

A Finnish Academic Libraries' Perspective on the Information Literacy Framework

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University of Helsinki

- was established in 1640
- 32, 000 degree students
- 7600 employees
 - Including 4620 researchers and teachers



HELSINGIN YLIOPISTO
HELSINGFORS UNIVERSITET
UNIVERSITY OF HELSINKI



University of Tampere

- was established in 1925
- 20, 000 students (including 14, 700 degree students)
- 1 980 employees (man-year) including 1455 professors, research directors, teaching and research personnel, or teaching and research support personnel

<https://www.uta.fi/en/about-us/about-uta/university-tampere-nutshell>





Helsinki University Library

- The Library operates on four campuses
- ca 170 employees
- 2,1 million customers visit Helsinki University Library annually
- 401 000 loans (excluding renewals)



Tampere University Library

- The library operates on two campuses
- ca 59 permanent employees
- 419 000 customers visit Tampere University Library annually
- 145 000 loans (excluding renewals)

[More information](#)

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The Aim of Research

- to collect information about Finnish Academic Libraries' perspective on the Information Literacy Framework
- have librarians used the frames
 - in designing IL courses
 - defining learning outcomes
 - negotiating IL courses in to the curriculum with the faculties
- librarians' attitudes toward the IL frames
- how well the IL frames
 - describe the skills of students
 - define the information behavior of our customers and the information environment better than the standards

Conduct of Research

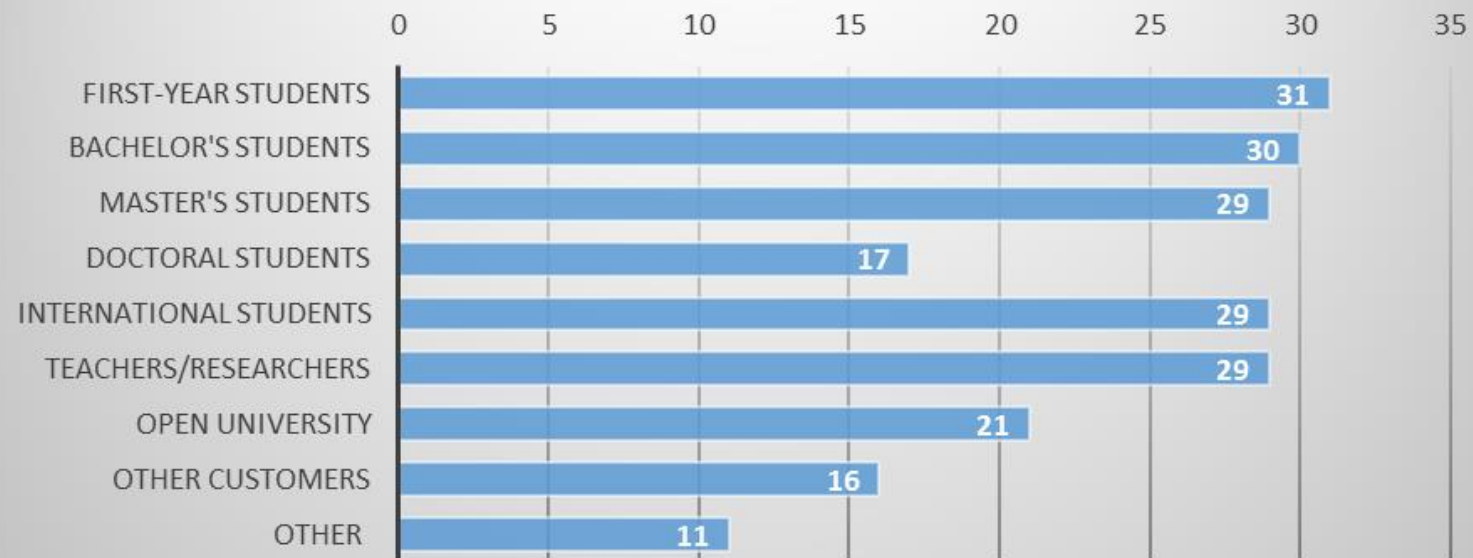
- target group:
 - Finnish University Libraries and Libraries in the Universities of Applied Sciences
 - each library filled in the questionnaire only once.
- the online questionnaire was open: 4th – 31st May, 2017
- the online questionnaire was in English:
 - closed-ended questions (yes/no/not sure)
 - multiple choice questions
 - open-ended questions (answer in Finnish, English or Swedish)
- research totally collected 31 responses



