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

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Specialists

Part

Introduction

Information literacy education by academic librarians

ACRL Standards for Proficiencies

- Instructional design skills
- Teaching skills . . .

Key ability in the digital age

North America Japan

Expected new roles of librarians in higher education reform

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

Program Outline and Evaluation

Aim of this study:
Developing systematic and effective educational programs for librarians to improve skills related to information literacy instruction in the digital age

Required Time Learning Objectives Events
Part I Half day Recognize the positive effect of learner-centered approaches. 1st Session An introductory lecture on learning sciences

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)

Part II Half 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

Developing a pilot program

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

Give instructions and feedbacks

Implementing

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

Evaluating

Activity of “jigsaw technique” at Part I

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.