



Unifying librarian skills with students' need for information literacy

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PROBLEM BASED LEARNING



EXAMPLE – SCIENCE FALL 2015

Previous courses	Fall 2015
<ul style="list-style-type: none">• 2x 45 min. teaching session	<ul style="list-style-type: none">• Tour of local library branch - 1. day• 1x 45 min. teaching session• Walk-in-guidance session – 6 weeks Monday-Thursday mornings

EXAMPLE – ARTS & HUMANITIES FALL 2015

Previous courses	Fall 2015
<ul style="list-style-type: none">• 2x 45 min. teaching session	<ul style="list-style-type: none">• A basic teaching session<ul style="list-style-type: none">- <i>Book a guidance session</i>• An advanced teaching session<ul style="list-style-type: none">- <i>Book a guidance session</i>

INFORMATION LITERACY – TWO PERSPECTIVES

A normative perspective

- IL as skills
- IL as a competence

Sconul 7 Pillars
Identify
Scope
Plan
Gather
Evaluate
Manage
Present

SCONUL Working Group on Information Literacy. (2011). The SCONUL seven pillars of information literacy – core model for higher education. Retrieved May 2016. <http://www.sconul.ac.uk/sites/default/files/documents/coremodel.pdf>

INFORMATION LITERACY – TWO PERSPECTIVES

A Limberg-perspective

Seek - Evaluate - Use information in purposeful ways for various tasks, problems or situations

- IL as a situational dependent activity
- IL as a component in the learning process

OUR NEW APPROACH TO INFORMATION LITERACY

- Focus on learning in context – Problem Based Learning
- Skills → show complexity and possibilities → own learning

Less is more

NEW, NEW CHALLENGE



Shift focus to understanding, assessing, and using literature/information

QUESTIONS?



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