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Information Literacy and Academic Libraries as Working Places

Shahrzad Khosrowpour

Chapman University, shahrza@chapman.edu

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Information Literacy and Academic Libraries as Working Places

Comments

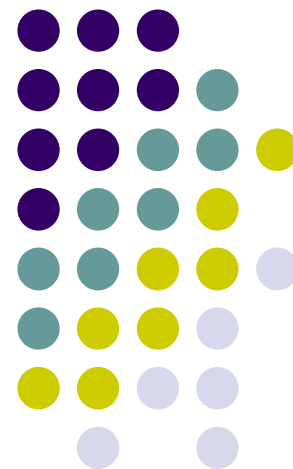
Presented at the 5th European Conference on Information Literacy (ECIL 2017), held from September 18-21, 2017 Saint-Malo, France.



By: *Shahrzad Khosrowpour*

September 2017

**Information Literacy
and
Academic Libraries
as
Working Places**



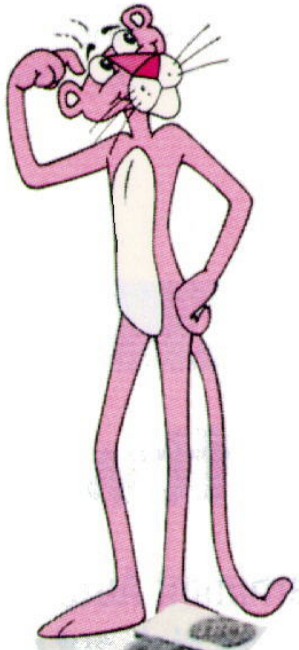
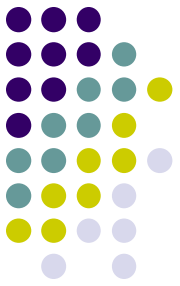
Information Literacy in Workplace



- Information literacy is a set of abilities requiring individuals to “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.” (American Library Association, 1989)
- Would this set of abilities be different when it applies to workplace Information literacy?

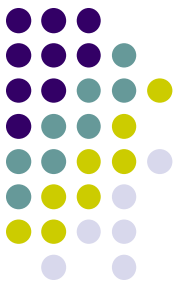


Cataloging Time on Task Benchmarks & Literature



- Little has been published on this topic.
- The existing library science publications focus on:
 - Special format (electronic vs. print)
 - Cataloging rules and standards
 - Access points & users needs
 - Instruction & information literacy
 - ...

Cataloging Time on Task Objectives



- Cataloging Benchmarks
 - Assessment
 - ✓ Staff's performance
 - Quantitatively (User-centered)
 - ❖ Time management
 - ❖ Staff retention
 - ❖ Library Cost effectiveness
 - Qualitatively (Cataloger-centered)
 - ❖ Measure Staff's information literacy
 - ❖ Communication (Group meetings/Participations)



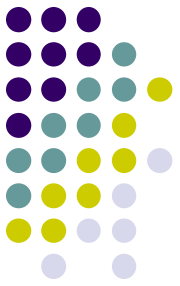
Cataloging Time on Task Factors to Consider



- Staff's perspectives:
 - Emotional status
 - Under-appreciated
 - Risk-averse factors
- Administrative perspectives:
 - Individual/Group meetings
 - Motivate the staff by fundamental purposes
 - Rethink/Revitalize roles, rules, activities across the department & the library



Assessment Methodology



- Cataloging task
 - Circulating books in English
 - ✓ Phase 1: Copy cataloging
 - ✓ Phase 2: Original cataloging
 - ✓ Phase 3: Pre-cataloged books
 - Time-on-Task (at individual pace):
 - ✓ One hour (or, document if less than one hour)
 - Information Literacy
 - ✓ Use of different tools
 - ✓ Use critical thinking
 - Document
 - Discuss (challenges/suggestions)





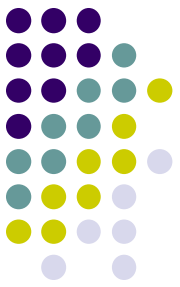
Staff Performance (Compiled Data)



