Variations on the Theme of Information Literacy

Implementation of Information Literacy into the First-Year Curriculum at Åbo Akademi University, Turku, Finland

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Creating Knowledge 2.6.2016
Medium sized university with 800 freshmen every year, three faculties in Åbo (Turku), one in Vasa (Vaasa), Finland.

For many years: a library service presentation during the first week for each faculty, big classes, too much information too early.

Some of the study programmes had short courses for first year students.
First Year Experience

- From the student’s perspective
- FYE – to meet the ”world of the academy”, to gain cultural awareness and build relationships/networks (Staffan Andersson)
- We are too esoteric in our communication!
- We should work together with faculty staff to create and develop a meaningful and holistic introduction to the studies
Academic study skills 5 credits

- A need for a common course, planned together with study advisors and/or faculty teachers for each study programme
- Comprehends study orientation, study techniques, study planning and information literacy
- 10 different courses, tailor made for each study programme at ÅAU
Two different approaches
The ”traditional”, ”semi integrated”

- A mixture of activities and assignments on the net (Moodle), tests, grouped in modules + Group meetings

- Ex. Faculty of Humanities: 180 students, divided into 20 mixed groups, 5 group meetings, 14 assignments (some of them individual)
Assignments concerning: self reflections about studies, interview with group supervisors about academic careers, learning styles, time thieves test... etc.

*Information literacy modules*

- Study material (videos, ppts)
- Test (20 random questions)
- Assignment with searches in databases, reflective answers 1-2 pages, group feedback
- Options to take part in computer class training
Feedback and lessons learned

- Students: very divided opinions!
  - some of the students had no experience of learning platforms as Moodle, and found it, and the assignments, muzzy (flummiga), as other thought the idea of gathering course material and all the stuff on the same place was very practical
- tests were considered funny by many but unpedagogic by some
- the IL part was mostly positive evaluated

Teachers and librarians:

- small groups created good contacts
- too many assignments -> drop outs, too much administration
- IL tests and assignments worked well
- responsibility must be clear
- could be more problem based
- IL training in classes could be mandatory?
The "embedded approach"

- Implemented in Chemical Engineering, 40 students/8 groups
- A clear goal from the beginning: to produce a report and a poster, presenting a product and components and to learn to work in groups, to get learning/working skills for the future
- Poster competition
- 28 ! assignments, many of them tests
- Including laboratory safety day
Products 2015
The task of the Information specialist

- Takes part in the planning of the course and is a part of the teachers team
- Is also a subject specialist, with a degree in chemical engineering
- Deeply involved in the whole process, available for supervision and takes part in seminars
- Computer class training in information search and evaluation, reference management
- Small groups enables feedback and support, no drop outs
Feedback and lessons learned

- Students:
  - very useful to learn to work "academically", and in the case of IL, to learn to search and referate
  - learning by doing: Moodle, Alma (the library database) and Nelli (library portal for subject databases)
  - to know one’s learning style
  - to learn about the product chosen
Difficulties:
- To deliver the assignment, to keep deadlines (too many)
- The use of time, unclear game rules
- To find relevant information about the product
- Would be nice to chose the product oneself
**TVÄTTMEDEL**

- funktion, innehåll och tillverkning

**FAKTA OM HISTORIA**
Tvål är en tunnare än gammal uppfinning. Man har testat olika typer av tvättmedel tillverkades sedan 1816.

**HUR fungerar tvättmedel?**
- låter små partiklar med surfactanter
  - för att avlägsna grön och vit man
  - surfactanter fungerar att yttre och inne
    - tvättmedel lager
    - en snabb reaktion
    - en effektiv reaktion
  - små partiklar av protein
    - modeller hur tvättmedel

**INNEHÅL I TVÄTTMEDEL**

- Vanish
- Fakta om historia
- Hur fungerar tvättmedel?
- Innehåll i tvättmedel
- TILLVERKNING

**TILLVERKNING**

- Processten, delas upp i tre steg: smältning, formning
- och rening. Färgerna blandas och smältas och
  - föröver med hjälp av pressning. Till sist kyla de
    - innehålls av vatten, bedömmas och

**TÄVÅG**

- Vid glas tillverkning behövs tre huvudkomponenter,
  - glasbildande (sand), reaktionsmedel (roda) samt stabilisator
    - (kalk).

**Åbo Akademi**

**Mariskål**

Glasbruket ljudde grundades 1881 i den finska orten med samma namn. Deras produkter blev snabbt populära och tack vare sin framgång har tillverkarna sedan samarbeten med flera företag samt
- designerna. Ett av dessa är samarbetet med Marimekko där ljudda
  - produktioner.

**ANVÄNDNINGSBRFÅGAR**

Mariskål finns i de flesta finländska hem. De fungerar som en smidig och
- sammansättning.

**FLÖDESCHEMA**

- Sand
- Smältning
- Formning
- Kyla (med vatten eller vatten)

**RESTHÅLLNING**

- Glaseringsprocessen och smältning och formning
- därefter smältning av huvudkomponenten.

**Åbo Akademi bibliotek | Domkyrkotorget 2-4 | 20500 Åbo**
Teachers and the IS:

- fantastic reports with almost correct reference lists
- many types of references, good presentations, good opponents, almost as good as candidate level presentations
- group work doesn’t fit everybody
- introduce Harvard earlier
- better game rules for teachers: don’t wait with feedback
- less assignments, clear goals for every group meeting
Reflections

- The embedded model: a more constructivistic way to learn, more motivation
- The IS/Librarian is more involved, more planning and demands more time, but is more rewarding and enhances learning
- Creates partnership with the faculty staff
- No drop outs
Next year’s products, suggestions made by students