



# Transforming information literacy space(s) to support student learning

Professor Lisa Emerson, Mr Ken Kilpin, Dr Angela Feekery, Ms Senga White, Dr Anne Macaskill, Ms Catherine Doughty, Ms Heather Lamond, Ms Rose O'Connor, Dr Anna Greenhow, Ms Cherie Shum  
Massey University

## • Research Questions

Are collaborative teacher-librarian partnerships effective as a method of integrating IL into the disciplines in the context of New Zealand senior secondary curriculum and the first year of higher education?

What factors enable such partnerships in New Zealand secondary schools and institutions of higher education?

## Objectives

**1:** To determine how the library and IL instruction are currently placed, resourced, and used, how they are perceived by teachers and librarians, and identify systemic and attitudinal barriers to, and enablers of, collaboration within the IL space.

**2:** Based on the findings from objective 1, to facilitate and resource sustained collaborative partnerships between librarians and teachers within the IL space in secondary and tertiary learning environments in the context of student learning.

**3:** In the context of objective 2, to collaboratively develop new teaching/learning strategies and resources to facilitate students' IL competencies and learning.

**4:** To evaluate our IL strategies/resources/progressions in relation to shifts in participants' attitudes, beliefs, professional identity, and practice, and whether we have been able to eliminate the barriers and harness the indicators for collaboration.

## Our Partners

	Bay of Islands College
Southland Boys High School	Massey University
Aurora College	Victoria University of Wellington
Central Southland College	Wellington
Whanganui City College	Whitireia Polytechnic
Waitara High School	Weltec

## Methods

We used participatory action research to develop partnerships between teachers and librarians, and to build collaborative, reflective practice across our entire research. Our national surveys used both qualitative and quantitative questions. Qualitative data were analysed using thematic hand coding, while quantitative data were analysed using standard statistical methods using SPSS.

## New learning tools

- The 'Are you Ready? Rubric'
- The Rauru Whakarare Evaluation Framework



## Findings – Librarian and Teacher Surveys

Four surveys, using quantitative and qualitative questions, were undertaken to gain a national understanding of the positioning of the library and understanding of IL at a national level: surveys of teachers and librarians in secondary schools and tertiary institutions. Findings suggested some inconsistencies between teachers and librarians related to definitions of and the importance of information literacy, and limited understanding by teachers of services offered by the library. Barriers to collaboration with the library included concern with resources (teachers) and insufficient time and opportunity (librarians).

## Findings – Teacher-Librarian Partnerships

Our research showed that collaborative partnerships had benefits for teachers, librarians, and their students within a New Zealand educational context. Outcomes for teachers included more active learning strategies, improved confidence in integrating IL into the curriculum, a deepening of their understanding of IL, and a changed view of the librarian's role as an educator.

The librarians in our study in both sectors also reported more confidence in the classroom, a greater sense of personal fulfilment in their job, and a deeper understanding of the curriculum/discipline.

For students, we noted stronger academic achievement, deeper IL skills, and a greater willingness to engage with the library.



## Conclusions

Our research confirmed the importance of the following factors, as identified in the literature, as contributing to collaborative partnerships: a shared understanding of the role of the librarians, a focus on integrating IL into the curriculum through appropriate pedagogies, the support of senior leadership, and effective communication.

Two new factors were identified. First, the importance of resourcing collaborative teacher-librarian partnerships through professional development opportunities related to information literacy and disciplinary literacy, and pedagogical tools. Second, a clear process is required that includes the co-construction of aims through the project plans and monitoring of outcomes.

## Project dates

Start date: 15 January 2017

Finish date: 15 December 2019

## Contact details

Professor Lisa Emerson  
College of Humanities  
and Social Sciences  
Massey University  
Private Bag 11 222  
Palmerston North,  
New Zealand

Ph: 06-3569099

Mobile: 021 1732 365

Email: L.Emerson@massey.ac.nz

