

# IFLA Information Literacy Section



## Quebec City Program



June, 2008

IFLA Information  
Literacy Section

By Agnes Colnot,  
Program Convener,  
IL Section.

During the joint IL/ARL joint open program at the IFLA General Conference in Quebec City next August, there will be a very rich panel of eight speakers from different regions and backgrounds that will deal with both practice and theory on the 2008 topic : Learners' Outcomes in Information Literacy.

Half of the selected papers will be treating assessment tools and measures in spe-

cific study cases located in Fiji and North American universities. To balance the regional approaches, two presentations will concern researches on assessment of IL programs at a comprehensive level (Belgium, Denmark).

**Program Theme**  
**Return on Investment: Learners' Outcomes in Information Literacy.**  
**Do they really learn?**

From Russia, a long-term study upon IL

level's diagnosis for different categories of learners from school to university will further research perspectives.

Finally the international study conducted by UNESCO Institute of Statistics with IFLA will specifically talk of IL indicators and the Information for All program, therefore what challenge this collaboration involves for libraries.

Program #134 will be held Wed. 13 August for 8.30-11:30 AM. Mark your calendars now!

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## InfoLit Logo Contest

Funded by UNESCO, the IL Section has conducted a contest seeking an international logo for Information Literacy. A link to contest guidelines are on [www.infolitglobal.info/](http://www.infolitglobal.info/) Web page.

All the entries are in

and the judges will be making their decisions by July 30. The winning design will be announced at the IFLA Conference in August.

The winner will receive \$3000 USD for the design and IFLA will develop a toolkit for users

to make the design accessible to all interested Information Literacy groups and projects.

A list of the international panel of judges is on page 5.

### Of Special Interest:

See back page for submission deadline for Jan. 2009 issue.

## Letter from the Chair, Sylvie Chevillotte

Dear colleagues and friends,

After weeks and months of discreet, continuous work; of virtual meetings through mails –when it works- or Internet, it's already time to get ready for our annual meeting, this year in Quebec. I'm very pleased and proud, as a French citizen, that WLIC annual conference takes place in a very old, French speaking country, the year of its 400<sup>th</sup> anniversary. Concerning Information Literacy, Canada has been one of the pioneers and is still very active on this worldwide important matter. The annual conference WILU (Workshops on Information Literacy Use) started back in the 70's and is always a very vivid and refreshing place to meet colleagues and exchange experiences and questions.

This is also, of course, what we try to do in IFLA: sharing, comparing, discussing, writing and translating guidelines, working in partnership with others. Here I want to thank Albert Boekhorst and F. W. Horton who are organizing a UNESCO TTT - Training The Trainers workshop in partnership with the IL section, August 8-9, in Laval University.

I also want to mention the Academic and Research Library Section with whom we organized the IL session this year, and my colleagues from the Education and Training and Continuing Professional Development and Workplace Learning Section with whom

we manage a session on e-learning for the second time this year. Joint-sessions, joint-projects; this is the best way to go on further.

Partnerships inside IFLA and outside IFLA are very important and we should all go on partnering with others, from the library field of course but also outside our world. Go meet and work with other institutions and professions! This is closely linked with the year's conference theme: "Libraries without borders: Navigating towards global understanding"

But first, let's enjoy this 74<sup>th</sup> IFLA conference, let's enjoy Quebec City and the warmth of our hosts!

Chers collègues et amis:

Après des semaines et des mois d'un travail continu et discret; de réunions virtuelles, à travers la messagerie- lorsqu'elle marche- ou Internet, voici déjà revenue le temps de se préparer à notre réunion annuelle, cette année au Québec. Je suis très fière et heureuse, en tant que française, que cette conférence se déroule cette année dans un vieux pays francophone. Le Canada a été l'un des pays pionniers dans le domaine de la maîtrise de l'information et est toujours très actif sur ce sujet mondialement important. Le congrès canadien WILU a commencé dans les années 70 et c'est toujours un lieu vivant et plein de ressources où rencontrer des collègues pour échanger expériences et questionnements.



Ceci est également ce que nous tentons de faire à l'IFLA : échanger, comparer, discuter, écrire et traduire des guides, travailler en partenariat avec d'autres. Je voudrais saluer et remercier A. Boekhorst et F.W. Horton qui organisent pour l'Unesco et en collaboration avec la section IL de l'IFLA 2 journées d'ateliers de formation de formateurs les 8 et 9 août, à l'Université Laval. Merci également à la section Bibliothèques Universitaires et de recherche, avec laquelle nous co-organisons à nouveau notre session de cette année. Et les sections Education et Formation et Formation continue avec lesquelles la section IL animera pour la seconde année consécutive une session sur la formation en ligne.

