A CONCEPTUAL FRAMEWORK FOR BEST PRACTICES IN INFORMATION

LITERACY INSTRUCTION BASED ON STAKEHOLDERS' PERCEPTIONS:

A CASE STUDY OF FOUR VIETNAMESE ACADEMIC LIBRARIES

A DISSERTATION SUBMITTED TO THE GRADUATE DIVISION OF THE
UNIVERSITY OF HAWAI'I IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF

DOCTOR OF PHISOLOPHY

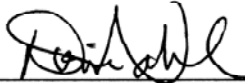IN

COMMUNICATION AND INFORMATION SCIENCES

MAY 2011

By
Kim Chi Diep

Dissertation Committee:

Diane Nahl, Chairperson
Tung X. Bui
Violet Harada
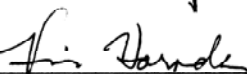Dan J. Wedemeyer
Ellen Hoffman

We certify that we have read this dissertation and that, in our opinion, it is satisfactory in scope and quality as a dissertation for the degree of Doctor of Philosophy in Communication and Information Sciences.
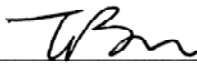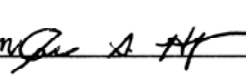
DISSERTATION COMMITTEE

Diane Nahl _____

Chairperson

Dan Wedemeyer _____

Violet Harada _____

Tung Bui _____

Ellen Hoffman _____

i

DEDICATION

I especially want to thank my husband, Son Nguyen, for his sacrifice, encouragement, and endless love. I could not have made this commitment without your strong support. Also, thanks to my son, Vy, who has been always by my side.

I am grateful to my parents who always put the education of their children first. You gave me opportunities to achieve a good foundation of knowledge so that I can pursue and complete my academic journey.

ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to the individuals who have provided me with guidance, support, and encouragement throughout my academic journey. My achievement would have never been possible without their continued support.

I am sincerely grateful for my chairperson, Dr. Diane Nahl, who spent much time and energy throughout every step of the dissertation process. She provided me with invaluable advice and keen insight and always encouraged me to keep moving on whenever I felt lost.

A debt of gratitude goes to Dr. Tung Bui, my supervisor and committee member, who gave me a chance to pursue the doctoral program at the University of Hawaii. Without his support and assistance, I could not have achieved my dream to get a doctoral degree in the U.S.

I would like to thank my committee members, Dr. Violet Harada, Dr. Dan Wedemeyer, and Dr. Ellen Hoffman. Their expert advice, assistance, and feedback at every stage of the dissertation process have been much appreciated.

I would like to thank the library administrators at the four Learning Resources Centers in Vietnam for providing me the opportunity to conduct my research at their libraries. Special thanks go to my participants including instruction librarians, faculty, and students for their enthusiastic participation and great contribution to the study.

This research could not have completed without transcribing and translating assistance from my colleagues at Cantho Learning Resources Center, so I owe them my deepest thanks.

My final and large debt of gratitude goes to the Atlantic Philanthropies, for their vision and commitment to promote education in Vietnam through information literacy. This achievement would have never been possible without the financial and moral support from that organization.

ABSTRACT

Information Literacy (IL) competencies are defined as "the ability to locate, evaluate, and use information effectively" and are considered essential for students in their academic lives and future careers (ALA, 1989). IL plays an important role in developing critical thinking and problem solving skills, and improving academic achievement through active learning, information problem solving, and evaluation of information. In Vietnam, the focus on developing student IL skills has recently received the attention of academic libraries. Vietnamese higher education has been influenced by a tightly structured subject-based model in which pedagogy relies on rote memorization and objective testing, rather than problem solving and critical thinking (Kelly, 2000). The recent shift to and implementation of a credit system requires critical changes in the curriculum and in teacher roles (Zjhra, 2008).

This case study explored the perceptions of stakeholders about the development and delivery of information literacy instruction (ILI) to students at four universities, identified perceived challenges of including IL as a credit course in the curriculum, and resulted in a conceptual framework of best practices based on the findings. Constructs from change theory, learning theory, leadership theory and collaboration theory served as lenses to interpret the results.

The findings showed that IL is primarily a concern of librarians and has not yet had an impact on Vietnamese campus culture. IL activities at these four university libraries mostly take the form of lectures, workshops, and modules on basic IL skills

designed and delivered by instruction librarians, and attended at the discretion of students. Few ILI activities are subject discipline-related and target the information needs of students in a particular area. Assessment has been formative and provides minimal feedback to students and instruction librarians. Respondents reported challenges of including ILI as a credit course in the curriculum, including the impact of the credit system, the lasting impact of teacher-centered instruction and rote learning, misperceptions of stakeholders about the effect of IL on student learning outcomes (SLO), degree of support of academic stakeholders, degree of faculty-librarian collaboration, and scarcity of resources. The study provides ample evidence that all stakeholder groups recognize the value of ILI and support progress in the area. IL practitioners and researchers argue that instruction librarians and library administrators should be leaders in IL initiatives, and act as change agents through disseminating the mission and values of IL to the campus community.

The creation of the best practice framework comes at a propitious time for Vietnam when the government's IT initiative, learner-centered instruction reform, a credit system, and the assessment of SLOs have become of interest to those in the educational field, ranging from ministerial leaders and campus leaders to faculty, librarians and other constituencies. What makes this study unique is, for the first time a framework of best practices of ILI for academic libraries in Vietnam was developed by synthesizing perceptions of campus stakeholders and key components of ILI that have been reviewed in the Western literature, and scarcely discussed in the literature from Vietnam. Another unique aspect is the data touch many facets of ILI and involves all

related stakeholders on campus including library administrators, instruction librarians, discipline faculty, and students.

A key contribution of this research is to provide a best practice framework that validates the body of literature on IL in the West showing that no matter what one's social, cultural, or educational background, the IL-related concepts are universally agreed upon and relevant to developing critical thinking about information. This study has the potential to provide crucial information to library administrators and librarians in academic libraries in Vietnam and to provide a better understanding of the potential for and challenges of implementing ILI programs. In addition, the findings will be useful for decision makers in colleges and universities in issuing appropriate policies related to the adoption and implementation of IL in the academic environment in Vietnam.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ABREVIATIONS

AACR2   Anglo-American Cataloging Rules 2

AASL   American Association of School Libraries

ACRL   American College and Research Libraries

ALA   American Library Association

AP   Atlantic Philanthropies

ARCS   Attention, Relevance, Confidence, Satisfaction

BI   Bibliographic instruction

BIS   Bibliographic Instruction Section

DDC   Dewey Decimal Classification

EMW   East Meets West

IFLA   International Federation of Library Associations

IL   Information literacy

ILI   Information literacy instruction

LIS   Library and Information Science

LRC   A   Learning Resource Center A

LRC   B   Learning Resource Center B

LRC C	Learning Resource Center C
LRC D	Learning Resource Center D
MARC 21	Machine-Readable Cataloging 21
MoET	Ministry of Education and Training
OCLC	Online Computer Library Center
RMIT	Royal Melbourne Institute of Technology
SCONUL	Society of College, National and University Libraries
SLO	Student learning outcome
SWOT	Strength Weakness Opportunity Threat
UK	The United Kingdom
UNESCO	United Nations Educational, Scientific and Cultural Organization
VSLEP	Vietnamese Scholar Librarian Education Project

CHAPTER 1. INTRODUCTION

Context of the Study

In 2000, the Association of College and Research Libraries (ACRL) issued a

landmark document, *Information Literacy Competency Standards for Higher Education*

(ACRL, 2000), the common framework for introducing information literacy (IL)

competencies into academic curricula across the U.S. It identifies five basic standards to

ensure that students are information literate. IL is a concept that has been articulated in

the U.S. since the early 1990s as a result of the development and progress of information

and communications technology (ICT).

IL concepts and its applications have been promoted by professional

organizations (Corrall, 2007). In 1989, the ALA Presidential Committee on Information

Literacy released its final report and definition of IL, still in use today: "To be

information literate, a person must be able to recognize when information is needed and

have the ability to locate, evaluate, and use effectively the needed information." (ALA,

1989, p.1) IL competency extends formal learning beyond classroom settings by

providing individuals with information evaluation, management and use skills that they

can further use when they move to professional positions. In the U.S., the *IL Competency*

Standards have become a nationally normative approach to IL program content and

assessment. The *IL Competency Standards* claim that IL "forms the basis for lifelong

learning" and "that is common to all disciplines" (ACRL, 2000, p.2).

The concept of IL is not limited to the U.S. (Corrall, 2007; Rockman, 2004). In

the UK, the Society of College, National, and University Libraries (SCONUL, 1999)

developed a model rather than a set of standards-- the *Seven Pillars of Information Literacy*-- describing library and IL skills as fundamental building blocks in which the term "information skills" is used, rather than "information literacy".

The International Federation of Library Associations (IFLA) proposes guidelines on assessment of IL and on its role in lifelong learning (Corrall, 2007). The Guidelines identify three basic components to enhance learners' ability to use information effectively including access, evaluation, and use of information (Lau, 2006, p.17).

IL has also received the attention of international organizations beyond the information profession (Corrall, 2007). In 2005, the Alexandria Proclamation was issued as the outcome of a meeting of experts in the field sponsored by UNESCO (Gorton, 2006, as cited in Corrall, 2007). The statement emphasizes that "Information literacy is crucial for competitive advantage of individuals, enterprises […], regions and nations (and) provides the key to effective access, use and creation of content to support economic development, education and health and human services, and all other aspects of contemporary societies…" (Garner, 2006).

Why does IL receive the attention of a variety of organizations? We live in the Information Age where the amount of information in a variety of formats, the services provided, and the number of users accessing it to satisfy their needs is expanding at an unprecedented rate. In this complex world, we have an abundance of information choices such as print, audio, visual, digital, etc. It is no longer an issue of shortage of information, but rather too much information, or data smog (Shenk, 1997), where people feel overwhelmed with the overload of information. The ability to find, access and use

information effectively has been recognized as a key issue for effective participation in the Information Age (Corral, 2008). Academic institutions have had to undergo a variety of changes to prepare students for their academic lives and productive futures (Snavely, 2008). In such a society, individuals need to have the ability to locate, evaluate and assess the sources of information they need (Rockman, 2004). The technological changes of today challenge librarians and place information literacy (IL) at the center of higher education whose goals are to bring new knowledge and learning to students (Snavely, 2008). The challenges that libraries have to face are to teach skills that allow students to keep up with these developments in advanced technologies and exponential information growth throughout their lifetime. This situation appears to be even more critical in emerging economies.

<div align="center">Reform Movement in Vietnam</div>

In Vietnam, 1986 was considered the starting point for the *Doi Moi*, which literally means *change and newness* (Watkins, n.d.), also termed by the Communist Party of Vietnam as the reform and renovation period in the economy. The *Doi Moi* policy creates radical changes in socio economical development, including education in Vietnam (L. Nguyen, 2006).

Vietnamese universities are experiencing complex changes in response to institutional, social, political, economic and international transformations. One of the issues raised by the Ministry of Education and Training (MoET) in the Vietnamese National Assembly in December 2000 is that the universities of Vietnam need to link to

one another and to the world, and to reform the higher education sector to modernize university management and teaching and learning methods (L. Nguyen, 2006).

The implementation of the credit system is another major step in the instruction reform movement of the higher education system in Vietnam during the period of 2006-2020. One of the necessary conditions for the implementation of a successful credit system is to change from the passive to the active learning approach (Dang, 2006; Lam, 2006). The author also emphasize that the way to assess student learning should not focus only on grading the final exams but also student achievement through their entire body of work for the course.

University libraries in Vietnam have focused on improving their services in response to the instruction reform. For example, a major non-government organization decided to fund four regional universities in Vietnam to "bring university programs into the international information age" through the establishment of learning resource centers (Robinson & Huynh, 2006). Learning Resources Centers (LRCs) were named after the four academic libraries in Vietnam that received grants from the Atlantic Philanthropies. In this study, this term was used interchangeably with the library, academic library, or university library. The primary aim of this funding was to not only improve the resources and facilities available to students of these four Vietnamese universities, but "to act as a catalyst for change by suggesting alternative models for library development and learning styles" (Robinson & Huynh, 2006, p.5).

In this *Doi Moi* context, recent studies show that little attention has been given to IL, and teaching IL skills for both library graduates and college students in Vietnam (H. S.

Nguyen, 2008; Pham, 2008). There have been no empirical studies on IL and student achievement, nor any on the perceptions of a variety of stakeholders regarding the implementation of IL programs in Vietnam. Additionally, no framework of IL best practices for a Vietnamese library setting has been proposed.

Statement of the Problem

Research and professional practice show that information literacy (IL) plays a crucial role in improving student achievement, and therefore it is necessary to teach IL in all disciplines. However, teaching IL skills has not been recognized as important in Vietnam universities and has not received sufficient attention on campus. For example, Pham (2008) emailed a survey to five librarians and two lecturers in seven educational institutions in Vietnam, and identified the major challenges to delivering IL to student populations including poor quality of IL curriculum, outdated library and information science (LIS) curriculum, and predominantly passive teaching and learning styles.

The literature on IL in Southeast Asian countries reveals that few institutions give sufficient attention to IL due to lack of leadership on campus to promote IL widely accepted standards for college students (UNESCO, 2006). According to the report of a post survey by school librarians at a regional workshop organized by IFLA and the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2006), IL is included as part of extra-curricular activities and taught as an orientation in the library. None of the participants reported their institutions had a written IL policy statement and only one country reported IL was included in assessment (UNESCO, 2006). Studies of ILI in Vietnam libraries are needed to obtain feedback from a variety of stakeholders

including library administrators, instruction librarians, faculty, and students who could play a useful role in the design, adoption, and implementation of ILI.

Grassian and Kaplowitz (2009) argue that instruction librarians should be leaders in promoting IL on campus, while Montiel-Overall (2005) emphasized the value of faculty-librarian collaboration in advancing IL on campus. A small study of IL in Vietnam universities shows that administrative support for IL initiatives has been limited, collaboration is uncommon, and instruction librarians lack expertise (Pham, 2008), and IL is considered the librarian's responsibility (UNESCO, 2006). As yet in Vietnam, no empirical studies on IL have been conducted examining the varieties of participation of campus stakeholders.

<div align="center">Purpose of the Study</div>

The objective of this study was threefold. First, this study seeks to understand the views of Vietnamese library administrators, instruction librarians, faculty and students toward the current implementation of information literacy instruction (ILI) programs in university libraries for undergraduate studies. Second, this study attempts to identify challenges to including IL as a credit course in the curriculum. Third, it seeks to determine the components of a conceptual framework for best practices for teaching IL skills to undergraduate students in academic libraries. In this research, best practices is defined as the application of theory to real-life situations, procedures that, when properly applied, consistently yield superior results and are therefore used as reference points in evaluating the effectiveness of alternative methods of accomplishing the same task (ODLIS, 2010).

Research Questions

This study seeks to answer the following research questions:

1. How do library administrators, instruction librarians, faculty and students perceive the current implementation of information literacy instruction (ILI) programs for undergraduate studies in university libraries in Vietnam?

2. What are the challenges in the attempt to include information literacy (ILI) as a credit-bearing course into the curriculum perceived by library administrators, instruction librarians, and faculty?

3. What characteristics of IL programs do library administrators, instruction librarians, and faculty consider to be best practices?

Theoretical Framework

This case study integrates the Stages of Planned Change (Lippitt, Watson, & Westley, 1958), Change Agency Theory (Caldwell, 2003), transformational leadership theory (Burns, 1978), learning theory (Kohler & Winter, 1925; Piaget, 1952), and collaboration theory for teachers and librarians (Montiel-Overall, 2005) to interpret the research findings and help build the conceptual framework for best practices in ILI based on stakeholders' perceptions.

Lippitt, Watson, and Westley (1958) propose a seven-phase planned change theory that focuses on the process of change and responsibilities of change agents. The researcher maps six of the seven phases, leaving out the seventh phase, the termination of

7

relationship, to the framework of best practices as an explanatory system to show how change might occur. The planned change initiative, that is, the planning, delivery, and implementation of an institution-wide ILI program as a credit course in the curriculum, could happen.

In addition, based on Caldwell's (2003), Burns' (1978), and Grassian and Kaplowitz' s (2005) notion of leadership, the researcher employs the Leadership model and Team model to interpret the multifaceted and complex roles and performance of diverse change agents in a higher education and library setting, including library administrators, instruction librarians, faculty, and students.

Significance of the Study

This case study is the first comprehensive and empirical study on IL and ILI in Vietnam. It is the first case study that provides an overarching view of different stakeholders concerning ILI programs at public universities in Vietnam, thus contributing to the body of literature on IL and ILI for developing countries.

This study can benefit the library leadership of academic libraries in Vietnam by providing a better understanding of the views and challenges faced by a variety of stakeholders including library administrators, instruction librarians, faculty and students when implementing ILI programs. The academic libraries in Vietnam could use the findings of this study to appeal for support from various institutional authorities to promote IL and integrate it into the curriculum.

This study can be useful for decision makers in colleges and universities that need to issue appropriate policies related to the adoption and implementation of IL in academic environments in Vietnam. The study might also help change views and perceptions of library educators in terms of considering including courses on IL in the LIS program so that library students have the opportunity to learn how to conduct ILI programs when they enter their profession.

Furthermore, this study advocates for the development of ILI programs in Vietnam in that it proposes the conceptual framework for best practices for ILI programs in academic libraries in order to help them develop, assess and improve ILI programs. Vietnamese academic librarians who have not pursued ILI can use it as a bench mark for developing ILI programs, as guidance in understanding the essential components of ILI programs and the level and types of support needed. From a practical perspective, libraries that have implemented ILI at a certain level could use the best practices framework as guidelines and criteria to assess their implementation of IL programming. In addition, library authorities could use the framework as the formal standard to show the institutional authorities the importance of IL and ILI and seek their support in implementing the ILI programs at the campus-wide level.

