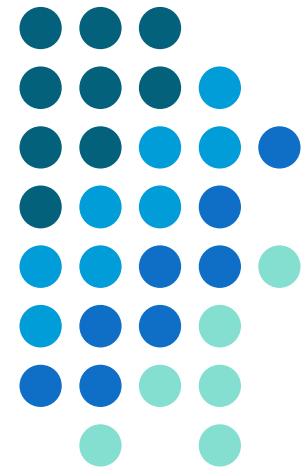


***Information Literacy strategic project  
at Nova:  
maximizing how to  
find, get, use and cite scholarly  
information***



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# Context: Universidade Nova de Lisboa (Nova)



## Nine Academic Units (AUs):

- **5 Faculties:**  
Economics; Law; Medical Sciences; Sciences and Technology; Social Sciences and Humanities
- **3 Institutes:**  
Chemical and Biological Technology; Hygiene and Tropical Medicine; Statistics and Information Management
- **1 School:**  
National School of Public Health

**Located within the Lisbon metropolitan area, although spanning through three councils (Almada, Oeiras and Lisboa)**



# IL Project at Nova: Background - Librarians' role



## Nine Libraries

Each responding to its own AU – independent at university level  
*(in spite of librarians' longtime proposals for a formal university library cooperation)*

- **2007:** New Rector elected  
Starts a library and documentation agenda at Nova  
Creates a new semi-formal “Librarians’ Working Group” (GTB)
- **2008:** When invited to report to the Senate on “user education” activities, GTB goes beyond that aim with the communication:  
**“Information Literacy at Nova: a strategy for competitiveness.”** (May 2008)

**Building on this communication, GTB later presents to the Rector a proposal to start an IL Project at Nova**  
(December 2008)



# IL Project at Nova: Background - Momentum



- **External** factors such as:

RJIES (2008) - new legal framework for the national HE sector, seeking more competitiveness for Portuguese institutions

brought about major changes within this field

- Added to **internal factors** such as:

External evaluation (2008-2009) - at the own request of Nova - by the European University Association (EUA).

Stressed the need for more cooperation inside the university, namely through transversal projects within Academic Units





## IL Project at Nova: Background - Momentum

- As well as **Nova's self-portrait**

*(statements from the University's website)*

«The singularity of the *Universidade Nova de Lisboa* Project lies in its respect for the **individuality of each academic unit**, each having acquired its image and prestige within the **freedom, diversity** and tolerance that have been the guidelines of Nova.

One further aim of the University is the **strengthening of the cohesion between units** in order to take the best possible advantage of the synergies that can thus be generated and developed.»

*From "Courses Catalogue" Web information (accessed 02 June 2010)*

<http://www.unl.pt/guia/2010>



# IL Project at Nova: Background - Momentum



## Major decisions on the Project:

- To be conducted at top university level, under the Rector's sponsorship
- To be designed and implemented for the entire university
- To have a foreign academic advisor as external consultant (Prof Sheila Corral, University of Sheffield was invited; name suggested by GTB)

**Therefore the Information Literacy Project at Nova was initiated as “strategic”**



→ GTB assigns 2 liaison librarians to the task

# IL Project at Nova: Participants (I)



## Strategic planned structures:

- **Rectorate's** top level sponsorship (the Rector, later delegation in a Pro-rector)
- **Steering Committee** (Senior teachers, representing each AU + Executive Committee)
  - *To name Pilot Project Teams' teachers and be periodically reported*
- **Pilot Project Teams** (Librarians from the AUs + one teacher per AU)
  - *To start implementing Pilot Projects at Nova*

## Another element:

- The monthly “**College of Deans**” meeting (all AUs' Deans + the Rector and the rectoral team)
  - *Chosen by the Rector to disseminate and validate top strategic issues for the Project in the university.*





# IL Project at Nova: Participants (II)



## Unplanned structure:

From the 2 appointed liaison librarians' initiative, a pedagogical expert (teacher) was gradually asked to participate in the project.