Partenariats au sein de l'IFLA, en dehors... Ceci me semble essentiel et nous devrions tous établir également des collaborations dans le domaine des bibliothèques mais également en dehors, avec d'autres types de professions et d'institutions. Ceci me semble en complète adéquation avec le thème retenu pour ce 74<sup>e</sup> congrès par nos hôtes québécois : « *"Bibliothèques sans frontières : naviguer vers une compréhension globale"* »

Mais surtout, je vous souhaite de profiter pleinement de ce 74<sup>e</sup> congrès, de la ville de Québec et de l'accueil de nos hôtes !

# International Colloquium in Lillie France, Oct 16-19, 2008

Our chair, Sylvie Chevillotte, proudly reports that a call for papers can be found at the address below for a new colloquium on education and the culture of information.

In

<http://ertecolloque.wordpress.com/>

France, an "educational technologies research team" formed in 2006 and funded by the French Ministry of education is currently conducting an interdisciplinary research program on "Information culture and information curricula."

Information literacy skills imply a social and cultural as well as a technological dimension. Indeed, the explosion of information resources, the increasing diversity of information content with varied levels of reliability, and the increasing variety of information supports and vectors of communication point up the need to develop, from pre-school to university and beyond, the skills for an efficient and critical appreciation and use of these new resources. The objective of such a critical pedagogy should be the fostering of the awareness and judgment necessary to construct knowledge and to manage information successfully in school-related activities as well as other social practices.

The primary objective of this program is to propose solutions for improving information literacy education in school and at university. The program has brought together several research laboratories and academic institutions, and the

project team includes researchers, library and documentation professionals, teacher training specialists, and school librarians, as well as school teachers and university faculty from all academic disciplines.

As those involved in the designing of appropriate information competency programs can attest, researchers and their collaborators are often confronted with several key notions (such as "information culture") that have yet to be clearly stabilised or defined. In order to address this particular difficulty, this colloquium will explore and discuss the fundamental notions and questions raised by our research project:

- How can we define an "information culture" which is constantly evolving?
- What are the social representations and competencies which come into play in formal and informal informational practices?
- Are these social representations a help or a hindrance to students in the learning process?
- What didactic and epistemological approaches can be applied to information literacy education?
- How do different educational systems (elsewhere in Europe, North and South America, Asia...) approach these issues?
- What information competency programs or strategies

have been introduced elsewhere and what are the current debates raised by the problem of information literacy or more broadly by an "information culture" in school or at university?

What are the potential advantages of, and limits to, an institutionalized information competency curriculum spanning from pre-school to university?

## Sessions / Workshops:

The colloquium will give the participants an opportunity to reflect on the following themes:

Workshop 1: Institutional, political, and educational aspects of information culture and comparative international approaches to these aspects.

Workshop 2: Uses, representations and social contexts of informational and documentation practices: "ordinary" vs "formal" informational practices.

Workshop 3: "Formatted" knowledge: implicit or hidden information aptitudes, their sources and modes of acquisition.

Workshop 4: Didactic approaches to information literacy education, and to information literacy-based educational practice.



## International InfoLit Conferences in Mexico and Finland Mexico

The Sixth International Information Literacy Conference will be held at the Universidad Autonoma de Ciudad Juarez, in Juarez, Mexico, **22-24 October 2008**. The theme will be:

**"Educational innovation and information literacy programs".**

Discussion will focus on theoretical foundations and educational methods, the sharing of experiences and successful models and methodologies related to Information Literacy. Contacts: Jose Maria Palacios /

jmpalaci@uacj.mx or Berenice Mears /bmears@uacj.mx.

<http://www.uacj.mx/dhi/>

NordINFOLIT's fifth international conference, **Creating Knowledge V** will be held in Turku/Åbo, Finland 20-22 August 2008. The theme will be:

**"Information behavior on the Internet - challenges for the libraries".**

The conference is organized by

Turku City Library, Turku University Library, Turku School of Economics, Library and Information Services, Turku University of Applied Sciences, the Library and Åbo Akademi University Library in co-operation with the Finnish National Network of Information Literacy and NordINFOLIT, the Nordic Forum for Information Literacy.

<http://congress.utu.fi/creatingknowledge2008/>

## UNESCO-IFAP Training the Trainers in IL Opportunities

**Applications for the UNESCO/IFAP TTT "Training the Trainers in Information Literacy Workshop" pre-conference event at IFLA in Quebec on 8-9 August have been extended to July 1, 2008.**

Please apply To: [Caroline Stern@ferris.edu](mailto:Caroline.Stern@ferris.edu).

