
ABSTRACTS

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Parallel sessions (Group 8)

Methods and tools for information literacy assessment – a collaborative project between university and upper secondary school libraries in Sweden

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During 2013, the project Methods and tools for assessing information literacy instruction was run by the University Libraries at the University of Gothenburg and Lund University together with an Upper secondary school library in Mölnlycke. This project is a rare instance of collaboration between libraries from different educational levels in Sweden. The project is financed by the National Library of Sweden and aims at building a toolbox with methods and tools for assessing information literacy instruction. A final report will be presented in February 2014.

Background:

Information literacy instruction makes up a growing part of University and Upper secondary school libraries' undertakings. From a European perspective, the Bologna process highlighted information literacy as an important skill. Regarding Sweden, a new system for quality evaluation of university education was launched by the Swedish Higher Education Authority in 2011. It focuses on assessment of students' degree projects, which has put information literacy skills on the agenda. Furthermore, the Swedish National Agency for Education launched a new Education Curriculum for Upper secondary schools in 2011, in which information literacy is stated among the knowledge requirements. Thus, apart from a general demand for quality assessment in education of today, the increased information literacy instruction at our libraries makes it necessary and desirable to assess what we are doing. In addition, no similar study has yet been made from Swedish experiences.

Method:

Based on a study of international review articles on information literacy assessment (for example Schilling & Applegate 2012; Walsh 2009), a smorgasbord of assessment methods (8 all in all) and tools (26) relevant for a Swedish context has been put together. The tools range from those used for assessing single information literacy sessions, such as CATs, to tools designed to assess deeper learning or student performance, such as annotated bibliographies. A sample of the tools was tested at information literacy sessions at the participating libraries. These tests were carried out to establish how the various tools work according to a number of factors such as aim, time for preparation and analysis, and usability. Results from the study will be analyzed and disseminated to both University and Upper secondary school libraries.

Results:

Since the project is presently up and running, the results

are yet to be described. However, from a preview of some of the documentation, it is indicated that the tools in general have worked satisfyingly, but there are also valuable insights into possible obstacles. In addition, the project as such will contribute to experiences regarding benefits of collaboration between libraries on different educational levels but with similar aims; i.e. to support the information literacy development among our students.

References

Schilling, K., & Applegate, R. (2012). Best methods for evaluating educational impact: A comparison of the efficacy of commonly used measures of library instruction. *Journal of the Medical Library Association*, 100(4), 258-269.

Walsh, A. (2009). Information Literacy Assessment: Where Do We Start? *Journal of Librarianship and Information Science*, 41(1), 19-28.

Supporting young people's health information needs

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This paper considers the information support needed for young people coping with long term illness and seeks to understand the relationship between health information literacy and their ability to cope with illness. It is based on the findings of a qualitative study of the narratives of thirty young people (aged between 16-29 years at the time of interview). The stories were originally collected by a charity DIPEX for the Youthhealthtalk project(<http://www.youthhealthtalk.org/>). Permission was

gained to analyse the data with an information lens. The analysis used Situational Analysis, an approach developed at the Chicago School of Symbolic Interactionism that uses 'mapping' techniques to aid data analysis (Clarke, 2005). This method has been used previously in health sciences, and to some extent in information science. One outcome of this analysis was the development of an information-coping trajectory model that maps the relationship between information and the young people's ability to cope as they learn to manage their health conditions. The information coping trajectory model identifies five positions on the 'map':

1. Young people particularly on diagnosis are coping with the shock of the new situation and experiencing a lack of information or 'information deficiency'.
2. In the early stages of illness the young people are trying to understand their information needs and learning to cope, many of them feeling 'ill informed'.
3. The young people are learning to cope, absorbing information, building their knowledge, finding they need an 'information injection'.
4. The young people have information, and knowledge about their illness and their ability to cope and now have 'information health'.
5. Becoming an 'information donor' – the young people grow in confidence and share the information and the knowledge with other young people in similar situations.

At each stage the relationship between the young person and information changes requiring the information support to change, and requiring sensitivity and understanding from information providers. This paper builds on the findings of the original study by taking the model and considering the information literacy needs and information support in relation to the stages of the model, and different stakeholders that the young people interact with in different social worlds identified in