

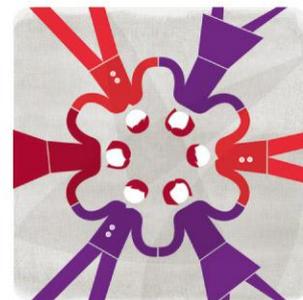
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Day Conference

INFORMATION LITERACY



Date: Thursday 11 April 2013

Venue: Fagforbundet, Keyzers gate 15, Oslo, Norway

09.00: Registration and coffee

10.00: Opening Address by Mette Henriksen Aas, Chair of Division for Church, Culture, Children and Youth (SKKO), Fagforbundet.

10.15: Dianne Oberg, Canada: Information Literacy and the School Library

11.30: Barbara Schultz-Jones, USA: Information Literacy and Ethics

12.30: Lunch Break

13.30: Siri Ingvaldsen: Information Literacy in Schools – The Norwegian School Library Program

14.30: Kari Flornes: Information Literacy in Teachers' Education

15.30: Summing up and Closure.

Practical information:

- The conference is in English.
- The conference is free and open to all interested.
- Members of Fagforbundet can get travel expenses over kr. 500* reimbursed.
- Registration deadline by **22 March** here:
https://kurs.fagforbundet.no/kurspamelding.aspx?fk_id=3808

For more information, please contact: Randi Lundvall, phone +47 930 85 629, rlundvall@hotmail.com or Ellen Ovenstad, Fagforbundet, phone +47 23 06 41 06

The conference is part of the IFLA School Library Section's Midyear Meeting.

***travel expenses by cheapest means
of transportation**



FAGFORBUNDET

Seksjon kirke, kultur og oppvekst

A Short Presentation of Themes and Speakers

Dianne Oberg:

In order for students to have powerful and rewarding learning experiences through information literacy activities, teachers and librarians need to provide instructional guidance that is affective as well as cognitive. The EU's Key Competences for lifelong learning and Norway's Knowledge Promotion national curriculum call for students to develop knowledge, skills and attitudes related to "learning to learn." This critical key competence can be developed and enhanced through information literacy activities involving inquiry-based or problem-based learning. Research supports the use of process-based inquiry approaches for developing information literacy, involving students in active learning and open-ended investigations and focusing on thinking about their personal learning process. Teachers and librarians need to have a deep understanding of how learners experience information literacy as a process of thinking, acting and feeling and about how learning through investigation can be facilitated. The challenges of this work for teachers and librarians are explored in this session through an examination of research and practice related to developing affective competence as part of "learning to learn."

Dianne Oberg, PhD is a Professor Emerita in teacher-librarianship from the University of Alberta in Edmonton, Canada. Before coming to the University, Dianne worked as a classroom teacher and teacher-librarian in the public school system. Her recent research has focused on online teacher-librarianship education and on the implementation and evaluation of school library programs. Dianne was the first editor of the international refereed journal, *School Libraries Worldwide*, and she is an active member of IFLA and IASL. Visit her web site at: <http://www.ualberta.ca/~doberg/index.htm>

Barbara Schultz-Jones:

School librarians and classroom teachers face the challenge of providing learning environments that positively affect the development of student literacy skills. The transformative potential for developing information literate students requires an understanding of the social, psychological and pedagogical contexts in which learning occurs and which affect the appropriate use of information, attitudes toward learning, and student achievement. This holistic approach to create 'places of learning' and not just 'spaces for learning' is advocated by Norwegian, European Union and United States Standards for the school library and addresses the need for an ethical foundation that will encourage students to incorporate innovations, draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. The contribution of teachers and school librarians to the creation of the educational learning environment will be explored in this session, along with the challenge of providing a stimulating learning environment that meets ethical standards, guidelines and competences.

Barbara Schultz-Jones, PhD is an Associate Professor and the Director of the School Library Program in the College of Information at the University of North Texas. Her research interests include the school library learning environment and the organization of information. She is an active member of ALA, AASL, IASL, and IFLA. She also leads study abroad projects setting up library automation systems in school libraries, including automation projects in Thailand, Albania, Ukraine, Peru and Russia. Visit her Web site at: <http://courses.unt.edu/bjones/index.htm>.

Siri Ingvaldsen, University of Agder, Norway

The Norwegian School Library Programme is a four-year (2009-13) national project to strengthen the school library as an educational tool. The aim of the programme is that school libraries will play an active role in reading education and the promotion of information literacy. The University of Agder administers the programme upon the request of the Norwegian Directorate for Education and Training. The programme is comprised of several prioritized areas: raising library skills through education, developing the website www.skolebibliotek.uia.no, and creating a digital bank of ideas and instructional resources to promote the acquisition of information skills among teachers, school librarians and students.

At the close of the 2012-13 academic year, 173 schools have completed projects after having received programme funding, and their project groups (principals, school librarians and teachers) have participated in continuing education courses under the auspices of the programme. Several project schools collaborate with their local public libraries in order to support education.

Siri Ingvaldsen is project manager of the Norwegian School Library Programme, located at University of Agder, Norway. She is involved in various development projects connected to the promotion of information literacy. Her main interest is the use of school libraries in the construction of children's learning. Email: siri.ingvaldsen@uia.no

Kari Flornes

Educating the information literate teacher - enhancing information literacy in teacher education

In today's world information comes in many different forms, both from digital and analogue sources. Teachers have to be information literate in order to meet the needs of the learners who are faced with unfiltered information from multiple sources. In interactions with learners in the classroom, teachers have to demonstrate the necessary abilities to recognize what type of information is needed, where it can be located, how it can be evaluated and how it can be used efficiently. This presentation will focus on how student teachers in initial teacher education are trained in order to develop their competences and skills in information literacy.

Dr. Kari Flornes is an associate professor in Bergen University College, Norway. She has worked for more than twenty years in teacher education and holds a PhD from the University of Birmingham, UK. She is a vice president of GERFEC, an NGO working closely with the council of Europe in the field of education. Dr. Flornes is involved in several research- and development projects. One of these projects is about MIL, Media and information literacy initiated by UNESCO.