**Applications are also being accepted until July 20, the for UNESCO/IFAP "TTT" workshop** hosted by the Institute of Information Studies of Tallinn University and National Library of Estonia. It will take place in Tallinn, Estonia, from **August 21-23, 2008**. The application form is available at:

<http://www.lib.ttu.ee/ttwshop/index.html>

Information Literacy Training the Trainers programs are

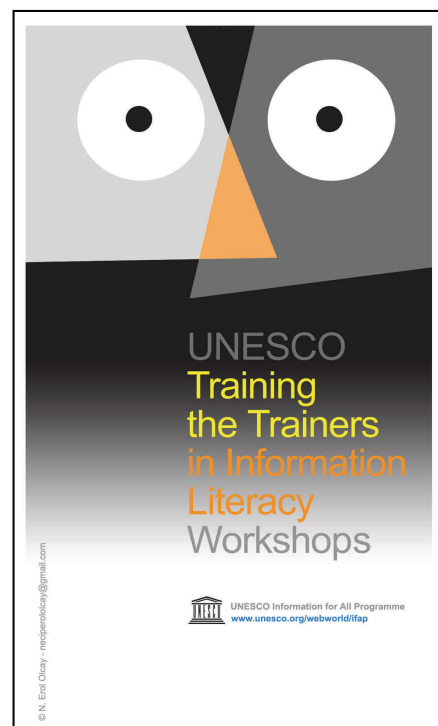
sponsored by UNESCO Information for All Programme (IFAP) which was established in 2000. According to the web site: "Through IFAP, Governments of the world have pledged to harness the new opportunities of the information age to create equitable societies through better access to information."

The project foresees to organize a series of 11 Training-the-Trainers workshops in information literacy, to be held from 2008 to 2009 in several institutions of higher education covering all regions of the world.

During the workshop in Quebec reports on Regional TTT workshops will be given Friday 8 August from 2:00-4:40 PM.

Woody Horton and Albert K. Boekhorst maintain a web site with pertinent links to all 11 programs:

[http://www.albertkb.nl/pageID\\_5366125.html](http://www.albertkb.nl/pageID_5366125.html)

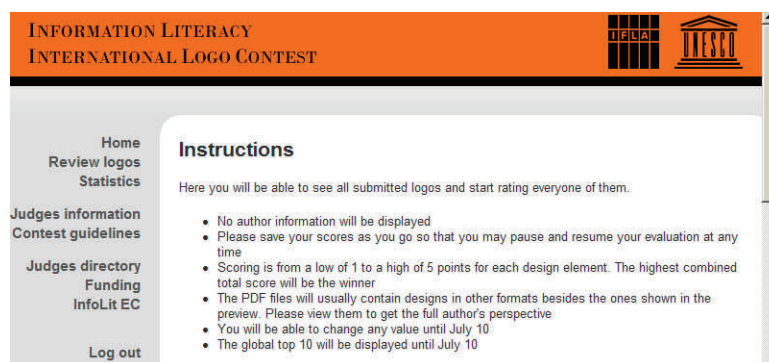




## International Panel of Logo Judges Selected

The judges have been selected and have begun their work of evaluating the logos that were submitted for our Information Literacy Logo contest. They will examine and evaluate all the designs submitted on a secure website developed by Jesus Lau and **Ulises Buendía** at Univisad Veracruzana. The judges are:

- Hilda T. Nassar, Ms ( MIDDLE EAST)
  - Judith Peacock (OCEANIA)Guadalupe Vega-Díaz, (LATIN AMERICA)
  - Helena R. Asamoah-Hassan (AFRICA)
  - Hilda T. Nassar, Ms ( MIDDLE EAST)
  - Judith Peacock (OCEANIA)
  - Lapapan Choovong, (SOUTH EAST ASIA)
  - Mark Szarko, (NORTH AMERICA)
  - Sheila Weber, (WESTERN EUROPE)
  - Zhang Xiaoling, (FAR EAST)
- Eugene Altovsky, (EASTERN EUROPE)
  - Guadalupe Vega-Díaz, (LATIN AMERICA)
  - Helena R. Asamoah-Hassan (AFRICA)



## NordINFOLIT Summer School

**NordINFOLIT** will offer a week of Summer School 16 – 20 June 2008.

The one week long course will start in the University of Bergen on the Norwegian west coast and go on in Ulvik deep into the fiord of Hardanger with it's great natural beauty. The theme will be "From practice to theory and from theory to practice," and with emphasis on the readiness for action among librarians in contact with their users. Focus will be on EBL - evidence based librarianship and discussions on what we do, why we do it and how we evaluate what we do. Lectures and group working will deal with the following themes:

- The role of the library and the librarian in knowledge and research activities from an ideological perspective
- The role of the librarian as instructor and educator in learning theories and KBL - knowledge based learning-perspective
- Different ways of evaluating the instruction and education in the library. What does evaluation tell us and for what can we use it

Check out Ulvik tourist information at:

<http://www.visitulvik.com/index.jsp?fid=10014&l>



Photograph is courtesy of the Ulvik Tourist Board.

# Teaching the Trainer Workshop in Jamaica

The University of the West Indies Department of Library and Information Studies and the University Library, Mona in collaboration with UNESCO's Information for All Programme (IFAP) hosted a 3 day workshop (30 May to 1 June) aimed at introducing librarians from the Caribbean region to techniques for developing information literacy skills and programmes.