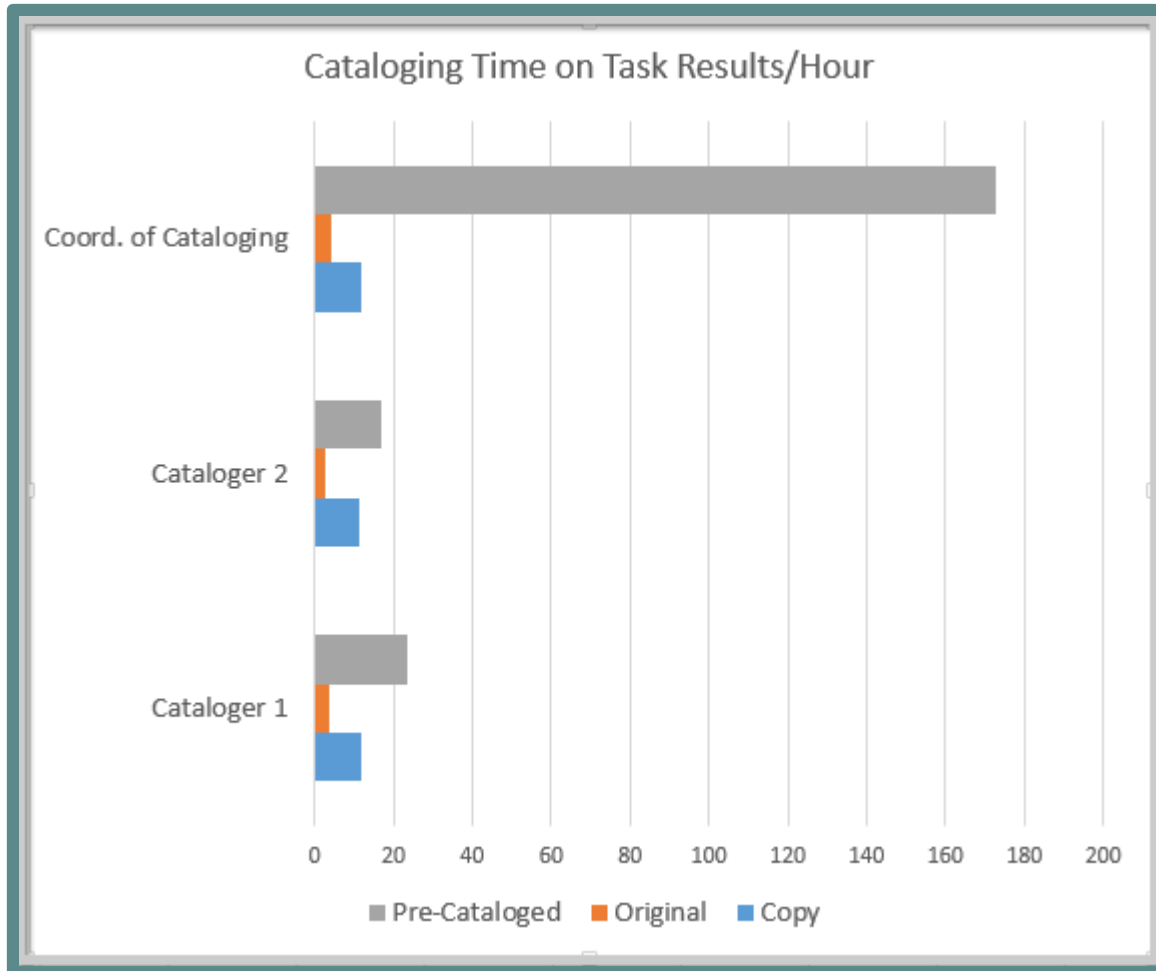
Cataloger/Mat. Type	# of Items/hour			Average
YBP Books	Pilot 1	Pilot 2	Pilot 3	
Coord. of Cataloging	187	158	-	172.5
Cataloging Asst. 1	26	21	24	23.6
Cataloging Asst. 2	18	16	17	17

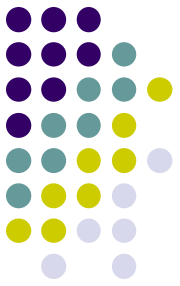
Cataloger/Mat. Type	# of Items			Average
Original Cataloging	Pilot 1	Min. Spent	Min./Item	#of Items/hr.
Coord. of Cataloging	4	60	15	4
Cataloging Asst. 1	3	50	16.7	3.6
Cataloging Asst. 2	3	63	21	2.9

