

Oslo and Akershus University College of Applied Sciences (UiOA) and University of Oslo (UiO) libraries. Erasmus staff week - Maig 2015

Projectes i bones pràctiques



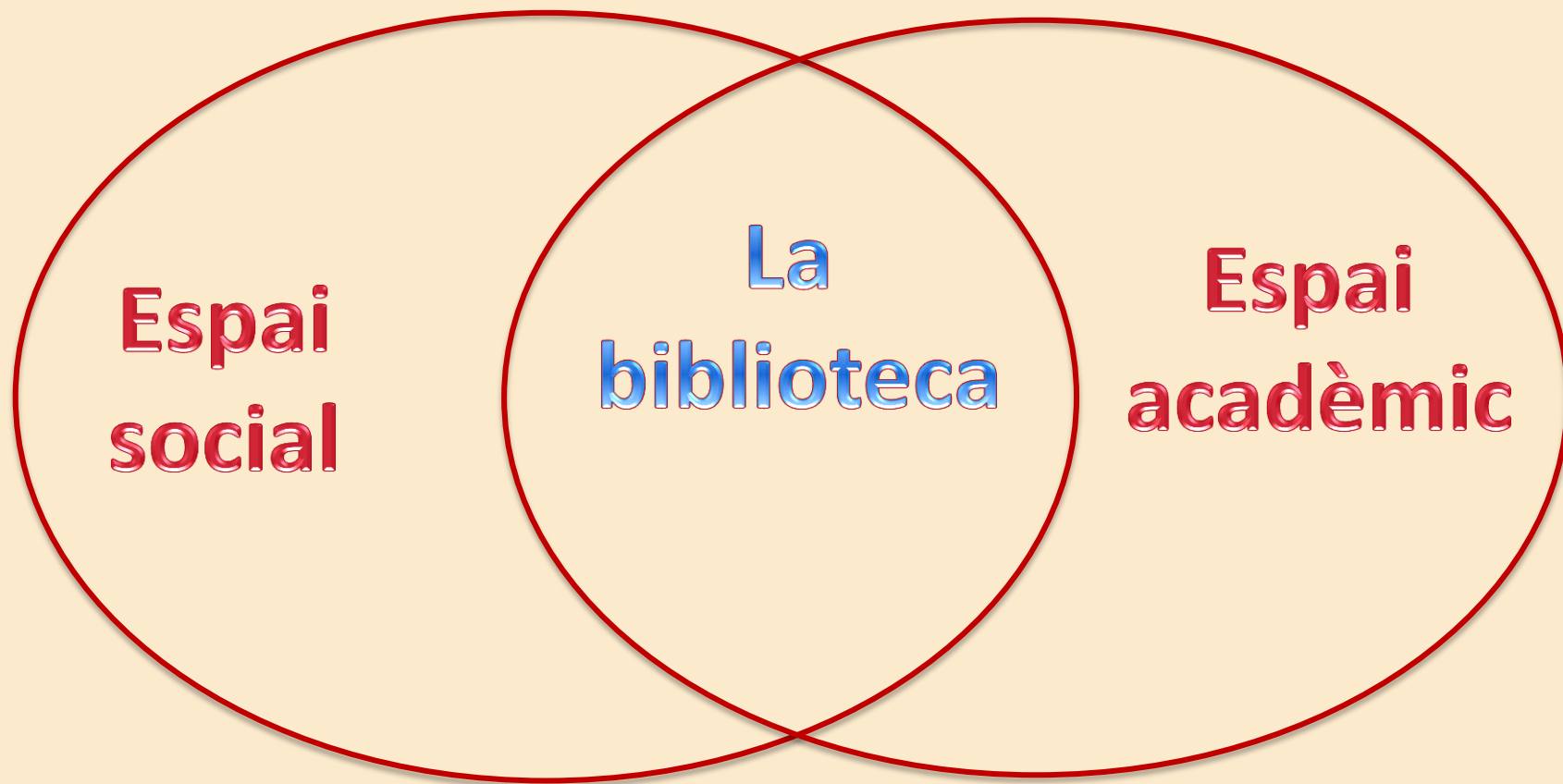
***IX Jornada Compartint Coneixements
a les Biblioteques de la UAB.***

Novembre 2015

Carme Besson



Revitalitzar les biblioteques



— Llibres

+ Espais: flexibles,
acollidors i socials

Espais pel treball en grup



De: rígids i tancats



A: flexibles i oberts

Espais a les sales



Flexibles, socials i acollidors



Espais a les sales silenci i soroll



Prestatgeries mòbils



Espais de suport a...