This workshop was a regional component of the UNESCO Information Literacy Training the Trainers (TTT) Workshop Series, which includes twelve geographic regions. The Workshop Series has as its overall goal *"the training of a cadre of promising and qualified Information Literacy trainers in each of the major geographic regions so that they, in turn can educate other trainers in their respective regions and also begin educating directly the various ultimate benefici-*

[http://www.albertkb.nl/  
pageID\\_5366125.html](http://www.albertkb.nl/pageID_5366125.html)

*ary groups."*

There were 25 participants - library professionals from Jamaica and Trinidad and To-

bago, and the USA. They represented public library networks, school libraries, teachers colleges, university libraries, special libraries and other institutions such as the Jamaican Ministry of Education and the Office of the Utility Regulation. The participants received training on topics including an introduction to the concepts of information literacy, conceptualizing information needs, evaluation of information sources and experiences in the development of information literacy programmes, and the development of action plans for introducing information literacy programmes in their organizations.

The training sessions were delivered by Professor Fay Durrant, and Dr Cherrell Shelley Robinson of the UWI Dept of Library and Information Studies, Mrs Norma Amenu Kpodo, Mrs Verna George and Mrs Karlene Robinson of the UWI Main Library, Mona, Professor Forest Woody Horton, Project Leader, Mrs Barbie Keiser, Information Consultant and Mrs Vanessa Middleton of the American University, United Arab Emirates.

The well appointed Teleconferencing Room of the UWI Open Campus for Western Jamaica facilitated Internet access for the demonstration of

various online tools and social networking sites.

A key output of the Workshop was the action plans developed by working groups and individuals, to implement Information Literacy Programmes in their organizations. Participants identified the scope and content of their programmes in relation to the needs of the members of their organizations, the relevant standards and models, partnership with specialist organizations, expected outcomes, and evaluation of impact.

Mr. Isidro Fernandez-Aballi, UNESCO's Adviser of Communication and Information for the Caribbean, remarked on the high quality of the action plans presented by the participants and talked about the UNESCO Kingston Cluster Office experiences in establishing Information Literacy Clubs.

Prizes for the best presentations were awarded to, Jessica Lewis (Jamaica) and Gemma Lashley (Trinidad and Tobago) and Erica Davis and Cheryl Farquharson (Jamaica)

This workshop was a satellite activity of the XXXVIII Annual ACURIL Conference and is expected to result in the development of Information Literacy programmes in the participating institutions, and the establishment of Information Literacy Clubs.

## About the Author

Fay Durrant is a Professor in the Department of Library and Information Studies at the University of the West Indies, Mona, Kingston 7, JAMAICA



Participants are thoroughly engaged at this TTT program held at Montego Bay, Jamaica.

Photograph used with permission of Forest Woody Horton, Jr.

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## Developing information skills in First-Year Humanities Students: an Evolving Process

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By Alison Slocombe, University of Technology, Sydney, NSW, Australia.

UTS Library has been developing an IL program for Humanities & Social Sciences over several years, building on the earlier *Developing the Information Literate Person: the UTS Framework*, which was launched in 2004. The current program began in 2004, when first year undergraduate students taking a core subject (*Power & Change in Australia*) were given an assignment that was due in Week 2 of their first semester. The assignment required them to compile an annotated bibliography containing 5 items and write a 500 word book review. For the annotated bibliography, one item must be a "book not a collection", one must be from an academic journal, and one must be a URL.

Librarians at the Research Help Desk were inundated by students coming individually or in two or threes asking for help. The students had no idea how to begin their assignment: some did not know what an annotated bibliography was, what "book not a collection" meant, or what an academic journal was.

Consequently, Library staff members contacted the faculty and worked with academic staff to develop an information literacy program for the following year that would help students to complete the assignment.

In 2005, the Library delivered an IL program consisting of 42 hours of face-to-face teaching (21 x 2-hour classes), involving six librarians and reaching 515 students. Feedback from academics indicated an improvement over the previous year's student assignments, including referencing and the quality of items selected for the bibliography. The results were pleasing, but the level of staff time involved meant that the program was unsustainable.

The program was reviewed for 2006 to take some of the teaching load off library staff while still communicating relevant information skills. An online library quiz was developed and delivered via UTSONline (the UTS iteration of BlackBoard) in the *Power & Change in Australia* subject. Students had to complete the quiz (worth 5% of their mark for the subject), and must achieve a score of 80% or more to pass. If they did not pass, they were required to register for a library class and then take the quiz again. There were 12 classes run, reaching 240 students, and involving only two library staff. The benefit of this method of delivery was that students realised there were 'holes' in their knowledge – some came to a class even though they passed the quiz in the first instance. The problem was that there was no way of knowing ahead of time how many students would need support and how many classes would be necessary.

For 2007, information skills modules were developed in UTSONline. These modules contained "bite-sized" chunks of information that students could work through at their own pace. They could then take the library quiz as many times as they liked. Face-to-face classes were still offered as support. By this stage, the demand on library staff had fallen dramatically, but now a new problem emerged: by allowing students to take the test many times, it appeared that they were really only learning to take the test and were not applying IL principles across other subjects.

