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# Information Literacy and Academic Libraries as Working Places

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## **Comments**

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

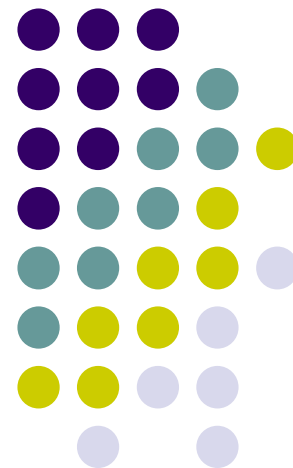


By: *Shahrzad Khosrowpour*

September 2017

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# Information Literacy and Academic Libraries as Working Places



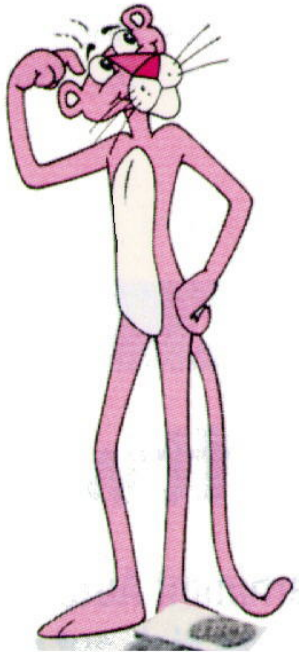
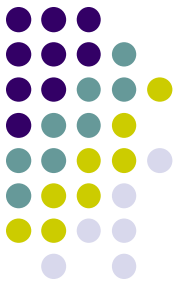
# Information Literacy in Workplace



- 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
  - ...

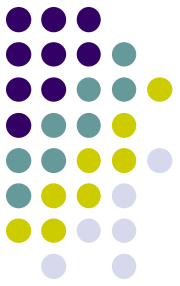
# Cataloging Time on Task Objectives



- 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)



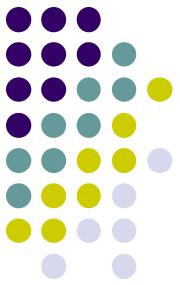
# Cataloging Time on Task Factors to Consider



- 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)







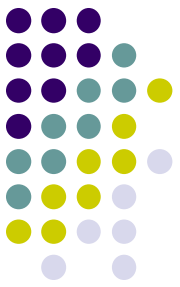
# Staff Performance (Compiled Data)



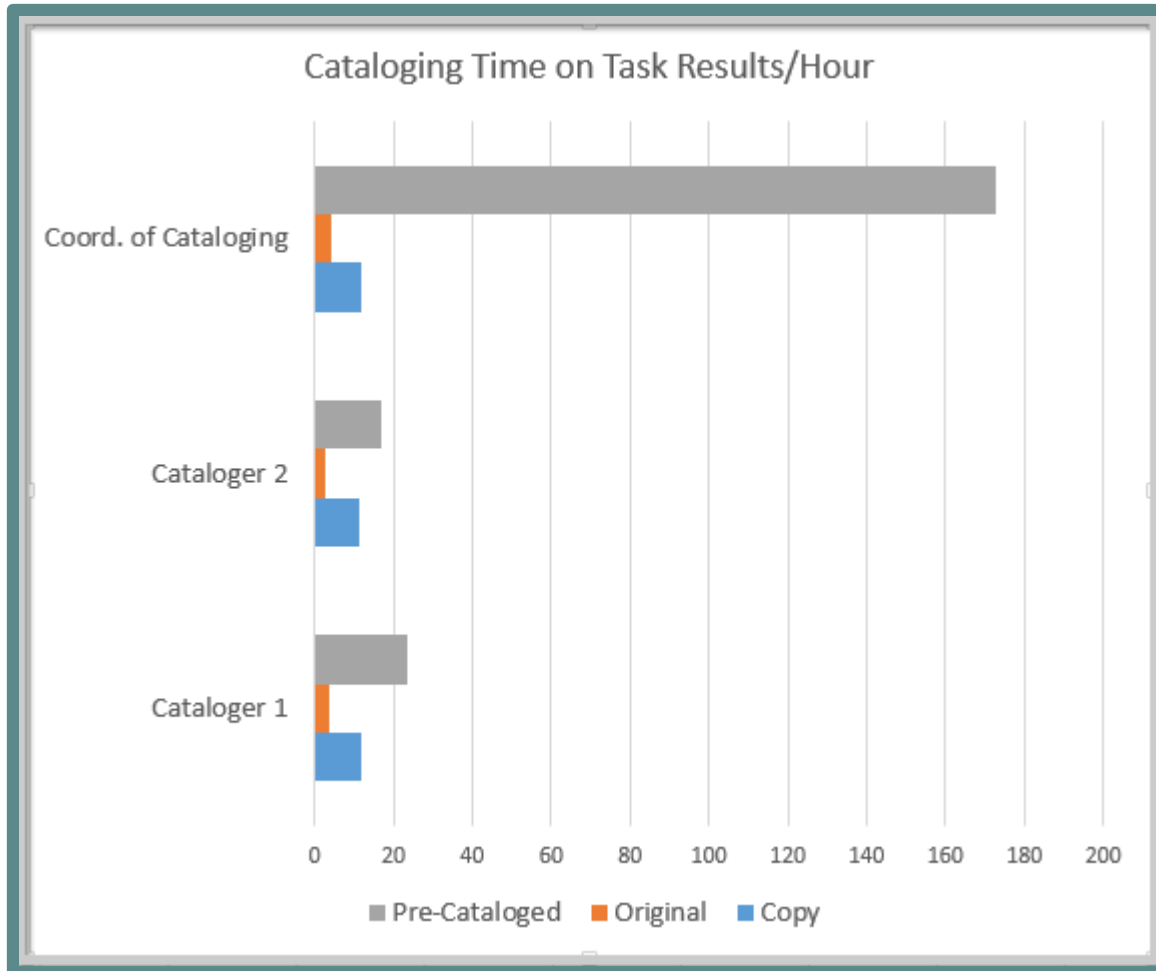
Cataloger/Mat. Type	# of Items/hour			Average
YBP Books	Pilot 1	Pilot 2	Pilot 3	
Coord. of Cataloging	187	158	-	172.5
Cataloging Asst. 1	26	21	24	23.6
Cataloging Asst. 2	18	16	17	17

