

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

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

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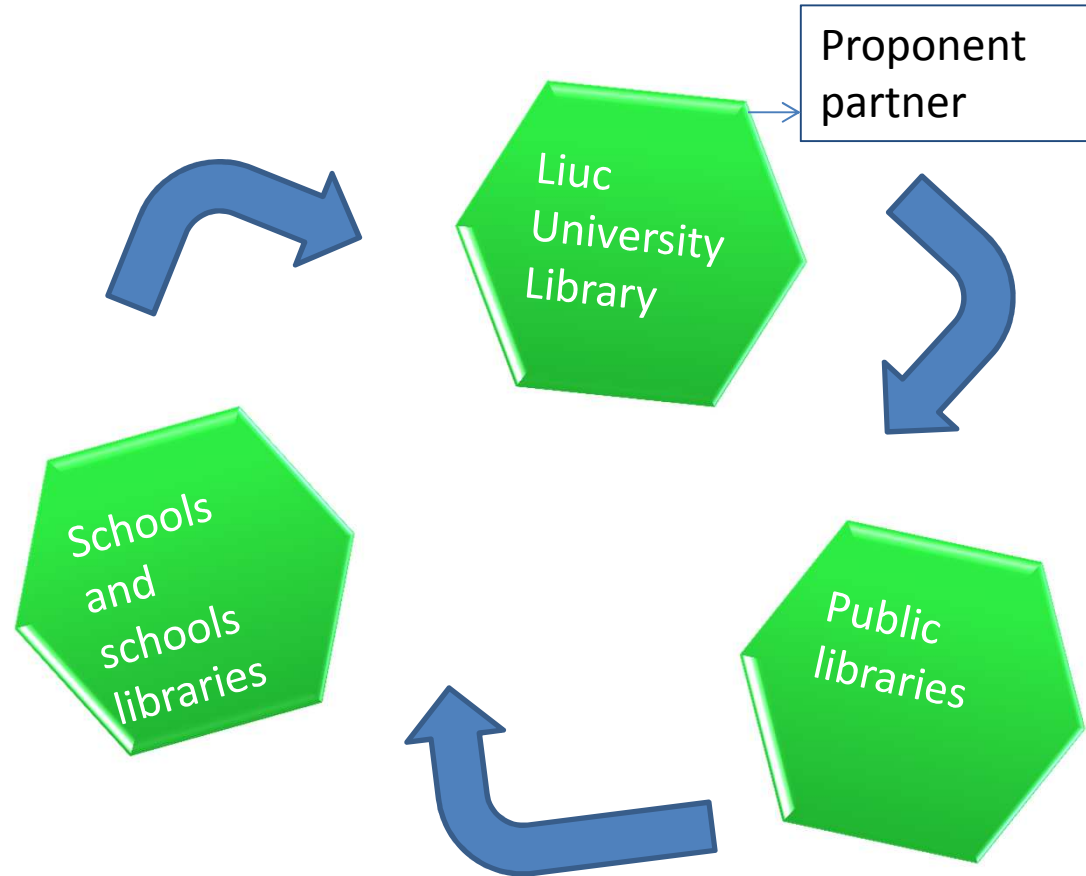
Trova il futuro che ti cerca.