Cataloger/Mat. Type	# of Items/hour			Average
Copy Cataloging	Pilot 1	Pilot 2	Pilot 3	
Coord. of Cataloging	14	11	11	12
Cataloging Asst. 1	11	11	14	12
Cataloging Asst. 2	12	12	10	11.3



Staff Performance (Quantitative)



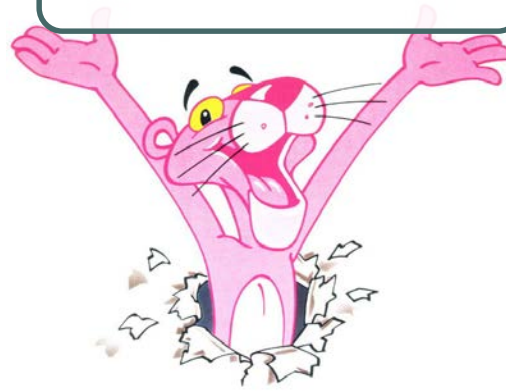


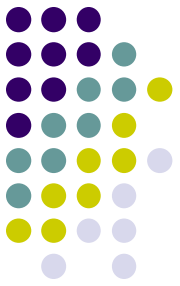
Quantitative Cataloging Outcome

Cataloging
is not static

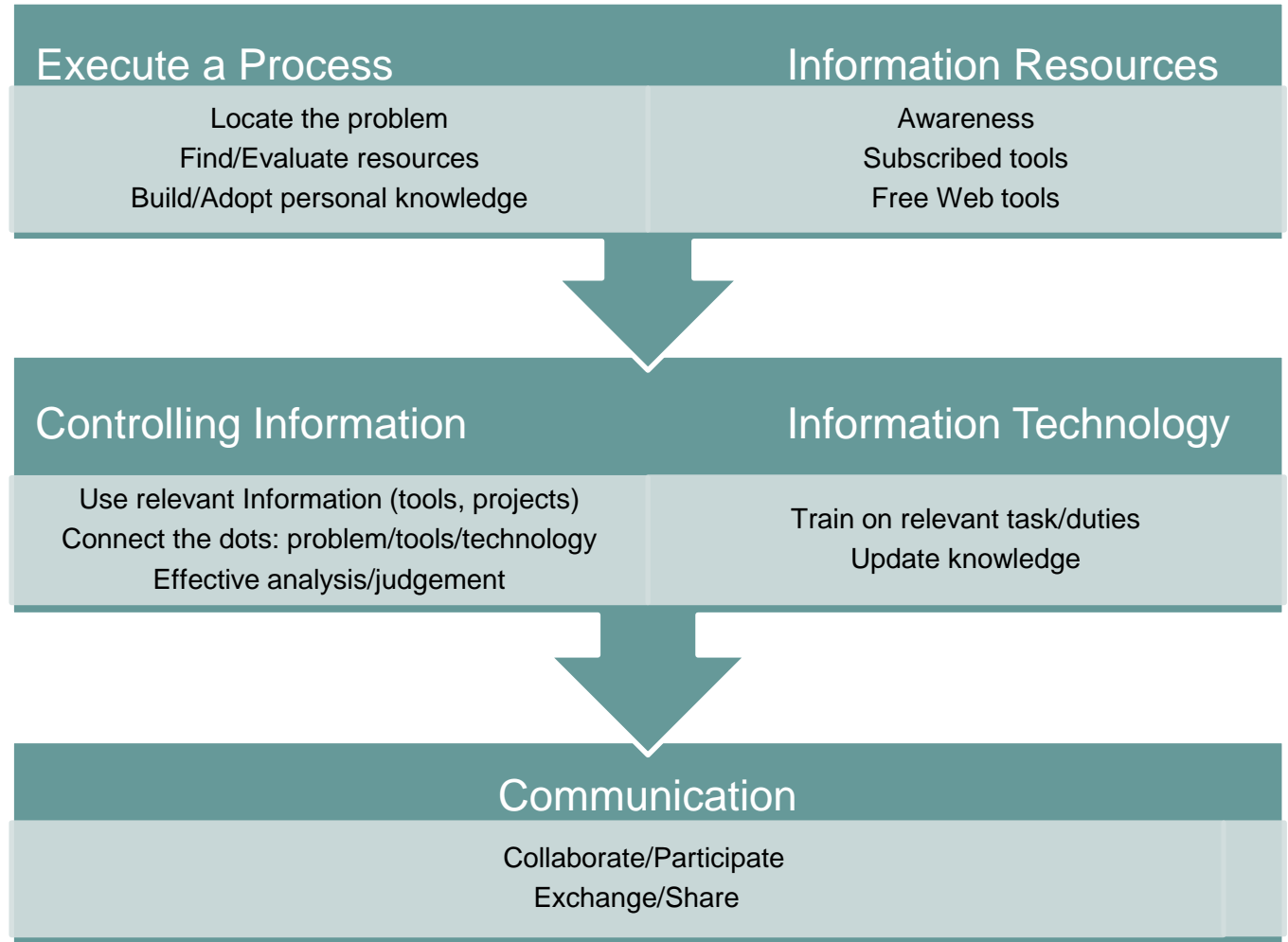
Cataloging
is an intellectual
process

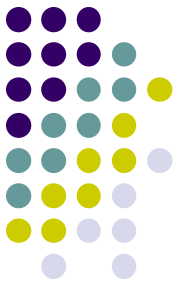
Daily cataloging
