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# Do faculty and librarians see information literacy in the same way? A study of alignment

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# DO FACULTY AND LIBRARIANS SEE INFORMATION LITERACY IN THE SAME WAY?

A Study of Alignment



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Organisations can have cultures and sub-cultures, each with their own values, beliefs and shared understanding







At Universities, a unique sub-culture has been identified...

**Faculty Culture.**

PhD as entry to the professoriate

Culture is the lens which can influence how IL is perceived...

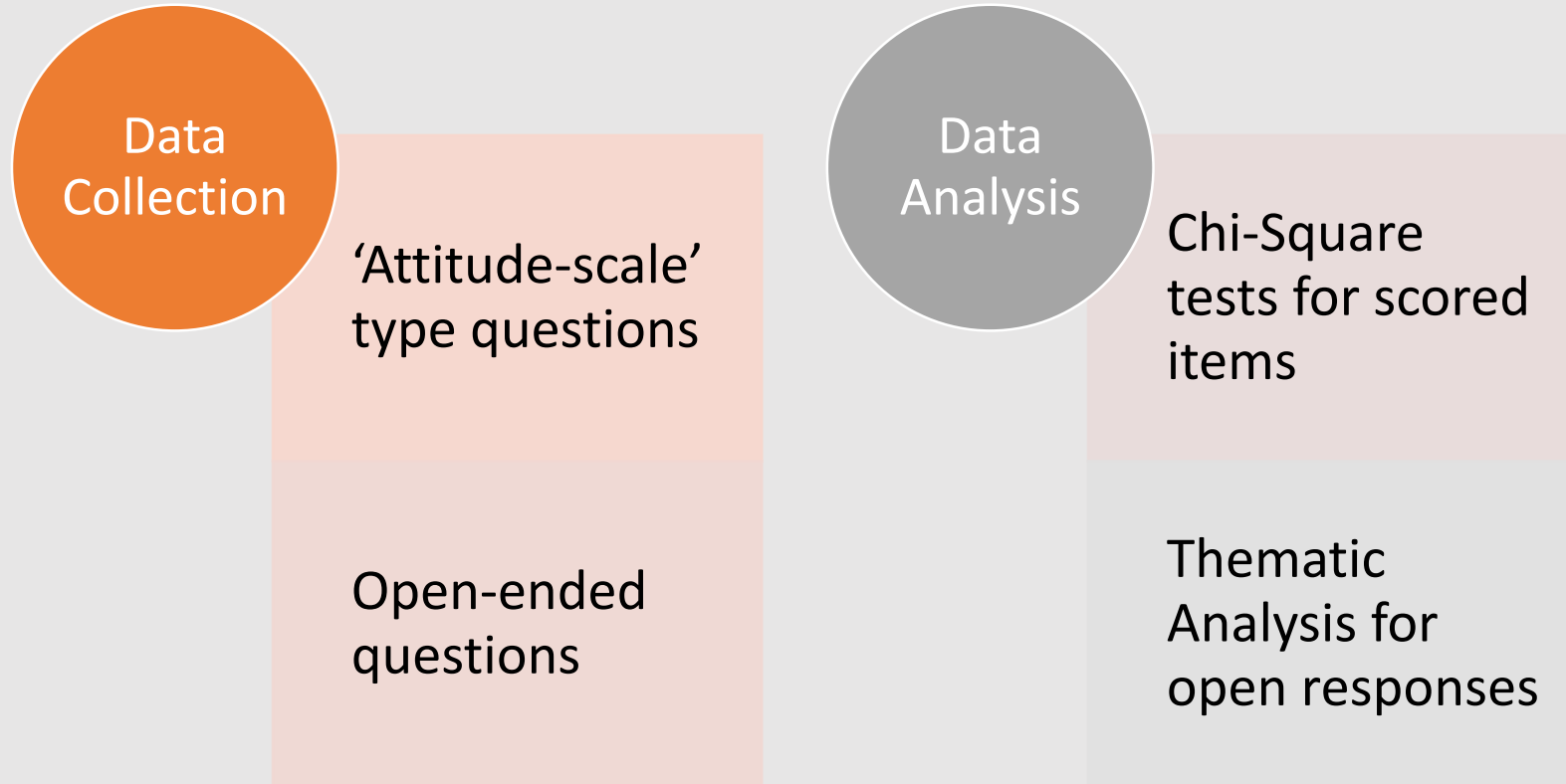
## Research Question

How do Faculty and Librarians perceive the concept of Information Literacy, its value, and the impact of Information Literacy Programs?



