

Empowering students through information literacy

Cross-institutional collaboration between library and faculty and between two Scandinavian university libraries

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Aim of presentation

- Empowerment
- The role of library
- Virtual tools from UBL and AUL

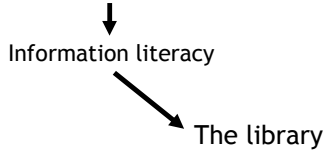
Focus on collaboration and the need for a shared discourse

Empowerment - a learning situation

- Harvey (2004) defines empowerment as the development of knowledge, skills and abilities in the learner to enable them to control and develop their own learning.

Empowerment and the library

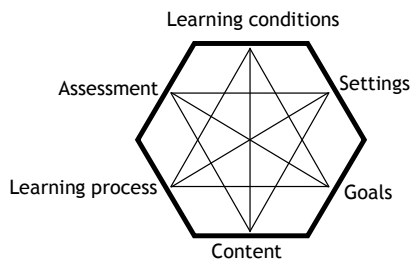
- ...empowerment can be defined as 'providing users with the necessary skills to find and exploit information that they need for work, study and leisure' (Hewer, 1999).

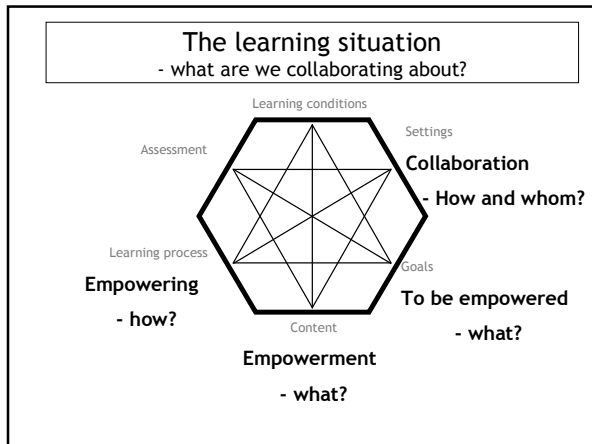


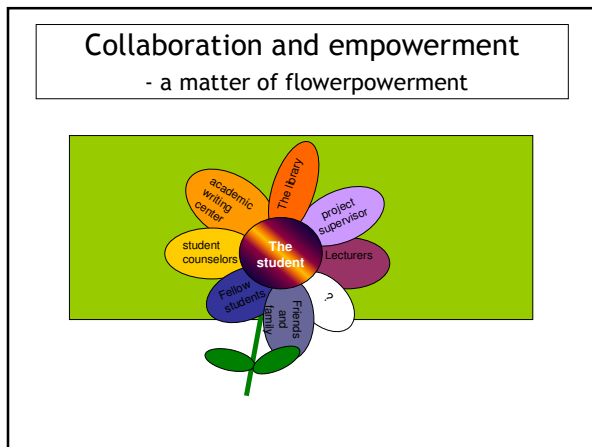
The empowered student

- academically skilled
- methodologically competent
- team worker
- creative
- information literate