Background Information

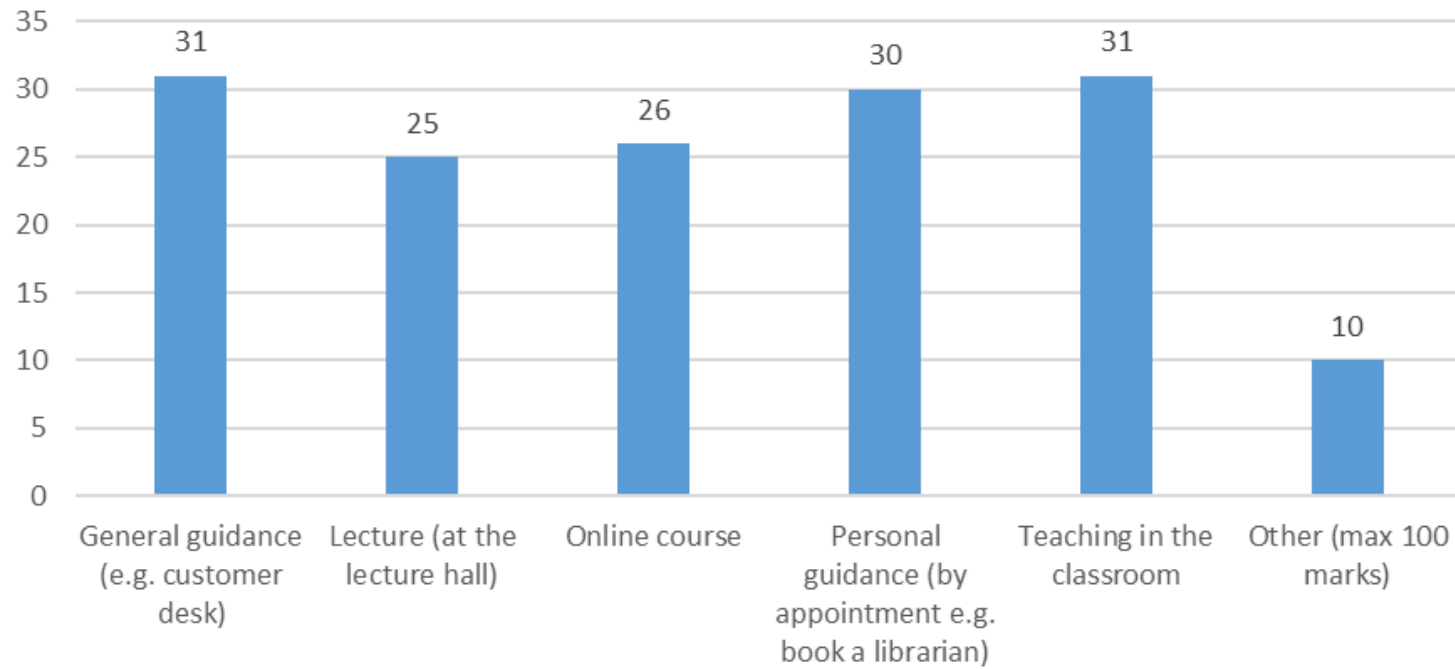
Information Literacy
Courses in the Libraries

The library offers information literacy education for



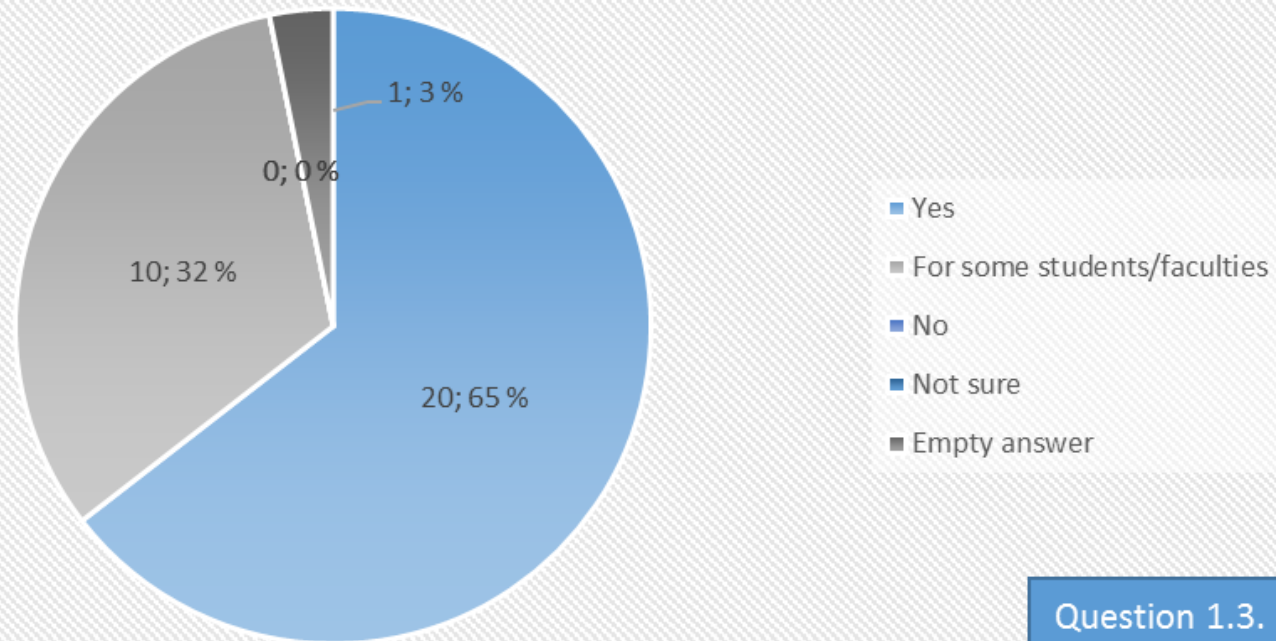
■ 1.1 The library offers information literacy education for (You may select 0-9)

What types of instruction methods are being used?