# Design

Survey Methodology structured around ACRL's *Framework for Information Literacy for Higher Education*



# Who?

$N = 85$

Faculty

**63**

32 SMU

31 Bond University

Librarians

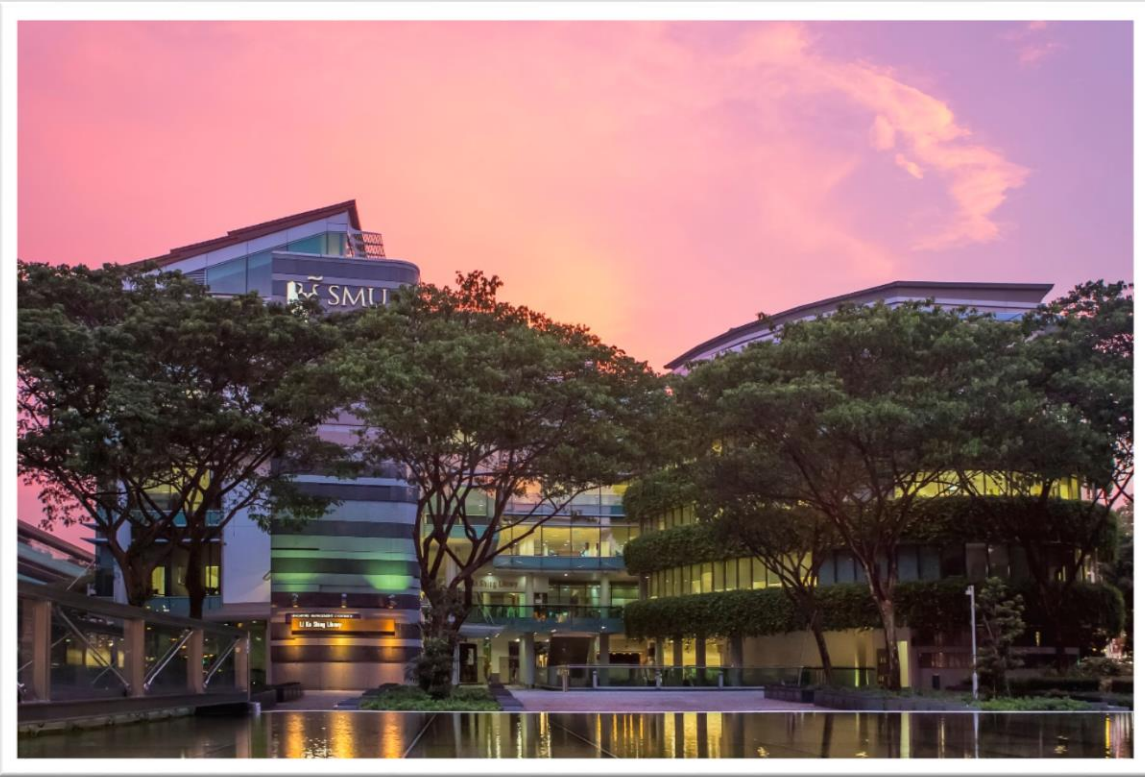
