

Literacy, Information Literacy, New Multiliteracy and Public Libraries

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Leena Toivonen

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EBLIDA

Lobbying for libraries

The logo for EBLIDA features a stylized arrangement of blue book icons. Some are upright, some are tilted, and some are stacked, forming a semi-circular shape around the text. The text 'EBLIDA' is written in a bold, black, sans-serif font.

EBLIDA

- * The European Bureau of Library, Information and Documentation Associations (EBLIDA) is an independent umbrella association of library, information, documentation and archive associations and institutions in Europe
- * represents 100+ members in all EU member states and other European countries, and by extension 70.000 libraries in Europe.



EBLIDA

- * Since 2013, EBLIDA participates in the European Network of Literacy Organisations
- * The role of EBLIDA in this network is to ensure that libraries are visible as partners in literacy and take part in this project.
- * EBLIDA believes that without libraries, promotion of literacy will lack efficiency by missing local relays and roots
- * EGCIS - The Expert Group on Culture and Information Society (EGCIS) is EBLIDA's expert group
- * aims to maintain a good general awareness of European cultural and information society issues, make proposals and formulate position statements for the EBLIDA Executive Committee

The logo for EBLIDA (European Bibliographic Library and Information Association) features the acronym 'EBLIDA' in bold, black, uppercase letters. The text is centered within a white, curved banner that resembles a stylized horizon or a wave. Above and below this banner are several blue icons of open books, arranged in a semi-circular pattern that follows the curve of the banner. The background of the slide is a solid blue color with a subtle, lighter blue wave pattern at the bottom.

EBLIDA

- * In 2015 EBLIDA statement about Libraries and literacy
- * Promoting literacy is important to European libraries. It fits well into the social inclusion agenda that is a key motivator for many library services.
- * It forms part of a broader set of literacies that libraries are keen to facilitate including digital literacy and information literacy, all important living skills of the modern world.

Libraries and media 2012

- * Document **Libraries and media 2012** provides result of questionnaire about media education in libraries in Finland
- * Results from 128 libraries
- * Based on these results, media education is generally considered to be important in the libraries
- * The provision of media education in basic education is considered to very important by almost all respondents

Libraries and media 2012

Goals and target groups

- * The most important **goal** of media education: inspiring children to read and supporting their interest in reading.
- * The most **central topics** in media education: information management skills and the ability to differentiate between fact and fiction.
- * The most important **target group** for media education: children aged 9 to 12 and young people aged 13 to 18 are considered to be an important target group.
- * The majority of respondents consider adults a very important or rather important target group.

Libraries and media 2012

Planning of media education

- * In slightly less than 20 per cent of the libraries, media education is either incorporated into the action plan or a separate media education plan has been prepared.
- * In half of the libraries, media education had been discussed, but it had not been incorporated into the action plan
- * In more than one third of the libraries, a plan for library-school cooperation had been drawn up in cooperation with the schools.

Libraries and media 2012

Methods and Topics

- * The most common **working method** in media education carried out by libraries is school visits.
- * The most common **target group** of media education is 9 to 18-year-olds. A fifth of the libraries also provide media education on a regular basis to under 8-year-olds.
- * More than half of the libraries provide media education at least occasionally to adults and senior citizens.
- * In two out of three libraries, the media education provided regularly focuses on **topics** related to literature.
- * The internet is addressed regularly in slightly less than half of the libraries.
- * Film, music, games, television, advertising and radio are regular topics of media education in relatively few libraries.

Libraries and media 2012

Challenges

- * Lack of time and insufficient personnel are perceived as clearly more significant obstacles for the organization of media education in libraries.
- * Lack of knowledge related to media education, lack of devices and lack of pedagogical skills are considered to be rather significant obstacles for the organization of media education

Good Media Literacy

National Policy Guidelines 2013–2016

| Actions that promote the achievement of this goal | Parties that can have a special role in implementing the actions |
|--|---|
| <p>Promoting good media literacy will be incorporated in municipal level planning documents (incl. plans for arranging and developing welfare services for children and young people), unit level plans and plans for individual children and young people.</p> | <p>Local government and planning work in municipalities and units in different sectors (incl. early childhood education, schools and educational institutions, libraries, youth work, museums)</p> |
| <p>Media education will be stepped up in the basic education of professionals in different sectors. Opportunities will be provided for continuing education of professionals in the field.</p> | <p>Higher education and other educational institutions in various sectors (including education in the media and libraries sectors, in the cultural, youth, social and health care sector and teacher education for all levels from early childhood education to the secondary level), authorities</p> |

Good Media Literacy

National Policy Guidelines 2013–2016

| Actions that promote the achievement of this goal | Parties that can have a special role in implementing the actions |
|--|--|
| <p>The special competence and areas of strength of media educators will be improved, e.g. by mapping good practices and networks in different sectors.</p> | <p>Media educators in different sectors (incl. early childhood education, schools and educational institutions, libraries, youth work, museums), local government and planning work in municipalities and units.</p> |
| <p>Media education will be planned and implemented in broadbased cooperation and in different combinations nationally, regionally and locally. Existing effective cooperation structures (e.g. schools and libraries) will be modelled, and bold experimentation with new ideas will be encouraged (e.g. partnerships between NGOs and the private sector).</p> | <p>The media education authority, NGOs, the media sector, the scientific community, higher education and other educational institutions and media educators in various sectors.</p> |

