

# Piloting a Holistic Information Culture Program: The Experience of CETYS Universidad System of Libraries

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# 'Information Culture Development' Program (ICD)

- Grounded in working and research experiences of the Reference Librarians
- Framed in the key institutional document: 2020 Development Plan (P2020)
- A flagship project of the System of Libraries (SL)
- Provide users with strategies to acquire, appropriate, and assess information and ICTs.



# Information and Learning Development Librarians (ILDL)

- Appointed as reference librarians, renamed as ILDL
- Hiring proposed in P2020 to strengthen Information Culture (IC) and was among WASC recommendations.
- Expected to have more comprehensive roles:

teachers and lifelong learners, researchers, experts on information, technology objects and environments; information customizers, embedded librarians, dynamic change agents.

## **Their mission:**

Develop IC by creating, planning, executing, and evaluating the ICD.



# Setting-up ICD

- Diagnostic interviews conducted among academics. To profile:
  - needs and expectations for library services, identify allied academic staff, their academic, professional and research backgrounds, English proficiency, etc.
- Their needs, expectations and profiles shaped the ICD
- Interviews allowed to test reactions toward early ideas & possibilities.
- ICD: grounded in research, driven by action research (AR).
- ILDL: driving force to encourage and support CETYS researchers.



# ICD's Objectives

A supporting axis to research, teaching, and learning in CETYS Universidad:

- a) Support & nurture teaching and learning practices through IC and reflection;
- b) Enhance and increase the use of products and resources of the SL;
- c) Develop IC in CETYS community and independent and critical information users, able to tap into appropriate information and technological tools;
- d) Professionalize and enhance the staff, procedures, and resources of the SL.

# Axis I. Curriculum and Learning Support through IL and DL

Support teachers to enhance and innovate on classroom practices through Information and Digital Literacies.

## Initiatives

Subject guides

Documental offer for online courses.

Library-academia joint activities

## Courses of this axis:

Recording and editing of digital audio and video, Social media for education, Content Curation and Really Simple Syndication (RSS) for learning.

# Axis II. Information and Digital Literacies Development

About access, use and evaluation of information, and the appropriation of ICTs for learning purposes.

## Initiatives

Flyers on Libraries' information resources.

Manuals on how to use information resources.

Promotional videos and videotutorials.

## Courses of this axis:

On the use of library services, library catalog, academic databases (AD)

# Axis III. Research and Scientific Communication Support

Initiatives related to research and scientific communication and targeted at each academic program of the institution.

## Initiatives

Promotion materials and manuals for citation styles for each field.

Scientific Communication Support Guides.

## Courses of this axis:

Citation styles; Peer review process; Reference managers; Self-archiving, How to write and publish an article; Action Research; Online researcher profiles (e.g. LinkedIn, ResearchGate, GoogleScholar).



# Transversal Axis. Evaluation and Communication of Results

Conduct research to enrich the other axes, evaluate, and communicate the results of the initiative.

