

# Information Literacy across the university and workplace reality

Angela Repanovici<sup>1</sup>, Natalia Cheradi<sup>2</sup>, Ane Landoy<sup>3</sup>, and Silvia Ghinculov<sup>2</sup>

<sup>1</sup>Transilvania University of Brasov, Romania

[arepanovici@unitbv.ro](mailto:arepanovici@unitbv.ro)

<sup>2</sup>Academy of Economic Studies, Chisinau, Moldova

[cheradi@lib.ae.md](mailto:cheradi@lib.ae.md), [gsilvia@lib.ase.md](mailto:gsilvia@lib.ase.md)

<sup>3</sup>Bergen University Library, Norway

[Ane.Landoy@uib.no](mailto:Ane.Landoy@uib.no)

ECIL, Saint Malo, France, 2017



# Project “Modernization of academic library services in Moldova”

*Proiectul “Modernizarea serviciilor bibliotecilor universitare din Moldova”*

Project “Modernization of academic library services in Moldova”





# Summer School “Information Literacy” in Tulcea, Romania

Posted on July 11, 2017



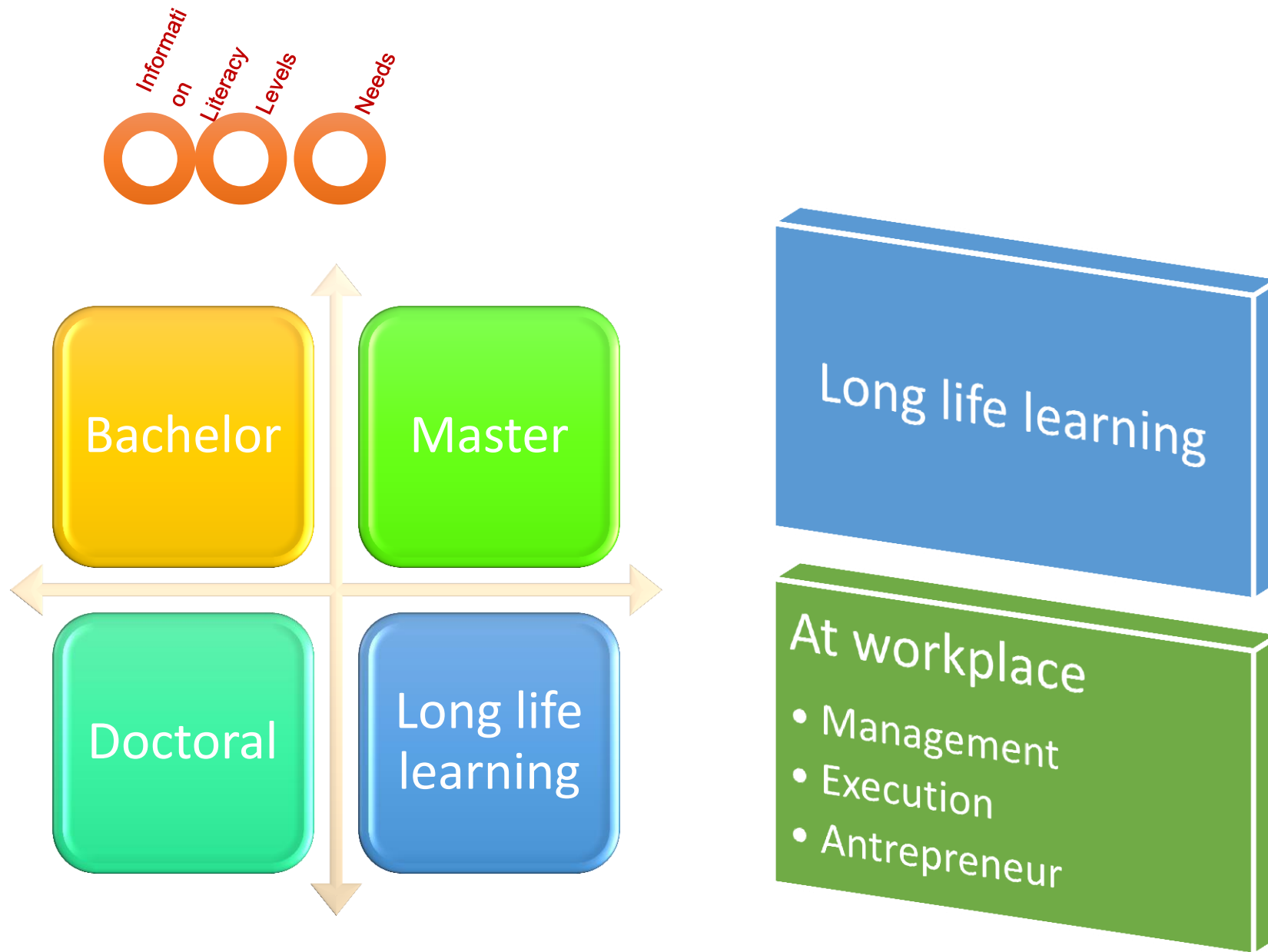