This study could benefit students in their degree programs as well as their work. By identifying the characteristics of the ILI programs, instruction librarians can work to understand the perceptions and expectations of students in the ILI programs in order to adjust and improve the delivery of ILI. Furthermore, by demonstrating how IL is relevant to academic achievement, this study points out a real need for the academic libraries

regarding the assessment of IL skills, the very elements that would convince campus leadership and faculty to adopt ILI.

Organization of the Study

The dissertation is organized as follows:

Chapter Two reviews the literature relevant to research on IL and related issues. This chapter includes an overview of the origin and evolution of IL, IL conceptual frameworks, IL in higher education setting, and ILI in practice.

Chapter Three provides an overview of the theories used to frame the current study.

A detailed description of the research design and the methodology employed to conduct the study is presented in Chapter Four. The description of respondent selection criteria, and the procedure used to collect and analyze data are also covered in this chapter. Chapter Four also includes the pilot study.

Chapter Five presents the analysis of research findings. Survey, interview and focus group data were analyzed interchangeably to compare and contrast the emerging themes.

Chapter Six presents the summary and discussion of the major findings, and justifies how the findings were used to create a conceptual framework for best practices of ILI for academic libraries in Vietnam.

Chapter Seven summarizes the study, addresses its limitations, suggests directions for further research, and addresses recommendations to decision makers at ministerial

and institutional levels, academic libraries, library administrators, instruction librarians,

faculty, and students.

CHAPTER 2. LITERATURE REVIEW

Evolution of Information Literacy

Information Literacy (IL) is a survival skill in the information society. IL has

received ever increasing academic attention since the mid-1970s, all over the world and

particularly in the U.S., as a response to the social, cultural and economical development

of the information society.

Origin

The term "information literacy" was first used in 1974 by Paul Zurkowski, the

president of the U.S. Information Industry Association (Bruce, 1997; Grassian &

Kaplovitz, 2001; Owusu-Ansah, 2003). In a report to the U.S. National Commission on

Libraries and Information Science, Zurkowski depicts the information service

environment in the U.S. and advocates the establishment of a national program to achieve

IL within a ten-year time frame (Bawden, 2001; Bruce, 1997). Zurkowski describes IL as

an individual's capacity to use information tools to address problems (Bruce, 1997).

Zurkowski states that IL emerges from the transformation of traditional library services

into a more innovative private sector information provision (Bawden, 2001).

Bruce (1997), Grassian and Kaplowitz (2001), and Rockman (2004) state that

early developments of the IL movement in the U.S. are documented by Patricia Senn

Breivik, the Chairperson of the ALA Presidential Committee on Information Literacy.

Breivik (1991) claims that the first educational reform report in the U.S., *A Nation at Risk*

(National Commission on Excellence in Education, 1983) misses the issue of information

society, IL and librarians. It is the National Symposium held by the University of

Colorado and Columbia University that, for the first time, brings together leaders at both

K-12 and higher educational levels and libraries to discuss the role of libraries in

academic excellence (Breivik, 1991). Another important meeting is held with the

participation of the same stakeholders including K-12 and higher educational levels and

libraries to further explore the issues related to IL (Breivik, 1991). The outcome of the

latter meeting becomes the ALA Presidential Committee Final Report. According to this

report, a person who has a need for information for any purposes related to education,

business, personal life, etc. and has the capacity to identify, locate, evaluate and use that

information effectively, is considered information literate (Grassian & Kaplowitz, 2001).

Until the late 1980s, as technology was heavily influencing library services, the

term "information literacy" began to take on a more specific meaning. Rader and Coons

(1992) as well as Hinchliffe and Woodard (2001) report that user education evolved in

concept and scope from library orientation to library instruction, and from library

instruction to bibliographic instruction (BI) and then to IL. IL is "not a synonym to

bibliographic instruction" (McDaniel, 2007, p.19). Rader and Coons (1992), and

Hinchliffe and Woodard (2001) state that IL would more effectively address the

information gathering and managing needs of today's library users than BI programs.

They assert that IL differs, both in concept, technique, focus, emphasis and method from

traditional BI. Whereas BI represents a "situation-specific" approach to user education,

IL "contributes to life-long learning by educating individuals to effectively utilize and

evaluate information" (Rader & Coons, 1992, p. 118). BI is synonymous with "short-

range, library-centered, print-bound instruction" while "IL has at its base the new communications and information technologies that are transforming society" (Rader & Coons, 1992, p. 118). "IL has evolved beyond library instruction and information-focused programs to the current information literacy" (UNESCO, 2006, p.8). Library instruction emphasizes the location of library materials, while IL is concerned with the process of information seeking and information use competencies (UNESCO, 2006).

It is important to cite early work that has contributed to the evolution of library instruction since 1979 including the *Bibliographic Instruction Section (BIS) Model Statement of Objectives and Guidelines for Bibliographic Instruction* (Arp, 1987), the 1987 *Model Statement of Objectives for Academic Bibliographic Instruction*: *Draft Version* (Arp, 1987*)*, and *Read this First: An Owner's Guide to the New Model Statement of Objectives for Academic Bibliographic Instruction* (Dusenbury & ACRL, 1991).

The 1979 *BIS Model Statement* intends to "provide guidance in the development of instruction programs as well as to stimulate discussion about BI in the profession" (Arp, 1987, p.1). The scope of the 1979 Model Statement includes undergraduate instruction and its focus was on "tool specific or institution specific detail" (Arp, 1987, p.1). The 1987 *Model Statement* is prepared by the ACRL Bibliographic Instruction Section (Arp, 1987), now called Instruction Section, and approved by the Board of Directors of the ACRL and the ALA Standards Committee in 1988. This publication is the proposed revision of the 1979 *Model Statement.* Its scope is expanded to include not only undergraduates but also other user groups within academic libraries. It also focuses on the conceptual processes of using information, rather than on tool specific or

institution specific detail (Arp, 1987). The primary purpose of the *BIS Model Statement* is

to "generate thinking about the direction of existing instructional programs" with the

intention of "serving as a statement of general direction for practicing librarians to review

when existing current instructional programs or developing the keystones of new

programs" (Arp, 1987; Dusenbury & ACRL, 1991). In 1991, ACRL/BIS published *Read*

this First, which is the result of the Task Force appointed by Cerise Oberman, the Vice-

Chair/Chair Elect of the ACRL/ BIS, to help the library community understand and

access the content of the *BIS Model Statement*, its use when designing instructional

programs, etc. When developing policies, guidelines, or standards of BI, the ACRL/BIS

Model Statement provides a framework of desired skills for library users. It includes

general and terminal objectives which describe the general processes used when

gathering information (Arp, 1987; Dusenbury & ACRL, 1991, p. 16):

1. Information Recognition, the process of identifying how information is created and communicated;
2. Information Structure, the organization of information into recorded and unrecorded sources;
3. Information Access, the selection of information using a number of access points and sources, and
4. Physical Access, the actual retrieval of an item from a collection.

The objective of the first information gathering process, Information Recognition,

is to help users understand how information is defined and how this definition directs an

information search (Arp, 1987; Dusenbury & ACRL, 1991). The Information Structure

section aims to help users understand how information resources are structured regarding

the "importance of content organization and bibliographic communication" (p.19). The

third General Objective, Information Access, encourages users to employ information

15

sources to identify needed information. The fourth General Objective, Physical Access,

shows how "information sources are physically organized and accessed" (p.12).

Rader and Coons (1992) stress that IL is not bound to any media or within the

walls of a library, its emphasis is on learning, it incorporates the invisible college, the

research and publication process, and a range of issues such as the production,

distribution, access, evaluation and management of information. IL is common to all

disciplines, to all learning environments, and to all levels of education. It enables learners

to master content and extend their investigations, become more self-directed, and assume

greater control over their own learning (Rockman, 2004).

Breivik (1991) states that IL is a component of critical thinking skills. In her 1991

study, Breivik argues that in the information age, it is necessary for people to start first by

thinking critically about what makes an adequate, accurate and up to date body of

information, followed by analyzing and synthesizing skills so that people can

successfully address an information need. The perception of IL in this report has been

widely accepted not only by people in the field but also outside the profession (Breivik,

1991) in that it prepares people for lifelong learning, active citizenship and increases

business competitiveness (ALA, 1989). IL is a "means of personal empowerment" that

"prepares, motivates individuals to be lifelong learners" (ALA, 1989).

Definitions

Breivik (1985) describes information literacy (IL) as an integrated set of skills

that could be viewed as a form of problem solving activity developed through a "critical,

evaluative view of the material found" (Breivik, 1985; Grassian & Kalowitz, 2001, p. 5)

and goes on to state that "Information literacy is the first component of the continuum of critical thinking skills" (Breivik, 1991, p.29). According to Breivik's stance, IL is the first step to identify and retrieve "adequate, accurate and up to date information" and the information user cannot find an appropriate solution for an information problem if he or she does not have an adequate information base (Bruce, 1997, p. 35). Bruce (1997) states in Breivik's 1991 study, the latter views IL as an overarching literacy that incorporated all other types of literacy. Breivik continues to assert this idea in her 2005 study in which she sees IL as an umbrella for other kinds of literacy (as cited in McAdoo, 2008).

It was not until 1989 that the term "information literacy" was given a normative definition by the ALA's Presidential Committee on Information Literacy in its *Final Report*. This definition describes an information literate person as one who has the "ability to recognize when information is needed, and can locate, evaluate, and use information effectively" (ALA, 1989, p.1). The 1989 ALA *Final Report* also emphasizes that IL skills will prepare people for lifelong learning.

Rader (1991) identifies the IL individual as the one who gains survival IL skills for the information age whether in school or not. She also emphasizes that libraries can become very important partners in creating an information literate population by offering "pertinent training programs to help citizens gain necessary information skills" (Rader, 1995, p.2).

Doyle (1992) reports the results of a Delphi study conducted with 136 experts to develop a consensus from scholars' views on the definition of the term IL and outcome

measures for the concept. In her study, Doyle recommends constructivist approaches to teaching and learning, views IL outcomes as measurable, and portrays IL in terms of attributes of persons (Bruce, 1997). Based on the consensus, Doyle (1992) expands the definition of IL and outlines the characteristics of an information literate person as one who (p.2):

1. recognizes that accurate and complete information is the basis for intelligent decision making;
2. recognizes the need for information;
3. formulates questions based on information needs;
4. identifies potential sources of information;
5. develops successful search strategies;
6. accesses sources of information including computer-based and other technologies;
7. evaluates information;
8. organizes information for practical application;
9. integrates new information into an existing body of knowledge; and
10. uses information in critical thinking and problem solving.

Dorner and Gorman (2006) take a critical view of the developed world's definitions of IL. They argue that IL is defined as skills-based and assume a high availability of information resources. Dorner and Gorman emphasize that these definitions may not be operational in the developing world or operationally defined for developing countries (2006, p. 284). In their view, IL is the ability of individuals or groups:

- to be aware of why, how and by whom information is created, communicated and controlled, and how it contributes to the construction of knowledge

- to understand when information can be used to improve their daily living or to contribute to the resolution of needs related to specific situations, such as at work or school

- to know how to locate information and to critique its relevance and appropriateness to their context

- to understand how to integrate relevant and appropriate information with what they already know to new construct knowledge that increases their capacity to improve their daily living or to resolve needs related to specific situations that have arisen.

Dorner and Gorman's IL definition identifies the major skills needed to locate, use and critique information. However, the definition does not reflect a very important standard regarding the ethical and legal use of information, an issue that developing countries tend not to pay attention to. This definition is mostly developed based on IL defined by professional organizations such as ALA, IFLA. Additionally, such an IL definition can be applied to any person or groups in the information society, rather than particularly restricted to people in developing countries. Developing countries do not need a different definition of IL sine the IL definitions by ALA or other professional organizations are universal.

Table 2.1 summarizes the definitions of IL by several key scholars and organizations.

Table 2.1. *Information Literacy Definitions*

Scholars/ Organizations	Definition of information literacy
Breivik (1985)	- an integrated set of skills; - a form of problem solving activity developed through a "critical, evaluative view of the material found" - the first component of the continuum of critical thinking skills
Rader (1991)	Information literate people will be able to: - survive and be successful in a rapidly changing information/ technology environment - acquire and use information appropriate for personal and professional problem solving. - ensure a better future for the next generation

Doyle (1992)	An information literate person: - recognizes that accurate and complete information is the basis for intelligent decision making; - recognizes the need for information; - formulates questions based on information needs; - identifies potential sources of information; - develops successful search strategies; - accesses sources of information including computer-based and other technologies; - evaluates information; - organizes information for practical application; - integrates new information into an existing body of knowledge; and - uses information in critical thinking and problem solving. (p.2)
Bruce (1997)	Seven conceptions of IL: - The information technology conception-IL is seen as using IT for information retrieval and communication. - The information sources conception- IL is seen as finding information - The information process conception- IL is seen as executing a process - The information control conception- IL is seen as controlling information - The knowledge construction conception- IL is seen as building up personal knowledge base in a new area of interest - The knowledge extension conception- IL is seen as working with knowledge and personal perspectives adopted in such as way that novel insights are gained - The wisdom conception- IL is seen as using information wisely for the benefits of others.
Webber and Johnston (2000)	Information Literacy is the adoption of appropriate information behavior to obtain, through whatever channel or medium, information well fitted to information needs, together with critical awareness of the importance of wise and ethical use of information in society.
Chartered Institute of Library and Information Professionals (CLIP, 2004) (UK)	Information literacy is knowing when and why you need information, where to find it, and how to evaluate, use and communicate it in an ethical manner.

Australia and New Zealand Information Literacy Framework (Bundy, 2004)	The information literate person: - recognizes the need for information and determines the nature and extent of the information needed - finds needed information effectively and efficiently - critically evaluates information and the information seeking process - manages information collected or generated - applies prior and new information to construct new concepts or create new understandings - uses information with understanding and acknowledges cultural, ethical, economic, legal, and social issues surrounding the use of information"
UNESCO (2005): The Prague Declaration	Information Literacy encompasses knowledge of one's information concerns and needs, and the ability to identify, locate, evaluate, organize and effectively create, use and communicate information to address issues or problems at hand; it is a prerequisite for participating effectively in the Information Society, and is part of the basic human right of lifelong learning.
Dorner & Gorman (2006)	1. to be aware of why, how and by whom information is created, communicated and controlled, and how it contributes to the construction of knowledge 2. to understand when information can be used to improve their daily living or to contribute to the resolution of needs related to specific situations, such as at work or school 3. to know how to locate information and to critique its relevance and appropriateness to their context 4. to understand how to integrate relevant and appropriate information with what they already know to new construct knowledge that increases their capacity to improve their daily living or to resolve needs related to specific situations that have arisen.

"Information literacy is considered to be central in many models of adult competencies" (Pasadas, 2007), as cited in Catts and Lau (2008). Pasadas (2007) proposes a Communication Skills Map consisting of five strata. He suggests that reasoning and oral communication are the two bases of communication skills while reading, writing and numerical skills form the base of literacy. The upper level follows ICT skills and media literacy which consist of six elements: digital technology tools, use

of communication tools, use of networks, sift and analyze media messages and other ICT,

and media skills. In Pasadas' map, IL is in the most advanced stratum of the

communication skills map and as an umbrella over all other communication skills.

Communication Skills Map

Communication Skills Constellation

Definition and articulation of information need	Location and access of information	Assessment of information	Organization of information	Use of information	Communication and ethical use of information	Other information skills

INFORMATION LITERACY

Digital technology Use	Use of Communication Tools	Use Of Networks		Sift media messages	Analyze media messages	Other ICT/media skills

ICT SKILLS – MEDIA LITERACY

Reading	Writing	Numeracy	Other Basic Skills

LITERACY

Speaking	Listening

ORAL COMMUNICATION

Thinking Skills

REASONING

Figure 2.1. *Communication Skills Map*

Source: Catts and Lau (2008)

Information Fluency and Transliteracy

Information fluency is a recent concept used to mean the acquisition of three skills: basic information technology skills, information literacy, and critical thinking (Rader, 2004).

Rader (2004) defines information fluency as "the ability to navigate information structures and to evaluate information retrieved through these information structures" (p.1). In her view, information fluency includes "library literacy, media literacy, computer literacy, Internet literacy, research literacy, and critical thinking skills". Rader (2004, p.2) emphasizes that "individuals can achieve information fluency by acquiring cultural, visual, computer, technology, research, and information management skills to enable them to think critically."

The Associated Colleges of the South (ACS), a consortium of sixteen private colleges and universities in the South located from Virginia to Texas, asserts that information fluency "may be envisioned as the optimal outcome when critical thinking skills are combined with information literacy and relevant computer skills." (ACS, n.d.)

The purpose of information fluency is to develop critical thinking and IL skills through the effective use of ICTs. Through the use of critical thinking skills and appropriate technologies, information fluency integrates student's abilities to (ACS, n.d.):

- Collect the information necessary to consider a problem or issue
- Employ critical thinking skills in the evaluation and analysis of the information and its sources
- Formulate logical conclusions and present those conclusions in an appropriate and effective way

Another term recently used by the library profession is transliteracy. Transliteracy is defined as "the ability to read, write and interact across a range of platforms, tools and media from signing and orality through handwriting, print, TV, radio and film, to digital social networks" (Thomas, et al., 2007). Thomas and associates argue that transliteracy contains media literacy and also digital literacy. Lippincott (2007, p.17), as cited in Andretta (2009), states that there is a "convergence of literacies" as the "boundaries between media literacy, digital literacy, technology literacy and information literacy are blurred when individuals evolve from information consumers to content producers." Thomas et al. (2007) emphasize that transliteracy encompasses all communication types across time and culture, and not just confined to computer-based materials.

