The role of libraries to promote information literacy in Germany and the IFLA strategic plan

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Promoting information literacy by

- … networking
- … seeking publicity
- … building strategic alliances with science and politics
- … establishing standards
- … presenting successes and achievements
Gemeinsame Kommission Informationskompetenz von VDB und dbv

Auftrag und Themenschwerpunkte der gemeinsamen Kommission Informationskompetenz von DBV und VDB

1. Monitoring der Aktivitäten zur Vermittlung von Informationskompetenz an deutschen Schulen und (Fach-)Hochschulen
National Commission Information Literacy

German Library Association / Association of German Librarians

- monitoring the information literacy activities of the university and high schools
- acting as central contact for politics, science and libraries
- initiating projects for piloting and evaluating information literacy programs
- organizing conferences to actual questions
- supporting the integration of information literacy into the curricula of universities and high schools

… networking
Regional Information Literacy Networks in Germany

2002:
Nordrhein-Westfalen

2006:
Bayern

2006:
Baden-Württemberg

2007:
Hessen

2007:
Sachsen

2008:
Rheinland-Pfalz und Saarland

2010:
Berlin/Brandenburg

2006:
Bremen, Hamburg, Mecklenburg-Vorpommern, Niedersachsen, Sachsen-Anhalt, Schleswig-Holstein

2002:
Thüringen
HAVANA DECLARATION

FIFTEEN INFORMATION LITERACY ACTIONS...

... for collaborative work on generation of networks for development

of information literacy in Ibero-American countries

(Latin America, Spain and Portugal).

Havana, 19 April 2012

Participants, IL-INFOLIT Seminar / Ibero-America
... seeking publicity

www.informationskompetenz.de
... seeking publicity

www.informationskompetenz.de

Standards and Statements
... building alliances with politics

Commission Internet and Digital Society of the Bundestag
Teaching **information literacy** is a big challenge for teachers and students in nurseries, schools and universities due to the information overflow and the lack of the necessary competencies to find relevant and reliable information.
Since e-learning lies at the cutting edge between technology, contents, didactics and design a combination of the competencies within the university (faculties, libraries and computing centers) is necessary.
General Strategy for Information Infrastructure in Germany Joint Science Conference

... building alliances with science
Knowledge of the importance of information literacy must be fixed in all parts of the society. Teaching information literacy must start in schools and continued systematically in universities with modern didactical methods.
The university libraries must be supported in their task providing, basic services for teaching information literacy in all degree programs and for the scientific staff.
… building alliances with science

Higher education institutions in a digital age: Rethinking information competency – redirecting processes

German Rectors‘ Conference
Courses on teaching information competency should be **anchored more firmly in curricula** than has been the case until now and should be offered as widely as possible.
Furthermore, the fundamentals of recent developments in digital research processes should be taught, i.e. predominantly

- electronic publishing and open access,
- digital long-term archiving,
- dealing with virtual research environments
- and digital research data.
To improve the **management of research** data in particular it appears necessary for staff at university libraries and computer centers to expand their skills in the direction of profiles such as “**Data Librarian**” or “**Data Curator**”. Higher education institutions should establish courses that will take account of this need for further specialisms.
... building alliances

STRATEGIC DIRECTIONS
For 2016-2021, we will pursue four core Strategic Directions:

**Strategic Direction: 1. Libraries in Society**
We will empower the library and information services sector to build literate, informed and participative societies. We will develop strategies and tools to enable libraries to be key providers of information, education, research, culture and social participation.

**Strategic Direction: 2. Information & Knowledge**
We will build a framework that promotes equitable access to information and knowledge in any format and in any place. We will establish the capacity for libraries to act as catalysts of innovation, able to facilitate the creation and re-use of content by their communities.

**Strategic Direction: 3. Cultural Heritage**
We will support the library and information services sector and work closely with our network of cultural heritage partners to safeguard cultural heritage in its diverse forms, including traditional, historical, indigenous and contemporary expression; and to achieve optimal coordination of our cultural heritage activities.

**Strategic Direction: 4. Capacity Building**
We will establish the capacity to raise the voice of the library and information services sector at national, regional and global levels. We will develop an advocacy agenda and strengthen the ability of IFLA’s members to advocate effectively for libraries as key players in political, economic and social change.

Endorsed by the IFLA Governing Board
December 2015
1.2 Introducing libraries on the agenda of international organizations

Activity 1.2.1 Prepare a UNESCO recommendation on the essential and changing role for libraries in society

We will draft a Recommendation and work in cooperation with partner Member States to place it on the UNESCO agenda.

Activity 1.2.2 Campaign for Libraries in the United Nations 2030 Agenda for Sustainable Development

Framework for MIL

Activity 1.1.2 Expand and promote a framework for media and information literacies

We will scope and develop a strategy that promotes the media and information literacy skills required for citizens to flourish through their utilisation of information and knowledge in any format.
… establishing standards

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Information Literacy Standards for (university) students (2009)

First Standard:
Students recognize and express their need for information and determine nature and extent of the information needed.

Second Standard:
Students access needed information effectively and efficiently.

Third Standard:
Students evaluate information and its sources and select information according to their needs.

Fourth Standard
Students manage information effectively and present the results adopted to their audience with suitable technical means.