■ 1.2 What types of instruction methods are being used? (You may select 0-6) ?

Are information literacy courses integrated into the students' curriculum in your organization?



Question 1.3.

IL courses are integrated into students' curriculum e.g.

- credit-bearing courses
- part of various kind of courses e.g. method courses
- part of seminars
- compulsory/ not compulsory
- 3-step-model



Integrating Information Literacy

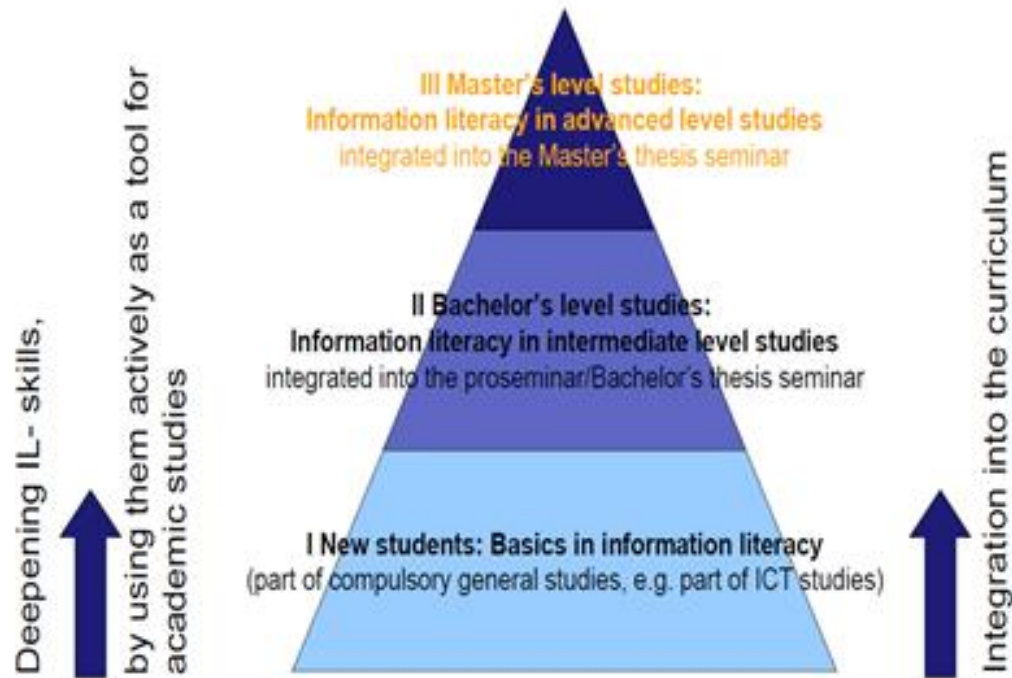
Information Literacy
for the 21st Century

From Standards to Frames





Recommendation for universities for including information literacy competency in the new degree structures



6.10.2004 Anne Lehto

The Information Literacy Competency Standards for Higher Education

- originally approved in 2000, the Association of College & Research Libraries (ACRL)
- translated into Finnish 2003
- IL Curriculum National Project 2004-2006 (University Libraries)
 - recommendation for universities
- In Finland standards have been important
 - in designing IL courses
 - in Faculty-Librarian collaboration

The Framework for Information Literacy for Higher Education



- The Framework for Information Literacy for Higher Education (2015)
- developed by the Association of College & Research Libraries (ACRL).
- The Framework is organized into six frames, each outlining a concept central to information literacy.