Information Literacy in Higher Education

Information literacy (IL) is so important to higher education because developing a lifelong learning attitude is central to the mission of higher education institutions (ACRL, 2000; Rockman, 2004). IL builds a bridge between the traditional ways of instruction in which students are passive learners, instructors focus on providing students with a common core of concepts, knowledge and skills, and determine the learning outcomes, to a new learning environment that helps faculty promote active learning through teaching critical thinking. For instance, through their collaboration in teaching IL skills, librarians and teaching faculty provide students with intellectual abilities of reasoning and critical thinking by helping them to construct a framework for learning how to learn, and by helping them to nourish these skills throughout their careers and their roles as informed citizens (ACRL, 2000). However, studies show that students lack skills and/or awareness

of necessary skills in the pre-university level (Cohen, 2008; Conley, 2008; Kendall, et al. 2007; Strong American Schools, 2008).

Information Literacy and College Readiness

Both Conley (2003, 2008) and Cohen (2008) emphasize that high schools should prepare students for university-level work. Conley (2008) states that there have been substantial gaps between what students learn at high school and expectations from postsecondary institutions. Conley (2008, p. 24) defines college ready students as those who have enough preparation in terms of key "cognitive strategies, key content knowledge, academic behaviors and contextual skills and knowledge" to enroll and succeed without taking remedial courses defined as courses in reading, writing and mathematics, in order to acquire basic academic skills to perform college-level courses required by higher institutions (Kendall et al., 2007; Strong American Schools, 2008). Conley (2008) creates a new way to view college preparation by proposing a model of facets of college readiness in which a college ready student needs to be proficient in four elements including key cognitive strategies, key content, academic behaviors, contextual skills and awareness. Conley (2008) identifies cognitive strategies including analysis, interpretation, problem solving and reasoning, and emphasizes that students need to be well equipped with these strategies in order to learn content from a variety of disciplines. For instance, students, when entering university, need to be able to formulate, and solve problems by selecting appropriate problem solving methods (Conley, 2008). In the research area, it is crucial for students to "utilize appropriate references to support an assertion or a line of reasoning" in addition to know how to "identify and evaluate data,

material and sources for quality of content, validity, credibility and relevance" (Conley, 2008, p.24). In terms of reasoning and interpretation skills, Conley (2008) argues that incoming students need to be equipped with "well-reasoned arguments […] to explain phenomena or issues", and should be able to "utilize recognized forms of reasoning to construct an argument and defend a point of view" (p.24). Academic knowledge and skills are defined by Conley (2008) as key concepts that create the structure of the various disciplines and subjects including English, Math and Social Sciences. He argues that at the entry level, students should be capable of "engaging texts critically and creating well-written, organized and supported work products in both oral and written formats" and emphasizes that "the foundations of English include reading comprehension and literature, information gathering, writing, editing, analysis, critique and connection" (p. 25). Conley also suggests that incoming students need to possess a set of academic behaviors in which mastering how to use information resources is stated as an important skill. He emphasizes that these elements of college readiness are "at the heart of the intellectual endeavor of the university" and "at the heart of how postsecondary faculty members think about their subject areas" (Conley, 2008, p. 25). Although the 2008 Conley article never mentions the term IL nor presents any research findings, the concepts of key cognitive strategies and academic knowledge and skills are very closely related to the IL concept in that these require high school students need to prepare for "Knowledge Skills and Foundations" as *information gathering, editing, evaluating, analysis, critique, and connections* at the entry university level. This Conley article links high school and college standards and implies that IL is the foundation for college success. It also shows the gaps that educators at the high school level need to be aware of

to prepare high school students before they enter academic life and also a good source of reference for instruction librarians when conducting IL sessions for incoming students.

Research has shown that although information is widely available electronically, individuals will not be always able to access it successfully. They either lack the sophisticated skills to navigate in a networked environment or do not know how to formulate their information needs with useful search terms and concepts. Nahl and Harada's study (1996) on secondary students' ability to learn how to construct Boolean search statements with written instructions alone reveal that students made different types of search statement errors. These errors include logical errors (wrong or missing Boolean operator), lexical errors (spelling, truncation, punctuation, syntax), and semantic errors (wrong or missing concepts) (Nahl & Harada, 1996).

Tenopir, Hitchcock, and Pillow's (2003) study summarizes and analyzes more than 200 research studies published between 1995 and 2003 on the faculty and student use of electronic resources. The findings show that "college and high school students use the Internet more than the library for research, and many believe they are more expert at searching than their teachers" and "Students exercise some quality judgments about materials they retrieve from the Internet, but those quality judgments may not exactly match faculty members' criteria for quality" (Tenopir et al. 2003, p. v).

Lippincott (2005) analyzes the "disconnect" between the culture of library organizations and that of the Net Generation (Net Gen) students, and explores how libraries could adapt to their needs by developing library content, services, and environments. Net Gen students are defined as those who grow up with computers and multimedia devices (Lippincott, 2005); to them "the world is technology and they do not

know life without it" (Small, 2008, p.24). One disconnect that Lippincott (2005) finds is that students depend extensively on Google or similar search engines for discovery of information resources rather than "consultation of library Web pages, catalogs, and databases as the main source of access" (p.2). The author cites Lippincott and Kyrillidou's (2004) findings that 58 percent of freshmen use Google or a comparable search engine first, while only 23 percent start with a database or index (Lippincott & Kyrillidou (2004) as cited in Lippincott, 2005, p. 3). Faculty and librarians also share the concern that Net Gen students do not really know how to evaluate the quality of information resources. Lippincott (2005, p.9) calls for the library structure and organization to respond to the needs of Net Gen students rather than insist they adapt to the existing library settings. Lippincott (2005) argues that many of today's Net Gen students have grown up with technology, so the issue is no longer to provide students with the basic knowledge or skills to use technology and digital information appropriate to the academy. According to Lippincott (2005, p. 4), the main issue for librarians is to find ways to help students "learn about digital information, including important policy issues in this arena, such as privacy and intellectual property", and "consider updating some of their methods for teaching students". For example, librarians incorporate information-seeking skills into gaming technology, or "develop more visually oriented instruction aids" such as using blogs as a mechanism for students to exchange information on resources particularly valuable for their work, electronically offer one-on-one services tailored to students' characteristics, etc. (Lippincott, 2005, p.6). The study is a very useful source of reference for librarians who seek to examine the characteristics of Net Gen students in order to find appropriate approaches to help them access and use of

information resources and services. One interesting question that Lippincott (2005) poses is whether there is still a need for instruction of library and technology use when Net Gen students perceive that they are technology literate and information savvy, while the faculty remains dissatisfied with the inappropriate use of unvetted information resources for academic work. Instruction librarians need to consider updating their methods for teaching Net Gen students and offering personalized information services to respond to individual needs.

In a report for the Institute of Education Sciences, Kendall et al. (2007) compare states' standards for the English language arts and mathematics that students should know with the expectations of skills needed for entry to college and workplace. For example, some of the expectations from high school students for preparation to college, shared by the American Diploma Project and Standards for Success, are the ability to "use a variety of print and electronic resources" and "evaluate the reliability, credibility and overall quality of information resources" (Kendall et al., 2007, p. 7). More importantly, students not only need to prepare for basic academic skills but also softer skills that employers require such as the ability to solve problems, and to work well with others (Kendall et al., 2007). These requirements are in accordance with the lifelong learning mandate in IL competency.

A study by Griffiths and Brophy (2005) on student use of search engines was conducted to evaluate the U.S. national academic sector digital information services and projects. The results focus on student searching behavior and show that commercial Internet search engines dominate students' information seeking strategy. The study also finds that student use of academic resources is low and students tend to assess their

searching skills better than they usually are. Students prefer using Google to any other search engine to find needed information. They show little awareness of alternative ways to find and locate information. The findings reveal that students are poor-evaluators of the quality of information resources. Only ten percent of the sample uses the library catalog as the first search engine while forty-five percent of students use Google as the first access point to locate information (Griffiths & Brophy, 2005, p.539). In my view, this study is very important for instruction librarians to consider when teaching IL skills. First, Google and Google Scholar (GS) are not reliable sources for academic research. According to Jacso (2005), although GS is a cost effective alternative for libraries in developing countries where subscribing to online databases is unaffordable, and becomes an important service for those who cannot access fee-based indexing/abstracting databases, GS has serious problems in counting its hits. Errors and inconsistencies occur in the details of citations, and in web pages, which contribute to mismatching of cited documents and citations, and also produce "phantom citations" (Jacso, 2005) which not only inflate citation counts, but frustrate users. Students are likely not aware of these problems and their effect on search results. Information resources in developing countries are not as numerous as in developed countries due to the limited source of budget, the shortage of information resources in Vietnamese language, etc. This encourages use of Google and GS as the first port of call when locating desired information. In order for students to be aware of the alternatives ways of finding information relevant to their work, "user awareness, training and education" need to be improved (Griffiths & Brophy, 2005, p.550).

Katz (2007) reports on research conducted by Educational Testing Service (ETS) on its Information Communication Technology (ICT) Literacy Assessment. The research from 6,300 students who took ETS's ICT Literacy Assessment in 2006, suggests that many of the students lack some of the information and communication technology (ICT) literacy skills expected for college-level work (Katz, 2007, p.3). For instance, during a task in which students were asked to evaluate a set of Web sites, only 52 percent judged the objectivity of the sites correctly, 65 percent judged the authority correctly, 72 percent judged the timeliness correctly, overall, only 49 percent of test-takers identified the one Web site that met all criteria (Katz, 2007, p.2). Similarly, when selecting a research statement for a class assignment, only 44 percent identified a statement that captured the demands of the assignment. When asked to narrow an overly broad search, only 35 percent selected the correct revision (p.2). Overall, the findings from this study are consistent with those of other studies in that "while students may be tech savvy when it comes to entertainment, they may not have the critical thinking skills to perform the kinds of information management and research tasks necessary for academic success" (Katz, 2007, p.1). Apparently their digital skills do not generalize well to academic work. Katz's study finds that about 50 percent of students are not ICT literate enough to succeed academically (p.2). They do not currently have the skills to analyze and synthesize information into something manageable and useful for their needs. Findings show a need for improvement. The study provides impetus for stakeholders to prioritize ICT literacy in their student population. Institutions need to consider how to better integrate ICT literacy skills into and across the curricula. It is important for libraries to

help students better evaluate, manage and communicate information so that they can succeed in school, at work and in life.

OCLC (2005a, 2005b) conducted an online survey of student perceptions of libraries and information sources. There were 3,348 respondents from six countries including Australia, Canada, India, Singapore, the U.S., and the UK. There were 396 college students (both undergraduate and graduate students) including 621 U.S. 14- to- 17- year-olds. The report consists of five parts:

- Libraries and information resources: use, familiarity and favorability;
- Using the library: in person and online;
- The Library brand;
- College students' advice to libraries;
- Perceptions of potential college students.

The purpose of the survey was to compare and contrast college student perceptions to those of other respondents regarding users' relationships with and use of libraries, usage and familiarity with the electronic resources, awareness of libraries and resources offered, people's perceptions of the library brand, etc. (OCLC, 2005b). The findings show that respondents have positive views of the "Library". Overall, college students are more aware of and use libraries' information resources more than other survey respondents. The more educated the respondents, the more they continued to use libraries after graduation. Some remarkable findings show that 89 percent of college students' information searches begin with a search engine while only 1 percent of them begin the search with the library Website. As in other studies by Lippincott (2005), and Griffiths and Brophy (2005), Google search engine is the favorite search engine, with 68 percent reporting they use it for information searches (OCLC, 2005b). Most information

consumers are not aware of, nor do they use, electronic information resources offered by libraries. Search engines fit the information consumer's lifestyle better than physical or online libraries. It is not surprising that the top activity for students in the library is studying, closely followed by accessing the Internet. However, it is important to stress that Google and library databases cover entirely different material and that peer-reviewed material is paid by subscriptions and not available via Google. These findings provide valuable insight for academic library administrators who seek to explore library usage and the perceptions of college students and young people, as well as to redesign library services so that the wide range of information resources are available, accessible and used.

The delivery of ILI to students is becoming essentially crucial with the explosion of information resources and the ever-increasing use of the Internet as sources of information. In a study on novice searchers' decision making strategies and relevance judgments, Nahl and Tenopir (1996) stress the need for extended assistance after instruction, since searchers still feel confused and ask questions despite the training and handouts. Nahl (1999) points to the need to determine the effectiveness of written search aids, and test instruction materials on user groups. The author argues that only when librarians study novice users' search process, they will know whether novices understand the instruction (Nahl, 1999).

Nahl-Jakobovits and Jakobovits (1987) developed a theoretical scheme classifying user behavior into three domains of library activities and three levels of learning based in education theory. Three domains of user behavior include affective, cognitive, and psychomotor domains that allow librarians to understand what library

users feel, think, and do when they use library sources. Three levels of library learning include orientation (novice), interaction (intermediate), and internalization (advanced). Nahl-Jakobovits and Jakobovits (1987) define orientation as "an adjustment stage in which the person must be willing to be influenced by librarians, must have a desire to comply with instructions, and obey signs." At this level, users prepare for library learning by getting to know the library. At level two, interaction, library users reform their thinking by establishing a satisfactory relationship with librarians, library services and tools (Nahl-Jakobovits & Jakobovits, 1987). Level three deals with the acquisition of an internal relationship to the library characterized as based in growing disciplinary knowledge (Nahl-Jakobovits & Jakobovits, 1987). By combining the dimension of three domains of library skills and three levels in each domain into a contingency matrix, Nahl-Jakobovits and Jakobovits (1987) proposed a theory of library user behavior that allows librarians to "take an integrated view of levels of library learning" and keeping track of users' progress by "determining the degree of activity of a person at any one time across the nine zones" (p. 212, 213).

Scholarly Information Literacy

It is necessary to see scholars' information behaviors in order to identify the trends of information practices in various disciplines. The 2009 OCLC report reviews scholarly information behavior (termed by the authors as scholarly information practices), focuses on the information activities involved in the research process and how they differ among disciplines (Palmer, Teffeau, & Pirmann, 2009). Scholarly information work is framed around five core scholarly activities including searching, collecting, reading,

writing and collaborating, associated by its primitives (Palmer, Teffeau, & Pirmann, 2009). For each activity, the report reviews major literature to identify the trends of information practices in different disciplines. For instance, half of the interdisciplinary scientists surveyed report that their searching habits are markedly different from five years earlier due to the availability of digital resources (Murphy, 2003 as cited in Palmer, Teffeau, & Pirmann, 2009). One surprising finding shows that scholars have consistently and frequently used search engines, especially Google, which "allow concurrent search across a wide and diverse array of sources" (p.10). Another finding notes that scholars tend to focus only on previously cited sources, resulting in the use of "a narrower, more homogenized range of literature" (p.10). Regarding the differences among disciplines, the report states that humanities scholars rely heavily on browsing, collecting, rereading and note taking while scientists tend to place more importance on direct searching, monitoring, and scanning activities (Palmer, Teffeau, & Pirmann, 2009).

Overall, the report examines how scholarly information practices have been changing over time in accordance with the development of the digital work environment. The report sends a message to service developers and providers regarding how to move all these services to an e-research platform. It provides an understanding of the scholarly information activities that libraries need to support across disciplines in order to help scholars find and use the digital information for all stages of research. As the authors conclude, the report "identifies directions and sets priorities for development of digital information services to support and advance scholarship" (Palmer, Teffeau, & Pirmann, 2009, p. 1). The findings of the 2009 OCLC report provide insights for academic libraries

in investigating information needs and behaviors of scholars to support them in the

information problem solving process in the e-platform.

The main arena of IL is education, but its concepts are not confined only in the

field. In addition to activities in education, there has been an emerging interest of IL in

the workplace due to the recognition of its importance in supporting employment

environments and lifelong learning (Corrall, 2007). Bruce (1999) emphasizes that IL

should be considered a significant part of learning organizations, that is, organizations

where people continually expand their capacity to create the results they truly desire, […]

and where people are continually learning how to learn together (Senge, 1990, p. 3). In

addition, the relevance of IL among various types of professionals and the possible

differences and interrelations between individual and organizational information literacy

are also explored. Kirk (2004) emphasizes the importance of IL for managers in their

work. Experiences of information use of managers in two public sector organizations in

the cultural industries are explored. The 2004 Kirk study identifies several information

processes and explored informational, organizational and personal elements of managers

that influence information use. These elements include the tasks managers engaged in,

the information used, the organization in which the roles of managers are enacted and the

managers' capabilities in using information (Kirk, 2004, p.6). Kirk (2004) also argues

that information professionals who serve users in workplace environments need to shift

from a technical and process focus to a more people–oriented focus; from the concept of

providing a service to being part of the core business of the organization. The author also

emphasizes that these crucial shifts require information professionals to create and adjust

to the organization's directions, values and culture, understand the information politics of

the organization, and identify any barriers to the transfer, exchange and sharing of information to ensure that the roles of information professionals are enacted effectively.

Information Literacy and Assessment

It is crucial to demonstrate a correlation between library instruction, research skill improvement, and student achievement since assessment of IL SLOs benefits students, faculty, and librarians (Avery, 2003; Harada & Yoshina, 2010). For students, participating in the learning process helps them understand learning targets, be motivated to learn as they "participate in the assessment of their own learning" (Harada & Yoshina, 2010). For faculty and librarians, assessment becomes an instructional activity (Asp, 1998) that makes positive changes happen (Harada & Yoshina, 2010). According to Harada and Yoshina (2010, p. 17), both faculty and librarians "have a *map* for planning and instructional activities", create more opportunities for collaboration, and "more integrated and interdisciplinary teaching." Avery (2003, p. 2) stresses that outcomes assessment of IL is "the means for learning" which is designed to "inform about the acquisition of skills and thought processes by students", and used to "improve positive changes in the teaching of information literacy."