This year, 2008, the online modules have been further refined, and practice quizzes developed with Captivate software were introduced at the end of major modules. Students can still take the library quiz as many times as they like, but the questions are now drawn at random from a larger pool of questions, the questions change each time the quiz is taken, and the multiple-choice answers are ordered randomly each time. This method of delivery has not yet been evaluated, but be assured that feedback will be incorporated into the version for 2009!

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### About the Author

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Alison Slocombe is an Information Services Librarian at the University of Technology, at the City Campus in Sydney NSW, Australia



# How the Librarian Changed Her Spots

**Editor's Note:** After years of trying to reach physics students through traditional library channels, this librarian left her comfort zone and joined the **American Association of Physics Teachers (AAPT)**. Her presentations at their semi-annual meetings are making a real difference to students and faculty. Here is Patricia Viele's first-person account.—LJG

After the 2001 ALA meeting in San Francisco, I decided to re-evaluate my attempts to take information fluency skills to physicists by joining AAPT and attended my first meeting in January 2002 in Philadelphia. There I discovered that any member can have 15 minutes to talk on whatever topic they desire. At my first meeting, I also gave my first presentation, "Surviving the Information Age". The AAPT meetings are small enough (1,000) that one has plenty of opportunity for informal chats with other attendees. At every opportunity, I spoke about my mission to anyone who would listen. I was encouraged by the number of people who did listen and shared similar concerns with me.

Since 2002, I have presented at every meeting. AAPT has two meeting per year, one in January and one in July or August. By the summer of 2003, I had gained enough confidence to offer a tutorial, "Mining the Internet," which I now repeat annually. The content changes each time I give it as the Internet is a moving target. I gained enough confidence to offer a tutorial, "Mining the Internet," which I now repeat annually. The content changes each time I give it as the Internet is a moving target.

Growing braver every meeting, I arranged a panel discussion "Looking for Information in All the Right Places" for the summer meeting, 2004, with Ilene Rockman who spoke on "Strategies for Integrating Information Literacy into the Curriculum". As a result of the success of this program at AAPT, one of my own physics faculty invited me to talk with his class back at Cornell.

By 2006 interest had grown in my topic and I was able to form another panel with other science librarians to discuss "Information Fluency and Physics Curriculum." I was joined by Bonnie Osif from Penn State and Jean-Francois Van Huele from Brigham Young University who were both doing similar IL outreach at their institutions. We added Adriana Popescu of Princeton to the panel in 2008 spoke on "Seizing Opportunities for Library Instruction Beyond the Physics Classroom" and my emphasis was on "Information Fluency for Graduate Students."

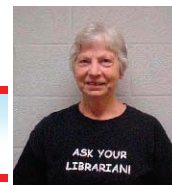
To facilitate my efforts to reach both librarians and physics faculty, I have a blog, Physics Information Fluency. You will find more information about my efforts in my blog: <http://physicsinformationfluency.blogspot.com/> At the same time that I was presenting my ideas at AAPT meetings, I was also infiltrating the governing body and was appointed to the Committee on Graduate Education in Physics. I immediately became involved in a joint APS and AAPT task force to study graduate curriculum in physics. I immediately became involved in a joint APS and AAPT task force to study

graduate curriculum in physics. Information fluency was integrated into the report and these recommendations were influential in the establishment of an information fluency class for physics graduate students at the University of Buffalo, designed by librarian A. Ben Wagner. The class has been running several years now and has proved to be popular. As a follow-up to the study, APS and AAPT arranged a special meeting, "Graduate Education in Physics: Which Way Forward." I attended and gave a poster session. For more details, see: <http://www.aps.org/programs/education/conference.cfm>.

By joining AAPT and getting to know many physics faculty, I believe that I have a much better grasp of ways to integrate information fluency into physics curriculum. I enjoy these activities very much and encourage others to reach out to communities beyond the library.

What does my title mean? I have changed my own "spots" by mixing with a different community. Being active in AAPT has forced me to be more outgoing and gregarious than I have been in the past. Also, I carefully pick the "spots" where I appear. AAPT is different from SLA and the physics department colloquium is very different from the library! By spending time with both physicists and librarians, I hope to build a bridge between the two groups.

## About the Author



Patricia T. Viele, is the Physics & Astronomy Librarian at the Edna McConnell Clark Physical Sciences Library Clark Hall Cornell University Ithaca, NY.



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## Online Information Literacy Course

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When my library director asked me if I would develop a 1-credit online information literacy course, I was thrilled. The administration was completely supportive of the effort, so I had none of the jumping-through-hoops to get it approved like I'd heard from fellow librarians at other institutions.

The course was specifically targeted to those who are new to college or returning after a long time; in other words, freshman who think they learned it all in high school but really didn't and adult learners who are nervous about using technology. Although I preferred that it be all semester long, I agreed to run the course in just five weeks. The course was listed in the traditional undergraduate course schedule as well as being marketed as a credit or non-credit workshop for our "lifelong learners". I came up with a fun, catchy name for the course, but I ended up settling on "Information Research Methods" due to length restrictions.

