Learning and teaching theories, instructional strategy and instructional design for information literacy programs: a model for academic libraries

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New skills for everyone

- **Information retrieval**
- **Evaluation of the retrieved information**
- **Adequate and proper usage of the retrieved information**

Modern higher education systems that along with sciences emphasize on:

- **Knowledge management**
- **Information technologies**
- **Life long learning**

Academic libraries had to adjust

As an integral part of any higher educational institution they became key players within the institution's procedures

mainly

they turned from collection development and information provision to user education under self serving models

to achieve that

they developed efficient Information Literacy Programs

Challenges for academic libraries

Changes in educational thinking
Explosion of digital information
Rapid advancements in technology

when it comes to their educational role
within the institution they operate

IL programs provision history

American public libraries (19th century)
Harvard University (1820)
Rochester University Library (1880)
Columbia University and Brown University (1897)
Smithsonian Institution (1897)
Oberlin College Library (1887-1927)

IL definitions

a) Paul Zurkowski,1974

- **the use of information at work**
- **the techniques and skills necessary for the use of information**
- **the use of information in problem solving**

b) The Information Industry Association defined the information literate person as someone who:

"knows how to use the techniques of information tools in problem solving " **(1979)**

c) In the ´90s, ALA's definition was widely accepted

"IL is a model of resource-based learning that describes the information literate person as someone who:

- ✓ *is able to identify when information is needed*
- ✓ *has the skills to locate it*
- ✓ *evaluate it*
- ✓ *and finally effectively use it"*

the academic library should serve as:

"an access point to information, work station for research activities of the institution and finally as knowledge lab"

(Nuget and Meyers, 2000)

IL programs in academic libraries (a)

In terms of skills that students should acquire:

a.   generic or primary competences (skills they already posses when they came to higher education)

b.   b) subject –specific or secondary competencies (skills they will acquire during their presence in higher education, science related)

c.   c) interdisciplinary skills (skills they will acquire during their presence in higher education, information related)

Grafstein (2002), Gee (2005), Gillani (2003)

IL programs in academic libraries (b)

In terms of how they should be provided:

a. as a course that would be offered through <u>personalized</u> material packages and didactics (generic program)

b. as a course that would be offered through personalized material packages and didactics <u>that will supplement</u> the main educational program (parallel program)

c. as <u>an autonomous course</u> that would be offered through personalized material packages and didactics and it will support the rest of the educational program (integrated program)

d. <u>as part of each course</u> in which the students will have constant interaction with information (embedded program)

When choosing a model for providing IL programs

Take into consideration:

a. the structure and culture of the parent organization
b. the structure and culture of the educational programs
c. the structure and culture of the library
d. the human resources of the library
e. the nature of the courses offered by the institution
f. co-operation and relationships developed by the library within and outside of the institution
g. the library's infrastructure
h. the library's concept about its role within the university and the educational process

the final decision is <u>unique</u> as every academic library is

Models for IL programs design

- **General design**

- **Goals driven**

More decisions…

instructional strategy

instructional design

the procedure of the educational intervention for the development of skills

the procedure of designing the educational intervention, beginning with the adoption of a learning theory and finally, deciding on the instructional methods, the educational material types and the outcomes assessment methods

An academic library case

The facts:

The University of Macedonia Library is a medium sized academic library hosted by a medium sized public university

The University's departments cover scientific fields in Social Sciences

The library works as a grid of the central one in Thessaloniki, with 2 branches in the cities of Naousa and Edessa

It offers IL courses since 1998

The instructional strategy model

The 18 elements of design
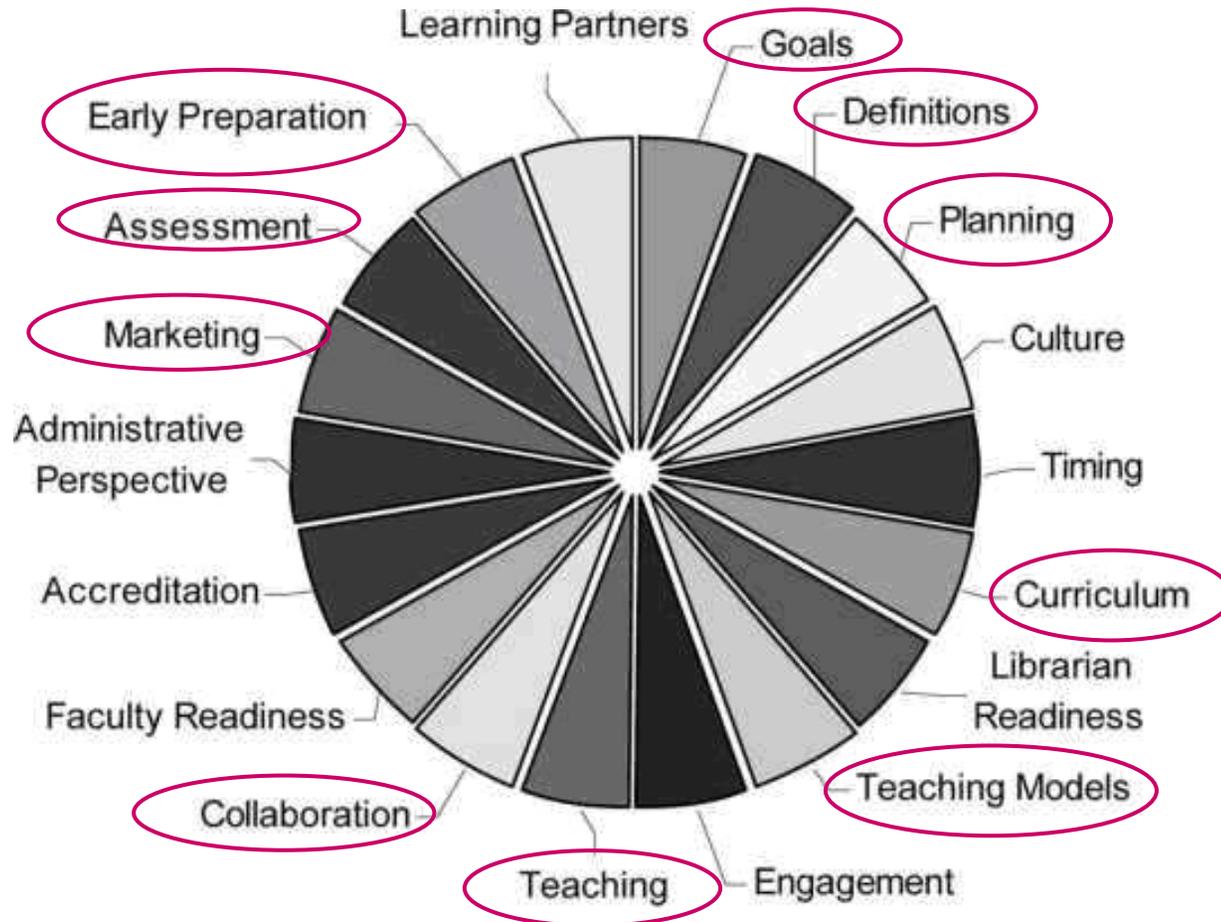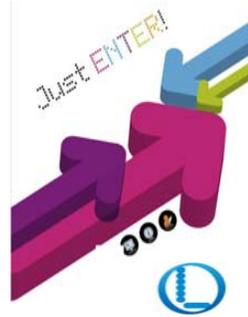
The instructional design model (a)

The instructional strategy model (b)