

Staff Development of Academic Librarians to Improve Information Literacy Education in the Digital Age

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Introduction

Key ability in the digital age

Information literacy^[1] education by academic librarians

North America

Japan

Instruction Librarians

Students

Librarians

Expected new roles of librarians
In higher education reform

- Learning support for active learner
- Direct involvement in education . . .

ACRL Standards for Proficiencies^[2]

- Instructional design skills
- Teaching skills

Proficiencies?

Staff development program
not organized systematically

Aim of this study:

Developing systematic and effective educational programs for librarians to improve skills related to information literacy Instruction in the digital age

Program Outline and Evaluation

Developing

a pilot program

- Covers two categories of ACRL's proficiencies: instructional design skills and teaching skills

Librarians

Collaborated

Specialists

- Learning Sciences
- Instructional Design

Give instructions and feedbacks

	Required Time	Learning Objectives	Events	
Part I	Half a day	Recognize the positive effect of learner-centered approaches.	1st Session	An introductory lecture on learning sciences
				An activity on a collaborative learning strategy known as the "jigsaw technique"
		Point out which theory or model of instructional design is applicable to improve information literacy education.	2nd Session	An introductory lecture on instructional design with references for learning about each theory and model more deeply

preparation period for Part II participants (one or two months)

Online communication

Part II	Half a day	Point out which theory or model of instructional design is applicable to improve information literacy education.	A workshop – practical proposals made by participants to improve their own situation utilizing what they have learned	
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Implementing

Evaluating

Part I

- November 2014
- At the Kyushu University Library
- Participants : 41 librarians, both from the university and from outside

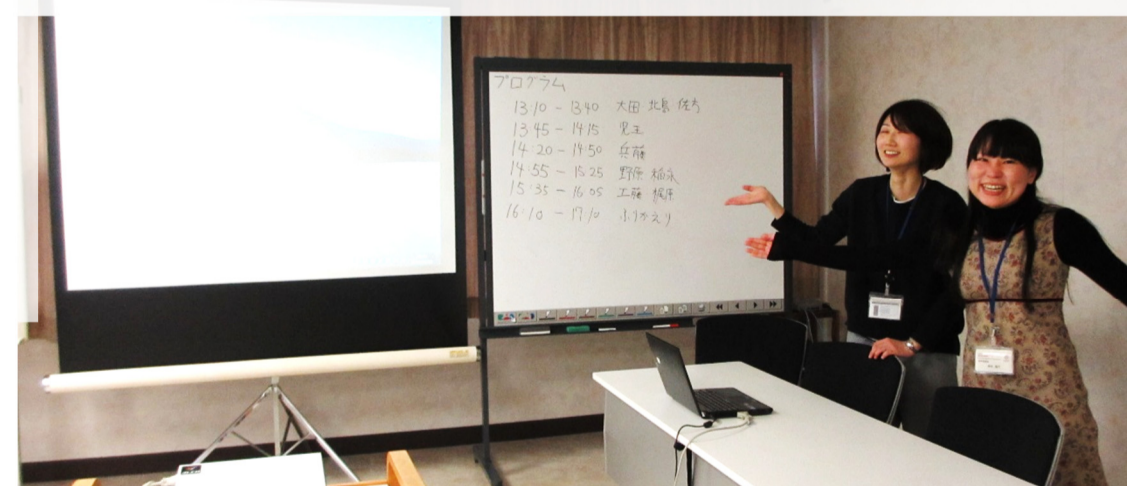
Part II

- January 2015
- At the Kyushu University Library
- Participants : 9 librarians from the university

Activity of "jigsaw technique" at Part I



Proposal making at Part II



Questionnaire survey after each part

Part I -- Response rates: 75.6%

- 97% answered that what they had learned from the 1st session was useful for improving educational activities at their own institution while 58% responded that the 2nd session was useful.
- 16% made a positive comment on experiencing the practical activity of collaborative learning in the 1st session.
- For the 2nd session, there were comments indicating the difficulty of connecting theory with practice.

Part II – Response rates: 100%

- 56% strongly agreed and 44% agreed that they would review their proposal further and would implement it in their actual situation.

Findings and Future Developments

Findings:

- Academic librarians want to acquire basic knowledge of learning science and instructional design.
- Lectures about theory alone are insufficient, but the combination of theory with practical workshops is effective for promoting the integration of participants' knowledge.
- Some practical examples support understanding of the theory.

Future Developments:

- Improving the evaluation strategy
- Develop an e-learning program of lecture videos combined with workshops

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References.

1. ACRL: Framework for Information Literacy for Higher Education (2015) <http://www.ala.org/acrl/standards/ilframework>
2. ACRL: Standards for Proficiencies for Instruction Librarians and Coordinators (2007) <http://www.ala.org/acrl/standards/profstandards>