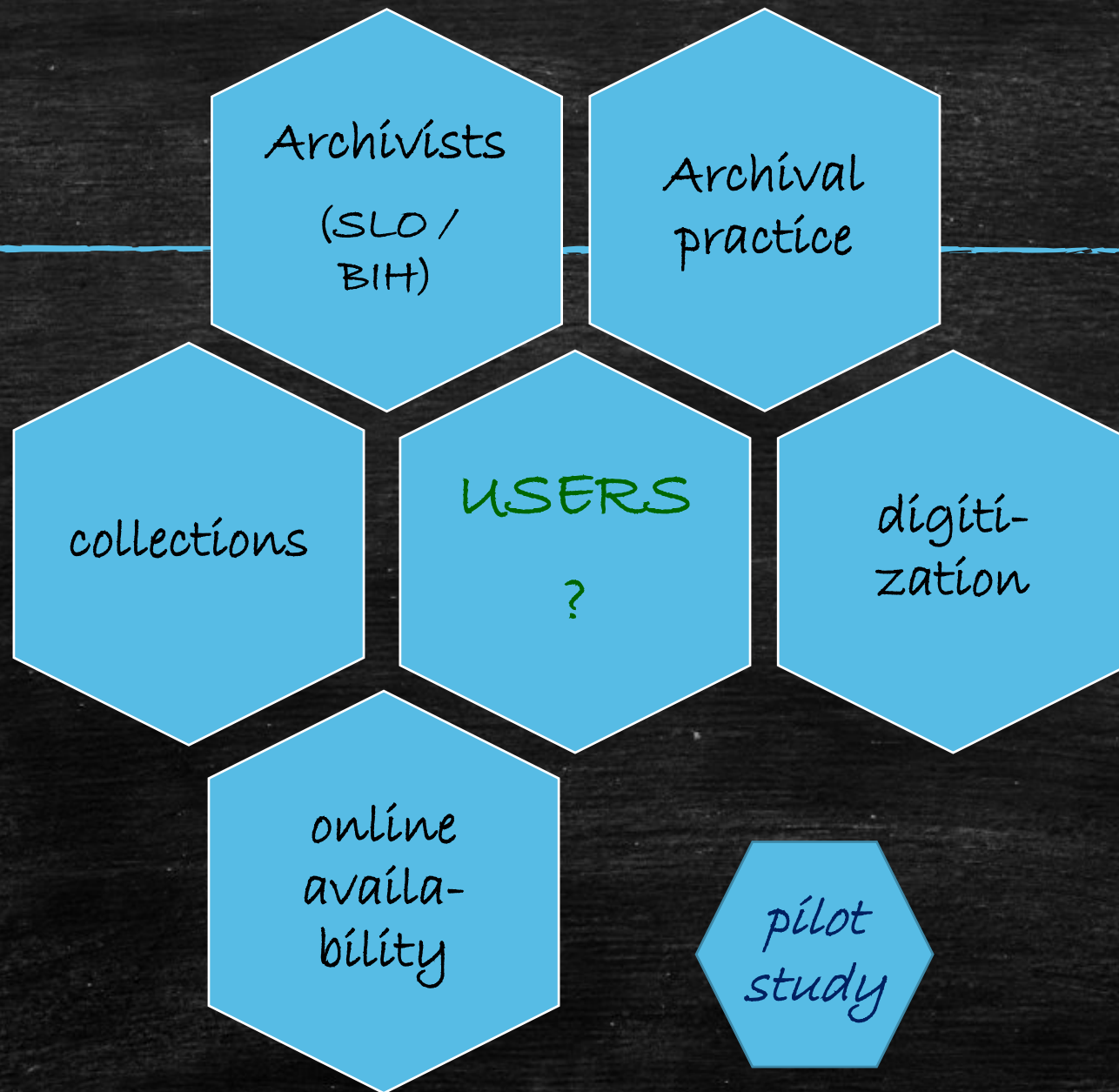


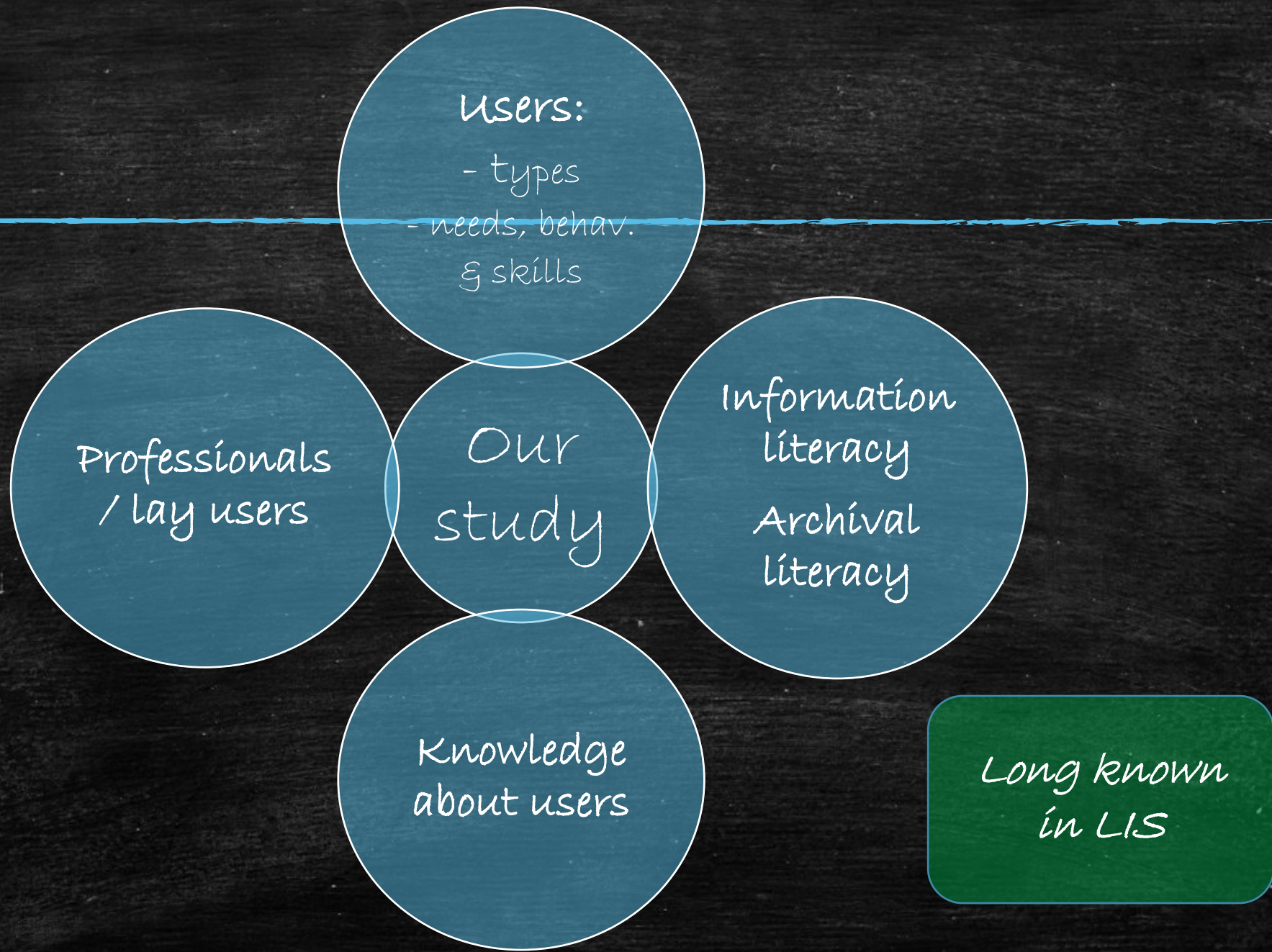
Archival Literacy:

Different users, Different Information
Needs, Behaviour and Skills

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Methodology & sample

Semi-structured
interview

(15 questions)

Purposive sample
(6)

Content
analysis

Results & Discussion /1

General findings

- LIS professors / professional archivists -
DIFFERENCES

- Professionals from different countries -
NO DIFFERENCES

Results & Discussion /2

Types of users & Their Needs, Behaviour, Skills

Archivists:

- 3-4 groups
- Creators not users
- No pupils
- No professional archivists
- Future:
 - More remote, less physical users
 - Less work for archivists
 - „Marketing“ effect

user type	N
Researchers	6
lay users	6
students	5
official users	2
archivists	2
cultural tourists	1
retired users	1
creators	1
pupils	1

LIS professors:

- 4-5 groups
- Creators, pupils as users
- Professional archivists as users
- Future:
 - More users (remote & physical)
 - Easier access & less problems / more problems

Results & Discussion 13

Knowledge of Professionals vs. Lay Users

- Very different!
- What is professional knowledge of archivists?
- In digital archives:
 - Competences for searching and ICT
 - Knowledge of legal issues and data security

Type of knowledge	N
organization of materials	5
organization, structure of archive	4
processing of materials	4
understanding of materials & provenance	3
language and script	2
history	1
content	1
understanding of how archive works	1

Results & Discussion /4

Information Literacy & Archival Literacy

- Comment of IL 2014 definition by ACRL Task Force
 - Appropriate also for archives, but too general
 - More appropriate for education area
- Knowledge of AL
 - LIS professors YES / archivists NO
 - 3x: the same skills as in IL, but in an archive
 - 1x: „to know how to get around an archive, find documents, read them and use them properly“