Linking the project to the sole academic structure of LIS\* at Nova: a “Master Course in Information and Documentation” (at FCSH) became a later decision. Therefore its coordinator (teacher) was also called to collaborate.

- An **Executive Committee** (EC) emerges:

Four persons with 3 main profiles:

- 2 librarians and 2 teachers (one of them being also the pedagogical expert)

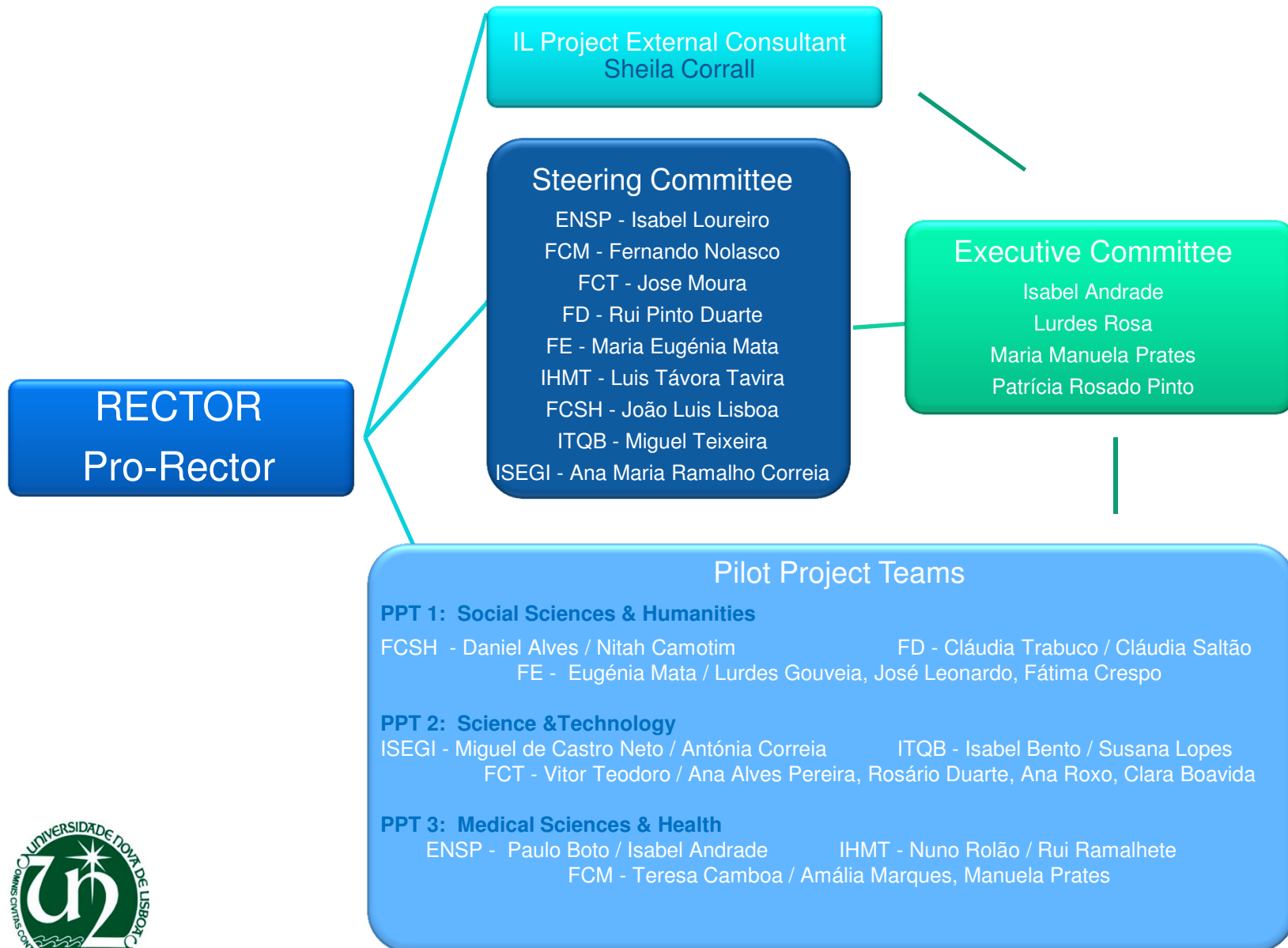
This EC will have a core role into the development of this Project:

- Coordinating operational activities, linking people and networking...
- Either spanning or focusing...