# Study visit to the University of Bergen, Norway

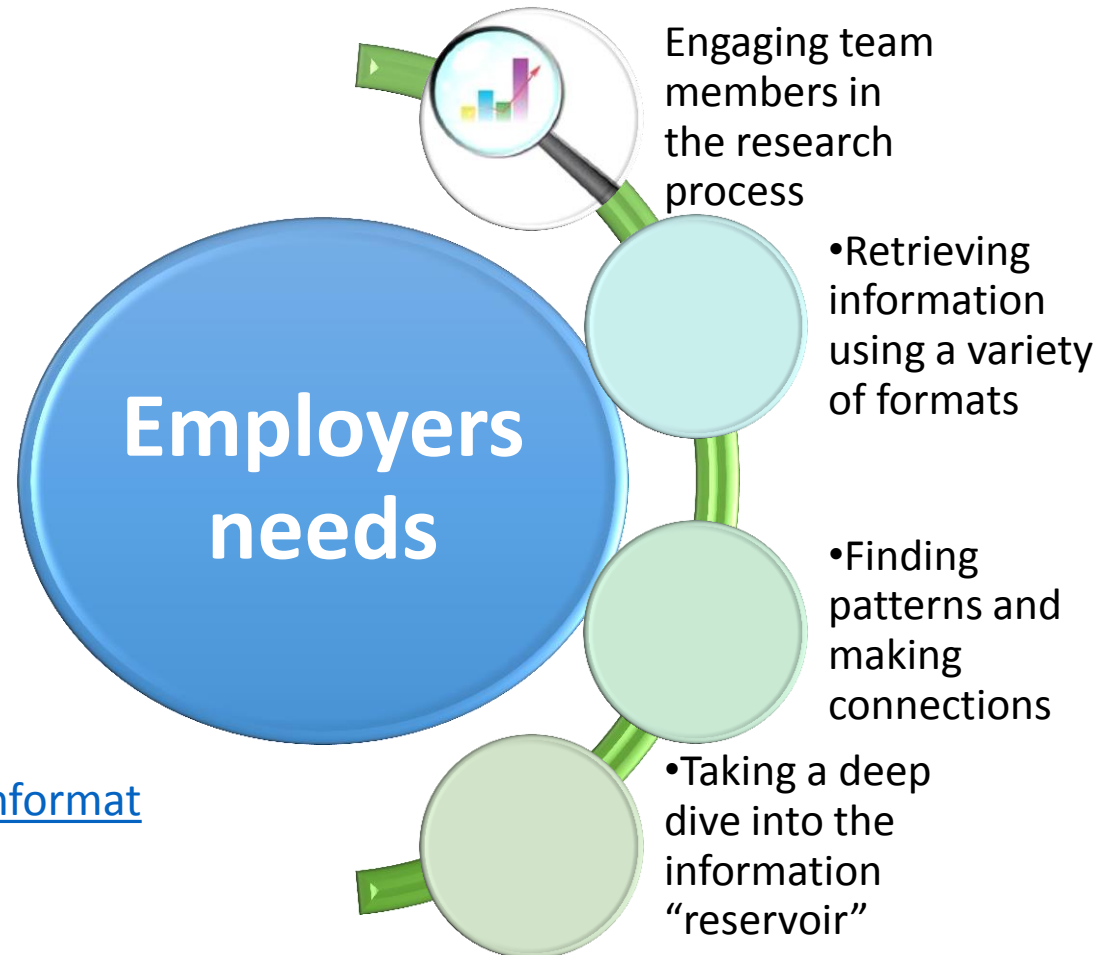
Posted on [June 9, 2017](#)



ECIL, Saint-Malo, France, 2017



# Workplace



<https://ecurrent.fit.edu/blog/campus/information-literacy-is-an-essential-skill-in-the-workplace/>

## | Information Literacy is an essential skill in the workplace



BY REBECCA WEBER ON NOVEMBER 2, 2012

CAMPUS & COMMUNITY, EVANS LIBRARY, SCHOLARSHIP AND RESEARCH SUPPORT



Employers today are looking for college graduates who are information savvy. According to an October 16 **report** from **Project Information Literacy** (PIL), a project concerned with the research habits of college students, employers want to hire graduates who can search online and in databases, but also seek information in print or from their colleagues if needed (8). Searching for and finding information is only half the equation. Employers also expect their employees to be able to extrapolate information and evaluate their findings.



