Killing Two Birds with One Stone: Boosting Information Literacy Skills of Thousands of Students by a Handful Librarians at a Large University in Germany

Franziska Klatt, Beate Guba | Technische Universität Berlin | ECIL Conference 2014
Background & Objectives

BACKGROUND

- 32,000 students > our target group: more than 3,800 students
- Limited knowledge of students
- IL teaching team: 5 persons
- On average 3-4 IL sessions per course
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**OBJECTIVES**

- To support students just in time
- To increase learning autonomy of students
- To equalize knowledge base
- To have a realistic amount of classes
Methodology

Skill levels
- Beginners, Proficient Learners, Experts
- capabilities per level and IL dimension from IL standards
Methodology

- Beginners, Proficient Learners, Experts
- capabilities per level and IL dimension from IL standards

- dividing learning content into small units
- assigning content to skill levels
Methodology

Skill levels

- Beginners, Proficient Learners, Experts
- capabilities per level and IL dimension from IL standards

Content scope

- dividing learning content into small units
- assigning content to skill levels

Harmonized learning experience

- offline - online integration
- scenario-based learning
IL Program

PhD-candidates

5th - 6th semester bachelor students, master students

1st - 4th semester bachelor students
## IL Program - Beginners

<table>
<thead>
<tr>
<th>Topic</th>
<th>Format</th>
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<tbody>
<tr>
<td>Searching for literature efficiently</td>
<td>class</td>
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<tr>
<td>Finding printed journals</td>
<td>self-paced</td>
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<tr>
<td>Writing an academic essay</td>
<td>obligatory</td>
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<td>Understanding the publication process</td>
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<tr>
<td>Discerning publication types</td>
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<td>Finding e-journals</td>
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<td>Evaluating internet sources</td>
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IL Program – Proficient Learners

- Developing a topic
- Understanding bibliographic databases
- Searching legal databases
- Using interlibrary loan and document delivery
- Quoting correctly

- Defining a research question
- Searching bibliographic databases
- Evaluating search results
- Organizing literature efficiently

- Selecting a database
- Searching for facts and figures
- Understanding the Impact Factor
- Organizing literature with Citavi

- Self-paced e-learning
- Obligatory

- Class
ISIS – Learning platform is the heart of the learning experience

<table>
<thead>
<tr>
<th>Organizing literature with Citavi</th>
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<tbody>
<tr>
<td>News forum</td>
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<tr>
<td><strong>Course content</strong></td>
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<tr>
<td>• Organization of literature with Citavi</td>
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<tr>
<td>• Export of publication data into Citavi</td>
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<td>• Linkage between Citavi and word processing program</td>
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<tr>
<td><strong>Course preparation</strong></td>
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<tr>
<td>• E-Learning: Organizing literature efficiently</td>
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<tr>
<td>• Free Citavi download</td>
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<tr>
<td><strong>Course conduction</strong></td>
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<td>• Handout</td>
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<td>• Tasks</td>
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<td><strong>Course follow-up</strong></td>
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<tr>
<td>• Citavi handbook</td>
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<td>• Screencast videos from the provider</td>
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Video production process is iterative and requires different knowledge.

1. Write video script
2. Design comic figures
3. Develop story-board
4. Record audio track
5. Animate comic video

Team:
- media designer
- professional speaker
- librarians
Some Scenarios
Lessons Learnt & Expectations

- IL scheme undergoes constant rearrangement
- pessimistic approach to project planning is a good thing
- integration of experts is highly recommended
- challenging but fun task for teaching librarians
- with regard to time and learning success both, librarians and students, will profit by the IL program
- higher involvement of students
Contact

Die Bibliothek Wirtschaft & Management

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