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

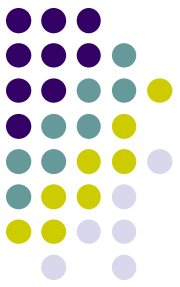
Cataloger/Mat. Type	# of Items/hour			Average
Copy Cataloging	Pilot 1	Pilot 2	Pilot 3	
Coord. of Cataloging	14	11	11	12
Cataloging Asst. 1	11	11	14	12
Cataloging Asst. 2	12	12	10	11.3



# Staff Performance (Quantitative)





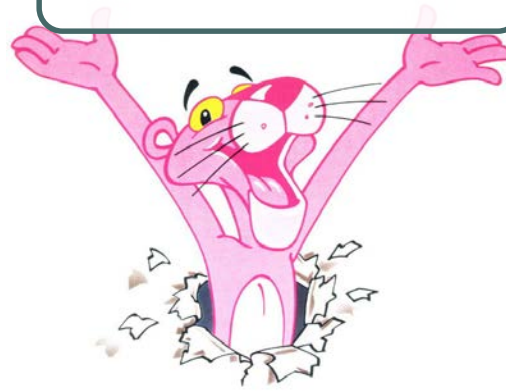


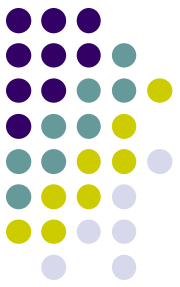
# Quantitative Cataloging Outcome

Cataloging  
is not static

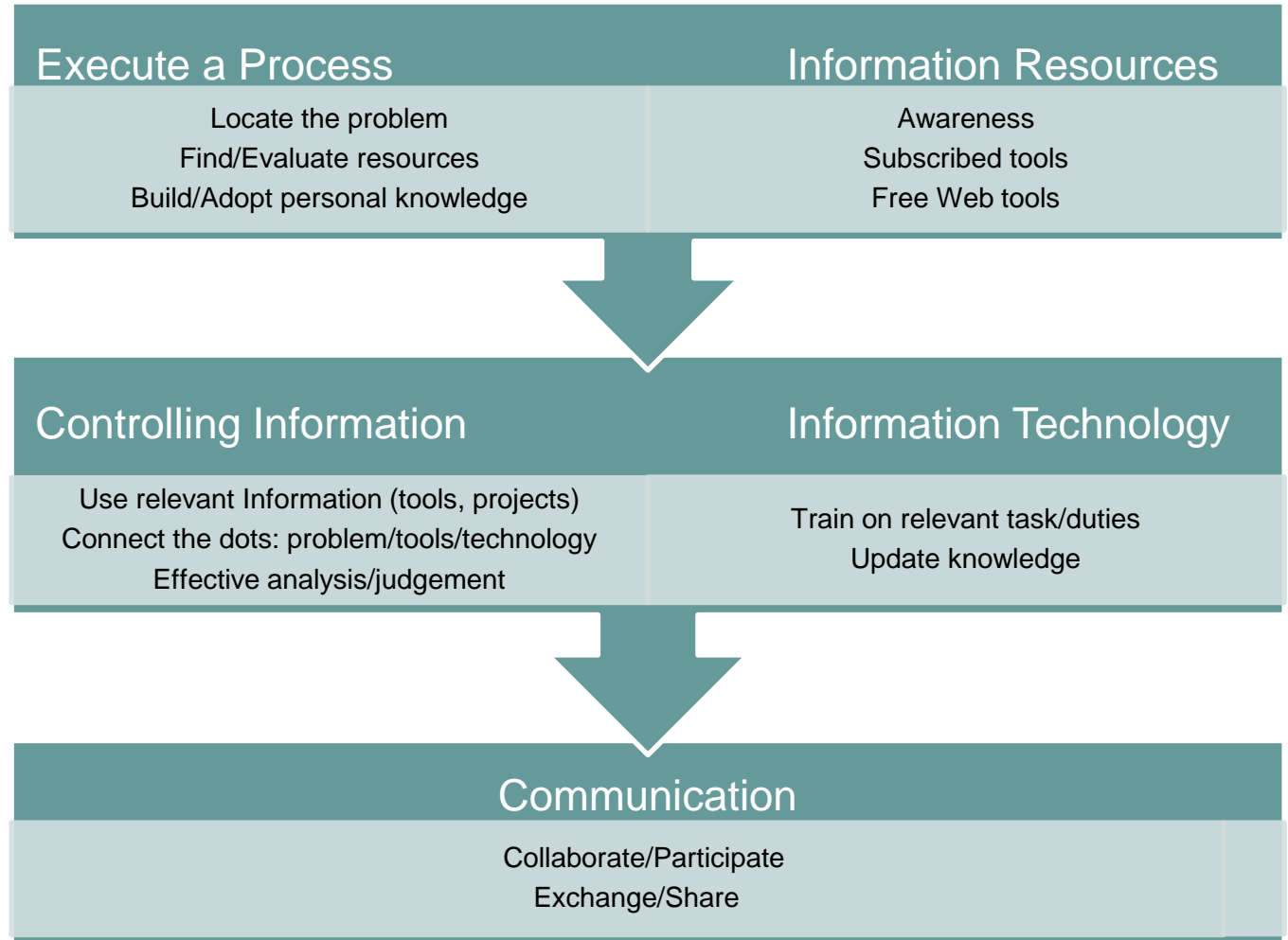
Cataloging  
is an intellectual  
process