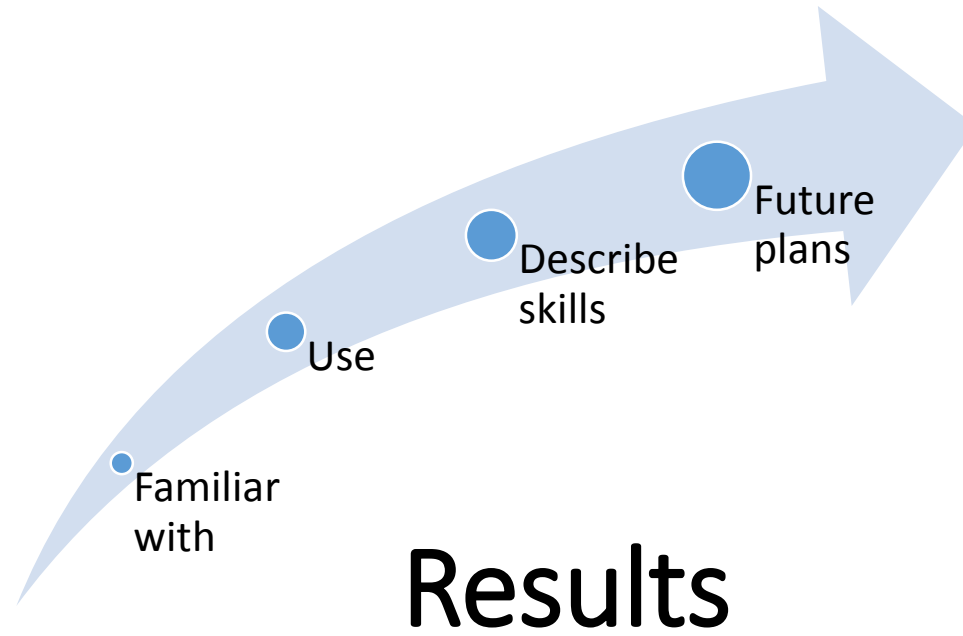
Information Literacy

Information literacy is a set of abilities requiring individuals to "*recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.*"

ACRL, 2000

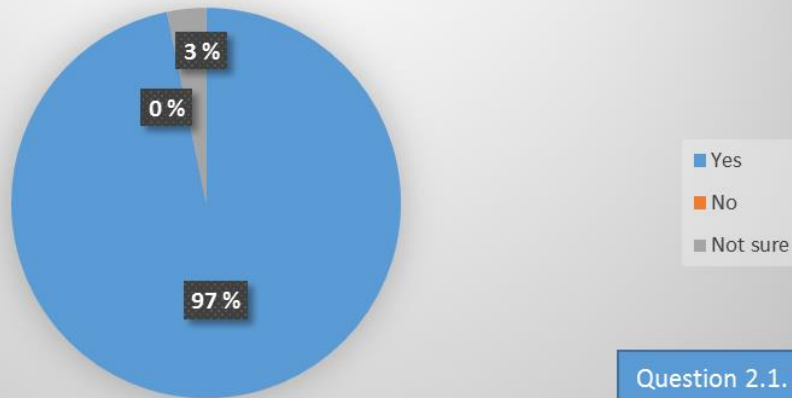
"Information literacy is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning."

ACRL, 2015



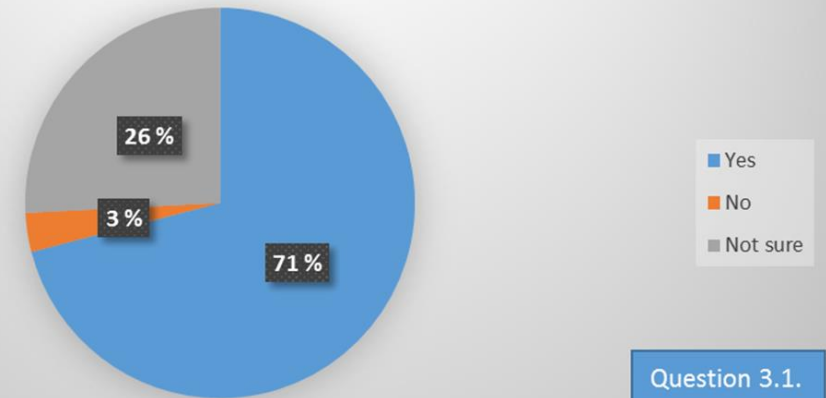
Familiarity with Standards/Framework

In your organization, are you familiar with the Information Literacy Competency Standards for Higher Education (ACRL 2000)?



Question 2.1.

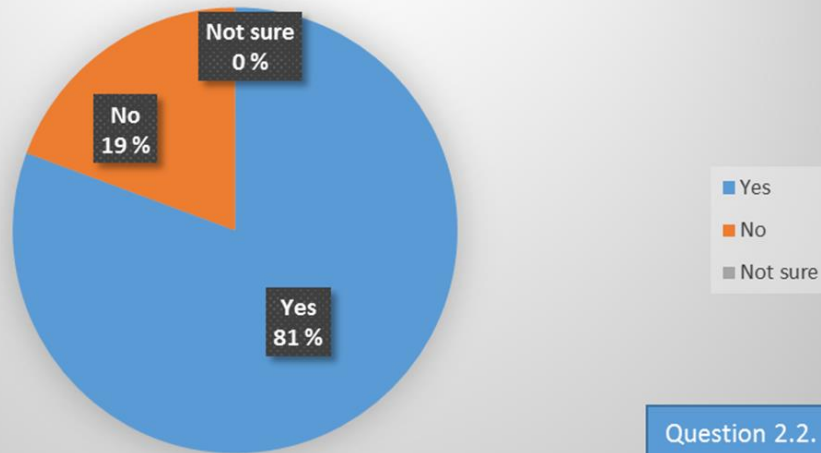
In your organization, are you familiar with the Framework for Information Literacy for Higher Education (ACRL, adopted in 2.2.2015)?



