The European/Norwegian Qualifications Framework as a tool for embedding information literacy

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Question:

Does the European/Norwegian Qualifications Framework for Higher Education facilitate Information Literacy Education?
Outline

• Introduction: Setting the scene
  – European/Norwegian Qualifications Framework for Higher Education
  – Employability

• Critical Success Factors
  – Strategic level
  – Operational level
  – Organisational level

• Summing up and conclusion
From the Bologna process ...

• A European reform process aimed at creating the European Higher Education Area (1999)
• Since 2001 exams in Higher Education have, to some extent, been replaced by portfolio assessment
• An emphasis on active learning
• Students do more academic writing
• Critical reading and ethical use of the sources the students refer to in their assignments
• **Focus on student learning outcomes**
...To the Norwegian qualification framework

• In the Norwegian Qualifications Framework, information literacy is included in defined learning outcomes explicitly and implicitly.

Example:

Bachelor candidates can
• “find, evaluate and refer to information and scholarly subject matter and present it in a manner that sheds light on the problem
• plan and carry out varied assignments and projects over time, alone or as part of a group, and in accordance with ethical requirements and principles”
What the employers look for in job applicants

Source: Kompetanse 2020 - Universitetsutdanningenes synlighet og relevans og samfunnets behov, p 107, Fig 5.8: Ulike kvalifikasjoners viktighet for ansettelse, alle arbeidsgivere (gjennomsnitt på skala fra 1-5)
The employers

“Our jobs primary require analytical competence rather than knowing the discipline in itself. That is the ability to find knowledge, construct knowledge, carry out an analysis and make a judgement”.

- Rep. from Norwegian public administration

Source: Kompetanse 2020 - Universitetsutdanningenes synlighet og relevans og samfunnets behov, p.108.
Strategic level

• Clear link up with institutional documents
  – Norwegian Qualifications framework
  – University strategic documents, annual reports and plans
  – Library strategic documents

• Stakeholders
<table>
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<tr>
<th>Education and learning environment</th>
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<td>Bergen University College aims to offer solid and relevant research-based education of high quality, and educate highly qualified, autonomous and reflective professionals with high ethical integrity for a national and international labour market.</td>
<td>The library will continue to develop and embed IL education in the study programmes in close collaboration with the academics and the administration.</td>
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Strategic documents (cont.)

• Expectations on student learning will be clearly stated in course and programme descriptions, and made explicit in teaching. Changes in descriptions of courses and programmes will conform to the National Qualifications Framework.

• The University of Oslo will facilitate active learning through students’ use of scholarly literature and information available in various genres and platforms.

• The library is expected to play an active supportive role.

(University of Oslo Annual Plan 2012 – 2014, our translation)
Stakeholder: The University Board

“The fundamental values for academic activities at UiB are openness, verifiability, scientific integrity and critical discussion.”

— Action plan for the work on academic integrity at the University of Bergen 2009-2012

“It is your duty as a student to learn the rules that apply to how you should refer to sources of different kinds in written work. This duty is not limited to learning how to include references; it also includes you following the rules and referring to sources in a proper and honest manner.”

— From the handout The use of sources in written work at the University of Bergen
Stakeholder: The faculty

"The Faculty aims to maintain and strengthen the established collaboration with the library by integrating courses on information seeking, source criticism and ethical aspects of academic writing through courses adapted to all study programmes within all disciplines and levels."

p. 10 in the Strategic Plan 2011-2015

Psychology Faculty, University of Bergen
(Our translation)
Operational level

• Embedding IL education in the curricula
  – Information literacy learning outcomes explicitly stated in programme/course descriptions
  – Making real collaboration happen
Embedding IL in health and social sciences, Bergen University College

In all BA degree description documents:

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<tr>
<th>Document section</th>
<th>«Learning Outcomes – General competencies»</th>
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<tr>
<td>Text</td>
<td>«After completing the degree, the candidate will be able to:</td>
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<td></td>
<td>- Find and critically evaluate health and social science literature from quality information sources.</td>
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<td>- Use information and cite it in his/her own work in accordance with ethical requirements and guidelines».</td>
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Making real collaboration happen

Ensuring productive dialogue and participation in key processes

• Making user education offer visible (online user education catalogue)

• Meetings with vicedean for teaching and administrative staff on revision of study programmes and National Qualifications Framework

• Participation in formal fora
  – Library rep. in faculty study quality committee (responsible for implementing NQF)
  – Library director attends education and research board meetings

• Establishing joint projects
Information Use and Academic Writing

• Joint project with the faculty
• Bergen University College funding for strategic educational initiatives 2012
• Goal: Online basic course in information use and academic writing
• Target group: BA students at Health and Social Sciences Fac.
• Obligatory course
Organisational level

• Continuous professional development
• Organisational change
• Recruiting
• Collaboration projects
Continuous professional development

• Educational theory, didactics, information literacy
  – University Teacher Training Programme
  – Further education (MA/PhD)
  – In-house training initiatives
    E.g. Workshops in communication skills and in research support
  – Externally funded joint projects
  – Conference attendance and organisation

• Strategic development of IL education
  In-house training: workshops by Prof. Sheila Corrall

• Discipline-specific knowledge and methodology
  Further education in evidence-based practice
Organisational change and recruiting

Organisational change to strengthen and develop relevant support services
- Establishing teaching and research support groups
  - research and teaching coordinators/leaders
  - research librarian, academic librarians
- Formalising collaboration fora (library-administration-academics)
  Library council (*bibliotekråd*) at Bergen Univ. College

Recruiting
- Increase library staff with MA/PhD:
  - Increase understanding of academic and research processes
  - Strengthen research support services: MA and PhD students as a growing target group
- Academic librarians: teaching in job description
Collaboration projects as CPD

Project *Writing and ethical use of sources*

• Development of online tutorial *Søk & Skriv* (Search & Write)

• Academic Writing Unit as one of the partners

Goals

- Developing the writing section in collaboration with faculty

- Developing interactive exercises to support searching, writing and reading processes.

Welcome to Search and Write

Writing a thesis or assignment? Do you need good tips on how to find relevant literature? With Search & Write it is easier to get started on the searching and writing process and to complete it.

[www.sokogskriv.no](http://www.sokogskriv.no)
Collaboration projects as CPD (cont.)

Information Management for Knowledge Creation

Goals
- Online teaching and learning materials in IL for PhD-candidates
- Updating our knowledge about PhD candidates and their research processes

http://inma.b.uib.no/
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Sum up and conclusions

Strategic level

Critical success factors

Operational level

Organisational level