PhD Seminar II.  
An Intracurricular (Embedded) Model of Information Literacy Approach at the Academic Level in the Field of Law

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Introduction

- Information literacy programs at universities all over the world record the big swing, however there are few examples of formal programs that have found their place in routine practice at academic institutions on Croatian universities.

- In the field of law formal IL programs are few (actually one).

Example

At the Faculty of Law University of Zagreb information literacy programme of doctoral students is realized through formal collaboration of librarians and faculty staffs.
Introduction
Case study Faculty of Law University of Rijeka

- At the Faculty of Law University of Rijeka, Information literacy programmes for students are realized mostly through informal, nonsystematic IL program through friendly cooperation of librarians and faculty staff.

Example
Library offers a workshops, training for students in all years of studying, individual consultations about library services (in physical space and e-services), legal databases, how to cite, evaluate the sources, etc.
Introduction
Case study Faculty of Law University of Rijeka

Main problem
- Because of nonsystematic conducting of the information literacy programmes, students in all years of studying have different levels of basic information competencies as well as information skills needed in the field of law.

- This is why some of them do not know how to use library services (in physical space and e-services), but also do not know the IL skills in the field law. Others are familiar with IL skills in the field of law, however do not know how to evaluate and cite sources.
Introduction
Case study Faculty of Law University of Rijeka

Environment around the main problem:
● Awareness of importance of IL of part of the teaching staff, as well as the problem of their understanding of the concept of IL in the field of law.

● Although teaching staff requires from each law student, a future lawyer, in particular the application and knowledge of legal skills, some of them do not consider important to develop Legal Information Literacy Skills.

● Awareness of importance of IL of institutions management, as well as the problem of their understanding of the concept of IL.
Information literacy at the academic level

- Development of IL in the academic libraries occurred in the last twenty years, along with the emergence of the Bologna Process, with emphasis on the educational role of librarians.

- Given the need to upgrading student existing knowledge and to solve the problem situation that is associated with the material they need to develop critical thinking (Constructivist theory, Bruner, 1996).
Information literacy at the academic level

The IL on higher education level is based on four basic Information literacy program approach:

- **Generic Extra** curricular classes and/or self paced packages
- **Parallel Extra** curricular classes and/or self paced packages that complement the curriculum
- **Integrated Classes** and packages that are part of the curriculum
- **Embedded Curriculum** design where students have ongoing interaction and reflection with information.

As Bruce argues, the critical elements of learning to be information literate are:

1. Experiencing information literacy (learning)
2. Reflection on experience (being aware of learning)
3. Application of experience to novel contexts (transfer of learning).

Curricula at all educational levels therefore needs to include opportunities to experience, reflect and apply learning to novel contexts.

(Australian and New Zealand Information Literacy Framework: principles, standards and practice, Bundy, Alan editor. 2nd ed., Adelaide: Australian and New Zealand Institute for Information Literacy, 2004. ANZIL, p. 6)
Information literacy at the academic level

Most authors agree about:

- inclusion of IL in the higher education curriculum
- emphasis on the need for close cooperation of teachers and librarians in creating the information literacy programs (Caspers & Lenn, 2000)

Some authors also:

- state and define the elements that are needed for successful cooperation (shared understood goals; mutual respect, tolerance, and trust; competence for the task at hand by each of the partners; and ongoing communication (Ivey, 2002)
Information literacy at the academic level

Most authors agree about:

- dealing with the theme of creating courses of IL generated in collaboration with faculty and university librarians implemented into a curriculum of the institutions (Wright 2000; Bruce 2001; Bundy, 2004)

- success of the integration of libraries and IL into a curriculum of higher education depends on close cooperation between librarians and teachers in the learning process (Torras, 2010)

Some authors also:

- emphasize the skills that librarians need to have in order to cooperate with the teaching staff (combination the traditional skill set of librarianship with the information technologist’s hardware and software skills and the instructional or educational designer’s ability to apply technology appropriately to the teaching-learning process ) (Matthies, 2004; Pelikan i Cheney 2004; Thaxon 2004, Bell & Shank, 2004)
Information literacy at the academic level in the field of law

- The IL development in the field of law can be viewed in parallel with the IL development on universities and academic libraries in the world.
Information literacy at the academic level in the field of law