\* LIS – Library and Information Science

# IL Project at Nova: organizational chart



IL strategic Project at Nova | UNICA - November 2010



# IL Project at Nova: Description



## Phase 1 (March – end July 2009)

### 1<sup>st</sup> stage: Knowledge of the context

Aim: to gather information for the external consultant before her venue.

Conducted by the liaison librarians and applied to all Head librarians of the GTB: Two questionnaires + a SWOT analysis

- Characterization of user education practices at Nova
- Identification of awareness and expectancies towards the IL project .
- Characterization of Nova's libraries



# IL Project at Nova

**Phase 1** (March – end July 2009)

**2<sup>nd</sup> stage: External consultant's 1st visit**

- Meeting stakeholders: The Rector, the interface librarians and GTB
- Debriefing information provided
- Planning for the strategic process to start at Nova

**To develop the concept to major Nova stakeholders:**

- Special session at the Rectorate

Prof. Sheila Corral lectured to top university members. Project's initial planning steps were presented to Deans and Heads of Scientific and Pedagogical Council.



# IL Project at Nova: Description



## Phase 1 (March – end July 2009)

### 3<sup>rd</sup> stage: Implementation Plan

**First strategic steps:** adoption of a definition, a model, a vision.

*Librarians were to choose first and second.*

*Third to be decided at top level.*

- **Definition:** adapted from the “Association of College and Research Libraries” (ACRL) and the “Chartered Institute of Library and Information Professionals” (CILIP) *(next slides)*
- **Model:** adopted from the “Society of College, National and University Libraries” (SCONUL) “7 Pillars Model” *(next slides)*
- **Vision:** Deans chose among 3 alternatives previously selected and provided by GTB *(next slides)*



# IL Project at Nova: Description



## Nova's Information Literacy Definition

‘Information literacy is a set of abilities requiring individuals to recognise when information is needed, have the ability to locate, evaluate, and use effectively the needed information and communicate it in an ethical manner.’

*Approved July 2009 (College of Deans)*

## Nova's Information Literacy Vision

‘We want Information Literacy to create Nova scholars distinctive for their personal development, knowledge and innovation.’