Case: City Library

Change in Basic Education: New Curriculum 2016

- * Central aims of the new curriculum are that students will understand the relationship and interdependencies between different learning contents, be able to combine the knowledge and skills provided by different subjects, be able to adopt and use these in collaborative learning
- * Multidisciplinary learning modules are tools for integrating learning and for increasing the dialogue between different subjects.
- * New curriculum includes seven transversal competence areas:
- * thinking and learning-to-learn, cultural competence, interaction and expression, multiliteracy, ICT competence, working life competence and entrepreneurship, participation, involvement and building a sustainable future

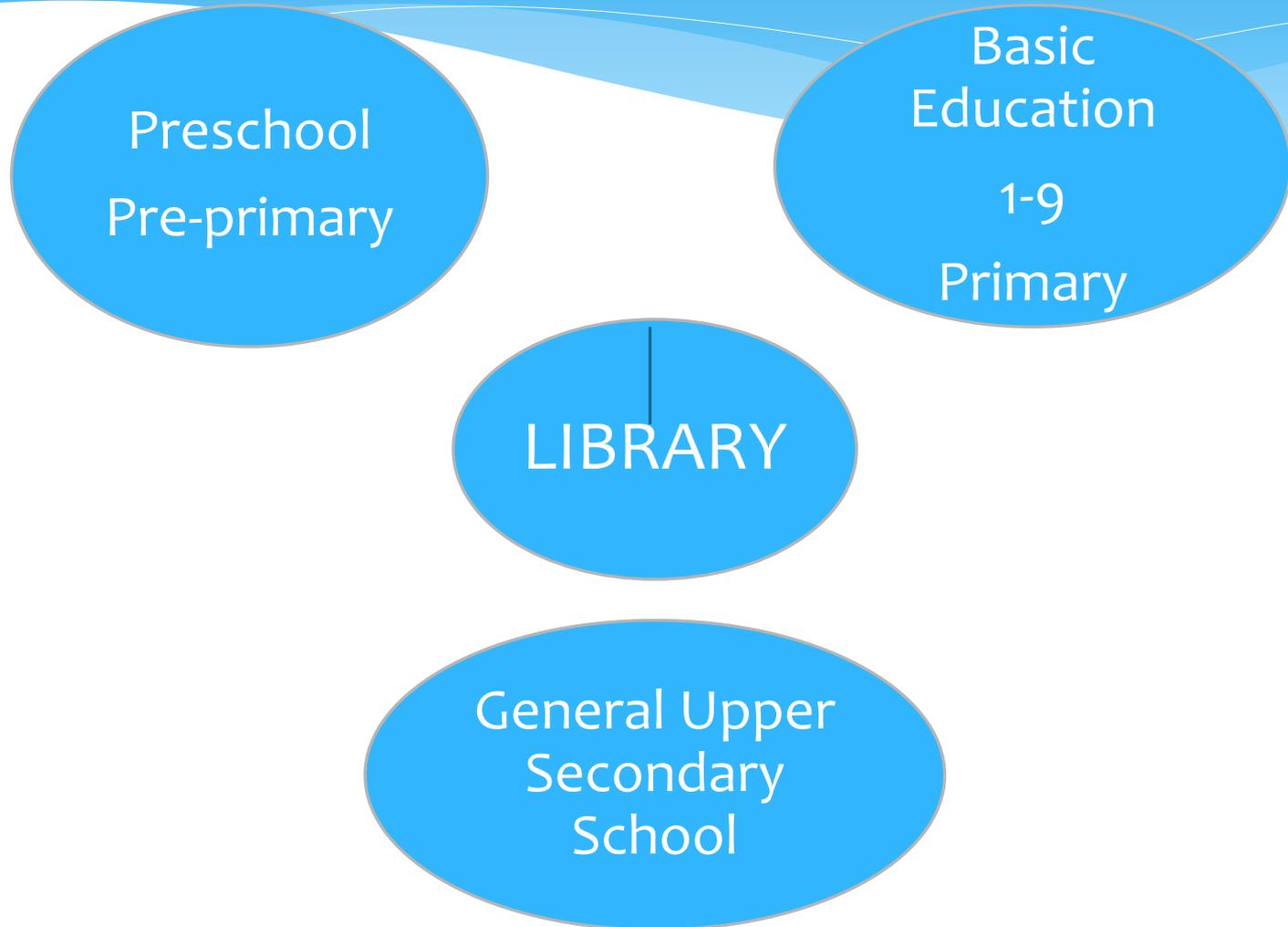
Change in Basic Education: New Curriculum 2016

- * Multiliteracy refers to the skills of interpretation, the production and the valuation of the various texts which will help students understand the diverse cultural forms of communication as well as to build their own identity.
- * Multiliteracy is based on a broad understanding of the text. Texts refers to verbal, visual, auditory, kinesthetic and numerical symbol systems as well as combinations these. The texts can be interpreted and produces for example, in written, spoken, written, audiovisual or digital form.
- * Multiliteracy skills means to acquire, merge, edit, produce, to present and evaluate the information in different forms, in different environments and situations, as well as the various tools through.
- * Multiliteracy supports the development of critical thinking and learning skills. Multi-literacy include a variety of reading skills that are developed in all education.