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<th>Similarity</th>
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<td>Europe (Great</td>
<td>- argue that it is not enough to leave the librarian to independently teach students about IL (Beljaars, 2009)</td>
<td>SCONUL Seven pillars model of IL (practical model based on collaborative and integrative approach in creating curriculum, through collaboration of academic and library staff) (1999) (2011).</td>
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<td>Britain, Scotland, Netherland, etc.)</td>
<td>- importance of collaboration of teaching staff and librarians in creating IL programs considering the specificity of the field of law it is recommended that the IL program is based on intracurricular model of IL (Davies, Jackson, 2011).</td>
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Information literacy at the academic level in the field of law

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<td>- importance of library instruction and teaching of students at law faculties because of development of Information Technology</td>
<td>- education of law students involves two basic directions:</td>
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<td>- Bibliographic Model of Frederic C. Hicks, the traditional approach to educating law students</td>
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<td>- emphasize the necessary collaboration of librarians and teachers in the implementation of IL (Callister, 2003)</td>
<td>- Wrens Frameworks model based on process-oriented instruction (Kim-Prieto, 2010)</td>
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<td>United States</td>
<td>- 2009./2010. so called LSIL standards are set for purposes of conducting a holistic approach to legal education, and because of the necessity to distinguish legal skills from legal information literacy skills (Bintliff, 2009; Kim-Prieto, 2010).</td>
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Information literacy at the academic level in the field of law

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<td><strong>Australia and New Zealand</strong></td>
<td>ANZIL model - Australian and New Zealand Information Literacy Framework: principles, standards and practice (2004)</td>
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<td>- issues of IL of law students from the standpoint of program content</td>
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<td>considering the specificity of legal areas, forms of teaching</td>
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<td>- the most common manner of education is conducted through the joint</td>
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<td>collaboration of librarians and faculty staff, along with recommendation</td>
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<td>of the so called embedding IL model in which the content of IL classes</td>
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<td>is included in each course in the field of law</td>
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<td>(Freudenberg, Lupton, 2005)</td>
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Information literacy at the academic level in the field of law

Considering the specificity of legal skills necessary, constant development of new branches and areas of law, the cooperation of teachers and librarians in creating the program is indispensable, so most IL programs in the field of law are based on intracurricular model of information literacy.

Example
Cardiff Law School on University of Cardiff (Davies, Jackson, 2011)
Information literacy at the academic level in the field of law

Croatia

- There is no IL model in the field of law in Croatia.

- However there are examples of systematic IL programs in other fields (medicine) and in general on Croatian universities (IL course at the University of Zadar).
Objectives of the thesis

- Considering the lack of research regarding the concept of Information literacy in the field of law in Croatia, it is necessary to investigate some areas needed for creating adequate model of IL education of law students:

These areas are:

- strategic documents and curriculum of institutions
- information process of students
- information behaviour of professors
- professors atitude regarding IL concept
- professors opinion about information behaviour of student.
Objectives of the thesis

- The Aim of this thesis is to investigate strategic documents and curriculum of institution, information behaviour of students and professors, professors attitude regarding IL phenomena and opinion about information behaviour of student, and based on results to create adequate model of information literacy for law students, where the Faculty of Law University of Rijeka will be used as a case study.
Research questions

- How is concept of IL present inside curricula and strategic documents of the institution?
- How does information process of students look like?
- What attitudes do teaching staff and the institution have regarding the information literacy concept?
- Should it be changed and how?
- What attitudes do teaching staff have about the information skills of students?
Methodology

- Research in question will include three parts.

First part

- Context analysis of the curricula and strategic documents of the institutions, namely the curricula and strategic documents of Faculty of Law in Rijeka.
Methodology

Second part

- Information process of students - the method of diaries. (Fifth year students, divided into two groups - the first group would consist of students who attended the informal information literacy program, and the second of students who did not) (20/20)

Third part

- Method of in-depth interviews - getting an overview of faculty staff opinion regarding several issues, such as the very idea and the concept of information literacy (particularly legal information literacy skills) and the understanding of information skills of students.
Originality/value

Further objective of this thesis will provide scientific contribution on both theoretical and practical level.

On a theoretical level the aim is:
- to increase awareness of importance of IL education in the filed of law
- to introduce the debates regarding of information literacy education of law students in Croatia, develop the suitable model, namely in the field of law and open the way for further research.
Originality/value

Practical implication

In practical sense model would serve as a framework for the design of formal program of information literacy in library practice of Faculty of Law University of Rijeka.
Literature

- Torras, Maria-Carme; Saetre, Tove Pemmer: Information literacy education: a process approach: professionalising the pedagogical role of academic libraries, Chandos publishing, Oxford, 2009.
Thank you for your attention

Questions?