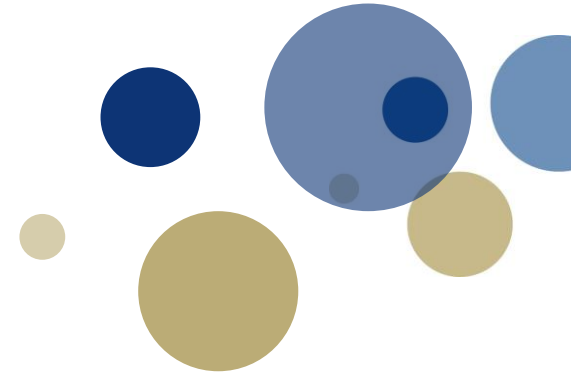




NTNU – Trondheim
Norwegian University of
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Context is Queen

Connecting Information Literacy to a National Qualification Framework for Higher Education

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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



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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

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)



Photo: Trondheim kommune

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



Photo: Geir Mogen, NTNU

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.

Generell 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

Plan for bibliotekets undervisning for sykepleie bachelor

Fra og med kull 2014
Revidert i 2016



Timeplanfestede tilbud

1. klasse

| Tidspunkt | Tema | Omfang/form |
|--|---|--|
| August | <ul style="list-style-type: none"> • Bibliotekets tjenester og tilbud i studiet. Fokus på søkeverktøyet Orja. | 1 time i auditorium |
| April/mai (knyttet til tidspunkt for studieoppgave) | <ul style="list-style-type: none"> • 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 Datasal , gruppevis |

2. klasse

| Tidspunkt | Tema | Omfang/form |
|--|--|--|
| August | <ul style="list-style-type: none"> • Orja og relevante fagdatabaser, kort repetisjon. | 10-15 minutter, del av oppstartstimer for studieoppgave |
| Februar (knyttet til tidspunkt for studieoppgave) | <ul style="list-style-type: none"> • Systematisk søking i fagdatabaser. Fokus på prinsipper og verktøy. Kildekritikk og relevante nettsteder. | 2 timer i auditorium |

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

NOKUT (2017, 12.02.). Implementation of the national qualifications framework in Norway. Available at <http://www.nokut.no/en/Facts-and-statistics/The-Norwegian-Educational-System/The-Norwegian-qualificationsframework/Implementation-of-the-NQF/>