Libraries cooperation in the guided enquiry process: the project "Non solo tesine"

Laura Ballestra
LIUC University

http://docs.lib.purdue.edu/iatul/seminarbolzano/2016/2

This document has been made available through Purdue e-Pubs, a service of the Purdue University Libraries. Please contact epubs@purdue.edu for additional information.
Library cooperation in the guided enquiry process education: the project “Non solo tesine”

Laura Ballestra - LIUC University, Mario Rostoni Library

IATUL Conference Bolzano 24th October 2016
The project partnership

Liuc University Library

Proponent partner

Schools and schools libraries

Public libraries

Library cooperation in the guided enquiry process education: the project “Non solo tesine”
The project partners

Library cooperation in the guided enquiry process education: the project “Non solo tesine”

Public Libraries involved: 40
High School involved: 38

START:
2012-
The project partners
The project Non solo tesine

• Aim:

– Offering Information Literacy courses to improve high school students information literacy creating a «cooperating territorial system of different libraries»

– Promoting the university library as an active player in the «third mission»

– For schools and public libraries offering learning experiences and services to students
Non solo tesine courses in public libraries

Space: public libraries
Out of the school
In the free time of students
LIUC University Library and its role in the cooperation

- Central University library of a very small private university founded in 1991 with three schools: Economics and Management, Law, and Industrial Engineering
- LIUC Library Information literacy programme for undergraduates, PHD students, antiplagiarism programme
LIUC University Library role

> promotor of the project
> teaching the teachers
> teaching the guided enquiry research process to students

• IL Library didactical model for LIUC students and NST students:
  – IL framework: Seven Faces of IL (C. Bruce, 1997)
  – Guided enquiry research process education (C. Kuhlthau, K. Maniotes, K. Caspari, 2007)
  – Flipped classrooms

> creating disciplinary bibliographies
> project evaluation
> technology supplier (Moodle platform, APPs...)
> logo, communication...

Library cooperation in the guided enquiry process education: the project “Non solo tesine”
Public libraries and their role in the cooperation

- A mission in developing citizens education
- Information literacy activities:
  - Few actions of IL education, the most with schools
  - Good existing cooperation with high schools for reading laboratories about novels... not essays, papers, scientific books, handbooks
Public libraries and their role in the cooperation

> place to offer the laboratories to students;
> promotion of the laboratories to schools;
> managing the participation of students;
> communicating to local magazines

> active role in teaching OPAC and resources use after the methodological session

> selection of books necessary for the case
Focus: Public libraries of big cities

- The case of MILAN Municipality System
  Information Literacy education programme established in 2016

Non solo tesine is part of this programme
7 libraries involved from 2015
2017: more libraries will be involved
High Schools and their role in the cooperation

Still *leopard’s spots* (Marquart, 2008)

- «[...] in Italy, due to the Act, which established the school self-government, a school may invest in its library much, little or not at all.”

- Information literacy activities data not available
High Schools and their role in the cooperation

> partner in spreading the communication about Non solo tesine laboratories held in public library

> place to host the NST laboratories
The content of the project

• A total of 6530 high school students participating...

High School Students Involved

<table>
<thead>
<tr>
<th>Year</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>750</td>
</tr>
<tr>
<td>2013-2014</td>
<td>1730</td>
</tr>
<tr>
<td>2014-2015</td>
<td>2300</td>
</tr>
<tr>
<td>2015-2016</td>
<td>1750</td>
</tr>
</tbody>
</table>

Library cooperation in the guided enquiry process education: the project “Non solo tesine”
The content of the project

... with quite low IL pre-competences

High school students 19 years old:
Books read in the 5 years to do research about a subject without teacher suggestions
content of the learning experience

- Cases of library and information research to teach the guided enquiry research process («Food security», «Sebastiano Vassalli novels», «Pirelli Skyscraper», «Industrial Archeology»)
- The role of documents

Disciplinary bibliographies offered to students

Library cooperation in the guided enquiry process education: the project “Non solo tesine”
Didactic materials

- APP
- Booklet

To download the APP: http://www.biblio.liuc.it/pagineita.asp?codice=225
Moodle platform for students to find sources in their discipline of interest.
Project dissemination

• Articles in newspapers
Project evaluation

- Questionnaire to evaluate students satisfaction
- Feed back from librarians and teachers involved
- Emails from students after attending the courses
Outcome of the experience

• **REACHED**

  **FOR Students**
  Improving the knowledge of a wide range of documents in the high school years (scientific handbooks, essays, scientific articles)

  **FOR LIUC University**
  Improved perception of the university libraries and their so-called III Mission

  **FOR PUBLIC LIBRARIES**
  • Students come back to public libraries information authoritative sources -- Very difficult age for reading statistics in Italy
  • Getting instructional support from university libraries that have the know-how about information literacy education from their courses

  **FOR SCHOOLS**
  Schools offer to students an opportunity to go deeply into the guided enquiry process

• **STILL TO BE REACHED**

  • Public libraries sometimes are just «hosting» and not participating in the laboratories due to a lack of resources or interest
  • Laboratories held in schools are compulsory for students and with large amount of students → less effort and quality, no flipped classes
Cooperation evaluation

• Feed back from librarians and teachers involved were positive
• Almost every learning experience required again the following year
A «lean» cooperation

- No money management and no money required to anyone
- No bureaucracy, emails between partners and meeting face to face when necessary (training the trainers; post-experience meeting of all participants)
- A durable partnership
- A «naturally growing experience»
Bibliography

• BALLESTRA, Laura Cavaleri Piero (2014), *Didattica del processo di ricerca documentale*, Editrice Bibliografica
• BALLESTRA, Laura (2011), *Information literacy in biblioteca: teoria e pratica*, Editrice Bibliografica
• BRUCE Cristine (1997), *Seven faces of IL*, ASLIB
• GEORGE, Mary W. (2008), *Elements of library research: what every student needs to know*, Princeton, Princeton University press
• Ministry of Education Circolare (law) n. 252 del 19 aprile 2016: Instructions for the State Exam
• *Non solo tesine project*, http://www.biblio.liuc.it/pagineita.asp?codice=225