Next, I dove head-first into course development. Luckily there are many generous librarians out there in cyberspace who have shared information about their own information literacy courses. I was able to view numerous syllabi and lecture notes for ideas in addition to ones I already had brewing. The thing I was most excited about was the prospect of linking from my lecture notes to online tutorials. I had already created various tutori-

als for our Web site using Adobe Captivate. This was my chance, however, to use them on a captive audience! I also created several new tutorials (which I was later able to modify and post to our Web site). Although there were some technical inconveniences involved in loading and linking the tutorials in our course management system, WebCT, they ended up working beautifully. Students were able to read a lecture and then view a tutorial that demonstrated what they learned before completing the homework assignment.

The course went smoothly during the Fall 2007 semester. Granted, I only had five students sign up, but I was pleased to be able to offer the course to any takers! The fol-

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**"To catch the reader's attention, place an interesting sentence or quote from the story here."**

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lowing are some of my thoughts after the first time teaching it:

- I would prefer the course were 2-3 credits to adequately cover everything and (hopefully) increase enrollment. I knew the amount of homework was rigorous but was reluctant to leave anything out.
- I assumed that the students would be as enthusiastic as me about my lectures and tutorials. At times, however, it

seemed that they hadn't done any reading or online viewing! Thankfully, those times were outnumbered by rewarding moments in which I could almost see light bulbs clicking on in their heads. In the future, I would like to introduce more interactive tutorials to increase active learning and interest.

- I realize now that students expect their online teachers to be available at all times, so keeping up with emails and feedback was time consuming and would increase dramatically with higher enrollment.
- Finally, although I marketed the course in the course schedule, by email, and with flyers, I need to come up with innovative ways to increase enrollment.

Although the course was cancelled for Spring 2008 due to low enrollment, I am currently preparing another offering for Summer 2008 using our new course management system, Angel. I have my fingers crossed that I will have another opportunity to teach the increasingly important skill of information research!

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### About the Author

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Carol Howe is a reference and instructional librarian at Immaculata University in Immaculata Pennsylvania, USA, where she has been for three years. She graduated from Drexel University with a Master's degree in Information and Library Science in 2005.

## New Information Literacy Journal



A new journal of information literacy is under development and will launch its first issue in November, 2008.

The *Nordic Journal of Information Literacy in Higher Education* (NORIL) invites article authors and book reviewers who can contribute to a better understanding of the relationship between research-based knowledge and learning processes in Higher Education, and teaching practices within the field of information literacy. NORIL is a peer-reviewed open access journal. The first issue of the journal will be published in November 2008.

### Call for papers

Nordic Journal of Information Literacy in Higher Education is now open for submissions of articles and book reviews for the first issue.

Please submit your contribution within the **1st of September 2008**.

Contributions are accepted in Swedish, Danish, Norwegian or English.

Nordic Journal of Information Literacy in Higher Education aims at:

- Encouraging research-based development of information literacy teaching within the educational programmes of universities and higher education colleges
- Establishing a forum for the investigation and discussion of connections between information literacy and general learning processes within subject-specific contexts
- Encouraging to increased collaboration between library and faculty
- Contributing to the development of a body of knowledge on the topic of learning and teaching in the library context
- Disseminating developments within the area of library pedagogy
- Inspiring debate in the field

[https://noril.uib.no/noril\\_en.html](https://noril.uib.no/noril_en.html)

Nordic Journal of Information Literacy in Higher Education



BIBLIOTEKPEDAGOGIKK FOR HØYERE UTDANNING

# Information Literacy Using Sakai Tools

By Jezmynne Westcott, Harvey Mudd College, Claremont, CA.

Sakai is an open source learning management system academic institutions use to manage content for courses, integrate online learning into traditional courses, and offer all online classes to students. Sakai's ability to create open, joinable project sites is an opportunity for librarians to integrate information literacy instruction into an environment familiar to students and faculty.

Many of the tools available in Sakai deliver information literacy skills to users. The Glossary tool enables librarians to define tricky jargon and explain tools. Tests and Quizzes and the Polls tool enable assessment of current knowledge, both pre and post library instruction sessions, and are useful for illustrating questions students should ask when assessing tools and materials. The Resources tool shares uploaded content from handouts, database guides, video files, audio files, and more. Resources can be made publicly available either by item or by an entire folder, allowing users not logged into Sakai to view the content from a web link (say, a snipped URL sent over IM or in an email). Sakai also has the ability to allow users to copy content from open project sites to course sites. Librarians create content in Resources and faculty can place those items directly into a course site. users answer questions to help them assess the value of the tool. Step three would lead users through searching for informa-

The Assignments tool lets librarians structure step-by-step procedures for research. For example, step one would be to identify the topic, outline appropriate brainstorming activities, like what questions you want answered by re-searching, what information you want to learn more about, and how to create an effective keyword term list. Step two would lead users through identifying tools relevant to their topic by pointing to different kinds of tools and having users answer questions to help them assess the value of the tool. Step three would lead users through searching for information in chosen tools, and step four can illustrate the kinds of questions to ask of resources in order for users to determine if the resource best fit their needs.