Case Library: Library and schools working together

- * The Library programme is included into the school curriculum
- * The planning of the programme is done together
- * The schools have named contact persons for the library
- * Library is responsible to organize a planning and evaluation meeting with schools at least once a year in basic education

Library and schools working together



Elementary school (grades 1-6)

First-graders are introduced to the library bus or the main library. Students get the chance to obtain a library card.

The aim is that first-graders learn to use the library and understand the basic responsibilities regarding borrowed materials.



Second graders visit the main library during the spring term.

Library classification system and organization of books on shelves as well as the alphabetical ordering by authors' last names should be discussed at school.

In the library, students work under the guidance of librarians to complete easy search tasks, and they can also visit the children's pages of the Piki online library.

Grade 3 visit the main library in the autumn term to meet a visiting author or illustrator. The visits are organised by the library.

Pupils study the author's or illustrator's works at school prior to the visit.

Grade 4 visit the main library in the autumn term to practice researching information with guidance from the librarian.

The aim is that fourth graders are able to use the author, title and keyword search capabilities of the Piki online library service, understand the book index and classification system, and are familiar with the various search methods at the library.

Grades 5 and 6 can visit the main library to improve their fact-finding skills or explore suitable literature or other materials.

The aim is to maintain or develop the pupils' practical information search and retrieval skills.

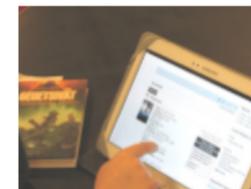
Schools that have classes with combined grade levels participate in the same programme as other schools. If necessary, the library visits are organized in such a way that even an entire school can get instruction and guidance on the same day.

Middle school (grades 7-9)

Grade 7: The librarian introduces internet data bases (Piki online library and article databases) as well as internet search methods (keyword searches and subject indexes). Pupils practise information searches.

Grade 8 participates in an author's visit. The librarians and the teachers agree on the author visits and shared costs.

The librarian introduces **grade 9** pupils to Internet fiction-related links and literature sources, which is useful for pupils when they find information for their author portfolios for school.



Preschool Pre-primary

Game: KIRJATTI

- * Game: KIRJATTI
- * Tampere Library
- * for 5-7-year-olds, which will introduce various activities and services of the library.
- * Using the website does not require literacy skills.
- * Game instructions and content are spoken by the narrator and the characters. Game can be used with an adult or independently

Game: GADGET ISLAND

- * Game: GADGET ISLAND
- * Helsinki Library
- * to increase pre-school age children opportunities for the development of media literacy and ICT skills
- * The game is entirely spoken, so the play does not require literacy skills.
- * Aparaattisaari is available for PC and Mac computers as well as tablets.
- * Games, stories and moments have been published in Finnish, Swedish and English.
- * www.aparaattisaari.fi.

Library and schools working together

- * **First-graders** are introduced to the main library
- * Students get the chance to obtain a library card.
- * The aim is that first-graders learn to use the library and understand the basic responsibilities regarding borrowed materials.
- * **Grade 4** visit the main library in the autumn term to practice researching information with guidance from the librarian.
- * The aim is that fourth graders are able to use the author, title and keyword search capabilities of the Piki online library service, understand the book index and classification system, and are familiar with the various search methods at the library.
- * **Grade 8** participates in an author's visit in the library. The librarians and the teachers agree on the author visits

Library and other organizations working together

The Encoding Club

- * Library has organise the coding clubs for younger people with the help of IT-consultant

Games, Coding and 3D

Libraries in the region will have a common project
Aim is to renew the library collection of games, produce the coding clubs and acquire 3D-printers

Library and other organizations working together



Challenges

- * The future holds many challenges for IL training due to the development of technologies and pedagogical methods
- * Information is available more often as images, videos or movies, not only as text
- * Language, english language is used more often
- * Library customers are able to publish by themselves
- * Role of libraries in e-learning, adult education

No systematically collected data is available on the provision of media education

Challenges

- * Education of library staff, guidance skills or pedagogical skills, ICT skills
- * Libraries networking with other parties
- * Recommendations are needed
- * Best practices database

Thank you for listening

Contact:

Leena.Toivonen@valkeakoski.fi

Sources

- * Libraries and media 2012. Publications of the Ministry of Education and Culture, Finland 2012:23
- * Good Media Literacy. National Policy Guidelines 2013–2016. Publications of the Ministry of Education and Culture, Finland 2013:13.
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