**22**

13 SMU

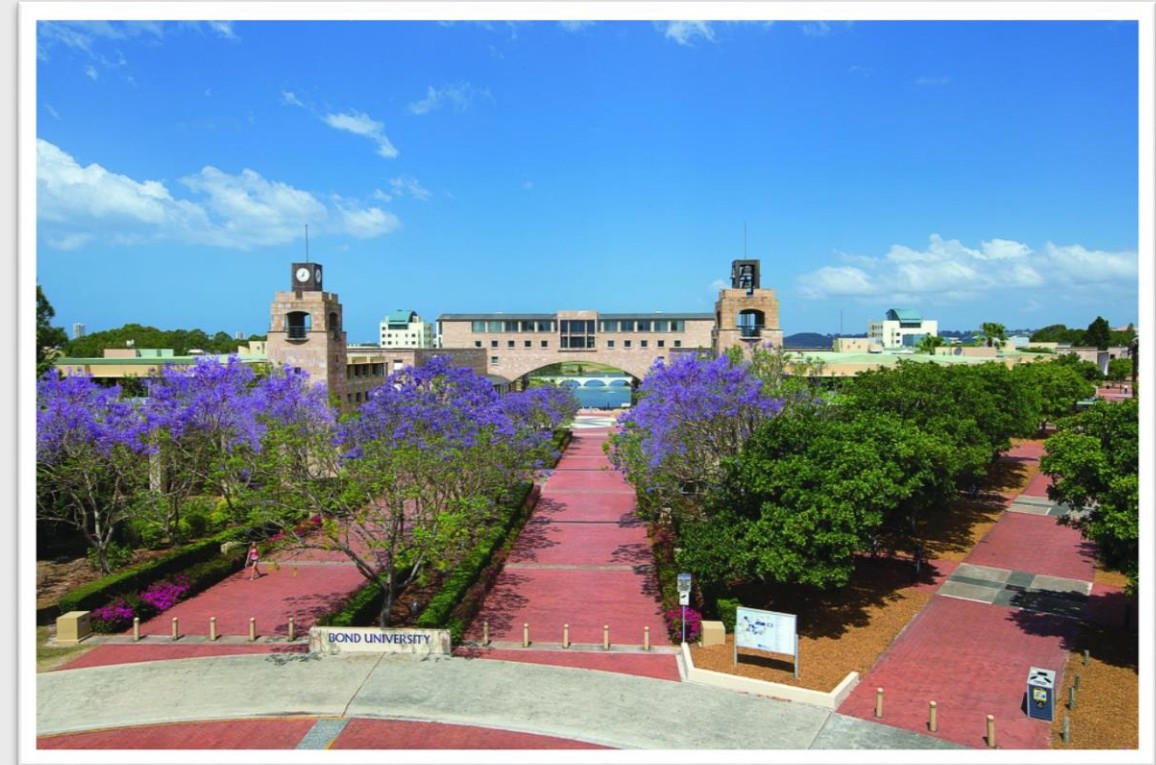
9 Bond University



A bit about us...



Libraries

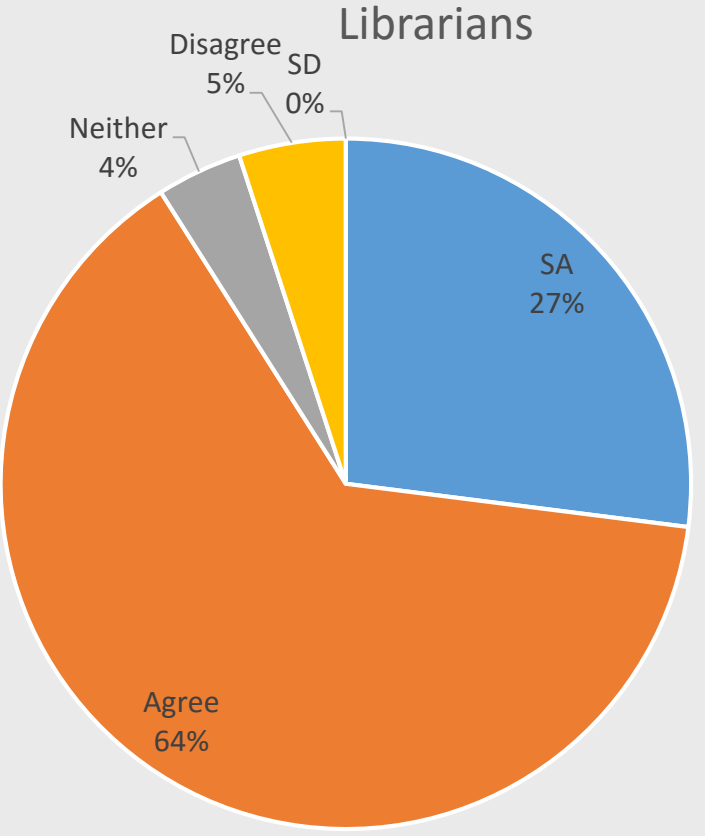
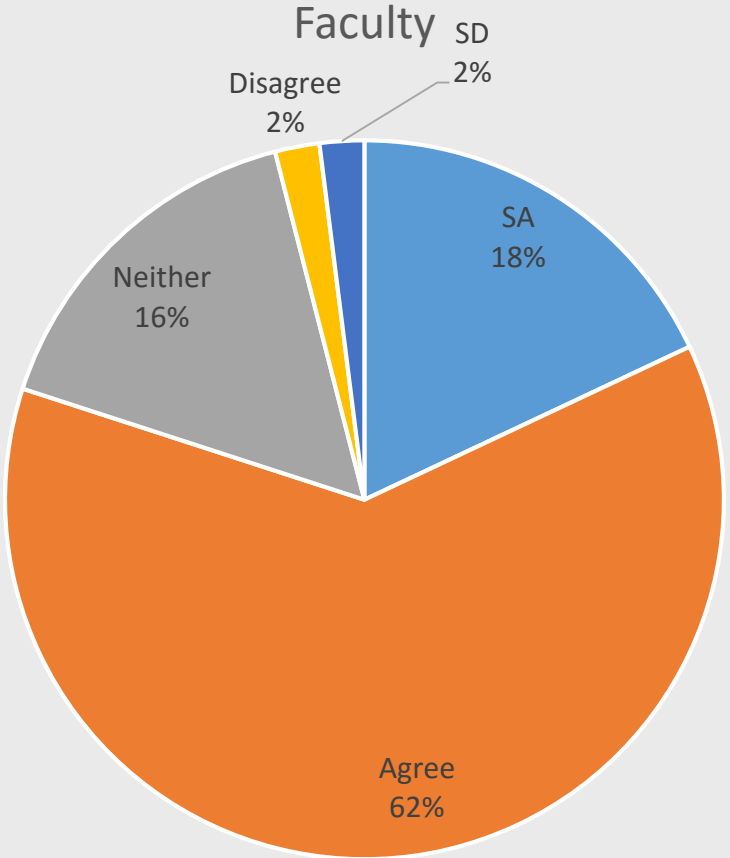