Question 3.1.

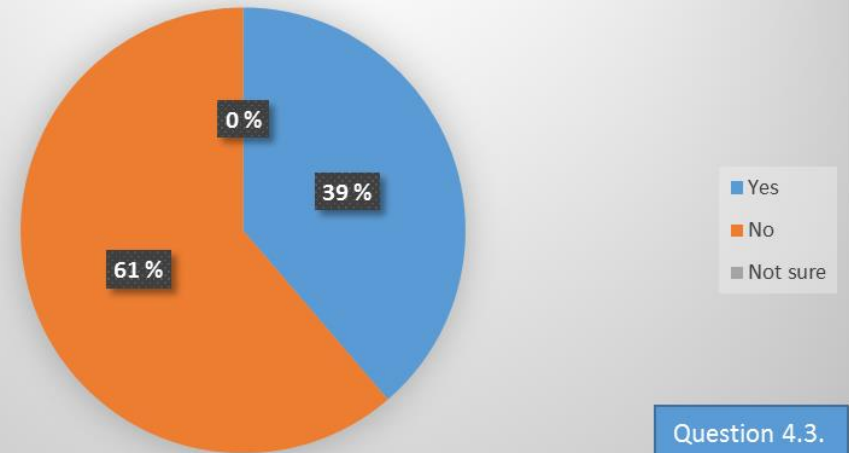
Using the Standards/Frames

Have you used the IL standards to develop your IL courses?



Question 2.2.

Have you already used IL frames (2015) to develop your IL courses?

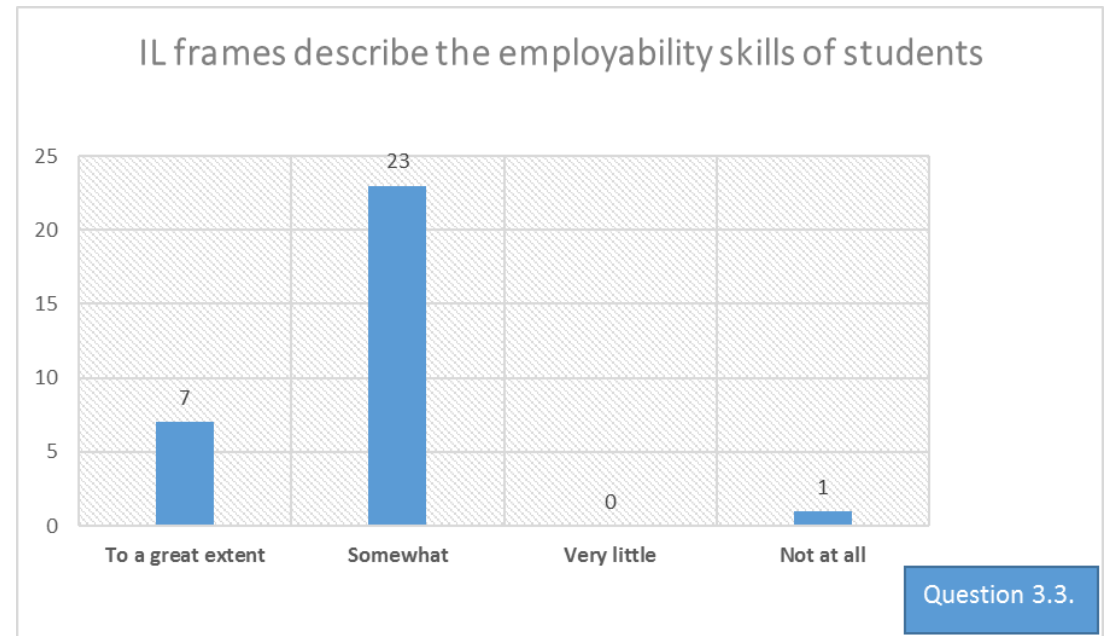
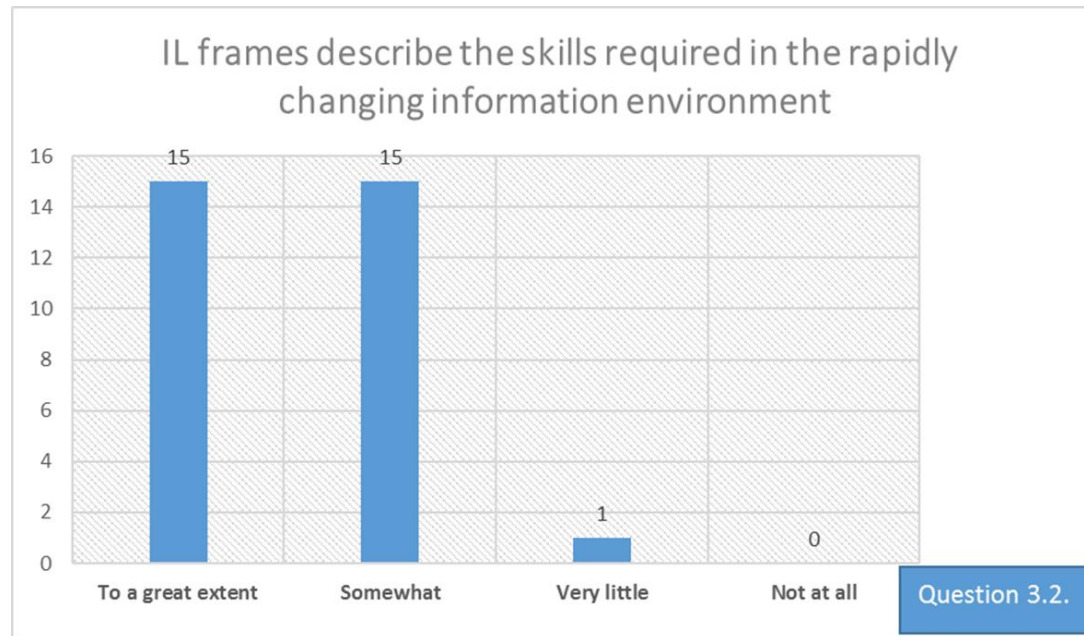