Results & Discussion / 5.1

Knowledge of/about the users

- LIS professors / archivists
- Theoretical coverage: Not much
- Archivists' education: None
- Lack of knowledge: mainly NO, 1x knowledge of user characteristics
- Necessary competences:
 - A: contextual knowledge (e.g. history), knowledge of ICT
 - P: pedagogical knowledge, knowledge of user characteristics
- Sources to use: statistics
 - this does not solve teaching-related or need-related problems.

Illustration

„Sometimes I need a thorough interview with the user to exactly understand the need.“

– but archivist doesn't feel that her work could benefit from any systematic approach towards information regarding the users.

„The number of users in our archive is too low to require understanding of user needs and behaviour in general – instead we can only tend to specific needs and behaviour of a specific user.“

Results & Discussion 15.2

Knowledge of/about the users

- Influence of online access
 - 4x: importance of user-related issues will increase, due to having direct influence on quality of work
 - 2x: no influence

To conclude /1

- user-related topics not yet part of archival theory
- In practice: Archivists see some user-related problems, but are as yet unable to clearly define them, and end up solving them on a daily basis.
- User characteristics – no important role in archival services
 - The users more or less left to themselves.
- A good starting point to seek relations with LIS
 - Problem: Non-archivists doing the research!
 - Image / content

To conclude /2

- Three areas:
 - user characteristics, behaviour and needs,
 - user competences,
 - Archivists' competences.
- This is needed, especially in the light of increasing online presence of archives.
 - Note: This study intended to look at context of digital archives, but couldn't avoid traditional ones.

Thank you

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