# IL Definition

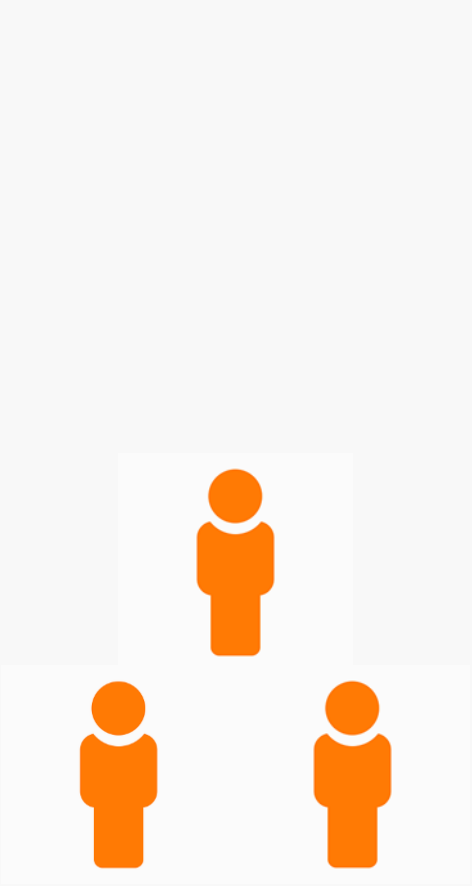
## AGREEMENT

'Indicate the extent to which you agree with the following definition of Information Literacy by the ACRL'



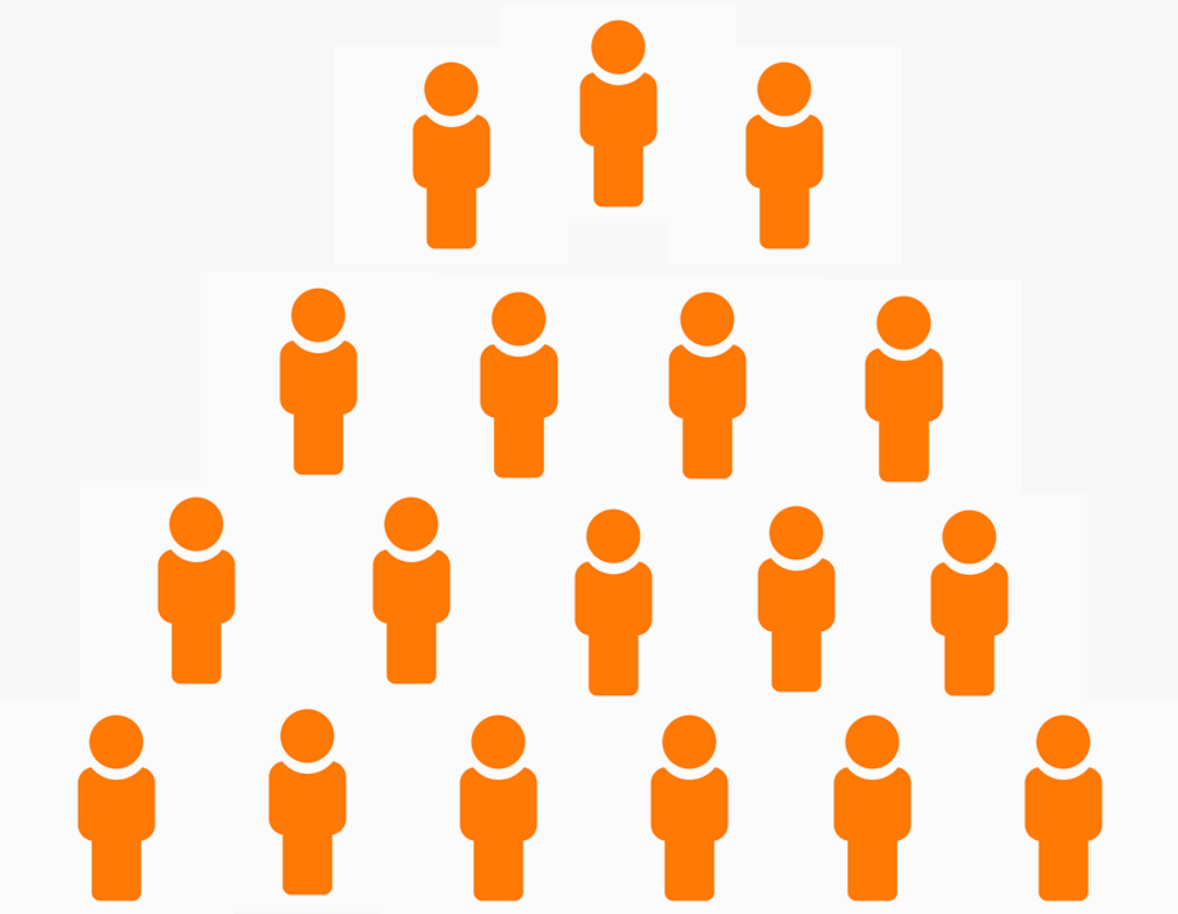
- SA
- Agree
- Neither
- Disagree
- SD

'Is there anything you would add or modify in this definition?'