In a study on assessing IL in community college human services courses at Spokane Falls College, Schroeder (2003) reports that 32 percent and 56 percent of student respondents respectively recognized scholarly journals and quality Web sites. Of three instructional contents including information retrieval from databases and the Internet, evaluation of web sources, and use of APA format for ProQuest articles and

Web pages, the least well-understood was the correct use of APA format (69 percent adequate understand) (Schroeder, 2003).

Studies show that faculty recognize the value of IL skills and express the need to teach IL skills early in students' academic career. Kempcke (2003) conducted a study with faculty involved with the development the core curriculum, and students from Montana State University. The assessment tools included the pre- and post survey for students and faculty, and rubric for evaluating student presentation. The findings revealed that 96 percent of faculty respondents agreed or strongly agreed that incoming students did not have the necessary skills to use a research library, and 100 percent of faculty believed that teaching IL skills early in students' academic lives is crucial (Kempcke, 2003). Ninety-two percent of them indicated that students should receive formal instruction on IL. However, as of that writing, the results from student surveys were not available.

Comer (2003) conducted a pretest and posttest with a group of students who took part in a course on social research methods, which focused on increasing students' IL capacities through faculty librarian collaboration. The results show that 90 percent of respondents believed themselves to be more efficient at information retrieval as a result of IL skills integrated in the course (Comer, 2003). Another 70 percent of respondents indicated that the IL skills taught in that course were applied in other courses in finding and evaluating information. Comer (2003) also reports that approximately 80 percent of students agreed that IL skills should be integrated into the liberal arts curriculum.

Nahl-Jakobovits and Jakobovits (1993) outline a method for how to extract from student comments elements to include in instruction, that is a form of assessment,

39

analyzing student comments or testing answers to change instruction to be more effective.

Avery (2003), and Harada and Yoshina (2010) emphasize that co- assessment of student learning of IL skills will facilitate collaboration between faculty and librarians. In order to get faculty involved in co-assessing student learning, Avery (2003, p.10) also stresses that it is essential to foster a "strong liason activities with a core of faculty who do recognize our value."

Information Literacy and Accreditation

Recognizing the importance of information literacy (IL), colleges and universities through the collaborative efforts of faculty, administrators and librarians, promote information literacy by incorporating it into curricula, in all programs and services (ACRL, 2000). Not only does IL provide a conceptual framework for student learning on campuses, measuring IL outcomes is also required by accreditation organizations (Rockman, 2004).

Sacks and Whildin (1993, p.26) define accreditation as "a process by which an institution or a specialized unit of postsecondary education periodically evaluates its educational activities […]." The Middle States Commission on Higher Education includes IL in "Characteristics of Excellence in Higher Education: Eligibility Requirements and Standards for Accreditation" (2002, p. 32) as follows in Standard 11, Educational Offerings:

> Information literacy is an intellectual framework for identifying, finding, understanding, evaluating, and using information. Higher education has available

a variety of new information resources and an evolving array of information technology and access structures, including computers, software applications and databases, that supplement its print-based knowledge resources and present new complexities for teachers and learners. How to develop and utilize knowledge and skills and discipline-specific investigative methods to identify, access, retrieve, and apply relevant content is a challenge for the future of learning and teaching in our universities, colleges and schools.

Regarding the relationship of accreditation and IL to student learning, the Middle States Commissions on Higher Education (2003) published guidelines for IL in the curriculum. The document outlines a set of IL skills informed by ACRL (2000), and provides a framework for defining learning outcomes for IL programs (Bangert, 2007).

In 2001, the Western Association of Schools and Colleges (WASC) published WASC *Handbook of Accreditation* in which a new model of accreditation for the western region is proposed (WASC, 2001). Four standards defining expectations for institution performance include (WASC, 2001 as cited in Bangert, 2007, p. 221):

- Defining institutional purposes and educational objectives
- Achieving educational objectives through core functions
- Developing resources and organizational structures to ensure sustainability
- Creating an organization committed to learning and improvement

According to criteria from WASC in Standard 2: Achieving Educational Objectives through Core Functions—Teaching and Learning (p.20):

Baccalaureate programs engage students in an integrated course of study of sufficient depth and breadth to prepare them for work, citizenship, and a fulfilling life. These programs also ensure the development of core learning abilities and competencies including, but not limited to college-level written and oral communication; college level quantitative skills; information literacy; and the habit of critical analysis of data and argument.

ACRL (2000) reports that "because IL augments students' competency with evaluating, managing and using information, it is now considered by several regional and discipline-based accreditation associations as a key outcome for college students."

IL Conceptual Frameworks

Several IL frameworks seek to explain the scope of IL as follows:

- Eisenberg and Berkowitz's Big6 information skills (Eisenberg & Berkowitz, 1990) (for K-12 education level)

- The ACRL Information Literacy Competency Standards for Higher Education (ACRL, 2000)

- SCONUL Seven Pillars of Information Literacy (1999)

- International Federation of Library Associations (IFLA) IL Standards

Big6 Information Skills

A framework which has been quite widely used in the U.S. to teach information skills for K -12 education is the Big6 information problem-solving approach, developed by Eisenberg and Berkowitz (Eisenberg & Berkowitz, 1990). Although the phrase *information literacy* does not appear as the fundamental concept of the Big6 Skills, the components of IL are incorporated into this approach. The Big6 Skills include a unified set of information and technology skills that form a process from task definition to evaluation as follows (Eisenberg, 2007):

1. Task Definition
   1.1 Define the problem

      1.1 Identify the information needed
   2.   Information Seeking Strategies
      2.1 determine all possible sources
      2.2 Select the best resources
   3.   Location and Access
      3.1 Locate resources
      3.2 Find information within resources
   4.   Use of Information
      4.1 Engage (e.g. read, hear, review)
      4.2 Extract relevant information
   5.   Synthesis
      5.1 Organize information from multiple resources
      5.2 Present information
   6.   Evaluation
      6.1 Judge the result (effectiveness)
      6.2 Judge the process (efficiency)

    Through the Big6 Skills, information users learn how to recognize information needs and progress from the basic to the most sophisticated stage of information seeking process to solve information problems effectively and efficiently (Eisenberg, 2007). The Big6 Skills are important because they promote library instruction into the school curriculum rather than consider it as a stand-alone instruction unit (Seamans, 2001, p. 18). This provides opportunities for K-12 learners to recognize their information needs and how to solve information problems effectively and efficiently through a set of systematic stages. Additionally, this process of information problem solving makes it easier for both instructors and students. For instructors, they can integrate each stage of the Big6 Skills into appropriate instructional modules or assignments that helps students follow easily. For students, this step-by-step information problem solving process acts as a guideline that directs them through every stage of information seeking.

ACRL Information Literacy Competency Standards

The Association of College and Research Libraries (ACRL, 2000) developed the *Information Literacy Competency Standards for Higher Education* that situates IL within broader trends in higher education. The *IL Competency Standards* (ACRL, 2000) is a landmark document that includes performance indicators and learning outcomes used to assess student progress. They have become the *de facto* standards for introducing information literacy competencies into academic curricula across the U.S. and give a framework and the possibility of a common language for librarians and faculty. It identifies five basic competencies to ensure that students are information literate (ACRL, 2000).

> Standard One: The information literate student determines the nature and extent of the information needed.
>
> Standard Two: The information literate student accesses needed information effectively and efficiently.
>
> Standard Three: The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.
>
> Standard Four: The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.
>
> Standard Five: The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

The *IL Competency Standards* are also subdivided into 22 performance indicators detailed with suggested learning outcomes that an information literate student should demonstrate. Take Standard Two, for example: "The information literate student accesses needed information effectively and efficiently" (ACRL, 2000, p.5). The selection of the

most appropriate investigative methods or information retrieval systems, construction and

implementation of effectively designed search strategies, and retrieval of information

online or in person are all indicators of satisfactory achievement (ACRL, 2000, p.5).

Each performance indicator could be used as a learning objective. For each performance

indicator/learning objective, there is a set of learning outcomes listed to illustrate how

students could successfully attain the objective. For instance, for the first Performance

Indicator of Standard Two: "The information literate student selects the most appropriate

investigative methods of information retrieval systems for accessing the needed

information" (ACRL, 2000, p. 5), suggests four outcomes including:

a. Identifies appropriate investigative methods
b. Investigates benefits and applicability of various investigative methods
c. Investigates the scope, content, and organization of information retrieval systems
d. Selects efficient and effective approaches for accessing the information needed from the investigative method or information retrieval system.

Other outcomes may also be constructed based on the Performance Indicator. This

suggestive list of measurable outcomes can be used to assess student progress toward IL.

Typically context-sensitive measurement devices are constructed, such as rubrics

defining the criteria for effective performance of each outcome (See Appendix A for

ACRL Competency Standards, Performance Indicators and Outcomes). Table 2.2 is an

illustration of a rubric that defines the criteria to measure student learning outcomes

introduced by Learning Information Literacy Online (LILO), a Web site designed by

instruction librarians at the University of Hawaii for use in college-level research writing

courses (University of Hawaii Libraries Information Literacy Committees, 2006) .

Table 2.2. *Illustration of a Learning IL Online Rubric*

(Source: University of Hawaii Libraries Information Literacy Committees, 2006)

List any and all alternative spellings, abbreviations, or multiple word endings that apply to at least three of your search terms.

Rubrics:
Excellent Answer:
Variants for three or more search terms given, e.g.,
"(topic: Maori canoe carving) symbol, symbols, symbolism; canoe, canoes, canoeing; tau ihu, tauihu"
Satisfactory Answer:
Variants for two search terms given, e.g.,
"dentist, dentistry, dental, and salary, salaries"
Partial Answer:
Variants for one search term given, e.g.,
"surfer, surfing, surf*;"
Incomplete Answer:
Answer is blank or a non-sequitur

SPIOs:

Standard Two

The information literate student accesses needed information effectively and efficiently.

Performance Indicator 2

The information literate student constructs and implements effectively-designed search strategies.

Outcome

Constructs a search strategy using appropriate commands for the information retrieval system selected (e.g., Boolean operators, truncation, and proximity for search engines; internal organizers such as indexes for books)

SCONUL Seven Pillars of Information Literacy

In the UK, SCONUL identifies seven headline skills as follows

(SCONUL, 1999, p.2):

1.   The ability to recognize a need for information
2.   The ability to distinguish ways in which the information "gap" may be
        addressed

- Knowledge of appropriate kinds of resources, both print and non-
  print
- Selection of resources with "best fit" for task at hand
- The ability to understand the issue affecting accessibility of
  sources

3.   The ability to construct strategies for locating information

- To articulate information need to match against resources
- To develop a systematic method appropriate for the need
- To understand the principles of constructions and generation of
  databases

4.   The ability to locate and access information

- To develop appropriate searching techniques (e.g. use of
  Boolean)
- To use communication and information technologies, including
  terms international academic networks
- To use appropriate indexing and abstracting services, citation
  indexes and databases
- To use current awareness methods to keep up to date

5.   The ability to compare and evaluate information obtained from different
        sources

- Awareness of bias and authority issues
- Awareness of the peer review process of scholarly publishing
- Appropriate extraction of information matching the information
  need

6.   The ability to organize, apply and communicate information to others in
        ways appropriate to the situation

- To cite bibliographic references in project reports and theses
- To construct a personal bibliographic system

- To apply information to the problem at hand
- To communicate effectively using appropriate medium
- To understand issues of copyright and plagiarism

7. The ability to synthesize and build upon existing information, contributing to the creation of new knowledge.

SCONUL (1999) also uses a diagram illustrating a spectrum of competence in which the seven pillars provide a progression from "the ability to recognize a need for information" to "the ability to synthesize and build upon existing information, contributing to the creation of new knowledge" (SCONUL, 1999). The *Seven Pillars* diagram in Figure 2.2 shows an iterative process in which information users progress from competency to expertise by practicing the basic skills to the most sophisticated ones (Bainton, 2001). According to Bainton (2001), in the seven areas of IL, undergraduate students are more engaged with the first four skills, while postgraduates and researchers will be aspiring to the seventh pillar of the SCONUL model.
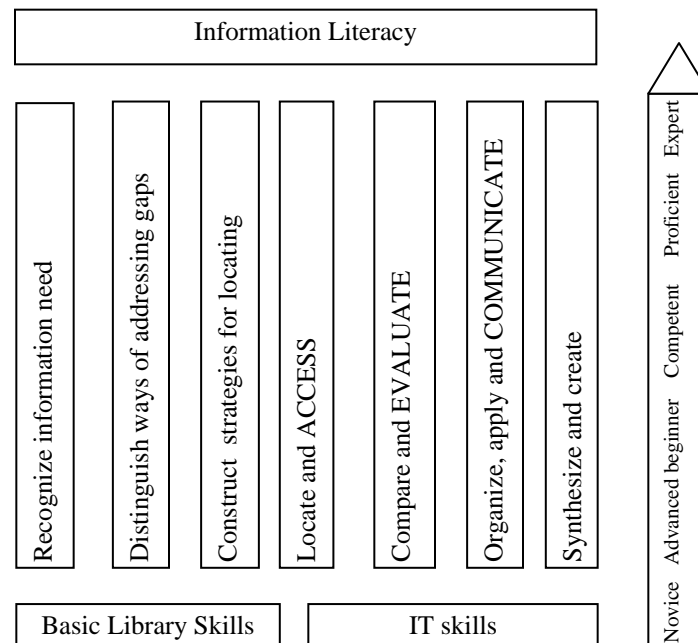
Figure 2.2. *SCONUL Seven Pillars of Information Literacy* (Bainton, 2001)

International Federation of Library Associations (IFLA) IL Standards

The core goals of the IFLA IL standards are based on the ones created by the

American Association of School Libraries (AASL), ACRL, SCONUL, and ANZIIL (Lau,

2006). IL is defined as follows (Lau, 2006):

> IL is assumed to be the knowledge and skills necessary to correctively identify
> information needed to perform a specific task or solve a problem, cost-efficiently
> search for information, organize or reorganize it, interpret and analyze it once it
> is found and retrieved (e.g. downloaded), evaluate the accuracy and reliability of
> information, including ethically acknowledging the resources whence it was
> obtained, communicate and present the results of analyzing and interpreting it to
> others if necessary, and then utilize it for achieving actions and results.

Figure 2.3 compares three major conceptual frameworks of IL from ACRL,

SCONUL and IFLA. This side-by-side view of IL frameworks reveals many similarities

among them and, in fact, there is more agreement than disagreement among them. From

the three exemplary frameworks, we can see that IL skills are a set of interconnected

activities in a process. The SCONUL approach is compatible with both ACRL

Information Literacy Competency Standards and three basic components of information

literacy standards for the IFLA international library community. IL is a coherent concept

with universal agreement on its definition and characteristics. Some key aspects of IL that

both frameworks describe are identifying what information is needed, assessing,

searching for, evaluating information and knowing about legal issues such as copyright.

ACRL Information Literacy Competency Standards (2000)

SCONUL Seven Pillars Model for Information Literacy (1999)

IFLA's Guidelines on Information Literacy Standards for Lifelong Learning (2006)

1.Determines the nature and extent of the information needed.

1.Recognizes a need for information

A. ACCESSES information effectively and efficiently

1. Need

    Defines or recognizes the need for information

    Decides to do something to find the information

    Express and defines the information need

2. Distinguishes ways in which the info gap may be addressed

2.ACCESSES needed information effectively and efficiently.

3. Constructs strategies for locating information

4.Locates and ACCESSES information

3.EVALUATES information and its sources critically and incorporates selected info. into his or her knowledge base and value system.

5. Compares and EVALUATES information obtained from different sources

B. EVALUATES information critically and competently

1.Assessment

    Analyzes, examines, and extracts information

    Generalizes and interprets information

    Selects and synthesizes information

4.Individually or as member of a group, USES info. effectively to accomplish a specific purpose.

6. Organizes, applies and communicates information to others in ways appropriate to the situation

C. USES information accurately and creatively

1. Info use

    Finds new ways to communicate, present and use information

    Applies the retrieved information

    Learns or internalizes information as personal knowledge

    Presents the information product

7.Synthesizes and builds upon existing information, contributing to the creation of new knowledge

5.Understands many of the economic, legal and social issues surrounding the use of info. and accesses and uses info ethically and legally.

Figure 2.3. *Comparison of Information Literacy Frameworks*   (Source: Adapted from Eisenberg, 2007)

Demonstrating Best Practices

In 2003, the Institute for Information Literacy Best Practices Initiative published

the *Best Practices*, an important document that identifies features of IL programs such as

missions and goals, staff development, collaboration, curricular integration, outreach and

assessment (ACRL, 2003). The *Best Practices* were developed through a multiphase

process involving professionals from sectors of higher education, including librarians,

faculty, administrators, and professional organizations (ACRL, 2003). In 2000,

suggestions for an original draft of the *Best Practices* were collected through a Delphi

polling technique. Based on these suggestions, members of the Best Practices Project

Team and Best Practices Advisory Panel wrote a document, and then the working draft

was distributed widely for comment. Further revision was made and the final draft was

used as the basis for selecting ten institutions for a national invitational conference on

best practices in information literacy programming (ACRL, 2003). The revisions of the

final edition are based upon the discussion of that meeting.