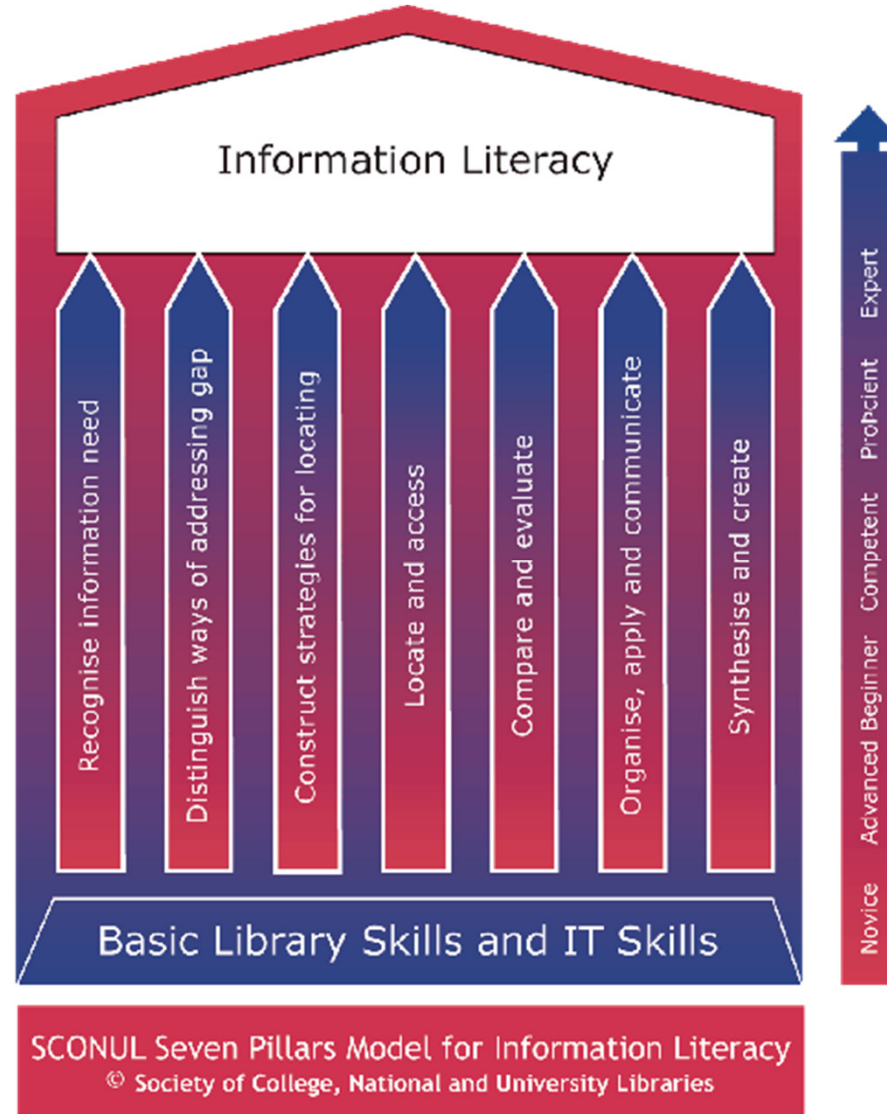
*Approved July 2009 (College of Deans)*

# IL Project at Nova: Description

## The SCONUL Seven Pillars Model for IL

- Adopted by Nova July 2009

[www.sconul.ac.uk](http://www.sconul.ac.uk)



IL strategic Project at Nova | UNICA - November 2010

# IL Project at Nova: Description

**Phase 1** (March – end July 2009)

## 3<sup>rd</sup> stage: Implementation Plan

- **New practices:**  
Librarians started sharing their educational tools.  
*Moodle, one of Nova's e-platforms (used at FCT) was chosen.*
- **Design of Pilot Projects** (*to start at a later phase*)
  - Rector wished the Project to have a first testing phase
  - Liaison librarians wished all AUs to participate from the start
  - Liaison librarians proposed a grouping of all AUs into 3 main clusters, by their scientific domains' affinities
  - Building on this, the consultant recommended each group to focus on a specific IL theme, according to the "7 Pillars Model" *(next slides)*





## IL Project at Nova: Description - Planned Pilot Projects



PP #	Area/Domain	Acad. Units involved	IL topic
1	Social Sciences & Humanities	FCSH, FD, FE (& MBA)	Information searching <i>[Pillars 3 and 4]</i>
2	Science & Technology	FCT, ISEGI, ITQB	Referencing and citations <i>[Pillar 6]</i>
3	Medicine & Health Sciences	ENSP, FCM & IHMT	Information sources' evaluation <i>[Pillar 5]</i>

### ***By order of appearance in the table***

**FCSH** (Faculty of Social Sciences and Humanities)  
**FD** (Law Faculty)  
**FE** (Faculty of Economics)  
**FCT** (Faculty of Sciences and Technology)  
**ISEGI** (Statistics and Information Management Institute)  
**ITQB** (Technology and Biological Chemistry Institute)  
**ENSP** (National School of Public Health)  
**FCM** (Faculty of Medical Sciences)  
**IHMT** (Hygiene and Tropical Medicine Institute)

### **Notes:**

- a)** So that future Pilot Projects could involve all AUs, liaison librarians had previously proposed to the Rector their aggregation by similar scientific domains. The 9 AUs were thus grouped into 3 for this specific purpose.
- b)** IL topic: assigned as suggested by the external consultant.

