

Maria Carme Torras Calvo, PhD,
Library Director, University of Bergen Library
Bergen University College, Norway
Maria.Carme.Torras.Calvo@hib.no

Dr. Maria-Carme Torras is the library director at Bergen University College, Norway. She is currently the chair of the Information Literacy IFLA section, of which she has been a standing committee member since 2005. She has previously worked as a senior academic librarian at the University of Bergen Library. She has managed several information literacy education projects. Torras is particularly interested in the professionalisation of the academic librarian's pedagogical role in student and research support. She has been involved in several international training the trainers in information literacy initiatives.

Publications of relevance:

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Lecture: Embedding Information Literacy Education: Connecting Practice with Theory and Research Findings

Academic libraries have been undergoing a significant transformation from merely serving an archival function to also becoming a proactive and legitimate teaching partner in higher education. A core goal for academic libraries is to embed information literacy education in the curricula in close collaboration with academic and administrative staff. The Bologna process and more specifically the European Qualifications Framework for Higher Education have granted academic libraries the opportunity to put embedded information literacy education on the mother institution's agenda.

However, defining academic librarians as *professional* and *autonomous* educators (Engelsen, 2006) entails new challenges for library staff and new needs for staff development in order to professionalise the librarian's pedagogical role. This presentation argues for the need to draw upon theoretical models and research findings in developing library teaching practice. The *didactic relation model* (Bj rndal and Lieberg, 1978) and *constructive alignment* (Biggs, 1999) are explored as examples of empowering theoretical tools and concepts in the task of embedding information literacy in the curricula. Further, an investigation of PhD candidates' information behaviour and information literacy practices is presented as the basis for developing effective and relevant library research support services for this target group. Only

teaching practice which is underpinned by theory and research findings can enhance the librarian's role as a professional educator in their dialogue with academic and administrative staff, as well as facilitating student learning in the light of the requirements specified in European Qualifications Framework.

References

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