Librarians

VS



Faculty



# 'Is there anything you would add or modify in this definition?'

## Irrelevance of ethics

- ' ...I'm not sure if the "ethical" component of the definition should be part of it'
- 'delete "ethically" – that's not relevant'

## Too vague

- 'Making clearer what you mean by some of the value laden terms'
- 'I would make it simpler. It appears to contain several components that themselves need to be defined'
- 'I am not sure I fully understand the definition'

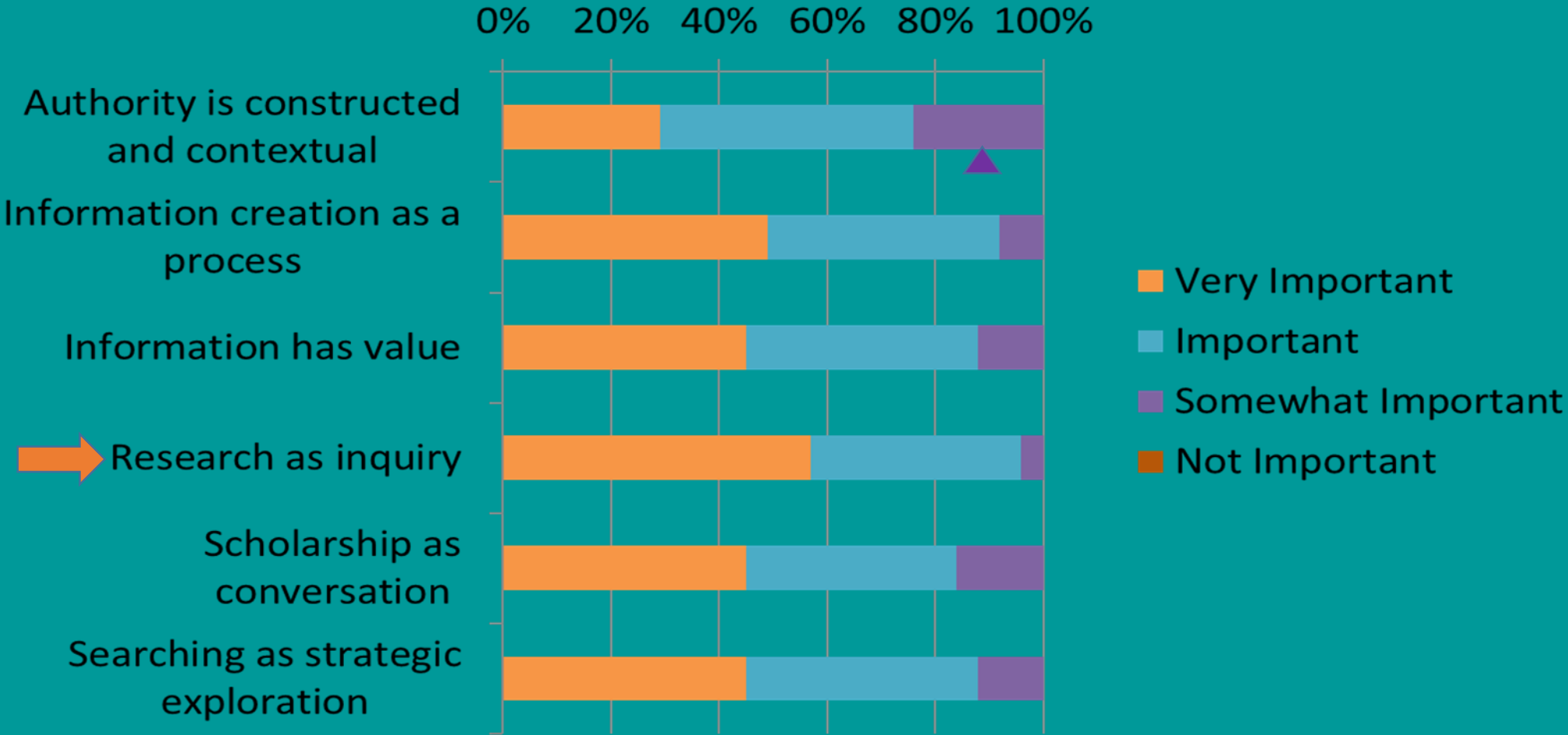
## Unsuitability of the definition

- 'I would never use that expression'
- 'So many words so little meaning'

# Threshold Concepts

## FACULTY

'Please Indicate how important it is that students understand each of these concepts'