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

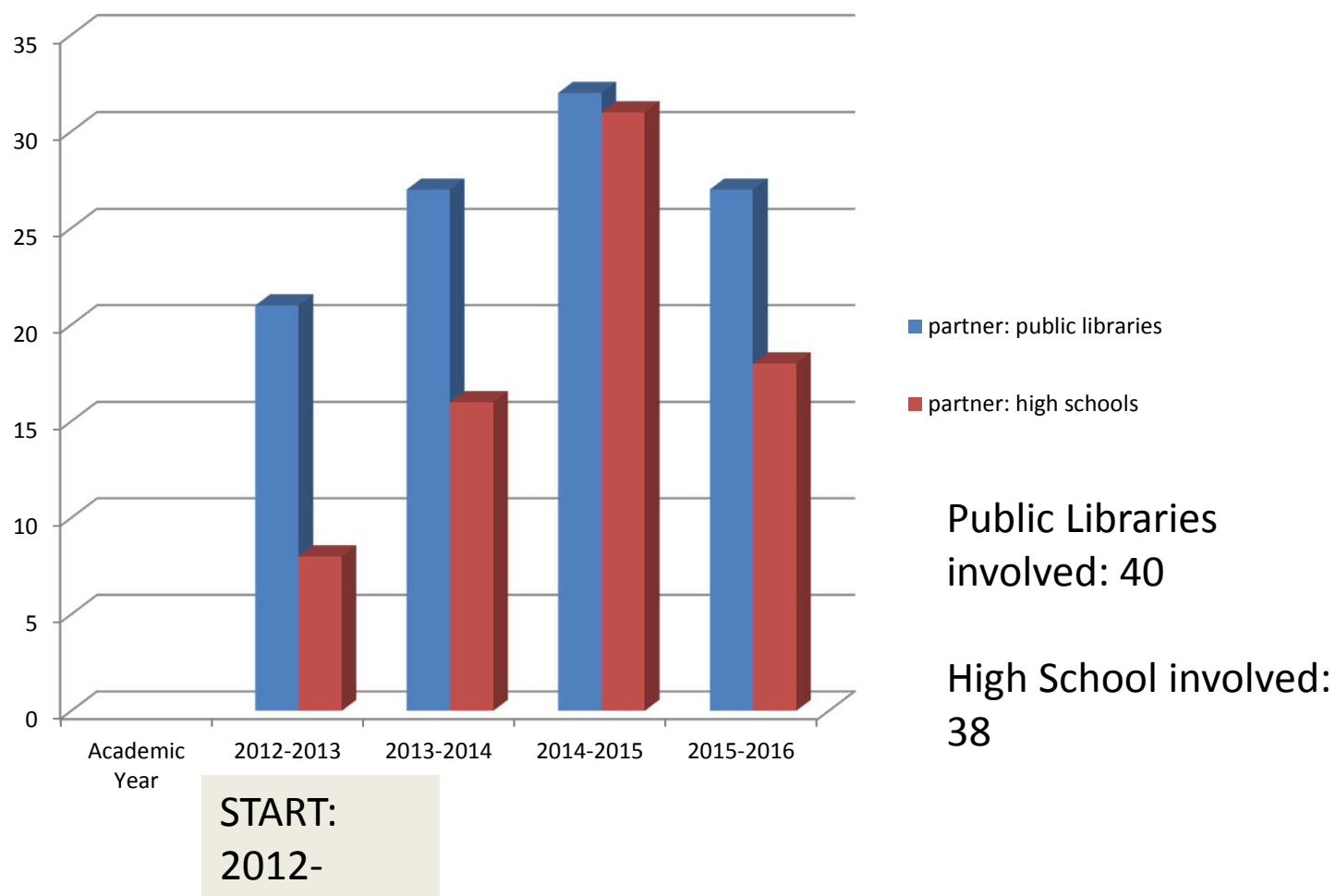
*Laura Ballestra - LIUC University, Mario Rostoni Library*

IATUL Conference Bolzano 24th October 2016

# The project partnership



# The project partners



# The project partners



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

24<sup>th</sup> October 2016

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# 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...

# 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

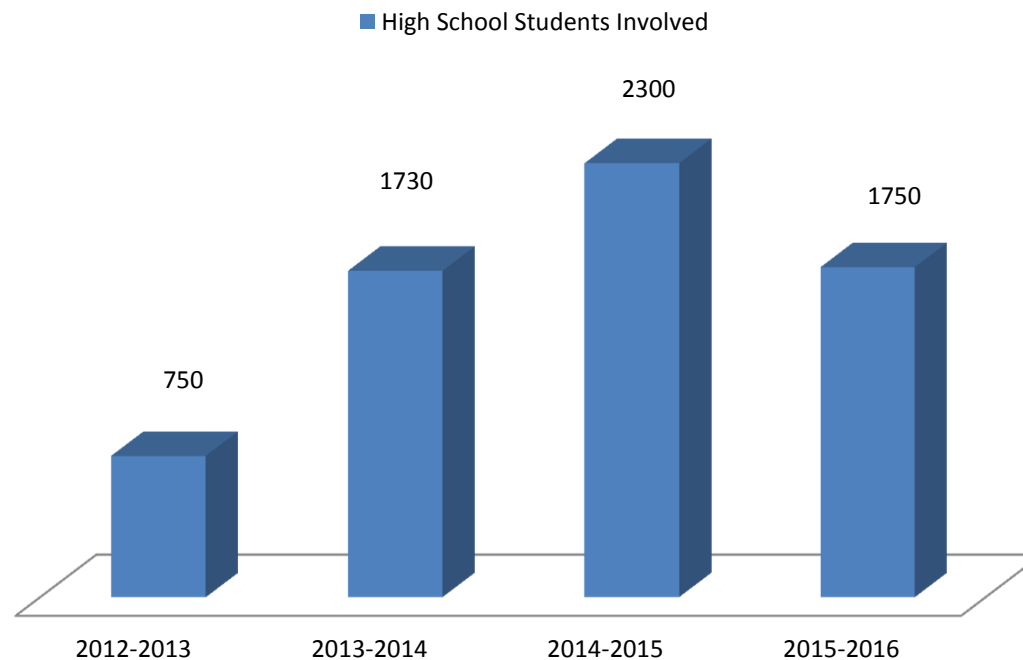
# High Schools and their role in the cooperation

