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Publications of relevance:

University of Zadar Summer School 2012
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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 (Bjørndal 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