Assignments and drop box create the ability for pre and post library instruction session assessment. In trials here, faculty and I have successfully implemented our "Three Step Library Assignment."

In step one, students choose their topic, and search as they normally would, keeping a log of their search activity, such as the place they searched (Google, indexing tool, Wikipedia) and keywords used. They search in step one for a specific amount of time from 15 minutes to 1 hour. Students write a 5-minute free writing assignment identifying how they felt about searching during the logging process. The log and free writing assign-

Step two of the assignment involves the librarian reading and noting where the students are in their searching in order to craft a specific library instruction session around the student's actions. Step three is to repeat the search process, using strategies and tools discovered in the library assignment, again logging for a specific amount of time. Included in step three is a writing assignment comparing the searching in step one with the searching in step three. These, too, are uploaded to the drop box and the librarian and faculty member assess the success of the session and identify anything requiring follow up.

Finally, faculty can add librarians as contributing instructors to course sites, involving the librarian in discussion and chat forums, as well as enabling the librarian to create course specific content highlighting information literacy skills and library materials.

Screen shots of Sakai can be seen at <http://tinyurl.com/5pn4da>

## About the Author

Jezmynne Westcott, is Science Librarian at Sprague Library, Harvey Mudd College, in Claremont, CA. Her subject specialties include astronomy, computer science, engineering, physics, math, meteorology, oceanography, and geography. In addition to her expertise in science and history, Jezmynne is an excellent storyteller who is always looking for an opportunity to weave a tale. [a tale](#).

For more information about Sakai, contact Jezmynne Westcott at [jez@hmc.edu](mailto:jez@hmc.edu)

# Russian and American InfoLit Librarians Connect

By Irina Holden, University at Albany, State University of New York.

Information literacy is bringing people together across the borders. I apologize if that sounds like a commonplace but it is the best way I can find to describe the impression I was left with after a recent experience. In fall of 2007, I was invited to speak at a videoconference before a group of Russian librarians from Yekaterinburg, Russian Federation. After going through the necessary organizational procedures, the videoconference finally took place on April 28, 2008. Here is the story.

The University at Albany libraries are multicultural places where library faculty, staff, and students speak many different languages, such as Russian, Ukrainian, Polish, Chinese, Korean, Spanish, and Hebrew. As an Information Literacy instructor at the University's Science Library, and a native of Ukraine, I was asked some time ago to translate our library iTour into Russian. However, since I went to library school here in the United States, and learned library terminology in English, I found that I needed to expand my knowledge of Russian library terms in order to translate the iTour.

The Internet was a great help in this endeavor; I found several good online resources, including a Russian translation of Guidelines on Information Literacy for Lifelong Learning by Jesús Lau, the Chair of Information Literacy/ IFLA in 2006. I also had the good fortune to locate a very young and progressive academic librarian from Yekaterinburg in the Russia Federation, Katerina Martjyanova, who works at Ural State University. Katerina has a library blog, The Library Bat, which is posted in both Russian and English. The initiated contact by e-mail, and before long the two of us were corresponding regularly. Eventually, Katerina suggested we arrange a videoconference between the libraries of our respective academic institutions. The conference was sponsored by the Consulate General of the United States in Yekaterinburg.

One week after the conference was held, I am pleased to report that it was a great success. The attendees – approximately 25 academic librarians working in the vicinity of Yekaterinburg – were warm and collegial, and listened with great interest to my presentation on our Information Literacy program at the University at Albany. In the second part of our hour-long meeting, we held a Q&A session, during which we realized that we share many of the same challenges, interests and plans for the future.

For example, I learned that, like so many academic librarians in the United States, our colleagues in the Russian Federation are also grappling with the challenges of distance learning, the diminished use of printed resources in university libraries and the co-occurring move to electronic resources, questions of copyright and intellectual property, and issues of academic integrity. We also discussed different levels of student preparedness in the information literacy classroom, and the necessity of the IL instructor's using an individual approach with each student. Building relationships with teaching faculty was another common topic of interest. We also shared the joy of being librarians, a profession which we all agreed contributes a great deal to the education of the younger generation in both our countries.

I was happy to have the collaboration of one of my colleagues from our University Libraries, Daryl Bullis, at this conference. Daryl, who holds degrees in both Russian and library science, teaches Information literacy and is a bibliographer for Slavic and Eastern-European languages. His input on this project was invaluable.

(See Russian continued on page 14)



# Information Literacy Report from India

By Dr. C.R. Karisiddappa and  
Dr. Iqbalahmad U. Rajgoli

UNESCO has been very kind in providing financial support in organizing the workshops and playing a pivotal role in information literacy movement in India. Following are the few efforts made in India with the support of UNESCO.