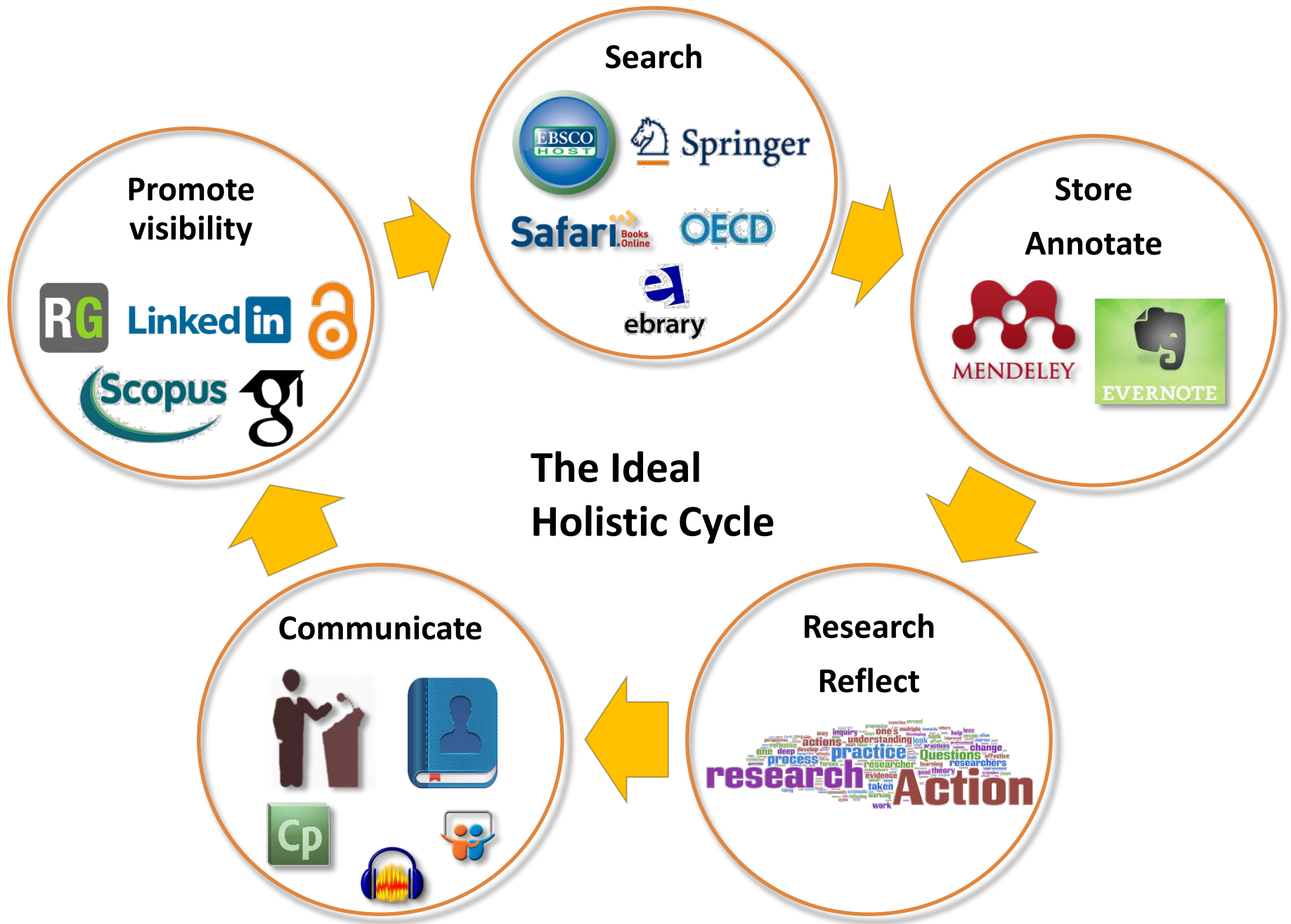
## Initiatives

Construct data collection instruments to measure learning and satisfaction.	Develop procedures and formats for new services and products.	Measurement and statistics of services and products.
International testing of skills e.g. SAILS, iSkills.	Build a mirror website for the Libraries.	Communicate the initiative's results.

# Holistic Cycle

- Comprises a reasoned & sequential articulation of courses from different axes.
- It is more time consuming for the participant than isolated courses
- But the idea is to offer different combinations of stages and competences tailored for each group of stakeholders.
- Implies sessions of training, working, and reflection
- As AR dictates: one stage can lead to the other, as well as to the previous one, or to repeat all the cycle once it is finished.





# Piloting ICD

<b>Mexicali</b>	<b>Tijuana</b>
3 stage holistic cycle for the competences of searching, store and annotate, and research, reflect.	2 stage holistic cycle for the competences of searching, evaluating, and citing documents from AD.
20 hours, 58 teachers	2 hours, 127 undergraduate students
7 questionnaires	4 questionnaires

# Questionnaires

- Diagnostic and follow-up questionnaires
- They had similarly written questions, to facilitate contrasting their responses.
- Intended to provide quantitative & qualitative insights.
- Assess learning and satisfaction of the participants enrolled in a holistic cycle.



# Questionnaires

Diagnostic	Follow-up
<b>a) How are you used to</b> (search / investigate / cite)?	a) What have you learned in this session?
<b>b) Which uses you think you can give to</b> (APA Style / AD / AR)?	b) Which uses you think you can give to this learning?
<b>c) Have you actually used</b> (APA Style / AD / AR)?	c) A Likert scale question for rating content, teaching strategies, teacher, resources, etc.
<b>d) Please describe your experience with</b> (APA Style / AD / AR).	d) Please provide a positive and a negative aspect of this experience.
	e) Did this experience fulfilled your expectations? Please explain.

# Preliminary Findings

- Improve the use of the chosen citation style (APA)
- Overcome limited use of subscribed sources and those produced in the institution.
- Language barrier: common challenge among some teachers and students
- Advocate more in order to make sense of the purposes of developing ICD
- Raise awareness on using the Internet as the preferred information source and maximize the use of others.



# Implications for ICD

- Have more practical activities for teaching very theoretical subjects
- Fragment users by their competences and train smaller groups
- Encourage more collaborative work
- Demonstrate with even more clarity the benefits of information tools
- Lower the barriers of entry to some challenging academic activities (publishing)
- Participants expressed that ICD improved upon past library initiatives.
- Help the community realize that ICD can enhance teaching and learning.





**Thank you for your attention!**

