Developing For The New Academic Library Function

Knowledge and Skills Requirements Among Library Personnel and Teaching Faculty

Kari Gulbraar, Assistant Director
Oslo University College Learning Centre

IFLA CPDWL; Satellite Meeting, Oslo, Norway, 2005
Institutions surveyed.

- British Columbia
  Simon Fraser University
- Alberta
  U of Calgary
  U of Regina
  U of Saskatchewan
  SIAST
- Manitoba
  U of Manitoba
  U of Winnipeg
Institutions surveyed.

- University of Oslo
  - Faculties of Humanities and Social Sciences
- Oslo University College
- Vestfold University College
Library Personnel.
Formal Educational Background

- Postgr. LIS degr.: Canada 38.7%, Norway 13.6%
- Undergr. LIS degr.: Canada 2.8%, Norway 2.8%
- Other undergr.: Canada 43.1%, Norway 23.7%
- Libr. Techn. course: Canada 15.5%, Norway 3.4%
- Other: Canada 23.8%, Norway 13.6%
Work Responsibilities

![Bar chart showing work responsibilities for Collections, Instruction/Reference, Circulation/Services, Technical services, Systems services, Faculty liaison, and Other for Norway and Canada.]

<table>
<thead>
<tr>
<th>Category</th>
<th>Norway</th>
<th>Canada</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collections</td>
<td>33.9</td>
<td>33.7</td>
</tr>
<tr>
<td>Instruction/Reference</td>
<td>55.9</td>
<td>49.2</td>
</tr>
<tr>
<td>Circulation/Services</td>
<td>59.3</td>
<td>26.0</td>
</tr>
<tr>
<td>Technical services</td>
<td>44.1</td>
<td>28.2</td>
</tr>
<tr>
<td>Systems services</td>
<td>11.9</td>
<td>4.4</td>
</tr>
<tr>
<td>Faculty liaison</td>
<td>22.0</td>
<td>23.8</td>
</tr>
<tr>
<td>Other</td>
<td>25.4</td>
<td>12.7</td>
</tr>
</tbody>
</table>
Library Personnel.
Professional Experience

<table>
<thead>
<tr>
<th></th>
<th>&lt; 5</th>
<th>5-10</th>
<th>11-20</th>
<th>&gt; 20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Institution C</strong></td>
<td>21.1</td>
<td>8.3</td>
<td>38.9</td>
<td>31.7</td>
</tr>
<tr>
<td><strong>Institution N</strong></td>
<td>16.1</td>
<td>32.1</td>
<td>23.2</td>
<td>28.6</td>
</tr>
<tr>
<td><strong>Position C</strong></td>
<td>43.8</td>
<td>28.1</td>
<td>20.2</td>
<td>7.9</td>
</tr>
<tr>
<td><strong>Position N</strong></td>
<td>40.7</td>
<td>40.7</td>
<td>7.4</td>
<td>11.1</td>
</tr>
</tbody>
</table>

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Library Development Focus

Canada  Norway

Learning Centre model

- Canada: 23.4%
- Norway: 23.2%

Information Literacy model

- Canada: 12.9%
- Norway: 19.6%

Both

- Canada: 54.4%
- Norway: 55.4%

Other

- Canada: 9.4%
- Norway: 1.8%
Library Personnel.
IT related changes

<table>
<thead>
<tr>
<th></th>
<th>Canada</th>
<th>Norway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syst.</td>
<td>38,1</td>
<td>5,1</td>
</tr>
<tr>
<td>E-learn.</td>
<td>72,9</td>
<td>44,1</td>
</tr>
<tr>
<td>Tech. supp.</td>
<td>57,5</td>
<td>28,8</td>
</tr>
<tr>
<td>Help desk</td>
<td>38,7</td>
<td>37,3</td>
</tr>
<tr>
<td>Partners</td>
<td>46,4</td>
<td>33,9</td>
</tr>
<tr>
<td>Software</td>
<td>68,5</td>
<td>23,7</td>
</tr>
<tr>
<td>Hardware</td>
<td>63,5</td>
<td>59,3</td>
</tr>
<tr>
<td>Facilities</td>
<td>59,7</td>
<td>62,7</td>
</tr>
<tr>
<td>Other</td>
<td>5,0</td>
<td>3,4</td>
</tr>
</tbody>
</table>

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Librarians. IT Training Needs
Library Personnel.
Instruction related changes

<table>
<thead>
<tr>
<th></th>
<th>Canada</th>
<th>Norway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class room</td>
<td>45.9</td>
<td>47.5</td>
</tr>
<tr>
<td>Groups</td>
<td>35.4</td>
<td>44.1</td>
</tr>
<tr>
<td>One-on-one</td>
<td>26.0</td>
<td>35.6</td>
</tr>
<tr>
<td>On-line tools</td>
<td>37.0</td>
<td>52.5</td>
</tr>
<tr>
<td>Liaison</td>
<td>42.5</td>
<td>42.4</td>
</tr>
<tr>
<td>Other</td>
<td>8.8</td>
<td>8.5</td>
</tr>
</tbody>
</table>

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Librarians. Instruction Training Needs
Canadian Library Personnel in interviews:
Preferred format of CPD:

Faculty:
- Professional conferences
- Personal network
- Periodical articles
- Workshops

Support Staff:
- Workshops
- Specified courses locally or at provincial level
Canadian Librarians in interviews: Need for more focus in LIS education on...