- > 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**

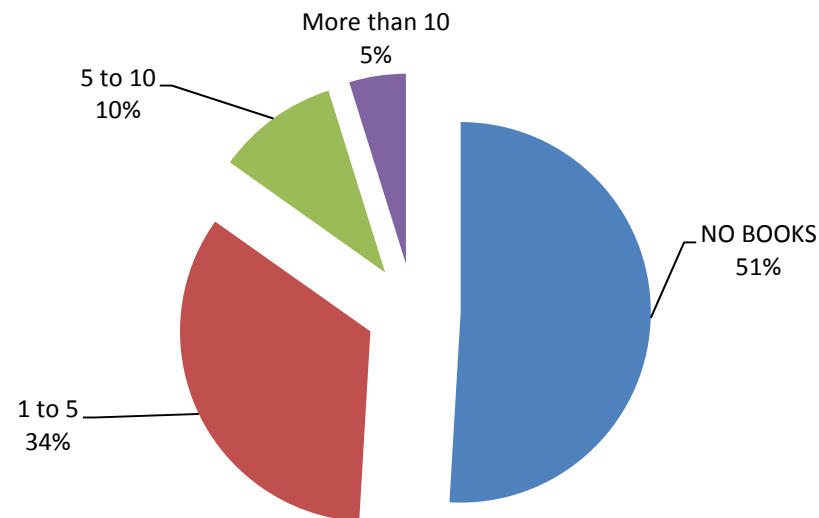




# The content of the project

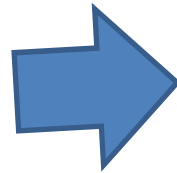
... with quite low IL pre-competences

**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




**Filosofia del Novecento**

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**Opere di sintesi a saggi**  
Nascondi

1  
Nicholas Griffin  
**The Cambridge Companion to Bertrand Russell**  
Cambridge: Cambridge University Press, 2003



Bertrand Russell ranks as one of the giants of twentieth modern thought. This companion centers on Russell's contributions to the foundations of mathematics, and philosophy of language. The intellectual background Russell as a moral philosopher. New readers will find recent developments in the interpretation of Russell.

**Vedi indice**

2  
Fred Rush  
**The Cambridge Companion to Critical Theory**  
Cambridge: Cambridge University Press, 2004

# Didactic materials

- APP
- Booklet



To download the APP:  
<http://www.biblio.liuc.it/pagineit a.asp?codice=225>



Amministrazione

Home ► I miei corsi ► Corsi per studenti di istituti secondari superiori ► Non solo tesine

### Navigazione

#### Home

- My home
- Il mio profilo
- Corso in uso
  - Non solo tesine 2016**
    - Partecipanti
    - Badge
- I miei corsi

### LIUC



**Non solo tesine 2016**

### Persone

Partecipanti

### Attività

Moodle platform for students to find sources in their discipline of interest

### Percorsi disciplinari

- Relazioni internazionali
- Ricerca in antropologia
- News forum

### Il processo di ricerca documentale

#### L'INDAGINE DOCUMENTALE. Novelli Sherlock Holmes?

- Le fasi della ricerca documentale
- Opere di reference e di sintesi (bibliografia)
- Risorse disciplinari BNCf
- Questa mattina qualcuno ha parlato di bellezza al Rebor...

### Durante il percorso: Abstract e citazioni

### Tenere nota dei passi

# Project dissemination

- Articles in newspapers



The screenshot shows the website 'Scuola24' with the following content:

**CORRIERE DELLA SERA**  
**Scuola**

Home Opinioni Economia **Cultura** Spettacoli Cinema Sport Salute Tecno

Sfoggia il Quotidiano Digitale **ABBONATI** ACCEDI

**Scuola24** Il quotidiano della Formazione, dell'Università e della Ricerca  
 Il Sole 24 ORE

Home Tuttodocumenti Guida alla scelta Borsino delle Idee

**26** Gen 2015 **FAMIGLIE E STUDENTI**

**Come affrontare la tesina alla maturità, dall'università Cattaneo una serie di laboratori e una «app»**

SEGNALIBRO ☆  
 FACEBOOK f  
 TWITTER t  
 STAMPA

**TAG**  
 Scuole superiori  
 maturità  
 Scuola  
 Università

Gli esami di maturità sono ancora lontani, ma per molti studenti dell'ultimo anno il pensiero è sicuramente già lì. E la "tesina" da presentare, districandosi tra le tante fonti di informazione oggi a disposizione per qualsiasi argomento, è sicuramente in cima ai pensieri di molti maturando. Nasce da qui l'iniziativa che la Liuc, l'Università Cattaneo, ha deciso di rinnovare anche quest'anno dedicando proprio ai maturandi una serie di incontri e anche una app per capire come impostare un processo di ricerca

Non solo Google. Ragazzi, occhio alle fonti!

gazzi, occhio alle fonti!

insegna agli studenti dell'ultimo  
 si fa la tesina. E li riporta in

24<sup>th</sup> October 2016 19

# 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

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- *Non solo tesine project*, <http://www.biblio.liuc.it/pagineita.asp?codice=225>