# Information literacy at work: A study on information management behaviour of Kuwaiti engineers

## Article Options and Tools

### Purpose

- The purpose of this paper was to investigate the information behaviour of Kuwaiti engineers with a focus on information sources and finding information from these sources, management of information found and re-finding of information from personal collections.

### Design/methodology/approach

- Survey method of research was used to conduct the study. Data were collected using online questionnaire and interviews with a selected number of participants.

### Findings

- Results indicated that engineers collected and received information from a variety of sources. They saved selected information for future use in folders and structured them by using work-related categories. Use of information management tools was not common. A majority of participants expressed the need for training courses in information literacy. They felt that lack of institutional support to facilitate access to information was considered a major difficulty in information seeking.

Chaudhry, A.S. and Al-Mahmud, S. (2015) 'Information literacy at work', *The Electronic Library*, 33(4), pp. 760–772. doi: 10.1108/el-04-2014-0063.



# Objectives of these studies

- to ensure the acquisition of accurate IL knowledge and skills of Masters students at Transilvania University, Brasov and Academy of Economic Studies, Chisinau;

- to verify the subjective perception of respondents regarding IL skills, systems and information sources, and other topics of interest related to IL;

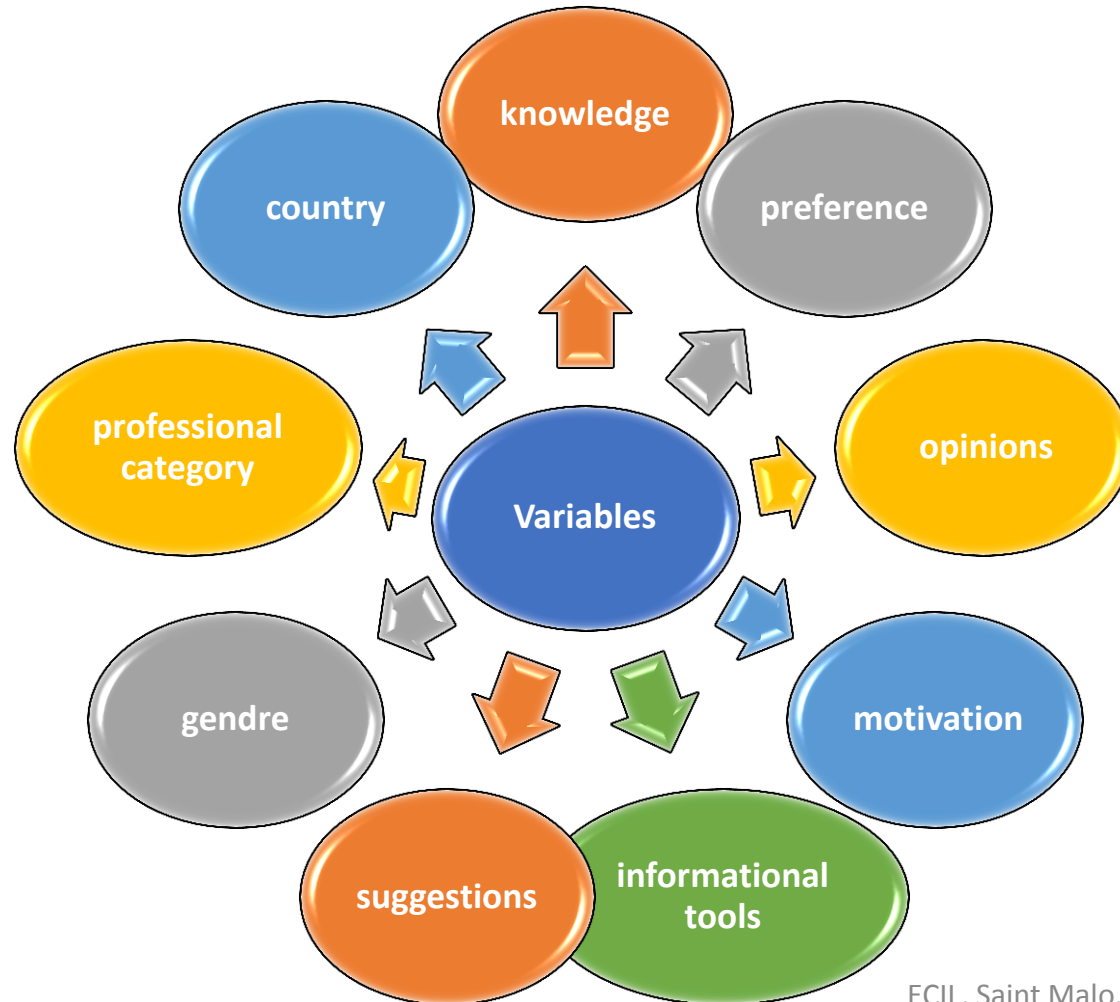
- to identify the necessary skills to use information to open one's own business and obtain government funds for financial support, for example STARTUP;