is a random process





Qualitative Cataloging Outcome



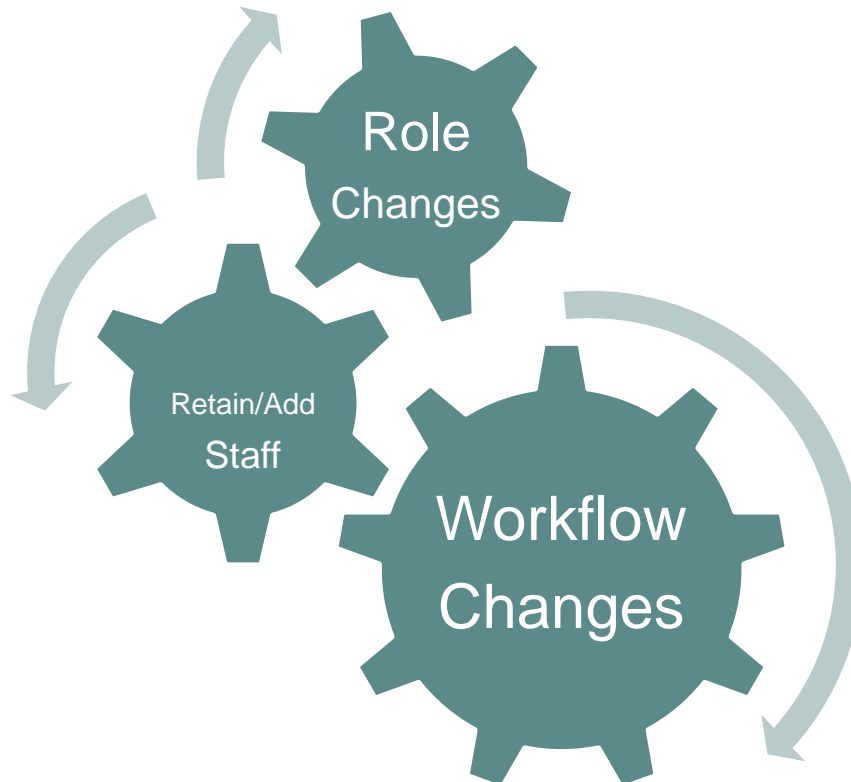


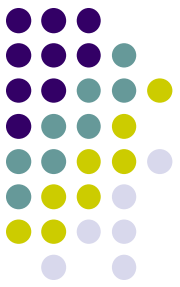
Future Plans

Changes/Modifications



Out[42]=





What We Learned

Information Literacy & Workplace

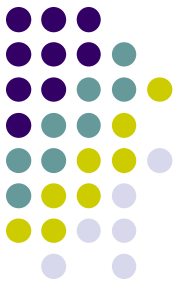


Collaborate
Communicate

Investigate
Bring Awareness

Train
Update

Utilize



Challenges

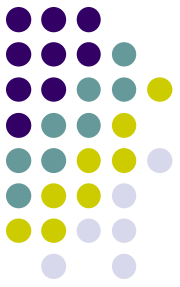




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Questions?