✦ IFLA-ALP in association with Punjabi University, Patiala organized an international workshop to promote information literacy in South and South East Asia during 3-7 Oct.2005 and was sponsored by both IFLA-ALP and UNESCO. The theme of the workshop was:

*"Empowering 8 – Applying a problem-solving model in South and South East Asia to promote information literacy".* Around 65 delegates from Bangladesh, India, Malaysia, Nepal, Pakistan, Singapore, Sri Lanka and Thailand participated in the workshop. This was the first time information literacy was discussed at international level in India.

✦ The Society for the Advancement of Library and Information Science (SALIS) and UNESCO launched a six-month project entitled *"Interactive E-Learning Portal on Information Literacy Competency Skills for South Asia"* at Chennai during 6-10 November 2006. The aim of the project is to raise the awareness and enhance information literacy competency skills of laymen as well as information professionals and educators.

✦ The Kerala Library Association and UNESCO organised a *"sensitization workshop on information literacy"* on 23<sup>rd</sup> January 2007 at Trivandrum, Kerala. The workshop was attended by 116 library professionals from different parts of Kerala State.

Indian Association of Special Libraries and Information Centres (IASLIC) in association with UNESCO conducted a workshop on *"information literacy competency development for special educators and library professionals"* in Kolkata during July 30 – August 03, 2007.

These workshops are the landmark efforts in the promotion of information literacy in South Asia in general and India in particular.

These efforts made by the library associations in India in promoting information literacy are worth mentioning and deserve all the support and encouragement. The need of the hour is the implementation of information literacy right from schooling to higher level of learning, which calls for the revamping of education system in India.

## About the Authors

Dr. Dr. C.R. Karisiddappa is a UGC Emeritus Fellow at the Department of Library and Information Science at the Karnatak University, Dharwad in Karnataka, India. Dr. Iqbalahmad U. Rajgoli is the Scientific Assistant, Library, ISRO HQ., Department of Space, Antariksh Bhavan, Bangalore, Karnataka, India.



Prof. C R Karisiddappa delivering the lecture at Kalpataru Institute of Technology (Tumkur, Karnataka) on the occasion of State level one day one day workshop on *"Information Literacy for Engineering College Teachers"* on Aug. 2007.



(Above left) Prof. C R Karisiddappa, Prof. S Ramachandran (Vice-Chancellor) and Prof. Amudhavalli at the inaugural function of National seminar on *"Information Literacy and Higher Education"* organized by the Department of Information Science, University of Madras during 29-30 January 2007.



Linda J. Goff, Editor  
California State University,  
Sacramento, CA USA

Phone: 1-916-278-5981  
Fax: 1-916-278-5661  
E-mail: ljgoff@csus.edu

I'm new to this newsletter editorship business and the January issue and this June one may not be what you expected from the IFLA Information Literacy Section.

Looking back over previous issues, they contained information on strategic planning, agendas for conferences, reports on Opening Sessions and IFLA policy as well as news items.

I've departed from that model to include first-person articles from individual librarians in this issue. Please let me know what

you think of this and let me know what kind of things you would like to read in the next issue.

**The deadline for submission for the January issue is December 1st.**

Submissions should be between 400-600 words and emailed as MS Word documents attachments with any accompanying photographs as jpg files to:

Linda J. Goff, ljgoff@csus.edu

***This newsletter will  
be as good as the  
news you send!***

(Russian—continued from page 12)

The videoconference provided an excellent venue for getting to know colleagues from another part of the world, and being able to talk and share our thoughts and ideas, notwithstanding the ten hours time difference and thousands of miles that divide us.

### About the Author

Irina Holden is Outreach/Instructional Services librarian at the Science library at the University at Albany, State University of New York. She is teaching Information Literacy in the Sciences; this is her second year on the tenure track.



## Information Section Officers

### Chair/Treasurer:

Ms Sylvie Chevillotte  
Head Librarian  
ENSSIB  
17-21 Bd du 11 Novembre  
1918  
69623 VILLEURBANNE  
France  
Tel. +(33)(4)72444318  
Fax +(33)(4)72444344  
E-mail: sylvie.chevillotte

### Secretary:

Antonio Calderón Rehecho  
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Pabellón de Gobierno  
c/ Isaac Peral S/N  
28040 MADRID, Spain  
Tel. +(34)(91)3946976  
Fax (34)(91)3946926

E-mail: acal-  
deron@buc.ucm.es

### Information Coordinator:

Albert K. Boekhorst  
Information Scientist  
Amsterdam University  
(Netherlands), Mediastudies  
University of Pretoria (South  
Africa), dept. Information  
Science  
Tallinn University (Estonia),  
dept. Information Studies  
Caixa Postal nr 008  
Jacuma - Conde, PB  
CEP 58.322.000 Brasil  
Fax +(31)842215572  
E-mail: boekhorst@uva.nl

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