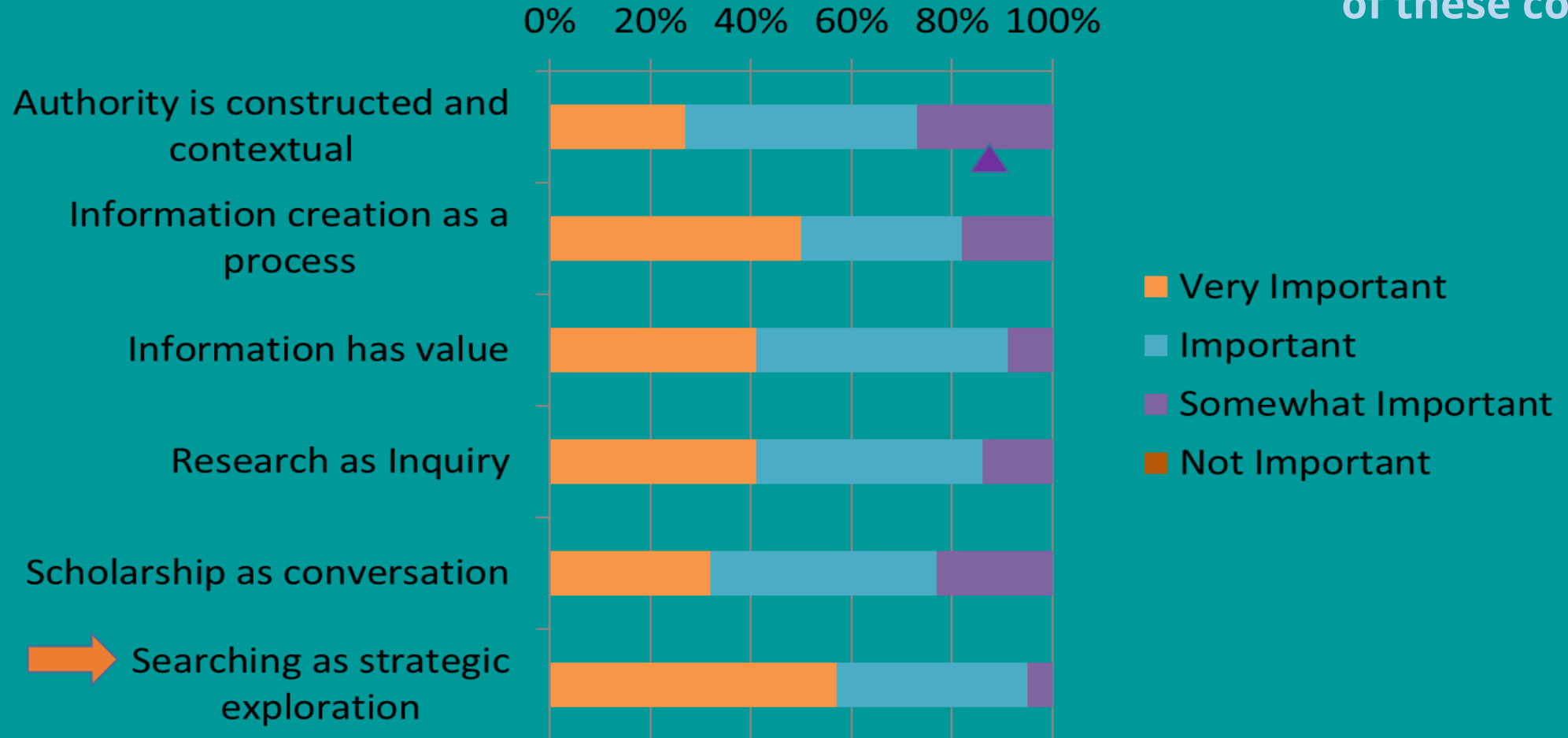


Research as inquiry



# Threshold Concepts Librarians

'Please Indicate how important it is that students understand each of these concepts'