IL program developers and practitioners need to examine this ACRL's publication

that articulates "elements of exemplary IL programs for undergraduate students" (ACRL,

2003, p. 1). The publication states that the Characteristics "present a set of ideas that can

be used when establishing, developing, advancing, revitalizing, or assessing an

information literacy program." The *Best Practices* are arranged under ten categories as

follows (p.2-5):

> Category 1: Mission
> Category 2: Goals and Objectives
> Category 3: Planning

Category 4: Administrative and Institutional Support

Category 5: Articulation with the Curriculum

Category 6: Collaboration

Category 7: Pedagogy

Category 8: Staffing

Category 9: Outreach

Category 10: Assessment/ Evaluation

The first three categories address agendas for creating mission statements, establishing goals and objectives, and planning. The next four focus on the need for support from a variety of constituencies on campus, collaboration between faculty, librarians, and other related partners, articulation with the curriculum and pedagogy supporting a variety of teaching approaches. The eighth and ninth categories are related to staffing and outreach activities to promote IL. Finally, the guidelines addressing assessment and evaluation of both student learning and IL programs are introduced.

The first three of the *Best Practices*, Mission statements, Goals and Objectives, and Planning of the ILI program must align with and reflect the institutional missions, goals, and objectives (ACRL, 2003). These first three categories also incorporate the other seven categories in their context (Pierce, 2004). For instance, the goals and objectives "…establish measurable outcomes for evaluation for the program; reflect sound pedagogical practice; […] articulate the integration of information literacy across the curriculum", planning "…establishes the means for implementation and adaptation; addresses […] administrative and institutional support; includes a program for professional, faculty, and staff development; and establishes a process for assessment" (ACRL, 2003).

Category 4, Administrative and Institutional Support, defines the need for support from different levels of administration in an institutional setting (ACRL, 2003). According to Category 4, a very crucial element in successful IL program development and delivery is gaining administrative support including providing funding, communicating support, rewarding achievements, and encouraging collaboration among related parties on campus. Without administrative support, especially from the highest level, IL initiatives remain limited in scope and effectiveness.

In terms of Category 5, Articulation with the Curriculum, the guidelines state that this articulation is "formalized and widely disseminated; emphasizes student-centered learning" in sequencing and integrating competencies "throughout a student's academic career, progressing in sophistication" (ACRL, 2003). These characteristics assume that having an institutional mandate and commitment is critical to sustain an IL program. The guidelines also presuppose that instruction librarians need to be aware of and familiar with the components of the curriculum and existing pedagogies of their institutions.

Category 6 of the *Best Practices* (ACRL, 2003) addresses Collaboration among disciplinary faculty, librarians, and other program staff in an IL program. According to the guidelines, this collaboration "centers around enhanced student learning and the development of lifelong learning skills", and "identifies opportunities for achieving information literacy outcomes through course content and other learning experiences" (ACRL, 2003). These guidelines assume that in order to optimize student learning, students need IL training in context. Utilizing the unique expertise of both discipline

faculty and instruction librarians will not only benefit students but also faculty and librarians as well (Pierce, 2004).

Category 7 of the *Best Practices* focuses on Pedagogy (ACRL, 2003). According to this category, pedagogy for an information literacy program should "support diverse approaches to teaching; […] includes active and collaborative activities; encompasses critical thinking and reflection; responds to multiple learning styles; supports student-centered learning …" (ACRL, 2003). The underlying assumption of this category is that the student-centered approach, and active learning are suggested as part of the recommended pedagogy. Instruction librarians need to encourage students to engage in the collaborative and active learning process by sharing knowledge, and interacting with the learning group. In addition to placing student learning of IL in context, instruction librarians they need to utilize diverse teaching techniques to reach all students. This requires instruction librarians to be knowledgeable and comfortable with both pedagogical techniques and IL techniques. This is really challenging for them since "an emphasis on pedagogy and learning theory is not normally part of the library science master's program" (Oberman, 2002, p.5). However, it is worth noting that several LIS programs in the U.S. have IL courses or units in courses that focus on pedagogy and learning theory (Nahl, 2010). This category presupposes that instruction librarians need to have further training in learning theories and pedagogical techniques to enable them to build an instructional IL program, and deliver IL skills to students in creative ways.

Category 8 focuses on Staffing and Category 9 addresses Outreach (ACRL, 2003), and they complement each other. For staffing, the guidelines call for the inclusion

of librarians, disciplinary faculty, administrators, program coordinators in

"instruction/teaching and assessment of student learning, […] in curriculum development

and expertise" (ACRL, 2003). The guidelines state the need for instruction librarians to

be knowledgeable with the curriculum, have expertise in librarianship, and be familiar

with assessing student learning. In addition, continual professional development would

also be crucial for instruction librarians to widen the knowledge base of instruction

librarians. For outreach, the guidelines suggest a variety of formal and informal methods

including "communicat[ing] a clear message defining and describing the program and its

value to targeted audiences; provid[ing] targeted marketing and publicity to stakeholders;

… us[ing] a variety of outreach channels and media […]; includ[ing] participation in

campus professional development training" (ACRL, 2003). These guidelines assume that

it would be necessary to reach out and get the involvement of a variety of targeted

audiences including students, faculty, administrators, librarians, program coordinators to

sustain an effective IL program. Utilizing diverse communicating channels to promote IL

initiatives is a continual process of academic libraries.

     Category 10 deals with Assessment/Evaluation (ACRL, 2003). The guidelines

suggest assessment for both program performance and student outcomes. The program

evaluation should include the integration with "course and curriculum assessment as well

as institutional evaluations and regional/professional accreditation initiatives", and

establish "the process of ongoing planning/improvement of the program" (ACRL, 2003).

For student outcomes, the guidelines suggest that instruction librarians acknowledge

"differences in learning and teaching styles by using a variety of appropriate outcome

measures […]; focus on "student performance, knowledge acquisition" […]; and assess

both "process and product" (ACRL, 2003). The underlying assumption of this best

practice is that instruction librarians need to include assessing SLOs in designing an IL

program and integrate the IL activities and assignments that match these SLOs. By doing

so, assessment can happen throughout the IL sessions.

In sum, the degree of adoption or reference to these standards of best practices

will determine the success of an IL program. However, the degree of adoption will vary

according to situation and environment of particular institutions. As ACRL (2003)

emphasizes, the Best Practices will serve as a guideline for those involved in developing,

assessing, and improving IL programs at their institutions as well as provide a framework

for benchmarking status, improvement, and long term development of IL programming.

Blended Librarians

ACRL (2008) conducted a study to identify the trends in academic librarianship in

order to improve the practice of librarianship in academic and research environments.

The study was conducted using a mixed-method research design including survey

research, literature review and member checking to identify the top assumptions about

academic librarianship and address the emergent issues of concern to the profession. The

Research Committee identifies the following as "The Top Ten Assumptions for the

Future of Academic Libraries and Librarians" (in ranked order) (ACRL, 2008, p. 4):

1. There will be an increased emphasis on digitalizing collections, preserving digital archives, and improving methods of data storage, retrieval, and service.
2. The skill set for librarians will evolve in response to the changing need and expectations of the population they serve, and the professional background of library staff will become increasingly diverse in support of expanded services programs and administrative needs.

3. Students and faculty will continue to demand increasing access to library resources and services and to expect to find a rich digital library presence both in enterprise academic systems and as a feature of social computing.
4. Debates about intellectual property will become common in higher education, and resources and educational programming related to intellectual property management will become an important part of library services to academic community.
5. The evolution of IT will shape both the practice of scholarly inquiry and the daily routine of students and faculty, and demand for technology-related services and technology-rich users environments will continue to grow and will require additional funding.
6. Higher education will be increasingly viewed as a business, and calls for accountability and for quantitative measures of library contributions to the research, teaching and service missions of the institution will shape library assessment programs and approaches to the allocation of institutional resources
7. Students, as part of the "business of higher education", will increasingly view themselves as "customers" of the academic library and will demand high quality facilities, resources, services attuned to their needs and concerns.
8. Online learning will continue to expand as an option for students and faculty—both on campus and off—and libraries will gear resources and services for delivery to a distributed academic community.
9. Demand for free, public access to data collected, research completed, as part of publicly funded research programs will continue to grow.
10. The protection of privacy and support for intellectual freedom will continue to be defining issues for academic libraries and librarians.

Among those ten assumptions, the researcher promotes the view that the following are particularly important for visions of academic libraries in Vietnam and are closely related to the study.

Assumption 2 addresses that "the skill set for librarians will continue to evolve in response to the changing needs and expectations of the populations they serve, and the professional background of library staff will become increasingly diverse in support of expanded service programs and administrative needs" (ACRL, 2008, p.9). According to this assumption, librarians need to understand and embrace the application of IT to instruction programs. Bell and Shank (2007 as cited in ACRL, 2008) articulate the vision of librarians in the information age as a "blended librarian", a notion that states the role

of a library professional who has both traditional professional skills along with significant competencies related to teaching and the application of IT to library services (ACRL, 2008). The 2008 ACRL publication cites the work of Lynch and Smith (2001) that analyzes 220 job advertisements, a recent study done in 2006 by Kennan, Cole and Willard on job advertisements in 1974, 1984, 1994 and 2004, and James Neal's (2006) article on new trends of the academic library work force. Lynch and Smith's (2001) study finds that "knowledge of computer technology had become a routine requirement, that instruction had become a standard responsibility of an academic library's public services, and that interpersonal, written and oral communication skills were critical for all library positions" (as cited in ACRL, 2008, p.10). The 2006 Kennan et al. study (as cited in ACRL, 2008), finds that librarians need to have a broader range of skills than in the past including the skills in Web design, the use of electronic resources, as well as good interpersonal and behavioral skills. As cited in ACRL (2008), "librarian roles in the academy have been redefined, librarians have expanded their teaching activities on campus, involvement with research teams, and participation on broad collaborations on campus and externally and have focused on innovative and entrepreneurial application of technology" (p. 4). Neal (2006 as cited in ACRL, 2008) also emphasizes the increasing need to incorporate individuals with professional backgrounds outside of librarianship into the academic library. This assumption requires that instruction librarians in academic libraries need to be aware of this changing role in order to prepare themselves for such changes in society as well as in the educational environment. LIS education program also need to provide LIS students with new sets of skills so that they can be competent enough to accelerate the application of IT in library services.

Assumption 3 states that "students and faculty will continue to demand increasing access to library resources and services and to expect to find a rich digital library presence both in enterprise academic systems and as a feature of social computing" (ACRL, 2008). The Research Committee states that the advances of IT create more demanding users who expect faster and greater access to library services. The Committee cited the Stephen Abram and Judy Luther 2004 article in which the authors identify nine behavioral traits of Millennials, or children of Baby Boomers, and their effect on library services. According to Abram and Luther (2004), as cited in ACRL (2008), Millennials do not "differentiate information on the basis of format or media type, expect information and entertainment to be available to them whenever they need it and wherever they are, multitask and expect all information appliances to support multitasking, and see content and technology as inseparable" (p.13). In order to address student expectations, academic libraries need to redesign library services to meet the needs of Millennials as well as to prepare themselves as "blended librarians" who can perform multiple services for a variety of library users.

Assumption 4 argues that "debates about intellectual property will become common in higher education, and resources and educational programming related to intellectual property management will become an important part of library services to academic community" (ACRL, 2008, p.14). According to this assumption, instruction librarians need to collaborate with faculty and other offices on campus to educate individuals about copyright and intellectual property issues and implement intellectual property management.

Assumption 5 foresees that "the evolution of IT will shape both the practice of scholarly inquiry and the daily routine of students and faculty, and demand for technology-related services and technology-rich users environments will continue to grow [...]" (ACRL, 2008, p.15). The Committee expresses the view that the development of cyber infrastructure, including the technology, policies and people who support researchers in knowledge and learning communities will require new partnership and collaboration among librarians, data scientists and domain scientists to better manage digital data collections. In addition, social software such as Web 2.0 and Library 2.0 applications continue to have a great impact on library services and it is no doubt that librarians need to be able to use these technologies effectively.

Assumption 7 predicts that "students, as part of the "business of higher education", will increasingly view themselves as "customers" of the academic library and will demand high quality facilities, resources, services attuned to their needs and concerns" (ACRL, 2008, p.18). The Research Committee cites Levine's (1997) study of undergraduate student attitudes about higher education in which he views students as clients whose decision to enroll and remain in a higher education institution lies mostly in considering study support facilities such as classrooms, residence halls and, especially, library services. In that context, instruction librarians not only engage students in locating and getting access to the information needed but also highlight the importance of IL for lifelong learning. . ACRL's 2008 document is very useful for academic libraries since it helps library professionals foresee the trends of academic libraries in the future so that they can prepare content, services and themselves to cope with these developments.

CHAPTER 3. THEORETICAL FRAMEWORK

A theoretical framework is the set of questions established, framed by the researcher based on epistemological orientation, how one sees the world and the acquisition of knowledge (Winegardner, n.d., p.7). The theoretical framework plays an important role in reflecting the researcher's professional discipline and in reviewing a body of literature. The framework helps the researcher address the problem investigated, what is known about the topic, what is not known, why it is important to know it, and the specific purpose of the study (Winegardner, n.d., p.7). In this case study, the underlying theories are the Stages of Planned Change (Lippitt et al., 1958), Change Agency Model (Caldwell, 2003), Transformational Leadership Theory (Burns, 1978), Collaboration Theory for Teachers and Librarians (Montiel-Overall, 2005), Constructivist Learning Theory (Kohler & Winter, 1925; Piaget, 1952), and Keller's ARCS (Attention, Relevance, Confidence and Satisfaction) Motivation Model.

Change Theory

To effectively implement an ILI program into the curriculum requires major changes in the mindset, relationship, structure and responsibilities of administrators, faculty, librarians and students. Embracing IL cannot be solely the responsibility of the library (Bundy, 2004). It requires the involvement and cooperation of change agents on campus.

Change Agent

Lippitt (1973, p. 37) defines change as any "planned or unplanned alteration of the status quo in an organism, situation, or process." Planned change is referred to as

"change which derives from a purposeful decision to effect improvements in a personality or social system and which is achieved with the help of professional guidance" (Lippitt et al., 1958, p. vi). The goals of planned change are twofold: first, to improve the ability of the organization to adapt to change, and second, to change employee behavior (Robbins, 2001, p. 542). The term "change agent" was first used by Jarrett to explain change in the educational setting (1973, p.442).

The most commonly cited source related to change is Rogers' (2003) work. Rogers (2003, p. 366) defines a change agent as follows:

> A change agent is an individual who influences clients' innovation-decisions in a direction deemed desirable by a change agency. A change agent usually seeks to secure the adoption of new ideas, but he or she may also attempt to slow the diffusion process and prevent the adoption of certain innovations with undesirable effects.

Dealy and Thomas (2006) define change agent as "a person who translates the strategic change vision of leaders into pragmatic change behavior. They will be the early adopters of the new values, actions, and skills required by the organization. Through this knowledge, they will act as a catalyst for the introduction of new ways of doing things across the organization" (p.10).

Unlike Dealy and Thomas (2006) who suggest change agents include only internal employees in organizations, Caldwell (2003) defines a change agent as "an internal and *external* [italics emphasis added] individual responsible for initiating, sponsoring, directing, managing or implementing a specific change initiative, project or complete change program" (p.139).

According to Grossman (1974, p. 10), anyone can be a change agent, which he defines as the one who is able to "react to changes in the outside world and cause matching changes within the organization" and can "administer change in the proper amount, in the right places, and at the right time." Hord et al. (1987) also state that it is not important which position in an organization a person holds, the important issue is that facilitators, the term the scholars used interchangeably with change agents, support, help, assist, nurture, encourage, persuade, or push people to change, adopt an innovation and use it in their work (p.3). Based on the literature of change, Feehan (1991) defines change agents as professionals who may be members or non-members of a group, an organization, or a system that help with problem solving, decision making and implementation by providing technical, specialized, or consulting assistance in managing a change effort. These change agents may include human services professionals ranging from health workers, agricultural extension workers, teachers, librarians, consultants, and so on (Feehan, 1991).

Stages of Planned Change

Burke (1994, 2002) states that Lewin's Three-Step Model of Change (Lewin, 1951), and Lippitt's Phases of Planned Change (Lippitt et al., 1958) are perceived as the underlying and guiding frameworks for change implementation process in any organization development effort. Kurt Lewin's (1951, p. 228) theory of change suggests that the process of successful change in individual and group performances occurs in three steps:

Unfreezing (if necessary) the present level of behavior

63

Moving to the new level

Refreezing group life on the new level

Unfreezing involves change efforts to motivate people to "overcome the pressures of individual resistance and group conformity" to get them ready for change whereas *moving* includes the encouragement of individuals to move to a desired level of behavior by adopting a new perspective that enables the improvement of the current situation (Lewin, 1951; Robbins, 2001, p. 551). *Refreezing* is defined as the establishment of ways to make the new desired level of behavior "relatively secure against change" (Lewin, 1951, p. 228) by providing continued assistance and support to people in the system (Robbins, 2001, p. 551).

Lippitt and colleagues (Lippitt et al., 1958) expand Lewin's three steps of change by proposing a five-phase of planned change theory that focuses on the process of change and responsibilities of change agents, in which the third phase is divided into three sub phases since "each of which seems important enough to be identified as the a major stage of the change process" (p.136). These seven stages are as follows:

1. Development of a need for change: to be aware of the problems to develop a desire to change.
2. Establishment of a change relationship: The change agent identifies himself with the client system's needs and values and takes a genuinely objective and different view of the system's problems (p. 134).
3. Clarification or diagnostics of the client system's problem: the change agent identifies the nature of the client system's problems and proposes what change should be made (p. 136).
4. Examination of alternative routes and goals; establishing goals and intentions of action: the process of translating the diagnostics into ideas and means of action and then into the intentions to change in specified ways (p. 137).