- to research how the university developed critical thinking for their alumni, and provided information on sources of funding for the development of their own businesses;

- to reveal the level of satisfaction of Masters students regarding IL skills;

- to identify issues and initiate proposals on improving users' education via IL programs.

# Methodology



- We used the email address list of Masters students (provided by the corresponding departments from the two universities), and emailed them the online version of the survey.
- The survey was also distributed via social networks.

- The information source consists of the **119** participants who replied directly by filling out the online survey.
- Graduates with a job, or who owned their own businesses, were polled.

The screenshot shows a survey analysis interface. At the top is a green navigation bar with links: Dashboard, My Surveys, Products, Resources, and Plans & Pricing. A yellow banner below the navigation bar encourages creating a team. The main title of the survey is 'Cultura Informației la locul de muncă - cercetare realizată la ASEM Chișinău, Moldova'. Below the title is a breadcrumb trail: SUMMARY → DESIGN SURVEY → COLLECT RESPONSES → ANALYZE RESULTS. The left sidebar contains a 'CURRENT VIEW' section with '+ FILTER', '+ COMPARE', and '+ SHOW' buttons, and a 'SAVED VIEWS (1)' section. The main content area shows 'RESPONDENTS: 53 of 53' and three tabs: 'QUESTION SUMMARIES' (active), 'DATA TRENDS', and 'INDIVIDUAL RESPONSES'. Under the 'QUESTION SUMMARIES' tab, it shows 'Page 1' and a question 'Q1: Care este statutul Dvs. pe piața muncii?' with 'Answered: 53' and 'Skipped: 0'.



# Sampling

The sampling method used in the research was the simple random sampling and the applied mechanical step technique, so we chose every third email from the total of 360 emails to which we sent the survey.

- **66** individuals from Transilvania University from Brasov
- Masters students in medicine, engineering, sociology and communication
- **53** individuals from the Academy of Economic Studies from Chisinau
- Masters students in social sciences and economics

# Status of respondents on the job market

Options	Romania	Moldova
Employee	80.3%	81.13%
I run my own business	3.03%	11.32%
Inactive	16.67%	7.55%

Options	Romania	Moldova
Management	9.68%	18%
Operational	90.32%	82%

# Types of information used at the workplace

Options	Romania	Moldova
General information	41.27%	47.17%
Information for leisure time	7.94%	11.32%
Information necessary in the professional field	76.19%	84.91%
Information for continuing education	57.14%	47.17%
Novelty, developments in professional field	69.84%	73.58%
Legal information in the industry	47.62%	62.26%
Projects, financing sources	20.63%	33.96%
Intellectual property rights	11.11%	11.32%
Information on patents and technological transfer	7.94%	7.55%



# University contribution to the development of critical thinking in analysing information

Options	Romania	Moldova
Yes	61.54%	56.6%
No	15.38%	13.21%
I don't know	12.31%	24.53%
Comment	10.77%	5.66%

Has the university made available information regarding the financing sources for developing your own business or for applying for funding in different projects? N = 118

Options	Romania	Moldova
Yes	43.75%	50%
No	28.13%	30.77%
I don't know	17.19%	13.46%
Not interested	3.13%	3.85%
Comment	7.81%	1.92%