# IL Project at Nova: Description

**Phase 2** (October 2009 – beginning January 2010)

## 1<sup>st</sup> stage: Delays due to national HE legal framework changes

- Bylaws' changes, Boards' changes and new elections postponed the Project's **Steering Committee** (StC) designation
- As a consequence, names for **Pilot Projects'** teachers (one per AU) had to wait designation by the StC representatives

In this scenario, the **Executive Committee** took the initiative to go on working for the project....

## 2<sup>nd</sup> stage: Team and skills' building among Nova's librarians

- One pedagogical Forum, full-day → *developing teaching skills*
- Two formal preparation meetings → *preparing tools and materials for potential use at the first PPT meeting with teachers.*

*(E.g. 3 ppt "demos" to illustrate possible contents for each of the Pilot Projects)*



# IL Project at Nova: Description

**Phase 3** (end January 2009 – ongoing)

**1<sup>st</sup> stage:** (*Finnally*) **the planned nomination cascade**

- **StC** first meeting (27<sup>th</sup> Jan.)
- **PPT** first meeting (17<sup>th</sup> Feb.)
  - Working teams of teachers and librarians - grouped per 3 PilotProjects - discussed ways by which they could contribute to their specific PP's assigned objectives and themes.
- **PPT** second meeting (15<sup>th</sup> Apr.)
  - Partners presented to each other the activities meanwhile achieved
  - Most groups referred matters to correct and/or improve
  - Major issues on the Project were discussed to bring to the expert

*Work was collected, registered and reported ; Assessments could not be completed by then (e.g. class schedules...) ; Analysis not yet undertaken*



# IL Project at Nova: Diversity of first results achieved



**Table showing the types of intervention resulting from the first Pilot Projects initiatives**

IL intervention type	Application contexts	Participants
Adoption of commonly created instruments (such as questionnaires) either to identify students' IL knowledge level (pre-test) or to evaluate learning for IL (pre and post- test)	FCSH (Library) <sup>(a)</sup> ; FD (Library) <sup>(a)</sup> ; FE (class) <sup>(b)</sup>	<sup>(a)</sup> Librarians <sup>(b)</sup> Teachers & Librarians
Readjustment of pre-existing course programmes mostly focusing IL contents so as they become part of the IL Project	ISEGI <sup>(a)</sup> ; FCSH-História <sup>(b)</sup>	<sup>(a)</sup> Teachers & Librarians <sup>(b)</sup> Teachers
Specific extra-curricular IL sessions (different types)	ITQB <sup>(a)</sup> ; ENSP/FCM/IHMT <sup>(b)</sup>	<sup>(a)</sup> Librarians <sup>(b)</sup> Teachers & Librarians
Integration of IL modules into an existent curricular course	FCT	Teachers & Librarians
Creation of specific IL curricular units integrating the institutional curriculum	ENSP; FCM	Librarians

# IL Project at Nova: Description

**Phase 3** (end January 2009 – ongoing)

**2<sup>nd</sup> stage: External consultants' second visit (May 2010)**

Intensive work with the **Executive Committee**

- Major difficulties commonly agreed
- Next steps to achieve wider implementation at Nova
- Collaborative ways to develop LIS\* scientific ranking at Nova
- Developing a graphic representation: **a Model for Nova's IL strategic Project**