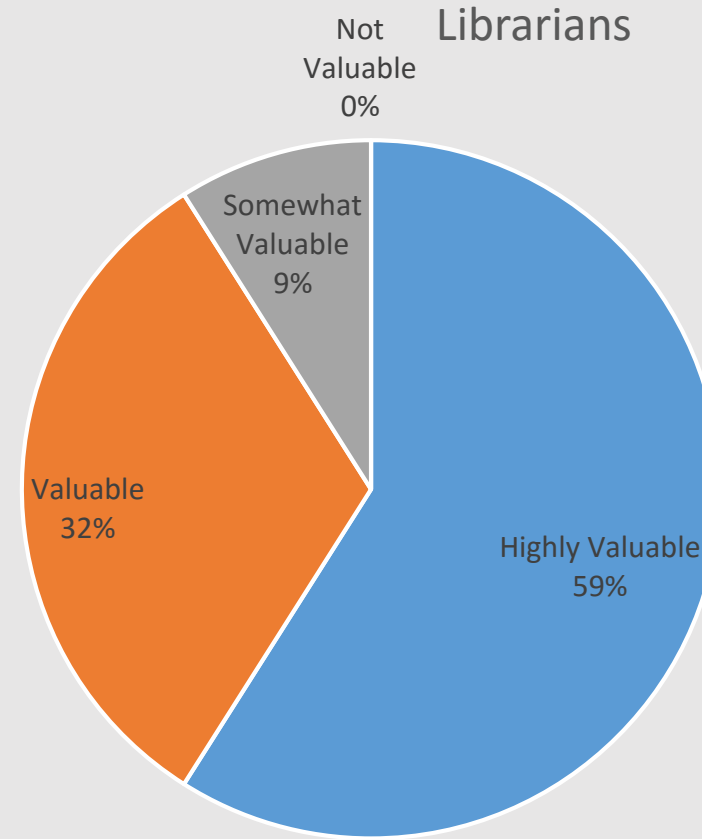
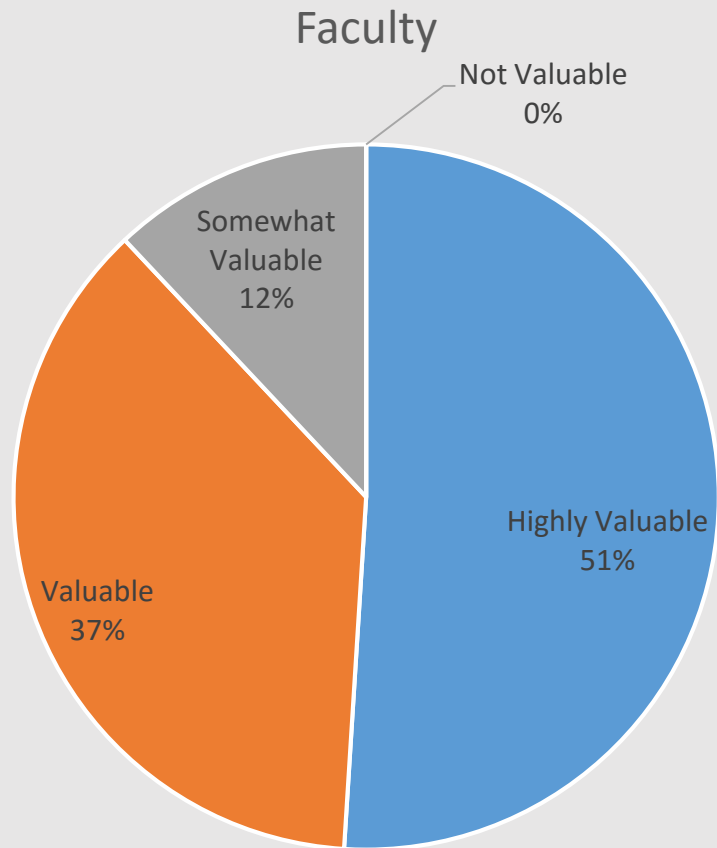
Professional  
job roles  
appeared to  
have an  
influence...