# Satisfaction with the Information Literacy skills of respondents (5-the most)

Options	Romania	Moldova
How satisfied are you with your informational competencies?	3.65	3.73
Do you believe that a high level of informational competencies would increase the chances of employment?	4.47	4.42
Do you believe that the wage may be different based on the informational competencies?	4.26	3.85



# In your opinion, who is the main responsible for developing professional competencies?

Options	Romania	Moldova
The university	43.94%	50.94%
The employer	21.21%	35.85%
Continuing education	65.15%	50.94%
Personal development, self-education	69.7%	58.49%
Others (please specify)	4.55%	7.55%

# Do you intend to work in the future in another country? N = 119

Options	Romania	Moldova
Yes	18.18%	33.96%
No	42.42%	11.32%
I don't know	39.39%	54.72%

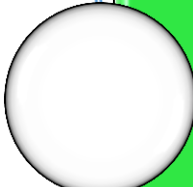
# Conclusions



The results of the study demonstrate that the Masters students from Romania **are well informed in the information field, since the IL course is included in the curriculum.**



The respondents from **Moldova** want more **practical information** for solving business problems.



The algorithm for searching information, the resources used to solve problems at the workplace, decision making, assessing the relevance and the consistency of the information used by **both groups** are **similar and balanced.**



The Masters students from Transilvania University and the Academy of Economic Studies support educational activities at the group level and distance learning at the personal level.



Universities, libraries and Masters students should have **common responsibilities and coordinated efforts for developing competencies, creating, updating and implementing training programs**

# Conclusions



It would be advisable to introduce a mechanism for assessing informational competencies for various specialities (e.g., **online tests**) that will form the basis of training and information competences development programs.

The current trends in lifelong learning and the continuous improvement of information tools create excellent conditions for university libraries to ensure the **development of Information Literacy for people who will leave the university** and will be employed, especially throughout a time when employees from the real sector attend professional training courses.

The studies are original, performed for the first time in a university in Romania and Moldova.

They may be used by companies, but also universities, **to identify the informational needs of graduates in the workplace.**

The results can be a starting point in the **realization of joint employer-university courses** building IL skills.

# References

1. Chang, Y.: Assessing students' information literacy skills in two secondary schools in Singapore. *J. Inf. Lit.* 6(2), 19-35 (2012)
2. Cyphert, D., Lyle, S.: Employer expectations of information literacy: Identifying the skills GAP. In: *Information literacy : research and collaboration across disciplines*, pp. 53-79. The WAC Clearinghouse, Fort Collins, Colorado (2017)
3. Caravello, P.S., Herschman, J., Mitchell, E.: Assessing the Information Literacy of UCLA Library's Information Competencies Survey Project. In: *ACRL Tenth National Conference*, pp. 193-202 (2001)
4. Proficiency in Key Information-Processing Skills among Working-Age Adults. In: *OECD Skills Outlook 2013: First Results from the Survey of Adult Skills*, pp. 55-100. OECD Publishing (2013)
5. Travis, T.: From the Classroom to the Boardroom: The Impact of Information Literacy Instruction on Workplace Research Skills. *Educ. Libr.* 34(2), 19-31 (2011)
6. Kolstad, A.: Flexibility in teaching information literacy by using wikis. In: *IFLA Satellite meeting in Tampere, Finland* (2012)
7. Kolstad, A.: Co-teaching in information literacy during work placements: the librarian's role. *LIBER Quarterly*. 25(2), pp.56–86 (2015)
8. Quinn, T., Leligdon, L.: Executive MBA students' information skills and knowledge: Discovering the difference between work and academics. *Journal of Business & Finance Librarianship* 19(3), 234-255 (2014)
9. Adamson, C., Dilamarter, D., White, M.: Developing Information Literacy Skills in Engineering Entrepreneurs : A Collaborative Approach. In: *Interdisciplinary Innovation and Imagination in Engineering Education*, pp. 1-5 (2006)
10. Drew, C.: Encouraging Use Of Entrepreneurship Information Resources: Faculty/Library Collaboration. In: *Annual Conference & Exposition, Honolulu, Hawaii* (2007), <https://peer.asee.org/2072>
11. Oehler, A., Höfer, A., Schalkowski, H.: *Entrepreneurial Literacy: Empirical Evidence*, pp. 1-6 (2012)





## **Acknowledgement**

CPEA-2015/10014, Modernization *of academic library services in Moldova*, Eurasia Program

ECIL, Saint Malo, France, 2017