- Pedagogy
- Teaching and Learning
- Curriculum building
Library Personnel. Training offered

IFLA CPDWL; Satellite Meeting, Oslo, Norway, 2005
Library Personnel.
Why not attend training?

IFLA CPDWL; Satellite Meeting, Oslo, Norway, 2005
“The information literate student determines nature and extent of information needed”

Teaching Faculty Opinion:

<table>
<thead>
<tr>
<th>Category</th>
<th>Canada</th>
<th>Norway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Libr. very important</td>
<td>25.3%</td>
<td>22.8%</td>
</tr>
<tr>
<td>Libr. important</td>
<td>43.2%</td>
<td>36.9%</td>
</tr>
<tr>
<td>Libr. of minor importance</td>
<td>23.3%</td>
<td>28.2%</td>
</tr>
<tr>
<td>Libr. unimportant</td>
<td>5.5%</td>
<td>8.7%</td>
</tr>
<tr>
<td>Not sure</td>
<td>2.7%</td>
<td>3.4%</td>
</tr>
</tbody>
</table>

IFLA CPDWL; Satellite Meeting, Oslo, Norway, 2005
“The Information literate student accesses needed information effectively and efficiently”

Teaching Faculty Opinion:

- Libr. very important: 65.1% Canada, 60.0% Norway
- Libr. important: 28.8% Canada, 34.0% Norway
- Libr. of minor importance: 4.1% Canada, 4.0% Norway
- Libr. unimportant: 0.0% Canada, 0.7% Norway
- Not sure: 2.1% Canada, 1.3% Norway
"The Information literate student uses information effectively to accomplish a specific purpose"

Teaching Faculty Opinion:

<table>
<thead>
<tr>
<th>Importance</th>
<th>Canada</th>
<th>Norway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Libr. very important</td>
<td>20.6%</td>
<td>17.9%</td>
</tr>
<tr>
<td>Libr. important</td>
<td>32.9%</td>
<td>36.4%</td>
</tr>
<tr>
<td>Libr. of minor importance</td>
<td>36.3%</td>
<td>29.8%</td>
</tr>
<tr>
<td>Libr. unimportant</td>
<td>6.9%</td>
<td>10.6%</td>
</tr>
<tr>
<td>Not sure</td>
<td>3.4%</td>
<td>5.3%</td>
</tr>
</tbody>
</table>
“The Information literate student evaluates information and its sources critically”

Teaching Faculty Opinion:

<table>
<thead>
<tr>
<th>Importance Level</th>
<th>Canada</th>
<th>Norway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very important</td>
<td>26.7%</td>
<td>17.9%</td>
</tr>
<tr>
<td>Important</td>
<td>30.8%</td>
<td>31.8%</td>
</tr>
<tr>
<td>Of minor importance</td>
<td>31.5%</td>
<td>32.5%</td>
</tr>
<tr>
<td>Unimportant</td>
<td>8.9%</td>
<td>12.6%</td>
</tr>
<tr>
<td>Not sure</td>
<td>2.1%</td>
<td>5.3%</td>
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“The Information literate student understands issues concerning copyright and plagiarism”

**Teaching Faculty Opinion:**

<table>
<thead>
<tr>
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<th>Norway (%)</th>
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</thead>
<tbody>
<tr>
<td>Libr. very important</td>
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<td>6.6</td>
</tr>
<tr>
<td>Not sure</td>
<td>4.1</td>
<td>6.6</td>
</tr>
</tbody>
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Teaching Faculty: 
Who should give IL instruction?

![Bar chart](chart.png)

- **Librarians**: Norway 19.7%, Canada 29.4%
- **Myself**: Norway 0.7%, Canada 4.2%
- **Library/Faculty**: Norway 78.3%, Canada 65.7%
- **Other**: Norway 1.3%, Canada 0.7%
Teaching Faculty. Focus on Students’ Research Methods

Always

Sometimes

No

%

Canada

Norway

22,5

44,7

53,6

42,1

23,8

13,2

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# Teaching Faculty – New Knowledge/Skills Needed?

<table>
<thead>
<tr>
<th></th>
<th>Canada</th>
<th>Norway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>77.3</td>
<td>80.3</td>
</tr>
<tr>
<td>No</td>
<td>22.7</td>
<td>19.7</td>
</tr>
</tbody>
</table>

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Teaching Faculty. Training Needs

![Bar Chart]

- Information resources: 78.0% (Canada), 90.3% (Norway)
- Search techniques: 79.3% (Canada), 80.6% (Norway)
- Teach bibliography management: 30.7% (Canada), 59.0% (Norway)
- Coop. with library: 25.3% (Canada), 31.3% (Norway)
- None: 4.0% (Canada), 5.6% (Norway)
- Other: 4.7% (Canada), 0.0% (Norway)

IFLA CPDWL; Satellite Meeting, Oslo, Norway, 2005
Teaching Faculty.
Types of training offered

- Workshops: 83.6% (Canada), 71.9% (Norway)
- One-on-one tutorials: 52.1% (Canada), 50.0% (Norway)
- Online tutorials: 15.1% (Canada), 37.5% (Norway)
- Other: 2.7% (Canada), 3.1% (Norway)
Thank You!

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