5. Transformation of intentions into actual efforts: plans and intentions are transformed into actual achievements (p. 139). Communication, feedback, and group coordination are essential elements.

6. Generalization and stabilization of change: Maintaining the change, spreading the change to other part of the system, institutionalizing the change, providing evaluation and rewards (p.140).

7. Achieving a terminal relationship: The client system incorporates the desired change into its permanent existence (p. 142). The change agent will gradually withdraw from their role over time. This will occur when the change becomes part of the organizational culture.

Burke (1994) points out that Stage 7, the termination phase, is not appropriate for the implementation of a change process in an organization due to the following reasons. First, the relationship between change agents and the client system must not be ended. They will always be partners in easing the planned change process. Even when the change becomes routine on campus, change agents and the client system must still maintain their relationships by interacting and collaborating in order to regularly keep track of the continuing effectiveness of change, and conducting follow-up activities to advocate a continual change on campus. Second, termination of the relationship between change agents and the client system will not be suitable if both parties are internal within an organization. As French (1969, as cited in Burke, 1994) states, process is cyclical and organizational change involves continuous change (Cawsey & Deszca, 2007).

Lippitt et al.'s Stages of Planned Change (1958) were employed in nursing education by Noone (1987) to describe and select the types of change strategies appropriate to improve nursing practice. Since Noone's 1987 study focuses on the course of change and involves both "mutual-problem solving between the change agent (clinical nurse specialist) and the client system (nursing staff)" (p. 25), Lippitt et al.'s theory of

change is selected to outline the change process. Another study by Lippert and Davis (2006) proposes that initiatives of planned change incorporated with technology trust and interpersonal trust led to greater technology adoption and internalization. In Lippert and Davis' (2006) study, planned change process is integrated with the technology adoption process in which "trust was treated as an antecedent to the adoption and internalization of a new IT" (p. 444). Instead of proposing seven stages of planned change as with Lippitt et al. (1958), the authors propose the planned change involving three stages: (1) readiness, activities needed to optimize a change; (2) acceptance, adoption and testing of the change; and (3) institutionalization, change accepted and becoming routine and normal (Lippert & Davis, 2006).

Change Agency Model

Caldwell (2003, p. 140) proposes a fourfold classification of change agency models as follows:

> *Leadership models*: Change agents are identified as leaders or senior executives at the very top of the organization who envision, initiate or sponsor strategic change of a far-reaching or transformational nature.
> *Management models*: Change agents are conceived as middle level managers and functional specialists who adapt, carry forward or build support for strategic change within business units or key functions.
> *Consultancy models*: Change agents are identified as external or internal consultants who operate at a strategic, operational, task or process level within an organization, providing advice, expertise, project management, change program coordinator, or process skills in facilitating change.
> *Team models*: Change agents are conceived as teams that may operate at a strategic, operational, tasks and process level within an organization and may include managers, functional specialists and employees at all levels, as well as internal and external consultants.

The four types of models provide a useful theoretical and empirical starting point for clarifying the differences and similarities between change agents (Caldwell, 2003, p.

66

132). Caldwell (2003, p.133) identifies characteristics of change leaders including "self-identification as a change agent, courage and outspokenness, belief in people, openness to lifelong learning, ability to deal with complexity and uncertainty and their powerful strategic vision." These individuals will act as catalysts for change in transforming their organizations through "a shared sense of missions and values" (Caldwell, 2003, p.133). Regarding managers as change agents, Caldwell (2003) emphasizes the changing role of a traditional manager as a supervisor to a new "involvement and commitment" style (p.135). In this paradigm shift, "shared goals and values, teamwork and employee commitment" become powerful cultural and motivational forces to tie the organization together (p.133). In order to achieve this, managers are expected to develop a new set of soft, interpersonal skills including listening, communicating, team-building, facilitating, negotiating and conflict resolution, and show the competence to change orientation identified as the ability "to deal with uncertainty […] and take risks" (Caldwell, p. 135). The third kind of change agent in Caldwell's model is management consultants. In addition to a variety of changing roles of management consultants as advisors, experts or solution providers, these change agents play a pervasive role in "project-managing change, […], coordinating and integrating complex, large-scale and multiple change projects that have a transformational impact on organization" (p.135). In addition, the idea of change agency as a team is very important at both "a strategic and operational level within organizational change processes" (Caldwell, 2003, p.138). According to Caldwell (2003, p. 139), every individual within any organization needs to work collaboratively "to harness their knowledge, skills and insights to constantly renew and improve organizational success". Caldwell (2003, p.140) concludes that there is "no

universal model of change agency, or a *single type* of change agent with a fixed set of competencies."

Change Agency Theory is utilized by Travis (2008) as a theoretical framework in the library setting. Travis (2008) proposes that "librarians and faculty need to investigate theories of change to sustain integration of information literacy into the university curriculum" (p. 17). In her case study on the examination of integrating IL into the general education curriculum at California State University, a Team Model (Caldwell, 2003) is proposed as the framework to illustrate how successful strategies for organizational change are employed by librarians and faculty to encourage innovation. She also highlights librarian faculty status, curriculum initiatives and identification of the major stakeholders. She also emphasizes that understanding how change is adopted in an organizational setting demands attention. Travis (2008, p.22) states that in order to promote the initiative of integrating IL into the curriculum, "librarians should identify individuals on campus and categorize them according to their likeliness to adopt curriculum changes." The author claims that the goal of the change agent librarians will be to show the benefits of the ILI initiatives over the current approach. It is crucial if the proposed initiative is compatible with the mission and strategic planning of the university. Librarians need to show that the proposed ILI curriculum can be an easy fit with the university teaching and learning goals. Travis (2008, p.23) suggests that the foundations of IL should be repackaged "into the language of teaching faculty" and librarians should "develop outcomes that are easy to adopt."

Transformational Leadership Theory

Burns (1978, p. 19) defines leadership as "leaders inducing followers to act for certain goals that represent the values and the motivations—the wants and the needs, the aspirations and expectations—of both leaders and followers". Burke (2002, p. 205) states that "leadership is about vision; change; using one's intuition, influence, persuasive and presentation skills; and rewarding people via personal praise and providing opportunities to learn new skills". Burns (1978, p.18) states that "Leadership over human being is exercised when persons with certain motives and purposes mobilize, in competition or conflict with others, institutional, political, psychological, and other resources so as to arouse, engage, and satisfy the motives of followers".

Burns (1978) first made a distinction between transactional and transformational leadership (Burke, 2002; Sadler, 2003). Burns (1978) defines transformational leadership as the opposite of transactional leadership. Transactional leadership is typically based on "satisfying both the leader's self-interest and the self-interest of his followers (Goethals, Sorenson, & Burns, 2004). Burke (2002, p. 202) claims that according to Burns (1978), transactional leaders focus more on 'maintaining the status quo, but if change is necessary, they would argue that it should be gradual and evolutionary, not sudden and revolutionary". According to Burns, transformational leaders engage followers in achieving something of significance and being more concerned with the collective interest of the group, organization, and society as opposed to their own self-interest (Burns, 1978; Goetbals, Sorenson, & Burns, 2004, p. 1558; Yammarino, 1994). Transformational leadership is "the process of engaging the commitments of employees in the context of shared values and a shared vision" (Sadler, 2003, p. 24). Burns (1978)

describes both leaders and followers as visionary change agents. Tichy and Devanna (1986) state that transformational leaders see themselves as change agents who make a difference and transform the organization. Burke (2002, p.201) emphasizes that transformational leaders (Burns, 1978) are the ones "who bring about change; they never leave a situation the way they found it", and "the situation (organization, community, etc.) will be different as a consequence of this kind of leader". Dennis and Meola (2009, p. 5) propose a model of leadership influenced by the theory of transformational leadership including five main components that form a strong leader: Communicating Direction, Inspirational Motivation, Problem Resolution, Building the Team, and Trust. Regarding communicating direction, in addition to having a vision, setting goals and for themselves and the teams, leaders also articulate the vision and goals to all stakeholders (Dennis & Meola, 2009). Inspirational motivation is defined as the ability to influence others. By inspiring their associates, leaders motivate, engage individuals in commitment, and encourage innovations (Dennis & Meola, 2009). A good leader needs to have the ability "to remove obstacles to achieve goals" and "cooperate to solve problems" in order to move forward (Dennis & Meola, 2009, p. 10). Building a team is the ability to "develop each individual on the team to work better as an entire group" (p. 11). Dennis and Meola (2009) also state that leaders need to build relationships with all key stakeholders. Trust is considered critical since trust leads to "increased cooperation, more collaboration, more pride in the work, increased innovation" (Dennis & Meola, 2009, p. 8).

Understanding the theory of transformational leadership (Bass, 1985; Burns, 1978) is critical since the essential function of leadership is to produce useful change

(Kotter, 1990). Transformational theory addresses the concept of "change and the role of leadership in envisioning and implementing the transformation of organization performance" (Sadler, 2003, p. 15). Sadler (2003) also emphasizes the idea that transformational leadership is particularly relevant in managing change.

<center>Collaboration Theory for Teachers and Librarians</center>

Collaboration is defined as "a mutually beneficial and well-defined relationship entered into by two or more organizations to achieve results they are more likely to achieve together than alone" (Winer & Ray, 1994, p. 24). Collaboration has become an important element in working with faculty to address IL skills to students. Librarians in collaboration with faculty in an instructional team reflect a change in the role of library professionals. The expectation that librarians working together with faculty in teaching activities is not the way that both faculty and librarians have been trained. The stereotype of a library as a repository of collections is still a misconception of many administrators, instructors and even librarians. Libraries today "have shifted its emphasis from collection and services to student learning" (Peterson, 1999, p. 137). Helping students to be information literate through ILI programs becomes an important goal of university libraries in the information age.

Montiel-Overall (2005) developed a theory of collaboration within library science for teachers and library media specialists to enhance student learning. "Collaboration is a trusting, working relationship between two or more equal participants involved in shared thinking, shared planning and shared creation of integrated instruction" (Montiel-Overall, 2005). Montiel-Overall (2005) proposes four models of enhancing working relationships

<center>71</center>

between teachers and school library media specialists, including Coordination, Cooperation/Partnerships, Integrated Instruction, and Integrated Curriculum. Coordination describes coordination practices. Cooperation/Partnerships describes cooperation, a term used interchangeably with collaboration. Integrated Instruction, and Integrated Curriculum describe collaborative efforts which positively influence student achievement. Montiel-Overall (2005) also identifies key elements in collaboration that work to improve student outcomes such as shared thinking, shared problem solving, and shared creation of integrated instruction. In addition, several attributes needed for effective collaboration such as collegiality, respect, and trust are also discussed. In addition, two enablers and inhibitors, time and administrative support, are discussed in relation to collaboration.

Bennett (2007) describes how campus cultures foster IL. The National Association of State Universities and Land-Grant Colleges (U.S.) describes academic culture as follows (Kellogg Commission, 2000, p. 30) "By culture we mean the characteristic ways of thinking, behaving, and organizing ourselves that give shape and integrity to our institutions". Bennett (2007) collects data from three sources: 1) ACRL test responses of 500 campus administrators, library directors and faculty from 130 institutions attending the 2004 and 2005 workshops on IL held by the Council of Independent Colleges (CIC), 2) information provided by institutions attending the workshops, and 3) follow-up surveys conducted among the participants (Bennett, 2007). Regarding campus readiness, that is, the campus environment, for IL, only 46 percent of respondents affirmed that their institutions were committed to IL in campus planning, and 58 percent affirmed that librarians were engaged in curriculum planning. In addition,

Bennett (2007) stresses that 59 percent of library directors reported collaboration existed among curricular designers, faculty, librarians, academic advisors, computing staff, etc; and only 16 percent stated that there were support and rewards for faculty who developed and redesigned curriculum to include concepts of IL (Bennett, 2007, p.153). In terms of campus-wide issues favoring IL, while 42 percent of respondents reported that curricular review and redesign influenced change in the library, only 14 percent reported that planning for IL programs was a campus-wide issue bearing on libraries (p.154). When asked about the factors that transformed the roles of the library, 36 percent of respondents referred to teaching functions of librarians, with 28 percent mentioning digital and online information resources, 13 percent considering integration of library activities in the curriculum, and 15 percent affirming the shift from information storage to information mediation and access, etc (Bennett, 2007). The findings of Bennett's (2007) study show that librarians are the main advocates for IL programs on most campuses. Bennett's research findings suggest that collaboration among administrators, faculty and librarians is the key to success in IL programs.

In order for collaboration to become an effective means for improving learning through integrated IL skills, joint effort is needed. Librarians cannot collaborate if faculty resists change by being unwilling to plan and teach with them. Peterson (1999) identifies the factors influencing the desire and ability of teachers to work collaboratively with others such as norms of teaching, time, and change. According to Peterson (1999), the teaching norms of privacy and isolation prevent faculty from collaborating with librarians in teaching activities. The time issue can be cited as a barrier for collaboration. Peterson (1999) proposes that librarians need to ensure they have the opportunity to meet and

discuss the ILI with instructors who have limited time to plan for it. Another factor that impacts instructors' desire to work collaboratively with librarians is the change issue. Change is always resisted and successfully shifting to a collaborative relationship requires many factors. Lippincott (2000) notes a variety of factors that encourage success in working collaboratively between faculty and librarians. These factors include "willingness to shape a common mission outside of the unit-specific mission; interest in sharing jargon and definitions of technical terms; willingness to learn aspects of the other's partners' expertise; and ability to appreciate differences and not criticize or stereotype others' professions" (Lippincott, 2000, p. 23). Ivey (2003, p.1) adds to these factors by identifying four behaviors essential for successful librarian faculty collaboration: "competence for the task at hand by each member of the collaborative team; an understood goals; mutual respect, tolerance and trust; and continuous but not continual communication". Instructions librarians must demonstrate their skills, knowledge, and commitment to student achievement in order to build trust and create bonds with teachers. Effective collaboration between discipline faculty and librarians requires a shared vision. Librarians should not rely only on interpersonal relationships to promote IL programs. They need to build trust and gain support from the top university leadership, departments and collaboration from discipline faculty by forming written plans and policies with consideration to the development, implementation, and adaption of the IL programs with incorporation of the needs of different stakeholders on campus.

Learning Theory

To be effective teachers, instruction librarians must be familiar with the established educational psychology principles that underlie effective information literacy instruction as well as basic understanding of the theoretical underpinnings behind the methods and techniques instructional librarians use to teach IL. Understanding how people learn will drive the instruction librarians' methods of teaching. Learning theory principles have been applied in library instruction (Grassian & Kaplowitz, 2001). Nahl-Jakobovits and Jakobovits (1990) emphasize that understanding learning theory concepts helps librarians enhance services. In order to move towards information literacy education, it is necessary to change the conception of the educational role of academic libraries (Hart, 2006). The following section reviews the modern learning theories that have influenced the educational process and how librarians approach ILI.

Constructivism views education as "an internal process in which learners use prior knowledge and experience to share meaning and construct knowledge" (Walker & Lambert, 1995, p. 20). Constructivism is a learner-centric educational paradigm, in which content is constructed by the learners in a team-based collaborative learning environment rather than by professors (Leonard, 2002). Collaborative learning involves the process of sharing knowledge, and interacting with the learning group over a period of time to create "deliverables" (Leonard, 2002, p. 31) that are more robust than that which are created by working alone. Gagnon and Collay (2001) identify constructivist principles as thinking individually and collaboratively to make personal and shared meaning of events and reflecting this thinking during learning events.

In the active learning paradigm of constructivism, the instructor becomes a catalyst, a coach that facilitates solving a particular problem. With constructivism, learner inquiry and discovery, learner autonomy and self motivation are critical elements to the success of the learning process (Leonard, 2002, p. 38). In the constructivist approach, the focus of teaching and learning is on how to help learners construct, rather than be controlled by learning experiences (Leonard, 2002, p.37). Active learning, also known as discovery learning and experiential learning, emphasizes "the intrinsic motivation and self-sponsored curiosity of the learner" (Leonard, 2002, p.3). Active learning shifts the focus of content structuring from an instructor-centric orientation to learner-centric orientation (Leonard, 2002, p.3). Most learning theories within the paradigm of constructivism tend to be learner-centric so students are the focus in the process of teaching and learning. This is contrastive with the instructor-centric learning theories within the paradigm of cognitivism, where teachers are the content providers who organize and provide information to students (Leonard, 2002, p.29). Table 3.1 shows Jones and Gardner's (1999) views on the traditional learning environment and the new learning environment to highlight the differences of the two approaches. The rapid evolution of information technology and electronic information resources has facilitated a shift from traditional to constructivist learning environments. The advancement of information technology has created favorable conditions to change teacher-centered instruction into student-centered learning; isolated work to collaborative work; isolated information delivery to information exchange by using multimedia approaches.

Table 3.1. *Learning Environment Comparison*

(Jones & Gardner, 1999, p. 328)

Traditional Learning Environment	New Learning Environment
• Teacher-centered instruction • Instruction (lecture) • Information delivery • Passive learning • Isolated work	• Student-centered learning • Multimedia approaches • Information exchange • Engaged/Inquiry-based learning • Collaborative work

Table 3.2 summarizes the traditional view of learning and the constructivist view of learning (Hughes & Mancall, 1999). According to the authors, while traditional theories of learning view learning as an external process, the constructivist approach promotes the idea of learning as a process that learners construct understanding by themselves, rather than memorizing ideas (Hughes & Mancall, 1999). In the traditional approach of learning, teachers are considered the source of knowledge and students are recipients, while constructivism advances the idea that learning requires engagement with others. Students work in groups to solve real-world problems together. As a result, meaning will be constructed either individually or socially and learning activities rely on primary resources. Unlike constructivism in which learning goals are established by both instructors and students, and learning outcomes are based on self-reflection and demonstrations of students, in traditional learning theories, teachers establish the learning goals and determine the learning outcomes (Hughes & Mancall, 1999). Hughes and Mancall (1999) emphasize that in the information age, the constructivist approach to learning is highly recommended.