# IL Programs VALUE

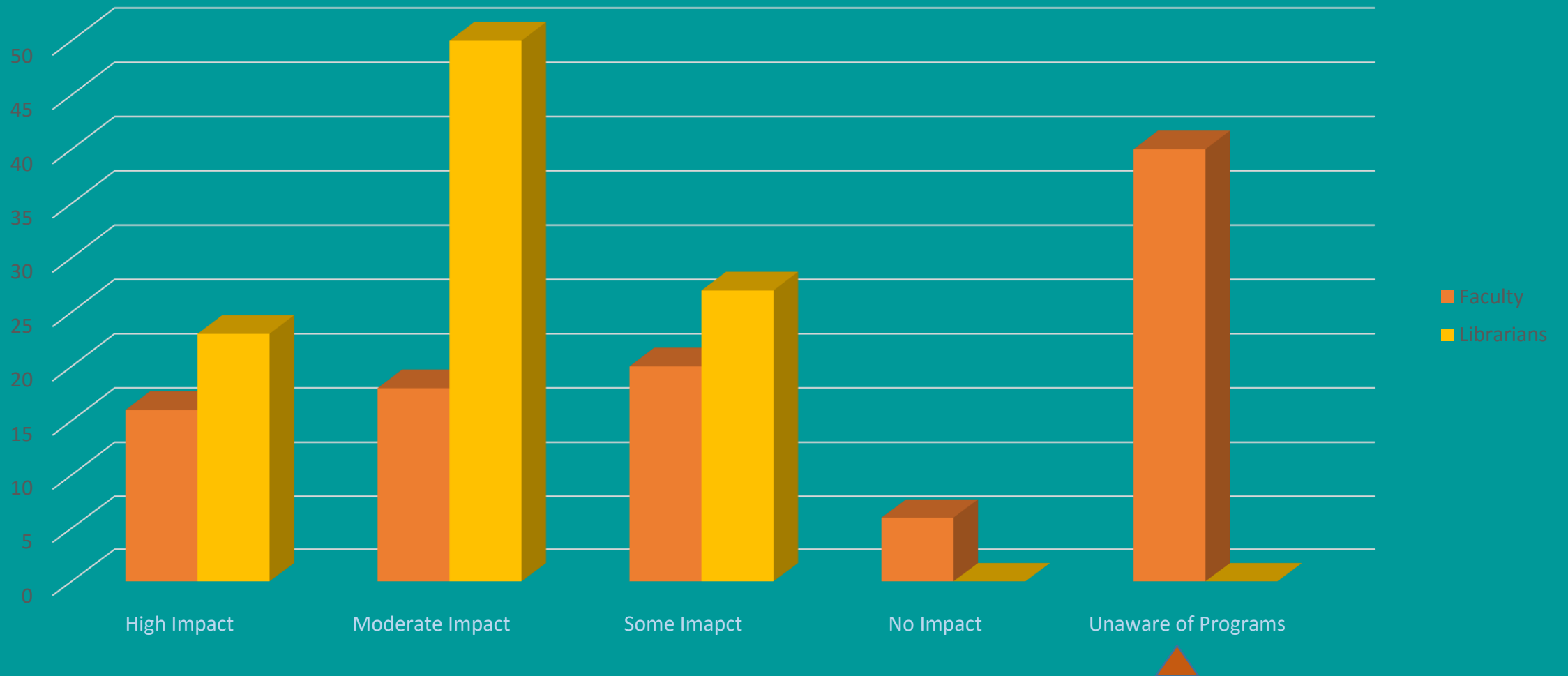
'How valuable do you think Information Literacy Programs are to students' overall education?'



- Highly Valuable
- Valuable
- Somewhat Valuable
- Not Valuable

# IL Programs IMPACT

'How would you rate the impact of Information Literacy Programs at your Institution?'



# FACULTY

‘What are the ways (if any) in which you have noticed this impact on student performance?’

**Improved references**

- ‘...better choice of references, less reliance on Google’
- ‘Improved diversity in research sources and increased ability to assess the credibility of sources’

**More thorough research**

- ‘Better research, certainly...’
- ‘More thorough research’
- ‘better scholarly writing, better appraisal of research’

**Better quality assignments**

- ‘Better quality, more perspectives, more persuasive (i.e., evidence-based)’
- ‘...learn independently and resulting in more innovative and higher quality projects’



# LIBRARIANS

‘What are the ways (if any) in which you have noticed this impact on student performance?’

## Improved references

- ‘...more thorough searching, better referencing of better sources...’
- ‘better choice of references and citations’

## Better reference questions

- ‘better reference questions to librarians/reference librarians’
- ‘Better questions from students’

'In your view, do librarians and academic staff/faculty share a similar concept of, and approach to Information Literacy?'

Please explain.



# FACULTY

## Professional expertise of librarians

- ‘...I do think however that librarians are leaders in this field and as a result are in part responsible for the development of academics’ understanding of and skills in IL’
- ‘...Librarians have better skills to promote information literacy...’
- ‘I always learn from librarians!’

## Differing focusses

- ‘possibly librarians focus more on retrieval (and quantity), and academics on inquiry’
- ‘Librarians focus more on the process itself, while faculty possibly is more set on goals’
- ‘...librarians focus more on finding whereas academic staff focus on the quality/validity of what is found.’

## Shared views regarding collaboration

- ‘...there is a great synergy between our faculty librarian and our approaches to and need for information literacy’
- ‘...it appears that they work together to promote a certain approach to Information Literacy’
- ‘yes, we are in close co-operation and have a shared understanding’



Faculty had an overall positive outlook on shared views and collaboration..



# LIBRARIANS

## Misaligned views

- ‘...Librarians look at the big picture but faculty may have a different more narrow and possibly more realistic approach...governed by their own knowledge and the demands of individual courses’
- ‘...I don’t think the academic who runs the program is on the same page as us. His version of Info Lit is evaluating articles on Google’
- ‘...there is information asymmetry between librarians and faculty’

## A narrower view of IL

- ‘To a certain degree we share I think on the need to select credible and relevant sources as well as citing them properly...’
- ‘Only to some extent. Some faculty thinks(sic.) that IL is limited to just searching and locating academic publications and addressing plagiarism’

## Individual variations

- ‘...Some academics are more aware of information literacy than others...’
- ‘...Depending on the faculty/schools...Humanities and Social Sciences place greater importance’



Librarians were less optimistic...





What's

NEXT

Increase awareness of IL  
Programs


Curriculum design

Further research?









The foundations for successful collaboration are already in place;  
collaboration just needs to follow. **THANK YOU!**