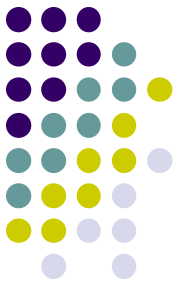
Daily cataloging  
is a random process





# Qualitative Cataloging Outcome



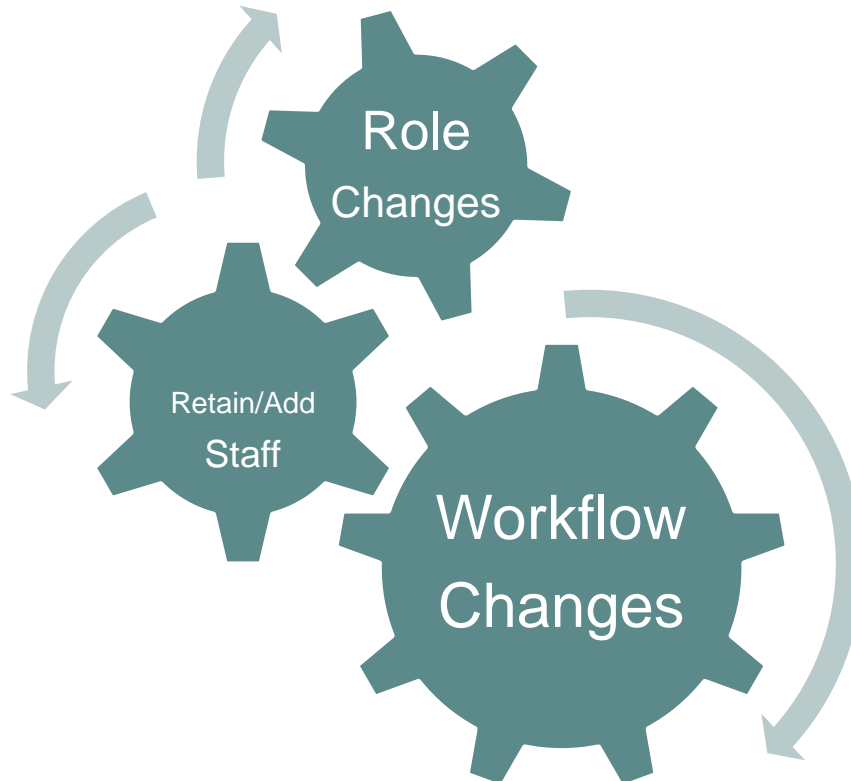


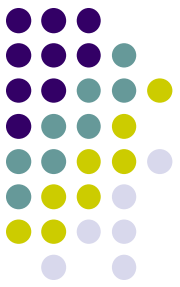
# Future Plans

## Changes/Modifications



Out[42]=





# What We Learned

## Information Literacy & Workplace

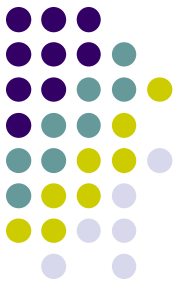


Collaborate  
Communicate

Investigate  
Bring Awareness

Train  
Update

Utilize



# Challenges







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# Questions?