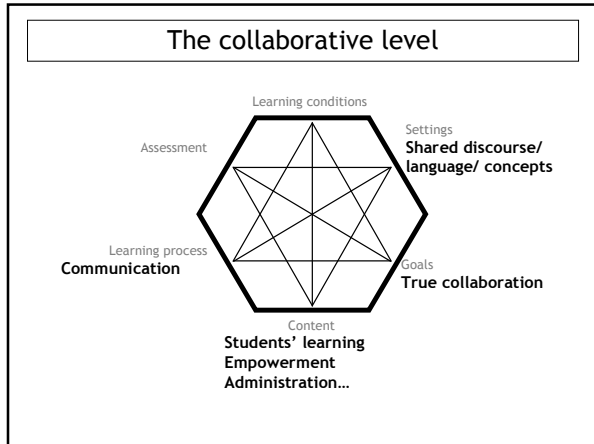
The learning situation







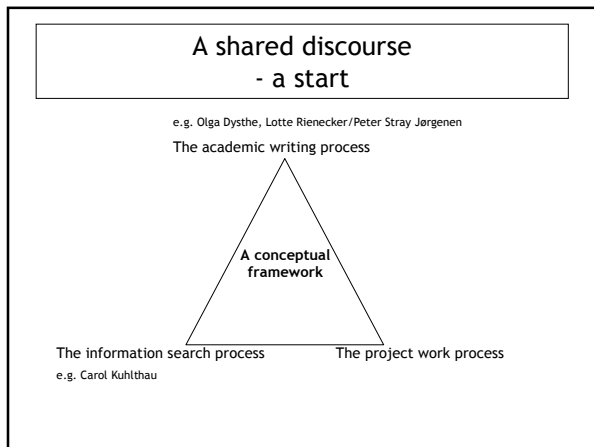
- True collaboration**
- Shared learning goals
 - Shared pedagogical understanding
 - Shared strategy
 - Shared understanding of content of empowerment
 - Shared understanding of who takes care of what
 - Shared understanding of the students learning context.



Shared discourse

Information literacy?

- Does the educational world understand the concept?



Writing and information search process

Topic selection and brainstorming/rough drafts	Broad literature search and reading	Preliminary problem definition	Targeted literature search Reading and writing Final problem definition	Feedback on draft and Revision Arranging and revising	Examination
Task initiation/Topic selection	Prefocus exploration	Focus formulation	Information collection	Search closure	Examination

2 examples building on a shared discourse

- Søk & Skriv – Search and Write
– UBL
- Learning Objects Web
– AUL

Search and Write

<http://pingvin.hib.no/webprosjekter/sokogskriv/index.html>



Learning Objects Web

<http://www.learningobjectsweb.dk/>

Learning Object web See all the phases >>

Project start	Study objects	Our objects
Your situation	<input type="checkbox"/>	<input type="checkbox"/>
What can we do?	<input type="checkbox"/>	<input type="checkbox"/>
Resources	<input type="checkbox"/>	<input type="checkbox"/>
Show me how	<input type="checkbox"/>	<input type="checkbox"/>
Process notes	<input type="checkbox"/>	<input type="checkbox"/>
Tasks	<input type="checkbox"/>	<input type="checkbox"/>

Study objects - your situation
 There are 3 learning objects
 SWIM - video Project initiation
 Speak for module 1
 counsellors remarks - speak

Deadline 20/3 EdB >>

creative idea development
creative pre-focus exploration

critical focusing
critical, analytical research

conclusion, broader perspective

Writing and information search process

Terms from Rienecker/Stray Jørgensen and Dysthe	Topic selection and brainstorming/rough drafts	Broad literature search and reading	Preliminary problem definition	Targeted literature search Reading and writing Final problem definition	Feedback on draft and Revision Arranging and revising	Examination
Terms from Kuhlthau	Task initiation/Topic selection	Prefocus exploration	Focus formulation	Information collection	Search closure	
Terms from Search&Write/SWIM	Project start	Orientation	Focusing	Elaboration	Putting into perspective	
Terms from Learning Objects Web	creative idea development	creative pre-focus exploration	critical focusing	critical, analytical research	conclusion, broader perspective	

Search&Write - Learning Objects Web

Pedagogical reflections

Learning conditions

Assessment

Settings
Stand alone
Blended learning

Goals

Learning process

Reflection over experience
The student's situation
Motivating personal engagement
Constructivist way of learning

Content

The information search process
- Kuhlthau
The academic writing proces
- Rienecker/Stray Jørgensen and Dysthe

Some final questions

- How can library staff act to create a new learning situation?
 - where the library services become part of the learning environment
 - where the library provides contextualised counselling in a student empowerment support network
- How can we fulfill the goal in the flowerpowerment model?

Conclusion

- By developing the empowering institutions into an academic support network
- and
- Using a shared discourse as the gateway.

Thank you

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