Estudis de fisioteràpia

Exposicions



També pels bibliotecaris!!

Gimnàs i coffee break!



Projectes en curs ...

Programa de formació de formadors

Study and unit support

Your guide to good academic writing

Incrementar el suport als
investigadors i participar en la recerca
Pels investigadors: suport als grups de recerca
Pels doctorands: PhD on track: research
support from your library

Referents mundials en l'accés obert
Publishing

Paradigm shift?
Developing the Information Literacy Teacher
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Educational programme for librarians
• 4 week educational programme aimed at librarians teaching students at university level
• Part of continuing education for university staff, tailored for librarians, 5 ECTS
• A product of collaboration between University Staff Development Services and the University of Oslo Library

Aims of the programme
• Challenge and develop the professional role of the Teaching Librarian
• Explore the challenges of the student-oriented academic library
• Combine professional experience with research-based knowledge

Challenges

Changing descriptions of learning outcome	Philosophy of learning	Different ideas about teaching
The Norwegian version of the Framework of Qualification connects subject specific qualifications with transferable skills. For example students completing a master degree should be able to analyse and critically evaluate different sources of information, and utilise them for structuring and formulating academic reasoning [1]. Information literacy taught in library classes and workshops should be linked to subject disciplines.	The Bologna process stresses the importance of active student learning and draws on socio-cultural learning theories and research. All teachers in higher education are encouraged to design courses to guide active student learning. Active student learning requires academic librarians who are skilled in educational theories and who have an analytical attitude towards their own philosophy of learning.	A traditional course approach implies that librarians recommended reliable sources of information and focus on appropriate procedures for using such tools. Changes in learning outcomes and philosophies imply that librarians contextualise students' information seeking by inviting students to make a critical consideration on their purpose and learning goals. The library's role as an active participant in students' learning requires a development towards process- and communication orientated teaching [2].

The Programme: Information Literacy and Learning

Day 1. Teaching and learning	Day 2. Information literacy	Transition period: Planning of teaching	Day 3. Presentation of course design
Activating experience Participants engage in group discussions about scenarios. Scenarios are constructed to show librarians how they are likely to be confronted with scenarios in important starting points for dealing with learning challenges, course design and perspectives on information literacy. Example of scenario: Paul's information literacy class Participants read a scenario [3] which describes the attitude and practice of Paul's teaching, especially his use of methods for activating students within a process approach. They then discuss: 1. How would you characterise Paul's intervention in the students' learning/research process? 2. What effect can Paul's intervention have on the students' learning/research process at this point? 3. Can you think of alternative intervention strategies that may support or hinder the student's learning/research process at this stage? 4. What challenges may Paul face in planning and carrying out this course?	Designing courses The programme introduces the basic knowledge librarians need in order to design courses: • Learning about learning and learning outcome • Learning activities which emphasized different ways to make students participate and reflect about a topic, i.e. learning scenarios, lectures, group work and discussions. • A tool for planning teaching sessions was introduced.	Challenging conceptions of Information Literacy Information literacy implies reflections about what teaching, learning and information is, based on previous experience in different contexts [4]. The participants perceive information literacy as: 1. Information literacy is defined as being able to evaluate the purpose and status of information and information sources in a broader context. Librarians should focus on helping the student construct and form experiences. The second most valued learning style is the communicative style as recommended by the relational frame. 2. Information literacy is defined as the ability to use information within a professional context. Librarians should contribute to students' information literacy through subject-based activities. Framing social constructionism as proposed by the learning to learn frame is also important for the participants. Learning scenarios were used to challenge and initiate discussions about the librarian's role as a supervisor during the second day of the course.	Redesigning courses Redesigning information literacy courses is a part of what participants are expected to do within the programme. On the last day of the course participants must give a presentation of their redesigned information literacy courses. The presentation should: • Contain ten courses showing the student's progress over time. • Be based on alignment of the didactical categories, i.e. learning goals, target groups, learning activities and learning materials. • Consist of one or several topics connected with information literacy, for example citing and referencing, information searching, or critical assessment of sources. An analytical reflection note is also required to pass the course. Reflections could refer to: • Challenges encountered in planning the teaching session? • Possible solutions to solve the challenges?