Question 4.3.

IL Standards - a Practical Tool

- IL standards are/have been important when faculty and librarians work in collaboration.
- previously, IL standards were used a lot in planning IL courses
 - ... but at the moment it seems that IL standards are a little bit outdated in the evolving information environment...
- IL standards are a tool to assess students' IL abilities
- when planning IL courses, the most important themes in IL standards:
 - how to formulate search words
 - source criticism
 - ethical use of information
 - not only teaching how to use databases --> but to teach a new mindset to make the optimal choices

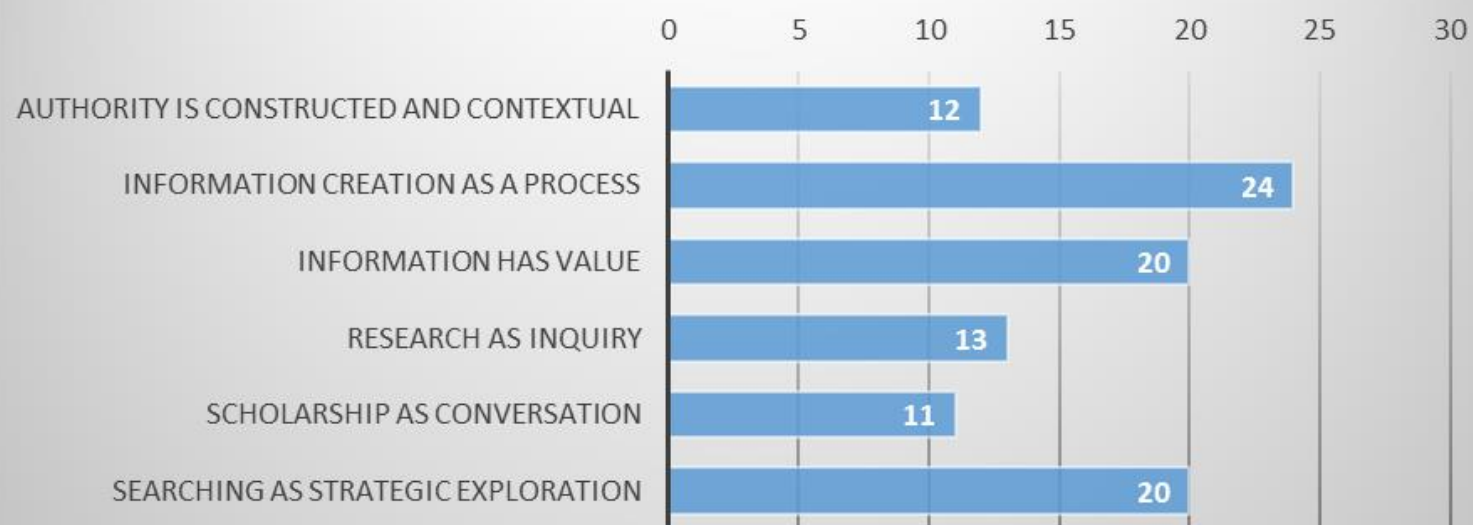
IL Frames Describe the Skills (1)



IL Frames Describe the Skills (2)

- The skills still focus a lot on managing research assignments.
- I think what is said is very important but more ideas and examples of how to make use of these would be needed. The new standards support even further the idea that the students need to learn to understand how and from where the information comes from.
- The new frames suit better the dynamic information environment which the students face. Important to emphasize the meaning of networks in the information flow and thinking skills. Also the value in relevance to the usage situation & network.
- Frames are better than former standards because they have a broader view of what IL skills are.
- Level and ability to adapt those skills vary a lot among students depending on their previous knowledge, background, degree (nursing or business or technology etc.)