Fifth Standard
Students understand their responsibility while using and passing information.
… establishing standards

Information Literacy Standards for (university) students (2009)

Second Standard:

Students access needed information effectively and efficiently.

Indicators:

• choose adequate search systems and search methods
• develop effective search strategies
• use different search systems and search methods
... establishing standards

Information Literacy Standards for (high school) students (2011)

First Standard:
Students know their local library and use the media according to their needs.

Second Standard:
Students know effective search strategies.

Third Standard:
Students access needed information effectively and efficiently.

Fourth Standard
Students are able to find and to use quality-assured information.

Fifth Standard
Students know the scientific standards for using information.
Fourth Standard
Students are able to find and to use quality-assured information.

Indicators:

• Students are sensible to the use of quality-assured information compared to Google and Wikipedia
• Students are able to find relevant databases and journals.
• Students find and use e-books.
> ... seeking publicity

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Information for schools
Kontakte für Schulen: Bibliothekslandkarte Bayern

Klicken Sie einfach auf einen Ort in Ihrer Nähe!
Sie erhalten dann Informationen über die nächstliegende Wissenschaftliche Bibliothek.
... establishing standards

Checklist „Library training for (high school) teachers“ (2014)

- 2-3 courses per year per library
- Cooperation with the school boards
- research strategies
- plagiarism
- evaluating information
- social networks
Information Literacy Standards for (doctoral) students (2015)

Learning objectives:

- Research strategies
- Accessing information
- Reference management
- Social networks
- E-Publishing
- Research data management
- Bibliometrics
Information Literacy Standards for (doctoral) students (2015)

Research data management

Indicators:

• Students know the importance of meta data and long time preservation
• Students are able to work out a data management plan for their research project.
• Students know the relevant research data repositories.
... establishing standards

Reference Framework
Information Literacy

Pre-School → Reference Framework → Information Literacy → Post-Graduate
School → Reference Framework → Information Literacy → University

Lifelong-Learning
### Reference Framework Information Literacy

<table>
<thead>
<tr>
<th>Search</th>
<th>Evaluate</th>
<th>Manage</th>
<th>Present</th>
<th>Use and Pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>define the need for information</td>
<td>relevance</td>
<td>formulate</td>
<td>organize</td>
<td>copyright</td>
</tr>
<tr>
<td>explore information sources</td>
<td>thematic accuracy</td>
<td>compare</td>
<td>visualize</td>
<td>plagiarism</td>
</tr>
<tr>
<td>choose information sources</td>
<td>formal accuracy</td>
<td>organize</td>
<td>transfer</td>
<td>citation</td>
</tr>
<tr>
<td>find information</td>
<td>completeness</td>
<td>structure</td>
<td>integrate new information</td>
<td>social networks</td>
</tr>
<tr>
<td>Level group</td>
<td>Level group name</td>
<td>Level</td>
<td>Level name</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>------------------</td>
<td>-------</td>
<td>---------------------------------</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>Basic user</td>
<td>A1</td>
<td>Breakthrough or beginner</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A2</td>
<td>Way stage or elementary</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Independent user</td>
<td>B1</td>
<td>Threshold or intermediate</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B2</td>
<td>Vantage or upper intermediate</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Proficient user</td>
<td>C1</td>
<td>Effective operational proficiency or advanced</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C2</td>
<td>Mastery or proficiency</td>
<td></td>
</tr>
</tbody>
</table>

6 Levels

as in the Common European Framework of Reference for Languages
### Copyright

<table>
<thead>
<tr>
<th>Level</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustainable Information Literacy</td>
<td>C2</td>
<td>can discuss copyright issues and define terms of use for an own publication</td>
</tr>
<tr>
<td></td>
<td>C1</td>
<td>understands the copyright law and find out terms of use of a publication</td>
</tr>
<tr>
<td>Advanced Information Literacy</td>
<td>B2</td>
<td>knows the basic copyright rules</td>
</tr>
<tr>
<td></td>
<td>B1</td>
<td>can explain the idea of copyright with own words</td>
</tr>
<tr>
<td>Basic Information Literacy</td>
<td>A2</td>
<td>can cite the full bibliographical data</td>
</tr>
<tr>
<td></td>
<td>A1</td>
<td>cite author and title</td>
</tr>
</tbody>
</table>

**Example**

... establishing standards
Information Literacy courses at academic libraries

… showing success

© Deutsche Bibliotheksstatistik
… showing success

Target group

<table>
<thead>
<tr>
<th>Group</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor students</td>
<td>57.40%</td>
</tr>
<tr>
<td>Master students</td>
<td>17.80%</td>
</tr>
<tr>
<td>Tutors</td>
<td>2.12%</td>
</tr>
<tr>
<td>Doctoral students</td>
<td>8.48%</td>
</tr>
<tr>
<td>Scientists</td>
<td>3.52%</td>
</tr>
<tr>
<td>University staff</td>
<td>2.70%</td>
</tr>
<tr>
<td>High school students</td>
<td>28.17%</td>
</tr>
</tbody>
</table>
... showing success

Content 2014

- Information Literacy: 4.10%
- Library use: 62.48%
- Search strategies: 41.20%
- Catalogues and databases: 63.16%
- Web search: 20.39%
- Information management: 17.25%
- Copyright: 3.39%
- E-publishing: 2.10%
- Inter-library loan: 40.48%
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