QQML 2009
International Conference on
Qualitative and Quantitative Methods in Libraries
26 - 29 of May 2009 Chania Crete Greece   www.isast.org

Which educational role can Libraries play in assessing Information in a University learning environment?

Alexandra Angeletaki
University Library of Trondheim, Norway.
alexandra.angeletaki@ub.ntnu.no

Objective – This study assesses the skills of students in information literacy through course work, embedded in the curriculum.

Methods – Data has been collected through five different modes:

1. From questionnaires and journals kept both by the participating students and teachers.

2. Classroom instruction and observation of skills and technology application proficiencies.

3. Face to face evaluating conversations with both the students and the faculty members involved in the program.

   Description: The traditional way of assessing library service quality is to measure the numbers of users and resource materials purchased each year by the library users (Quantitative). But can this type of information help the Library to establish itself as an important educational component, meeting its role in the digital information world with a high academic standard that can influence the research outcome of the faculty it serves. What will the future Library environment be, if one takes in consideration the technological change of the library in place to the library in "Space"? The aim should be to maximise not only the services in numbers as they are easy numeric figures to measure, but in quality that meets the academic requirements of a research Library with educational programs exerting influence on the learning experience of its users. It is consequent then that such a measurement will have to be empowered in order to increase academic literacy and research competence.

The University Library of Trondheim has been working the last 2 years in collecting data about the learning process of archaeology students trained in Information literacy workshops in collaboration with the Institute of Archaeology from the University of Trondheim.

   The project is supervised by Prof. Vidar Gynnild from the Department of University Pedagogy, Trondheim. We are now in the process of trying to design courses and assessment tools of teaching information literacy to users of our academic library. We have been using both Quantitative and Qualitative analysis in analysing the data gathered and is interested in exchanging ideas about assessment tools that fit to the purposes of a library learning environment.