



WESTERN BALKANS INFORMATION AND
MEDIA LITERACY CONFERENCE 2020 |
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9-11 DECEMBER 2020



PRACTICE WHAT WE PREACH:
STRENGTHENING
THE LIBRARIAN'S REFERENCING
COMPETENCIES IN TEACHING INFORMATION
LITERACY

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NAZARBAYEV
UNIVERSITY





WHAT WE'LL DISCUSS

TOPIC OUTLINE

Nazarbayev University Library
Information Literacy Program

Objectives of the Study

Methodology

Results and Discussions

Conclusions and Recommendations



NAZARBAYEV UNIVERSITY LIBRARY

ESTABLISHED IN 2010


Considered as the largest collection/repository of English language research and educational materials in Central Asia.



VISION

LIBRARY COORDINATING COMMITTEE MEETING (29 OCTOBER 2020)

To be established and recognized worldwide as a center of excellence in library and information services, world class knowledge hub supporting open access, learning, and research, lifelong learning landscape for the Nazarbayev University Community, and a center of innovative ideas in librarianship in Kazakhstan and the region.



Information Literacy at NU: Information Literacy Program

The Nazarbayev University Library Information Literacy Program (NU LILY) was launched in 2018 to achieve student success across all schools of the university.

Information Literacy Program

Library Sessions

Information Literacy Program

Library Orientation

Module 1 - Searching for information

Module 2 - Evaluating information

Module 3 - Citing sources

Module 4 - Avoiding plagiarism

The Nazarbayev University (NU) Library and Information Literacy (LILY) Program was launched in 2018 to achieve student success across all schools of the university. The mission of the NU Library's Information Literacy Program is to develop active lifelong learners and critical thinkers in the community. The program will help them improve their abilities to search, access, evaluate, apply, and acknowledge the right information they need.

The American Library Association (ALA), international professional library associations, library educators, and librarian practitioners promote Information Literacy as a standard program in promoting student learning. It is said that a student who is information literate can access information efficiently and effectively, evaluate information critically and competently, and can use information accurately and creatively (ALA, 2000).

Faculty members have the opportunity to request each of the following modules one at a time and may select modules.

Audio Recorded Modules

Library Orientation

Module 1

Module 2

Module 3

Module 4



Module 1: Searching for Information

INFORMATION LITERACY PROGRAM

IN 2018

IL Program was launched to achieve student success across all schools of the university.

MISSION

The mission of the NU Library's Information Literacy Program is to develop active lifelong learners and critical thinkers in the community.

WHAT'S AT STAKE?

The program will help them improve their abilities to search, access, evaluate, apply, and acknowledge the right information they need.

OBJECTIVES OF THE STUDY

FIRST

Determine the knowledge of library personnel towards subject librarianship and information literacy.

SECOND

Explore the current status of librarians in terms of their working knowledge in referencing and their understanding about plagiarism.



TRAINING NEEDS ANALYSIS

ASSESS AND UNDERSTAND THE
PROFESSIONAL DEVELOPMENT NEEDS OF
LIAISON LIBRARIANS

Methodology

DESCRIPTIVE

This research utilized existing data collected from workshop activities used to assess participants' pre-existing knowledge of the subject.

ASSESSMENTS

Two sets of assessments were done to analyze the current understanding of librarians about referencing and plagiarism.

FIRST ASSESSMENT

Identify errors in referencing applying APA 6th ed.

SECOND ASSESSMENT

Identify basic foundations of plagiarism and how to avoid it.

Table 1. Board of Errors Activity

Librarian	Educational Background	Years of experience (as of 2020)	First Attempt		Second Attempt	
			Set	Score	Set	Score
A	No LIS education	3	1	50%	2	20%
B	No LIS education	1	2	40%	1	33.33%
C	With MLIS	9	2	60%	1	100%

Two Sets

SET 1

In set 1, there are six citations with more errors and only one item with no error. Each librarian was given ample time to review what is missing or what is wrong in each citation.

SET 2

In set 2, there are five citations with very minimal errors or no error at all. Two of the sample citations have no error.



50.55%

ON AVERAGE, SET 1
RECEIVED 61.11% CORRECT
ANSWERS WHILE SET 2
IS MORE DIFFICULT BASED
ON TRAINEES RESULTS WITH
AN AVERAGE OF ONLY 40%.



80%

LIBRARIAN C IS MORE
KNOWLEDGEABLE DUE TO
NINE YEARS OF LIBRARY
EXPERIENCE.



Table 2. Avoiding Plagiarism Activity

Librarian	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Total
1		x	x	x	x		x	x	x	x	8
2	x	x	x	x	x	x	x	x	x		9
3							x	x		x	3
4		x	x	x	x		x	x	x	x	8
5			x		x	x	x	x	x		6
6		x	x	x	x	x	x	x	x	x	9
7		x	x		x		x	x	x	x	7
8	x	x	x	x	x		x	x	x	x	9
9	x	x	x	x	x	x	x	x	x	x	10
10			x	x	x			x	x	x	6
Total Number of Librarians who Received Correct Answers Per Question	3	7	9	7	9	4	9	10	9	8	



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Interpretation of Assessment 2

EASY QUESTION

Out of the ten questions, one item (Q8) is significantly easy for all of them as everybody got it correctly.

ACT OF PLAGIARISM

Q1 received the lowest number of participants who answered it correctly.

FAILURE AND SUCCESS

One librarian failed, one librarian was perfect.



IF LIBRARIANS TRAIN OUR ACADEMIC COMMUNITY, THEN WHO ELSE WILL TRAIN LIBRARIANS?

THIS STUDY POINTS OUT THAT WE NEED
PROFESSIONAL HELP AT ALL LEVELS WITH
THE SUPPORT OF OUR COLLEAGUES AT
WORK.

CONCLUSIONS AND RECOMMENDATIONS (1/2)

Lack of experience can be developed in time as long as they are committed to improve their competencies.

Assessment was conducted to identify who needs to be given more attention and prepare them better.

More knowledgeable librarian/s can be tapped in future trainings and can participate in library projects (ie. formatting of professional journals based at the university).



CONCLUSIONS AND RECOMMENDATIONS (2/2)

A responsible professional development program invests in the training and knowledge acquisition of its staff members.

Increasing the function of subject or liaison librarians (academic liaison librarians) may need extra training to prepare the demands of the role (Cooke et al., 2011).



TO PRACTICE WHAT WE PREACH

FURTHER MENTORING AND A WELL-PLANNED PROFESSIONAL DEVELOPMENT PROGRAM IS NEEDED SO LIBRARIANS WILL UNDERSTAND PROPER REFERENCING, AVOIDING PLAGIARISM, AND REALIZE ITS EFFECT TO BUILDING A UNIVERSITY IMBUED WITH ACADEMIC INTEGRITY.

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Thank you for listening!



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