Consultants' meetings with **other Project's stakeholders**

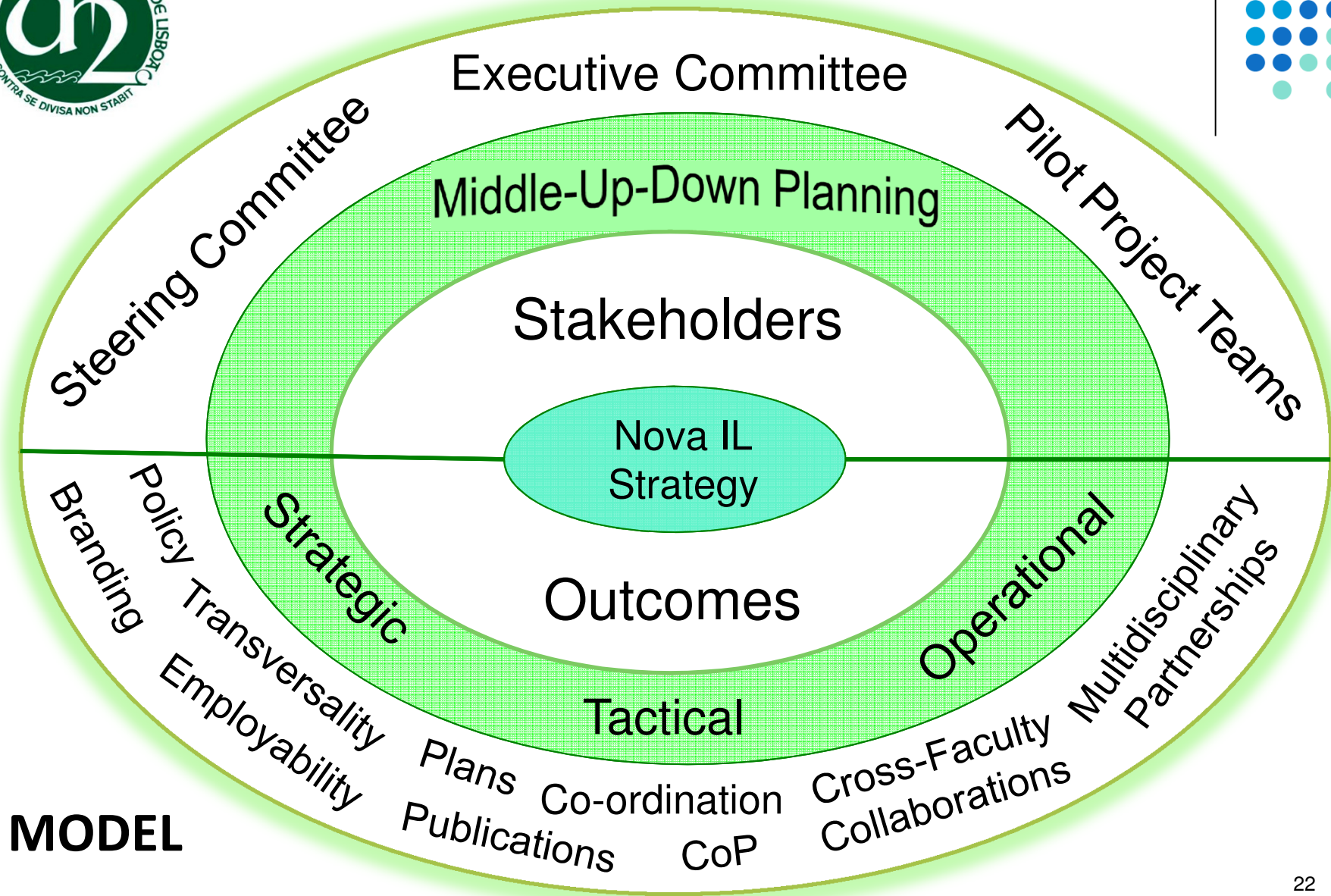
- With PPTs partners: to propose and discuss future developments
- To top university leadership - Rector and Pro-Rector at the College of Dean's meeting: results, major issues, next steps, Nova's Model



\* LIS – Library and Information Science



# Information Literacy Strategic Project at Nova



**MODEL**

# IL Project at Nova: Major recognitions



→ Acknowledgment of Nova's diverse cultures and contexts

- respecting different paces, and also
- incorporating results of different levels and nature in order to achieve wider organizational implementation

→ Acknowledgment of each partner's essential role into the Project

- Whether organizing and transmitting IL contents
- Or sharing and adapting IL tools
- Or participating in the dissemination, "offering" class time, etc...

