokus på prinsipper og verktøy. Kildekritikk og relevante nettsteder.</td>
<td>2 timer i auditorium</td>
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Collaboration = win-win

• The collaboration between faculty and library in this project resulted in a useful reflection process for all involved

• It also raised faculty awareness of the importance of information literacy

• The work strengthened the relationship between library and faculty in general and led to even more collaboration on other projects

Photo: Lars Sandlie
Lillehammer University College
References