To be continued ...

Evaluation
Four 1-way Likert based course evaluation practices that we were forced to collaborate challenges us to their differently. (From participants' evaluations)

Participants were invited to give negative and positive responses to content and phases of the programme. Participants' responses showed that they enjoyed the combination of working with their own teaching practice and discussing concepts of learning, teaching and information literacy.

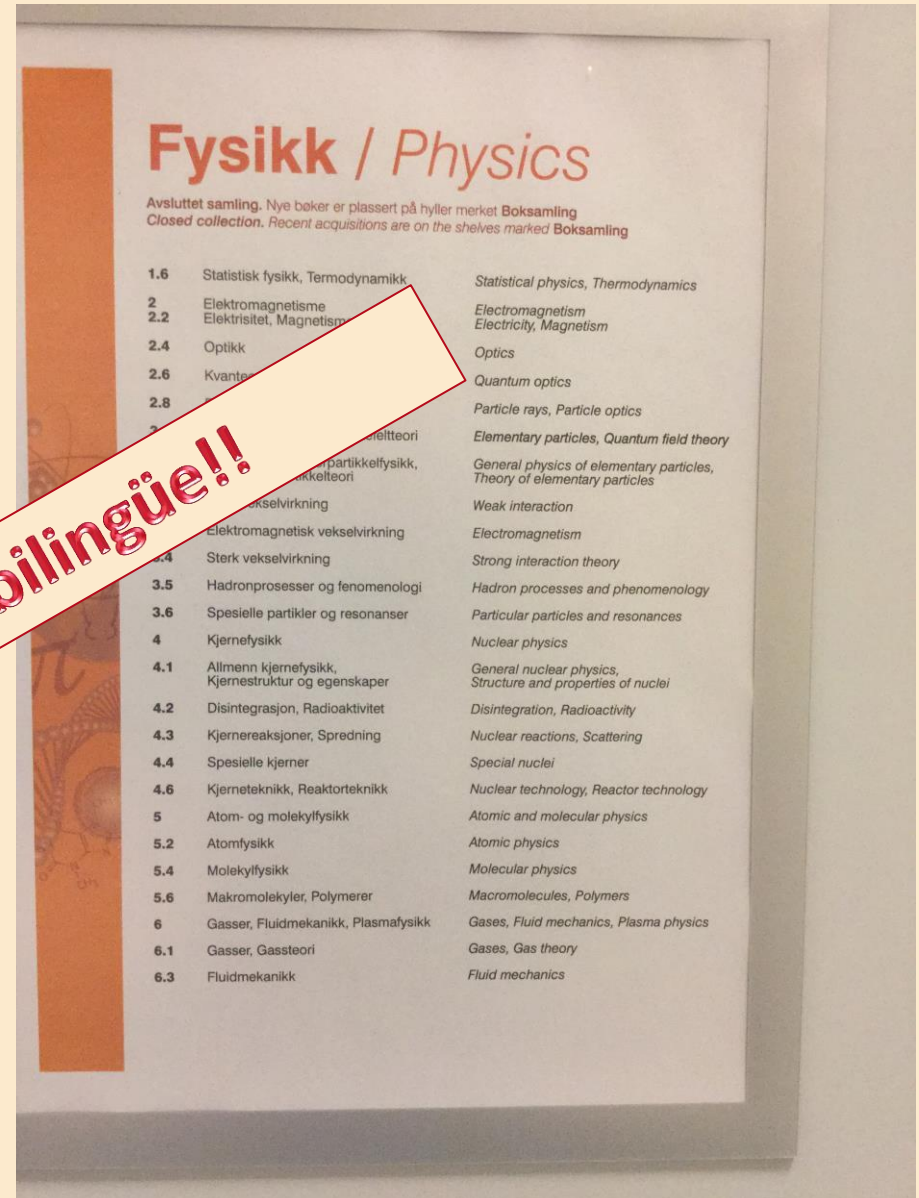
Following up
The University of Oslo Library will continue to combine the practice of teaching with insights from pedagogical research and to research. The library will:
• Share best practice to develop a pool of courses
• Continue staff in research-based development of information literacy courses
• Offer our teaching staff further courses which treat both practice and perspectives

