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

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

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Introduction

Information literacy education by academic librarians

ACRL Standards for Proficiencies

- Instructional design skills
- Teaching skills

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

<table>
<thead>
<tr>
<th>Required Time</th>
<th>Learning Objectives</th>
<th>Events</th>
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<tbody>
<tr>
<td>Part I</td>
<td>Half a day</td>
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<tr>
<td></td>
<td>Recognize the positive effect of learner-centered approaches.</td>
<td>1st Session</td>
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<td></td>
<td>Point out which theory or model of instructional design is applicable to improve information literacy education.</td>
<td>2nd Session</td>
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<tr>
<td>Part II</td>
<td>Half a day</td>
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<td>Point out which theory or model of instructional design is applicable to improve information literacy education.</td>
<td>A workshop – practical proposals made by participants to improve their own situation utilizing what they have learned</td>
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Implementing

<table>
<thead>
<tr>
<th>Part I</th>
<th>November 2014</th>
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<tr>
<td></td>
<td>At the Kyushu Library</td>
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<td></td>
<td>Participants: 41 librarians, both from the university and from outside</td>
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<td>Part II</td>
<td>January 2015</td>
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<td></td>
<td>At the Kyushu Library</td>
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<td>Participants: 9 librarians from the university</td>
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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.