## To be stressed:

Definitely neither a librarians' only nor a teachers' only  
entreprise → a true **collaborative endeavour**.



# IL Project at Nova: main characteristics



## Simultaneously presenting

### Strategic design

- Top sponsorship and evidence of support: Rector and Pro-Rector
- External expert's strategic planning guidelines
- High level coordinating body: Steering Committee, plus tactical and operational Pilot Project Teams
- Strategic procedures: building on IL concepts and using well-known validated definitions and models

### Unplanned, flexible design

#### Emergence and role of an Executive Committee:

- responding to unexpected events with non-planned initiatives
- linking project's developments to operational and tactical as well as to strategic levels
- pushing the top agenda, while also
- looking to raise and integrate all partners' suggestions and remarks

*Later characterized as  
Middle-up-down planning*



# IL Project at Nova: weaknesses & difficulties



- Lack of dedicated administrative coordination
  - Executive Committee partners' overload
- Difficulties to fit into own's regular responsibilities
  - Libraries' staff shortage is a barrier to the level of librarians' desired participation
  - Teachers' difficulties to coordinate project's collaboration with own class schedules
- Insufficient dissemination and marketing
  - Both inside Nova and externally
- Need of overall analysis and evaluation of fragmented results
  - Accepted diversity of experiences still requires global assessment



# IL Project at Nova: outcomes & innovative practices



## Major outcomes

- **Growing IL contents** (through a diversity of practices and partners)
- Novel **awareness of top stakeholders** to IL and to its potential role at university level
- Improvement of Nova's librarians' skills and competencies

and **new sharing practices** later extended to teachers who also required Moodle access to the Project's area and IL shared tools.

# IL Project at Nova: outcomes & innovative practices



## New organizational dynamics at Nova

- Multidisciplinary team work:  
Communities of practice associating teachers and librarians (plus pedagogical expertise)
- Novel inter-organizational cooperation:  
Cross-organizational team work joining together partners from different Academic Units

Such dynamics are envisaged as an effective contribute of the IL Project to the desired transversal interrelation in Nova's traditional independent AUs culture...

and thus are expected to become explicitly linked to this organizational priority.

# IL Project at Nova: some future prospects



- **To disseminate and gather more participants**
  - Website area for the Project - at university and AUs' levels)
  - “Roadshow” events at each AU (posters, open discussion)
  - Look for project champions also among students
- **To develop and spread initiatives**
  - Re-allocating the same pilot topics among existing project teams or alternative strategies  
*(to be discussed with PPTs participants)*
- **To improve Project's capabilities and results**
  - To appoint Project Coordinator
  - To develop an IL Policy for Nova - establishing learning outcomes, formalising institutional commitments...
  - To plan overall formal evaluation of the work done

# Conclusion

Nova's major stakeholders, by providing top university involvement to this Information Literacy Project add to its "strategic" quality and planning, and will be crucial to reinforce its expanding capacity into Nova.

**Participants in Nova's Information Literacy Project firmly believe that it will give a major contribution towards the aim of having scholars who are knowledgeable on**

... «*how to find, get, use and cite scholarly information*»



# IL Project at Nova: Acknowledgments



*Being a collaborative venture, mention has to be made to:*

- *Nova's **Rector** (now also elected as Head of CRUP, the forum for all Portuguese Rectors) for being the top initial sponsor for this Project and also the external consultant **Professor Sheila Corral** for her knowledgeable support and guidance.*
- *The other Executive Committee members: **Professor Lurdes Rosa** from the LIS Master Course and particularly **Professor Patricia Rosado Pinto**, who as a pedagogical expert and participant in several university external evaluations, was seminal in many discussions and planning of this Project.*
- ***All Project's partners** (mainly teachers and librarians) without whom this Project could not be undertaken.*
- *Finally we also wish to mention some other collaborators who usefully helped with secretariat and other supporting tasks.*

*Besides those closely involved, another stakeholder to be mentioned and thanked is **the Gulbenkian Foundation** who has supported the external consultant's travel and stay.*

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# Thank you!

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