The most appropriate IL frame/IL frames (2015) for your IL courses

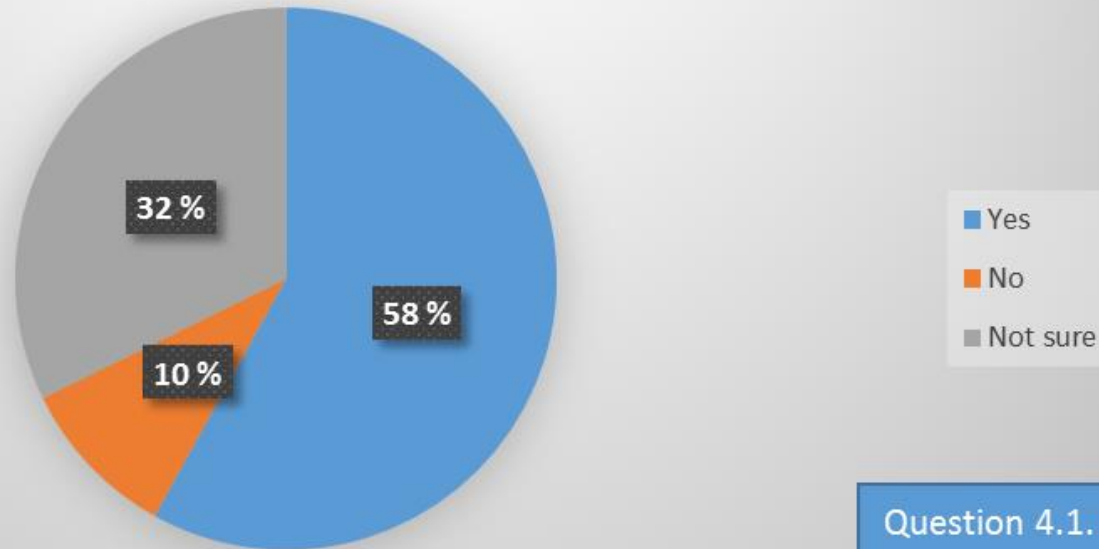


■ 4.2. Please select the most appropriate IL frame/IL frames (2015) for your IL courses (You may select several options 0-6)

The Validity of the Frames

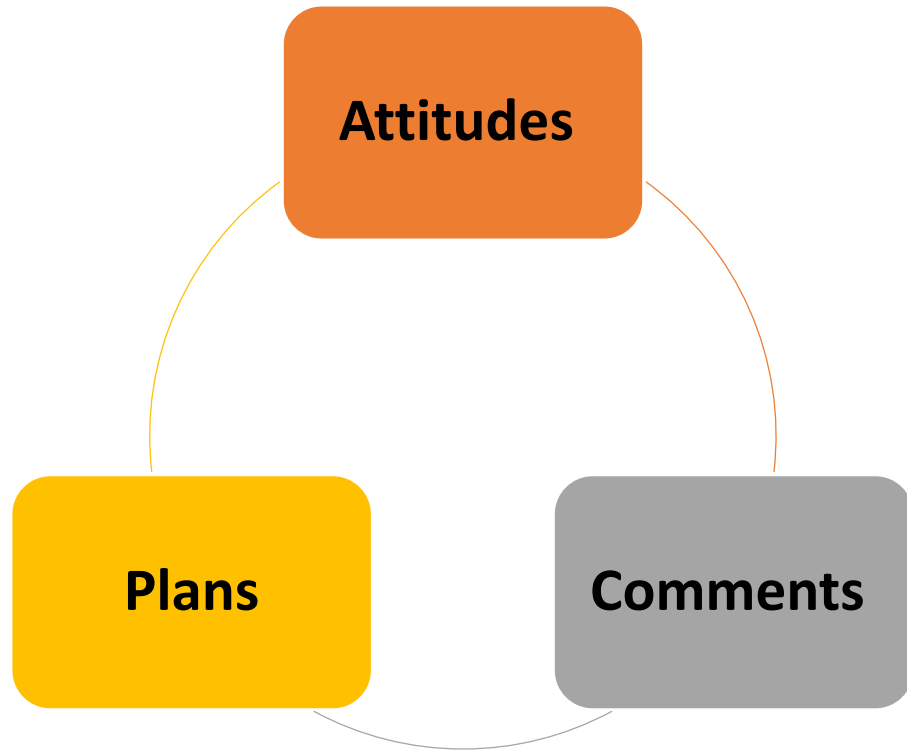
- They are all important but for business students it is crucial to remind that they sometimes need to think where the facts come from and why are they presented as they are.
- All frames are important, but their importance is different for different skill levels (bachelor/post grad.)
- Thesis phase requires more strategical and theoretical thinking than the starting phase, which needs to get to know more than just googling...

