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Information Literacy and Academic Libraries as Working Places

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Information Literacy and Academic Libraries as Working Places

Comments
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Information Literacy and Academic Libraries as Working Places

By: Shahrzad Khosrowpour

September 2017
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?
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-aversive factors

- Administrative perspectives:
  - Individual/Group meetings
  - Motivate the staff by fundamental purposes
  - Rethink/Revitalize roles, rules, activities across the department & the library
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)

<table>
<thead>
<tr>
<th>Cataloger/Mat. Type</th>
<th># of Items/hour</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pilot 1</td>
<td>Pilot 2</td>
</tr>
<tr>
<td>YBP Books</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coord. of Cataloging</td>
<td>187</td>
<td>158</td>
</tr>
<tr>
<td>Cataloging Asst. 1</td>
<td>26</td>
<td>21</td>
</tr>
<tr>
<td>Cataloging Asst. 2</td>
<td>18</td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cataloger/Mat. Type</th>
<th># of Items</th>
<th>Min./Item</th>
<th>Min./Item</th>
<th># of Items/hr.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pilot 1</td>
<td>Min. Spent</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>Original Cataloging</td>
<td>4</td>
<td>60</td>
<td>16.7</td>
<td>3.6</td>
</tr>
<tr>
<td>Coord. of Cataloging</td>
<td>3</td>
<td>50</td>
<td>21</td>
<td>2.9</td>
</tr>
<tr>
<td>Cataloging Asst. 1</td>
<td>3</td>
<td>63</td>
<td>21</td>
<td>2.9</td>
</tr>
<tr>
<td>Cataloging Asst. 2</td>
<td>3</td>
<td>63</td>
<td>21</td>
<td>2.9</td>
</tr>
</tbody>
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<tr>
<th>Cataloger/Mat. Type</th>
<th># of Items/hour</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pilot 1</td>
<td>Pilot 2</td>
</tr>
<tr>
<td>Copy Cataloging</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coord. of Cataloging</td>
<td>14</td>
<td>11</td>
</tr>
<tr>
<td>Cataloging Asst. 1</td>
<td>11</td>
<td>11</td>
</tr>
</tbody>
</table>
| Cataloging Asst. 2    | 12      | 12      | 10      | 11.3
Staff Performance (Quantitative)

Cataloging Time on Task Results/Hour

- Coord. of Cataloging
- Cataloger 2
- Cataloger 1

Pre-Cataloged - Original - Copy
Staff Performance

Information Literacy (Qualitative)

- Execute a Process
- Information Resources
- Controlling Information
- Information Technology
- Communication
- Exchanging Ideas
Cataloging is not static
Cataloging is an intellectual process
Daily cataloging is a random process
Qualitative Cataloging Outcome

**Execute a Process**

<table>
<thead>
<tr>
<th>Locate the problem</th>
<th>Information Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find/Evaluate resources</td>
<td>Awareness</td>
</tr>
<tr>
<td>Build/Adopt personal knowledge</td>
<td>Subscribed tools</td>
</tr>
<tr>
<td></td>
<td>Free Web tools</td>
</tr>
</tbody>
</table>

**Controlling Information**

<table>
<thead>
<tr>
<th>Use relevant Information (tools, projects)</th>
<th>Information Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connect the dots: problem/tools/technology</td>
<td>Train on relevant task/duties</td>
</tr>
<tr>
<td>Effective analysis/judgement</td>
<td>Update knowledge</td>
</tr>
</tbody>
</table>

**Communication**

<table>
<thead>
<tr>
<th>Collaborate/Participate</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Exchange/Share</td>
<td></td>
</tr>
</tbody>
</table>
Future Plans

Changes/Modifications

Role Changes

Retain/Add Staff

Workflow Changes
What We Learned

Information Literacy & Workplace

Collaborate
Communicate
Investigate
Bring Awareness
Train
Update
Utilize
Challenges

- Train
- Revitalize
- Awareness Mentor
- Cost
- Resistance
References

Questions?