Table 3.2. *The Traditional versus the Constructivist View of Leaning*

Traditional Theory of Learning	Constructivist Theory of Learning
• Learning is viewed as an external process • Knowledge is viewed as true and unchanging • Knowledge comes in "chunks" and "bits" and is delivered by teachers • Outcomes of learning are uniforms	• Learning is viewed as a process • Knowledge is viewed as constant changing; knowledge and beliefs are formed within learners • Learning is a social activity that is enhanced by shared inquiry • Knowledge is constructed by the learner through interactions with ideas, objects and people • Outcomes are varied and often unpredictable
Traditional learning Context	Constructivist Learning Context
• Students are viewed as empty vessels to be filled by the teacher • Focus is on providing students with a common core of concepts, knowledge and skills • Direct instruction is the primary teaching strategy; textbooks provide bunk of content • Teachers determine the outcomes and learning is measured by standardized tests	• Students are treated as thinkers with emerging theories about the world • Students are involved in authentic learning tasks • Students are engaged in cooperative learning • Inquiry dialogue is the primary teaching strategy; primary resources and manipulatives are used • Students and teachers together determine outcomes; assessment involves students in self-reflection and demonstrations

Source: Adapted from: Hughes, Sandra & Mancall, Jacqueline (1999)

A humanistic psychology approach, according to Grassian and Kaplowitz (2001), emphasizes the affective nature of learning. The focus is on how people feel in the

process of learning. In the humanist approach, learning situations are "learner –centered and oriented toward developing self-efficacy" (Bandura, 1997; Grassian & Kaplowitz, 2001, p.51). Self-efficacy is defined as "the belief in the possibility of success regardless of a person's abilities or skills" (Bandura, 1997; Kaplovitz, 2008, p. 34). It refers to the judgments people make about their abilities to use skills properly. Teaching and learning is seen as student-centered where students are considered to have the capacity to deal with problems successfully, play an important role in determining their goals and objectives, have freedom to explore on their own on certain tasks, and participate in evaluating their own work (Grassian & Kaplowitz, 2001, p.55). For example, during an ILI course, in addition to a list of topics that the instructor includes in the syllabus, learners can be given the opportunity to include what they would like to be examined. Learners can also choose their own topics for their assignments. In addition, in order to encourage and stimulate students, instructors can offer opportunities for them to be successful and create a classroom environment in which the effort of students is highly appreciated. Instruction librarians need to build up students' confidence since the more students feel confident, the greater the feeling of self-efficacy. Promoting self-efficacy is important in ILI since students will develop more positive attitudes about the library and their abilities to use the library resources, and then, increase their willingness and eagerness to learn more about it.

Keller's ARCS Motivation Model

One of the educational applications of the humanist psychology approach to teaching is John Keller's ARCS (Attention, Relevance, Confidence, Satisfaction)

Motivation Model (Grassian & Kaplowitz, 2001, p.53; Jacobson & Xu, 2002).

Motivation is defined as "the process of initiating, sustaining and directing activity"

(Wittrock, 1986). Nahl-Jakobovits and Jakobovits (1990, 1993) stress that learning

requires motivation, and developing student motivation is an objective of ILI. The ARCS

model is developed based on "a general theory of motivation in relation to learning …

and supporting studies from many areas of research on human motivation" (Keller, 1987,

p.2). Keller emphasizes four requirements of motivation: Attention, Relevance,

Confidence and Satisfaction.
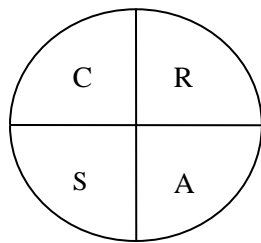
Figure 3.1. *Keller's ARCS Model Diagram*

Source: http://www.arcsmodel.com/home.htm

To sustain attention, teachers must use a variety of activities to keep students

actively engaged, whereas to create relevance, teachers need to inform students about the

course objectives, use various teaching methods, and incorporate diverse examples into

instruction (Grassian & Kaplowitz, 2001; Jacobson & Xu, 2002). Nahl-Jakobovits's 1993

study stresses that the more self-confident novice searchers were, the more successful,

satisfied they are, and the less frustration they experience in the search process. Nahl and

Harada (1996) confirm this finding in their study on testing secondary students' ability to

interpret and construct search statements in a research activity. The authors conclude that

students with high confidence tend to get higher scores on every measure. Teachers build

confidence in students by informing them of expectations for success and create

opportunities for them to achieve new knowledge and skills (Jacobson & Xu, 2002,

p.424). To maintain the desire to learn, students need to experience satisfaction achieved

by having the chance to use newly acquired skills (Grassian & Kaplowitz, 2001, p.52).

The ARCS model serves as a foundation for four aspects of instruction affecting

students' motivation. Jacobson and Xu (2002) discuss the four aspects of Keller's ARCS

Motivation Model related to ILI, including initial course design, teaching behaviors,

active engagement and student autonomy.

Stimulating students' interests on the first day of class is very important. Each

student has his/her own ability, interest, and expectation. An instruction librarian should

design a course with a variety of goals and objectives to make sure that students with

different interests will find something exciting to them. On the first day of class, the

instructor explains clearly the syllabus, communicates with students regarding the issues

and/or problems related to the course content that students would like to address during

the course. Another way to capture student attention is to have them do a short quiz that

they probably will not complete to stimulate their curiosity in exploring more about the

course content. In that way, the instructor addresses two of Keller's motivational

components: attention and relevance.

Active and collaborative learning will enhance learners' motivation and

involvement in the learning process (Nahl-Jakobovits & Jakobovits, 1993). Motivation

needs to be integrated into ILI by structuring lesson content tailored to students'

perspectives (Nahl-Jakobovits & Jakobovits, 1990). In order to increase student

motivation, during the course, Jacobson and Xu (2001) suggest that the instructor actively

engages students in the class activities such as problem solving, small group debates,

group presentations, etc. The more students are actively engaged with course materials,

the more confident they will be as learners. In addition, instructors can offer students the

opportunities to work on topics of their choice to increase relevance.

<div align="center">Stakeholder Analysis</div>

Cullen and Calvert (1995) identify stakeholders in university libraries as library

staff, academic staff, and students. Foo (2007) extends the list by including stakeholders

of the library in the information society including library administrators, educators,

researchers, government, and users. For the purpose of this study, the researcher

emphasized four stakeholders: library administrators, library staff (especially instruction

librarians), academic staff (i.e. faculty), and finally, undergraduate students.

<div align="center">*Library Administrators*</div>

As libraries occupy a predominant role in ILI, library administrators are one of the

most important categories of stakeholders. Library administrators are defined in this

study as the individuals who control and supervise a library including planning,

budgeting, policymaking, personnel management, public relations, and program

assessment, with responsibility for results. Library administrators also refer to the persons

responsible for managing a library, usually dean, library director, and his or her

immediate staff (ODLIS, 2010). One of their greatest challenges is to balance operations

in the library whose environment, both internal and external, is very complex to handle

and manage. Library administrators need to maintain a big picture, not only of the library but also how to place the library in the bigger picture of the university as a whole. If they possess a shared belief that there is a need for the change and there is a good opportunity to gain success, they can help instruction librarians and faculty demonstrate the importance of ILI programs to student achievement.

Instruction Librarians

Instruction librarians refer to any librarian with instruction responsibilities (ALA, 2008). In this study, that title may be reserved for persons who have been awarded the master degree in LIS, or who are non librarian professional staff who hold at least the baccalaureate degree in a discipline. Librarians in the role of instructors need to "acknowledge the big spectrum of knowledge, skills and competencies [needed] to impart on students in a limited time" (Foo, 2007, p. 2). By working together with faculty, instruction librarians establish partnerships and collaborate in educating and training students.

Faculty

Faculty represents potential partners of librarians in teaching IL skills to their students. By becoming actively involved in the collaborative process with librarians, they will infuse IL into the curriculum revision movement. In this study, the term "faculty" encompasses course instructors who are involved in teaching undergraduate or graduate students.

Undergraduate Students

Students are crucial participants in the learning community. In a traditional learning environment, students are not encouraged to express their views about the process, the content and the delivery of learning programs. In new learning environments, students are engaged actively in the learning program. For this study, in order to build a framework of best practices for ILI programs, the researcher investigated the strategies that increase students' needs for and interests in the ILI program in order to enhance their academic knowledge, as well as the knowledge of the world outside of school.

Integrating Theoretical Frameworks

In this study, concepts from four theoretical areas are applied (Figure 3.2, p. 86). Caldwell's Leadership Model and Team Model are used as they best fit in the best practice framework of the ILI initiative in the academic library setting. First, Caldwell's Leadership model best fit with library administrators, whose roles and responsibilities would be to act as initiators of IL change through sharing missions and values of IL to the campus community. Additionally, Grassian and Kaplowitz (2005, p.37), as well as Williams (2008), state that instruction librarians are called upon to be leaders in IL initiative. The authors emphasize that whatever role librarians occupy, when they are developing or helping to develop new IL goals and initiatives, leadership is demonstrated. Based on Caldwell (2003) and Grassian and Kaplowitz's (2005) notion of leadership, in this current study, Leadership model included library administrators, IL programs coordinators, the head of an Information Services department, and core instruction librarians. Those stakeholders demonstrate leadership in IL initiative since they "exhibit

84

leadership qualities, take a stand, and try to make a difference" (Grassian & Kaplowitz, 2005, p.36) and continue their role as catalysts for IL initiative as well as guides and facilitators in exposing learners to information problem solving skills. The Team Model consists of faculty and instruction librarians with knowledge, skills, and insights who could work collaboratively to make IL initiative happen. The Team model is chosen since "managing change through teams has become a widely accepted practice in the library world" (Grassian & Kaplowitz, 2005, p. 54). Grassian and Kaplowitz also stress that fostering collaboration with those outside the library is crucial for the development of IL initiative (p.52). As a result, applying the Leadership and Team model (Caldwell, 2003) is applicable in this study since it represents the multifaceted and complex roles and performance of diverse change agents in a higher education and library setting. As Hughes-Hassell and Harada (2007) commented, becoming change agents will provide librarians with opportunities to "rethink, reshape, and re-vision what teaching and learning looks like" to build strong partnerships with faculty, and transform the library programs.

Integrating Theoretical Frameworks

CHANGE THEORY

Stages of Planned Change
(Lippitt et al., 1958)

Change Agency Model
(Caldwell, 2003)

LEARNING THEORY

Constructivism (Hughes &
Mancall, 1999)
Active learning (Leonard,
2002)
Student learning (Jones &
Gardner, 1999)

IL Instruction

LEADERSHIP THEORY

Transformational
leadership theory (Burns,
1978)

COLLABORATION THEORY

Collaboration theory
between teachers and
librarians (Montiel-Overall
(2005)

Figure 3.2. *Integrating Theoretical Frameworks*

While Caldwell only highlights the roles of change agents, Lippitt et al. (1958)

include both change agents and the client system in the change process. It is necessary to

identify who fits in the role of change agent and client system (Lippitt et al., 1958) how

they fit in Caldwell' s Leadership and Team model. Change agents in Lippitt's theory

remain similar to those identified in the previous section, including library administrators,

heads of information services department, IL program coordinators, and instruction

librarians. Unlike Caldwell's 2003 theory, change agents' roles in Lippitt et al. are not

specified and classified functionally. However, Lippitt et al. include the participation of

the client system in the Planned Change process. The underlying value of Lippitt's model

for change is that it provides the client system the expertise to solve its own problem in the future (Burke, 1994). For the IL initiative, the client system may include campus and department leadership, faculty, and students, who would be directly influenced by the IL change initiative.

Although the Change Agency Model classifies the roles and responsibilities of change agents in the planned change initiative, it does not illustrate how the desired change process occurs. Phases of Planned Change (Lippitt et al., 1958) complement Caldwell's Change Agency Model (2003) by focusing on the process of change implementation rather than the actual change (Burke, 2002; Noone, 1987). In this case, it best fit the purpose of this study, that is, how to bring about change in ILI efforts.

Stages of Planned Change could help map stages to the conceptual framework as an explanatory system to show how the IL change might occur. Six stages of planned change could be mapped into the IL change process to track how it would take place in order to have proper resolutions. For example, as suggested by Lippitt et al. (1958), any successful change must derive from problem awareness and a need for change from change agents and/or the client system. If mapped into the IL initiative, stakeholders on campus such as campus leadership, accreditation staff, academic advisors, faculty, and students must be aware of the disconnection of the existing IL delivery programs with student achievement in order to be committed to IL initiative. Litpitt et al. (1958) suggest that either change agents or the client system or both parties have to initiate the change. If mapped into this study, library administrators may play the roles of initiators of IL as a mandate on campus, as also suggested by Caldwell (2003), Burns (1978), and Burke (2002). In order to involve other stakeholders, Lippitt et al. (1958) stress that the

establishment of a change relationship (Stage 2) is crucial since the success or failure of a change process depends heavily on the quality of the relationship between the change agent and the client system. Dennis and Meola (2009), Montiel-Overall (2005), and Caldwell (2003) support Lippitt et al.'s view by emphasizing the relevance of building relationships among stakeholders in an organization. If Stage 2 was mapped in this study, it would be essential to build strong faculty librarian partnerships based on a mutuality of expectation (Lippitt et al., 1958). At this stage, developing a channel of clear communication (Burke, 2002; Dennis & Meola, 2009; Lippitt et al., 1958) among stakeholders on campus about why there is a need for IL change, how and what change could be made, and who would be directly affected should be addressed clearly. The role of library administrators would be crucial in articulating a clear vision (Burke, 2002; Caldwell, 2003) of IL initiative to convince stakeholders, especially, the campus leadership on the value of IL to student achievement. In order to convince stakeholders to accept the implementation of the IL change, the next stage would be clarifying "the nature of the client system's difficulties" (Lippitt et al., 1958, p.136). Framing this stage in the study, the assumption is that library administrators, librarians, faculty, and other related stakeholders would work in collaboration to collect information on the perceptions of faculty on student learning, what factors influence the learner-centered approach, and so on, in order to understand the shortcomings of the existing IL programs and the need for a more effective IL program. The methods of direct questioning (Lippitt et al., 1958) could be used to clarify what would be the obstacles that impede the IL initiative, and then stimulate understanding and acceptance of diagnostic insights. Phase 4 of the Planned Change process includes the establishment of goals and intentions of

action (Lippitt et al., 1958). If mapped into the IL initiative, this phase could be used to identify and interpret library administrator and instruction librarians' responsibilities, in collaboration with faculty, to define the directions of and support intentions to change by identifying the best practices of an institution-wide IL program on campus.

In this stage, the role of faculty librarian team model (Caldwell, 2003) would be important since at this stage, the IL initiative is operated at an operational, tasks, and process level. One important point that Lippitt and his colleagues emphasize in Stage 5 is that "change could begin most effectively when a team of strategically located individuals has worked in close collaboration with the change agent" (p. 226). This view is also supported by Montiel-Overall's collaboration theory. Lippitt et al. (1958, p. 227) called Phase 6, the generalization and stabilization of change, the process of institutionalization. In this phase, the change will be "incorporated systematically into the client's structure and ongoing process" (p. 227). If mapped in the IL initiative, the assumption is that after implementing the IL program as a credit course at certain departments or schools, it would be critical to spread it to the entire system.

How does the constructivist learning theory translate into practice in ILI? In the context of ILI, learners develop more positive attitudes towards library research and abilities to use library resources effectively. ILI should be designed in such a way that helps students explore their interests. ILI engages personalized information tailored to each individual. Students should not be considered as a homogeneous group with similar needs, skills and motivations, they rather come to a learning situation with prior backgrounds, characteristics, and experiences of learning (Lau, 2006). As a result, instruction librarians need to utilize students' prior knowledge as the foundation to help

students construct new knowledge. So, starting an IL session by finding out the students' previous experiences in libraries will help instruction librarians develop appropriate lessons to facilitate meaningful learning. Regarding the mode of instruction, instead of covering the content through a lecture, instructors can design sessions in which students will work in groups and engage in learning activities. The instructor guides them enough to get started, facilitates and answers questions, and perhaps highlights and reviews some major points. By being actively engaged in inquiry-based and resource-based learning activities, students will move ahead in the research process in that discipline. More importantly, instruction librarians need to focus on the assessment of student learning to understand what they know and can perform in order to evaluate the effectiveness of the ILI program, and improve teaching and learning. This can be achieved by using a variety of both informal and formal assessment techniques such as class observation, product assessment, surveys, etc.

The constructivist approach is also concerned with authentic subject matter, curriculum, and assessment. Therefore, the subject study, curriculum and assessment need to be relevant to students' lives. For example, in the context of ILI, learning how to use online databases not only has an immediate relevance but also has a broader and more universal relevance in the future. That is, besides teaching students how to use online databases for their assignments, instruction librarians should emphasize that the development of IL skills and understanding will be vital to them as potential professionals in the information society (Liles, 2007).

Literature-Based Framework of Best Practices for ILI Program Development

The literature-based framework (Figure 3.3, p. 94) is based on the literature review, findings of the pilot study, and the experiences of the researcher who has been working in the academic library environment in Vietnam for 18 years.

Four stakeholders, as shown in Figure 3.3, include library administrators, instruction librarians, faculty, and students. Library administrators and instruction librarians may act as catalysts for change for promoting an ILI program on campus. In order to spread this initiative, library administrators need to share their visions with instruction librarians, who speed the diffusion of ILI programs.