UO : Universitetet i Oslo

Bones pratiques



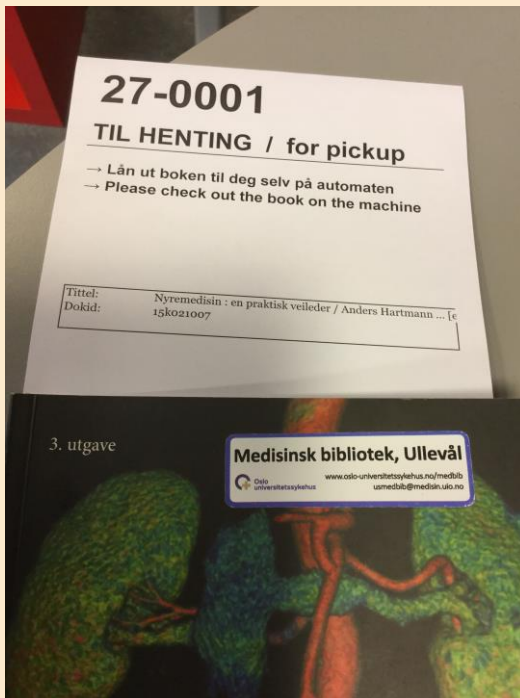
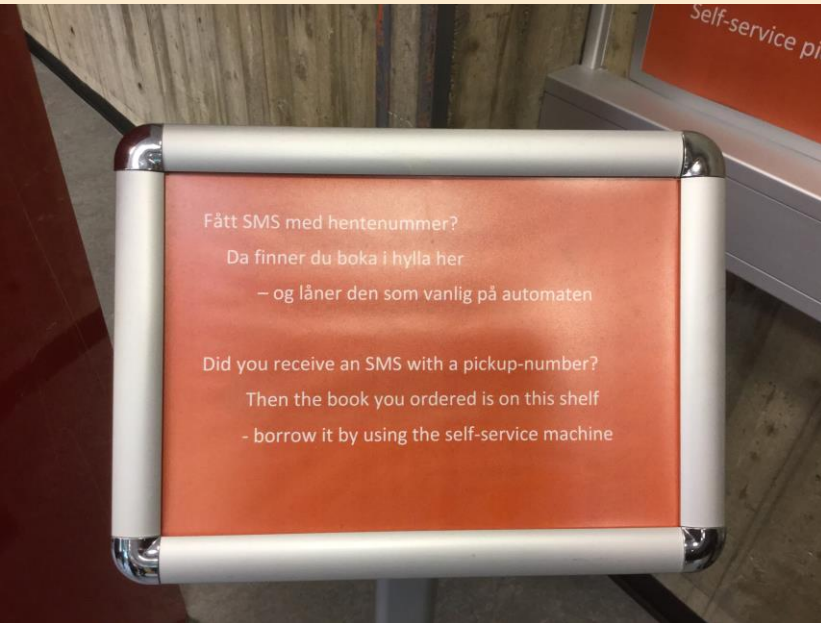
Tot bilingüe!!



Estudiants fan el suport informàtic

Taulells petits i rodons





Usuaris independents
Documents reservats

TAKK!

GRÀCIES!

