Integrating Information Literacy into the Curriculum

Esa Hakala, Janika Asplund, Sisko Sallama, Saija Tapio
Tampere University Library

Creating Knowledge VII, 14-16.8.2013
Lund, Sweden
City of Tampere

- The third largest city in Finland
- Population 213,000
- Tampere Region over 400,000 inhabitants
The University of Tampere in brief

- 15,000 students
- 1,000 master’s degrees annually
- 110 doctoral degrees annually
- 2,200 personnel
- Established 1966
- Strong in Soc. Sc.
Structural change at the university

- New Strategy approved by the Board on 15 February 2010
- Reform of structures 2010-2015: degree programmes and researcher training
- Nine schools instead of faculties
- Profound change in curricula (updates regularly)
- Library as an independent institute and service provider for all schools and researchers
Organisation

[Diagram showing the organisational structure of University of Tampere, with key roles and bodies highlighted.]
Tampere University Library
Information literacy (IL) training

- Traditionally the Library has done it
- Wanted to increase the coverage of IL training
- Challenges:
  how to persuade the faculty and heads of administration, how to make the personnel resources sufficient for overall training, how to make more use of e-collections, how to ease the lecturers’ burden, how to educate students at the right moment …
How we did it

- Targeted influence on the decision makers
- Beginning at the high level - director meetings
- Improving the pedagogic skills of the Librarians
- Cooperation with the Teaching Council and the field specific working groups: curricula for IL
- Personal contacts with teachers in the study programmes - common goals, common interest
- Customised three step study programmes for IL
Important goals in the curriculum reform

- **EQUALITY**: In the new curriculum the IL education is offered more equally and the offered amount of education is approximately the same for everybody
- **QUALITY**: The education is evenly structured in different phases studies and all study programmes
- **FUNDING**: Library successfully integrated IL to education in all nine schools at the university
IL reform timeline – the beginning

- Library director as a permanent expert member in the Teaching council
- IL Responsible Librarian in the Univ. Support Committee for Education Reform 2011-2012
- Library education planners calculated expenses: training can be provided by the Library following the national three-step recommendation
- Seminar for the faculty “IL Skills Facilitating the Use of Electronic Resources” 27 Apr 2011
Timeline – the perfection

- Teaching Council outlined that IL should be taught at the beginning of academic studies and integrated into seminars later on
- Meetings with the curriculum planning groups in the schools about IL training
- Negotiations with Heads of Education in the schools about study programmes and credits
- Librarians worked out descriptions of IL training
- Library director negotiated about the budget
- Study programmes for 2012-2015 confirmed
Timeline

2010
- University Pedagogy Studies

2010
- IL Curriculum work group in the library - regular meetings

2011
- IL Coordinators and Instruction Librarians

2011
- Library Director

2011
- Teaching Council

2012
- Support Team of the Education Reform at the Univ. of Tampere

2012
- First new IL training courses for students

Library Administration

Study Programmes
- Information Literacy Courses

Univ. Administration

Curricula for University Degree Programmes

Planning Work Groups in the Schools (Units)

Heads of Teaching in the Schools (Units)

IL Coordinators and Instruction Librarians

IL Education Curriculum

Library Administration
What is our IL Curriculum?

- All new students of the university get IL training at different phases during their studies.
- The content of the training is harmonised for all.
- Three-step structure
  - 1st year students – basic academic information skills
  - Bachelor students - IL support for thesis writing
  - Master students – use of sources in the research
- Book a Librarian services for students writing their master’s thesis (or dissertation)
IL in the new curriculum

The Main Library

- Four schools of the university: School of Information Sciences, School of Management, School of Social Sciences and Humanities; School of Communication and Theatre

- Model: 7+2+2 (in most degree programs of the four units)
- 7 hours Basics of information seeking (1.year students)
- 2 hours integrated into a seminar (bachelor’s thesis seminar)
- 2 hours integrated into a seminar in advanced studies
- The education is broader on the first year, but more integrated and adjusted to information seeking emphasizing the research field and the students’ individual research topics.
IL in the New curriculum
Humanika, the Library of Humanities and Education

- Units: School of Education and the School of Language, Translation and Literary Studies (EDU and LTL)
- Model: 5+4+2 hours
- 5 Hours basics of Information seeking 1st year students in the units (the course is divided into fall and spring semesters)
- 4 hours in intermediate studies (usually integrated into the bachelor’s thesis seminar)
- 2 hours integrated in advanced studies (usually integrated into the seminar)

*The emphasis is on information seeking in information resources in the humanities and education sciences*
IL in the New curriculum: Tertio, the Library of Health Sciences and Medicine

- IL education in Health Sciences and Medicine
- MODEL: Basics of Information seeking; systematic information seeking and information retrieval, RefWorks, broadening and deepening skills in systematic information retrieval
- All education is integrated into the curriculum
- hours: 3+3+2+4
  Unit: School of Medicine
- hours: 4+4+2+4
  Unit: Institute of Biomedical Technology
- Hours: 6+4+2+4
  Unit: School of Health Sciences
## IL education in figures

<table>
<thead>
<tr>
<th>Information Literacy Education</th>
<th>Main library</th>
<th>Dept. Library of Humanities and Education</th>
<th>Dept. Library of Health Sciences</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching hours Academic year 2012-2013</td>
<td>312</td>
<td>237</td>
<td>255</td>
<td>804</td>
</tr>
<tr>
<td>Number of attendants*</td>
<td>3144</td>
<td>1,437</td>
<td>760</td>
<td>5341</td>
</tr>
<tr>
<td>Teaching hours Academic year 2011-2012</td>
<td>336</td>
<td>112</td>
<td>274</td>
<td>722</td>
</tr>
<tr>
<td>Teaching hours Academic year 2010-2011</td>
<td>367</td>
<td>116</td>
<td>250</td>
<td>733</td>
</tr>
</tbody>
</table>

* Bachelor and Master students only
Mutual benefit

- Students learn better
- The number of teaching librarians grow - €€
- Library staff improve skills in education
- Status of Librarians strengthens
- Cooperation with the faculty/schools with ease
- Curriculum work on a regular basis
- Planning experience on all administrative levels
- Evidence based management introduced
The stakeholders

The library connects with all its stakeholders

- Students as board members
- Library cares about student feedback
- IL coordinator involved in curriculum team
- Annual meetings with the schools’ personnel
- Schools’ teachers take part in IL education
- The library staff mingles with university staff
- Library Director in the central administration
What about the future?

Recent challenges:

- Developing IL education for researchers
- Integrating IL education for international students’ master programs, starting at August 2013

Summary:

Integrating IL into the curriculum - the process was an empowering experience for both library and for the faculty
More information


https://wiki.helsinki.fi/download/attachments/74233190/Namibia%20Asplund%20Overview%20of%20IL%20education%20in%20Tampere%20University%20FINAL%201604.pdf?version=3&modificationDate=1339524658381&api=v2

Thank You!

This presentation was made in Tampere University Library by Esa Juhani Hakala, Janika Asplund, Sisko Sallama and Saija Tapio
first.name.surname@uta.fi www.uta.fi/kirjasto/en/