**Do you have plans to use the IL frames (2015)
for collaborating with the faculty and in
planning & implementing IL teaching?**



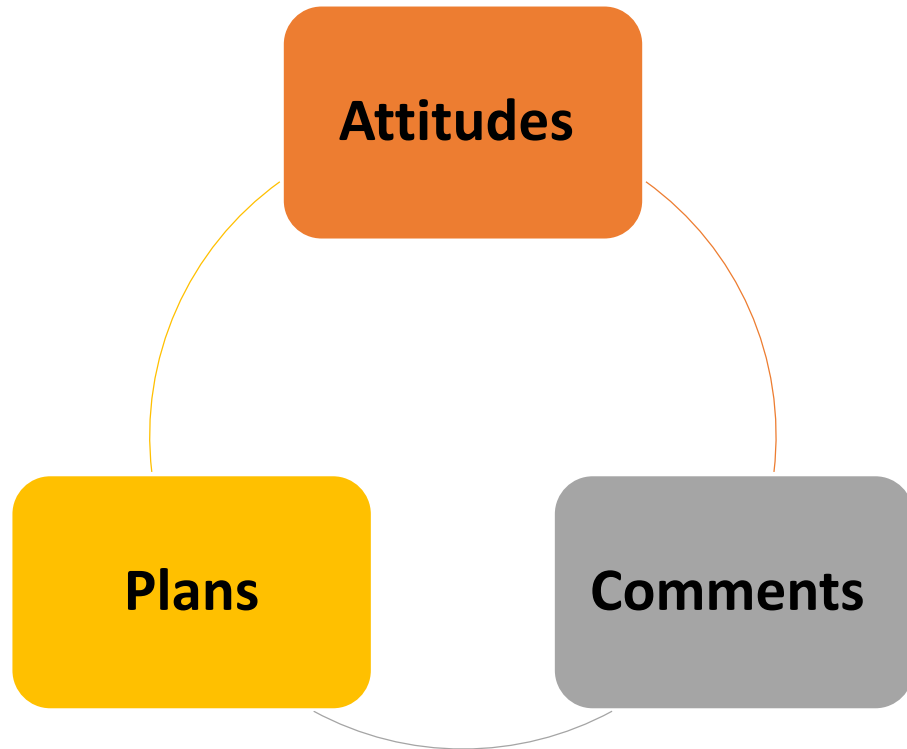
Question 4.1.

What do librarians think about the frames?



- Thank you for reminding about the IL frames. Maybe we have to do some plans how to use the frames when planning courses.
- They are already in use.
- We have currently made a draft for collaborating with the faculty and integrating IL to Master's courses. ACRL 2015 standards have been considered.
- The frames have been discussed in our own working group and very likely will be used in developing working life IL guidance.

What do librarians think about the frames?



- Frames are used as a help tool in planning IL integration.
- If we haven't done it, we could do it in the near future.
- We have discussed among our teaching personnel in the library that we should deepen our knowledge on the IL Frames and also make them more familiar to the faculty.

Best practices

- Frames are used as a help tool in IL integration we are implementing at the moment
- The frames are used both in developing contact teaching and in online education
- New pilots e.g. Mooc courses for first-year students for supporting IL skills described in the framework.
- The frames are useful in creating study modules for students in writing their thesis
- Our courses are a combination of the standards (2005) and frames (2015) with an emphasis on the frames.

Findings

Information Literacy Framework

PROs

- works as a discussion tool
- describes the modern information environment
- describes learning outcomes for different IL courses
- gives new ideas to develop IL education
- describes that information is produced in academic networks

CONs

- too generic
- too abstract and pompous
- not enough practical examples, more is needed
- the library staff is not yet familiar enough with the frames - variation between the libraries
- should have been updated earlier

Conclusions/Summary

- the purpose of research: to collect information about Finnish Academic Libraries' perspective on the Information Literacy Framework
- IL courses are integrated into the students' curriculum in several ways
- 97 % familiar with IL standards and 71% familiar with IL frames
- IL standards are/have been important when faculty and librarians work in collaboration, but the frames are more versatile than the former standards because they have a broader view of what IL skills are.
- the most appropriate IL frame: information creation as a process
- in the future: in some of the libraries frames will be used as a help tool in planning IL integration

Thank you!



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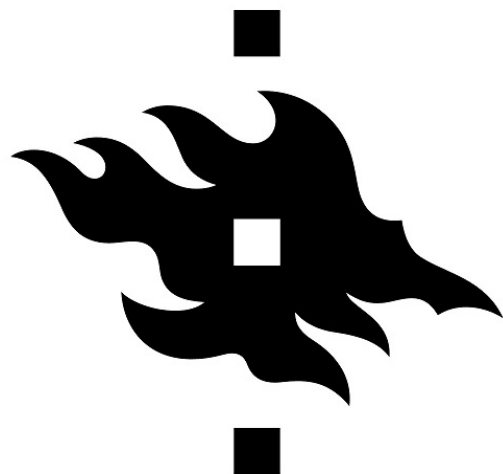
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<http://www.uta.fi/kirjasto/en/index.html>

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Viitasalo



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