As shown at the upper left of Figure 3.3, library administrators need to gain support from university leadership regarding budget, time, resources, and personnel for the implementation of the ILI programs. This support cannot be achieved without the advocacy of departmental leadership in terms of understanding, respect, and then coordination.

In order to gain support from university and departmental leadership for the ILI programs, university libraries are required to develop an ILI institution-wide program. The latter element is located side by side with the Support element. The ILI university-wide program must work within the ten categories of the *Best Practices* (ACRL, 2003), which is displayed below it. Once academic libraries develop the ILI programs, they need to promote and market its importance to student learning to different levels of leadership to gain their support.

The second stakeholder is instruction librarians, which is located in the upper left of the framework, next to Library administrators. In order to develop effective ILI programs, instruction librarians need to collaborate with faculty in planning, developing and delivering ILI skills. Collaboration between faculty and librarians is considered as key for success. This type of collaboration can only be achieved if librarians prove that they have the ability to take charge of teaching activities and deliver measurable improvement in academic skills gained through ILI. The professional education element and professional skills are displayed side by side under the Instruction librarian element. Instruction librarians must show their expertise in the field as well as the subject knowledge. These cannot be achieved without continuous education. In addition to professional training, instruction librarians also need to attain and improve twelve professional skills promoted by ALA (2008). These professional skills include administrative skills, assessment and evaluation skills, communication skills, curriculum knowledge, information literacy integration skills, instruction design skills, leadership skills, planning skills, presentation skills, promotion skills, subject expertise, teaching skills, which are not organized in any priority order.

The third stakeholder is faculty. If faculty is convinced about the effectiveness of ILI programs for student learning, they will work collaboratively with instruction librarians in planning, developing and delivering ILI skills to students. With the leadership of library administrators, instruction librarians raise faculty's awareness of the importance of IL for student learning as well as its integration into the curriculum.

Located at the upper right of the figure, students are key stakeholders. Investigations need to be done to explore student needs for the instruction of library and ICT use and library information resources use. Students need to learn new ways of learning to become active in classes rather than passive recipients of information. There is a need to show students how ILI improves their success in academic work and future professional lives.

To sum up, this literature-based framework integrates research in IL, covers the main issues related to the research questions and involves major stakeholders in the educational setting. It is employed to outline the instruments for the current study.

Figure 3.3.
Literature-Based Framework of Best Practices

A Literature-Based Framework of Best Practices for Information Literacy Program Development

Library administrators — Shared vision → **Instruction Librarians** — Collaboration ↔ **Faculty** — Student-centered learning → **Students**

Library administrators
- Support
  - University leadership
    - Budget / Resources / Personnel / Time
  - Departmental leadership
    - Understanding / Respect / Coordination
  - Promoting / Marketing / Managing
- Standardized ILI university-wide program
  1. Mission
  2. Goals & objectives
  3. Planning
  4. Administrative & institutional support
  5. Articulation with the curriculum
  6. Collaboration
  7. Pedagogy
  8. Staffing
  9. Outreach
  10. Assessment/ Evaluation

Instruction Librarians
- Professional education
  - Expertise in the field
  - Subject knowledge
  - Ongoing professional development
- Professional skills
  1. Administrative skills
  2. Assessment and evaluation skills
  3. Communication skills
  4. Curriculum knowledge
  5. Information literacy integration skills
  6. Instruction design skills
  7. Leadership skills
  8. Planning skills
  9. Presentation skills
  10. Promotion skills
  11. Subject expertise
  12. Teaching skills

Faculty
- Awareness
  - Understanding of IL
  - Integration of IL into the curriculum
  - Partnership with librarians

Students
- Needs
  - Instruction of library and ICT use
  - Library information resources use
  - Evaluation of the reliability, credibility and quality of information resources
  - Ethical uses of information

94

CHAPTER 4. METHODOLOGY

Background of Information Literacy Instruction in Vietnam

Government Reform Initiatives' Impacts on Higher Education in Vietnam

The economic reform (*Doi Moi*) initiated by the Vietnamese government was

officially proclaimed in the *New Political Program and Strategies for the Socio-*

Economic Development until 2000 in 1989 (L. Nguyen, 2006). The main feature of the

Doi Moi reform process is termed as *qua do*, or, a transition from the centrally planned

economy to a market oriented economy (Communist Party of Vietnam, 2001). The major

transitional ideas include the development of a multiple economy sector, the

establishment, renovation and improvement of comprehensive market elements, the

efficiency and effectiveness of the state economic management, as well as the settlement

of social issues. As a result of *Doi Moi* policy, many free-market enterprises were

permitted and encouraged by the Communist Party (Communist Party of Vietnam, 2001).

It is the *Doi Moi* policy, or the economic reform, that helps Vietnam establish diplomatic

relationships in political, social, economic, educational and cultural fields with other

countries in the world, especially the U.S. Great effort has been made in response to the

transitional process of Vietnam's socio-economic development. The *Doi Moi* reform

policies, along with national development plans (Communist Party of Vietnam, 2001)

and the policies related to the application of ICTs in all activities, provide stimulus for

initiatives in higher educational settings. The *Doi Moi* and the five-year development

plans of the Vietnamese government (Communist Party of Vietnam, 2001) emphasize

developments in higher education as noted in the 2006 L. Nguyen study. "The education

system began to be diversified in forms, modes of delivery and resources, is integrating step by step in the common trend of the world education" (p.6). While in the academic year of 1992-1993, the number of students enrolled in 110 universities and colleges reached only 162,000, in the year of 2008, there were approximately 1.6 million students enrolled in 369 higher education institutions (T. L. H. Nguyen, 2008).

Overview of the Credit–Based System in Higher Education in Vietnam

Resolution No. 14/2005/NQ-CP issued on February 1, 2005 by the Government regarding the radical and full change in the higher education system in Vietnam in the phase of 2006-2020 states that "A crucial need is to have a concrete path for the transformation and implementation of the credit –based system in higher education in Vietnam" (NQCP, 2005). According to the policy of MoET, this implementation had to begin in the academic year of 2006-2007 and would attempt to be complete by 2010 (Vietnamnet, 2006).

Kelly (2000), the Director of the Institute of International Education in Vietnam, reports that "A credit system is slowly being introduced around the country to replace the previous tightly structured subject-based model." In the learner-centered teaching model, teachers support and direct while learners do the actual work of learning (Grassian & Kaplowitz, 2009, p. 223). This teaching model allows learners to construct their own understanding of the material being presented (Liles, 2007). Learners are not passive in absorbing information, instead, they become proactive in connecting new knowledge to that which is already known. The learner-centered learning movement makes students to go beyond their textbook and readings in their search for information and more and more

emphasis is placed on independent research and self-directed learning (Grassian &

Kaplowitz, 2009, p. 279). In that learning environment, faculty members need to

reexamine their teaching and move from their role as lecturers to facilitators (Breivik &

Gee, 1989). In Vietnam, several scholars shared the similar view as follows. In the credit

system, teaching moves from the passive, lecture-based format to having the ability to

select and synthesize information, absorb it and change it into knowledge (Dang, 2006).

Students are encouraged to pursue their own independent research. Academic libraries

need to understand the requirements of the credit system in order to change their services

to meet the learner's needs for information (Bui, 2008).

Problems still remain, however. According to the 2006 study by Hayden and Lam

A 2020 Vision for Higher Education in Vietnam, graduates have not been equipped with

enough skills, beyond "those required for narrow academic pursuits" (Hayden & Lam,

2006, p. 2), to be ready for dynamic professional lives. However, the authors did not state

in detail what skills were missing. Although MoET has called for and made great efforts

to promote reform in education, teaching methods continue to be rote memorization; "the

process of curriculum renewal is slowly moving and remains bureaucratic; and most

academics are not involved in research" (Hayden & Lam, 2006, p. 3).

In fact, until recently, Vietnamese higher education was still heavily influenced

by the old educational tradition, a tightly structured subject-based model (Kelly, 2000) in

which students had to follow a curriculum consisting of prescribed and required courses

(Pham, 2008). The learning approach still remained teacher-centered oriented and student

learning outcomes were assessed mostly by the results of the final exams. In fact, the

shift to the credit-based system needs the critical changes in the curriculum and teacher

roles (Zjhra, 2008). However, according to Zjhra's study on a group of teacher

respondents in a workshop on implementing a credit-based system and curriculum

development in Vietnam, some issues still remained as follows (Zjhra, 2008):

1. The credit system is being applied in Vietnam but this credit system has not reflected a true credit-based system in that the system has not reflected transferable units of teaching and learning equivalent in terms of content, skills, and effort.
2. Both teachers and students have an educational background based almost exclusively on rote memorization and lecture-based teaching format, which is the least effective teaching format and results in superficial learning.
3. Teachers are paid by number of hours in the classroom and exams graded: there is usually no explicit pay for preparation, activity development, or assessment.
4. Teachers frequently work several jobs to compensate for low pay: thereby limiting time for preparation, activity development or assessment.

[…]

In addition, Dang (2006) reports that the implementation of the credit system in

Vietnam has not been successful as expected due to the following reasons: 1) there has

not been a proper understanding about the nature and mechanism of the credit system

among the stakeholders, 2) there has not been a good and careful preparation for its

implementation, and 3) faculty and students have not yet been equipped with necessary

kills to keep up with the credit system.

Transition and Library Issues

The breadth of *Doi Moi* policy that impacts the higher educational setting,

together with the rapid development of IT that has a great influence upon the library

profession, made the libraries in Vietnam move forward. The fast development of

information technology and ever-increasing number of electronic resources has greatly

affected the learning environment. The teaching and learning reform movement is creating a tremendous impact upon university libraries. The changes in the variety of resources in both digital and print formats that libraries provide to students have changed the role of the traditional library into an effective and efficient library. Libraries are no longer book repositories with "closed-stacks" where students cannot get physical access to the collection. Librarians have gradually shifted their roles from "gatekeepers" to "facilitators" who help students get access to information resources available in a variety of formats (Tran & Gorman, 1999). Since the early 1990s, libraries in Vietnam have computerized the library services, beginning with the computerization of stand-alone library catalog systems. Later in the 1990s, by utilizing the domestic integrated library management systems (ILMS), libraries have integrated the other modules of ILMS such as cataloging, online public access catalog (OPAC), acquisition, etc. Students have been able to physically get access to "open stacks" to look for materials they need and locate information from the OPAC system. However, library services did not gain many achievements until the 2000s along with the upgrade of staff in academic libraries. The next section discusses further significant changes in terms of staff upgrading in academic libraries in Vietnam.

Since the mid-1990s, the library and information science (LIS) field has attracted interest from foreign investment such as the Henry Luce Foundation, the Starr Foundation, and the Atlantic Philanthropies, etc. From 1993 until 2006, the Vietnamese Scholar Librarian Education Project (VSLEP) provided a grant for 52 library and information master-level professionals to pursue a degree in LIS from abroad. These

practitioners have become key persons in librarianship for major and regional libraries and information centers in Vietnam. The main goal of this project was to educate Vietnamese librarians to assist in meeting the research needs of faculty and students, prepare a new generation of Vietnamese librarians for key leadership positions to run some of the country's largest university libraries, and help further its educational system. The project has succeeded in educating leaders for major university libraries, creating a network of library and information professionals in order to use their expertise as catalysts for change in the field by adopting and adapting library international standards to the Vietnam library context, to reform library services in Vietnam, and more importantly, to help change the views of the institutional authorities as well as those of the nation-wide library division about the image of libraries.

However, in the field of library and information science, many studies show a big gap between library and information science education and the existing library and information environment in Vietnam (M. H. Nguyen, 2003; T. L. T. Nguyen, 2001; Tran & Gorman, 1999). Tran and Gorman (1999) review formal librarianship education and training in five library schools in Vietnam. They discuss the historical background, aims, course content, academic staff, admission requirements, teaching methods, course duration, assessment, enrollment and curriculum of each library school in detail. They analyzed changes in LIS curriculum development in the decade 1985-1995 and conclude that more changes should have been made to meet user requirements in the future. They emphasize that the curricula of most library schools were outdated in instructional content (Tran & Gorman, 1999). Tran and Gorman (1999) also state "most of the basic

subjects derive from the curricula for general librarianship in the Soviet Union" and "some new subjects, such as Information retrieval and distribution, Introduction to informatics and Automation of library activities, are new in name only, with generally out-dated content" (p. 9). A large number of university library practitioners lack qualifications (Denison & Robinson, 2004; M. H. Nguyen, 2003). According to Tran and Gorman's 1999 study, most LIS instructors graduated from the former Soviet Union, East Germany, etc. over two decades ago, so they lack knowledge in informatics or the application of computers to library services that makes it "difficult for them to teach up-to-date subjects in library automation and information retrieval" (p.10). As a result, graduates lack the ability to work in the modern library services environment (M. H. Nguyen, 2003). Denison and Robinson (2004), in their report on the current development of the market for integrated library management systems in Vietnam, state that "there is a severe shortage of professional staff […], and even where those professional staff exist, they often do not have any experience in the type of western library services now being developed" (p.7). By evaluating the drawbacks of the LIS curriculum during the 1990s, Tran and Gorman (1999) recognize that the LIS curriculum in Vietnam needed some changes; however, their view was still very traditional as they focused only on the informatics and library automation areas as the key changes for the LIS curriculum and ignored customer service orientation. However, it is fair to conclude that their point of view is suitable for the library context in Vietnam in that period. One positive signal is that the view of the library community on this issue has changed dramatically. The following section shows Vietnamese librarians have changed their mind regarding this issue.

Minh Hiep Nguyen (2003), an alumna of **VSLEP** proposes that Vietnam should

follow the Western library education model in that the library education program should

begin with the master's rather than a bachelor's degree. He argues that library

practitioners should have a background in a specified area in order to pursue librarianship.

In the researcher's view, this idea has received great support from the library community

but it will not be easy to realize this goal in the near future. In Vietnam, in order to

become a librarian, people have to get a bachelor degree in Library and Information

Science (LIS). In order to be admitted into the LIS program, candidates have to pass the

university entrance exam in Block C (Literature, History and Geography) and recently,

Block D (Mathematics, Literature and English). Graduates from the LIS programs will

only gain basic knowledge in librarianship, rather than subject knowledge in addition to

librarianship. As a result, they have difficulty in operating tasks requiring knowledge in

specialized areas such as collection development, cataloging tasks and information

services, etc. According to the researcher's conversations with many colleagues, it will be

very difficult to change the minds of those with authority through the many hierarchical

layers including the MoET, the Library Division (under the Ministry of Culture), and

leaders of universities, regarding the issue that library education in Vietnam should begin

with the master's degree.

Information Literacy Instruction in Vietnam

In Vietnam, the term information literacy (IL) has been used in libraries since the

2000s. Until the 1990s, libraries had used the term "library orientation", "user education",

"user training", "bibliographic instruction" or "library instructions" to refer to the IL concept.

In 2003, a regional workshop organized by the International Federation of Library Associations (IFLA) and the United Nations Educational, Scientific and Cultural Organization (UNESCO) involving seven countries in Southeast Asia (Cambodia, Indonesia, Laos, Malaysia, the Philippines, Thailand and Vietnam) spawned a project for the development of IL education through school libraries in Southeast Asia (UNESCO, 2006). Another workshop was held in 2004 where experts from these countries convened to decide on a working definition of IL and draft a survey questionnaire on IL. In this workshop, the participants operationally defined IL as follows.

> Information literacy is the ability to recognize when information is needed, to identify the needed information, to identify the sources, to locate and access information, efficiently and effectively, to evaluate information critically, to organize and integrate information into existing knowledge, to use information ethically and legally, to communicate information, and carry out all of the above activities effectively (p.10).

According to the post survey workshop conducted with participants in these seven countries, there has been an understanding that teaching IL is the regular responsibility of librarians. Most participants agreed that IL was important; however, the report also noted that the perception of participants about the degree of importance of IL was not analyzed in this workshop. In terms of the implementation of IL, the responses varied across the region (UNESCO, 2006). The report did show this disparity but did not state clearly how each country in the region implemented IL programs in its own context. Generally speaking, in the South East Asia region, wherever IL is taught, it is integrated into courses and/or taught as an orientation in the library. School libraries and teacher

librarians play a minor role in teaching IL. Participants of five out of seven countries state that IL is a part of extra-curricular activities. They also view lack of qualified teachers, librarians, computers and insufficient library collections as the main factors impeding the teaching of IL. In addition to the survey, participants also undertook a Strength Weakness Opportunity and Threat (SWOT) analysis to prepare a draft of a national action plan to promote IL in these countries. This workshop could be considered a good starting point for considering ILI in countries in the region in that it touched upon the main issues and problems related to IL such as how to interpret the term IL, how each country implemented IL programs, the challenges school libraries faced in implementing the program, etc. However, this workshop pays attention only to school libraries, rather than university libraries, which is short sighted. It should have involved both school libraries and university libraries to get feedback from a variety of stakeholders.

In another study by Hong Sinh Nguyen (2008), another alumna of VSLEP, on the exploration of perceptions of library managers and librarians regarding continuing education programs for university library practitioners in Vietnam, she shows that graduates with a bachelor's degree in LIS or Library and Information Management (LIM), whatever the program is called, "cannot handle their jobs" (p.130) due to "the lack of currency of LIM professional education programs" (p.131). In regard to learning needs, the author identified and prioritized the learning needs for university library practitioners as follows. "Specific areas of professional knowledge and skills are identified as the first priority and generic skills as the second priority for library operational staff while management knowledge and skills are identified as the first priority and professional knowledge and skills as the second priority for library managers" (H. S. Nguyen, 2008,

p.ii). The findings showed both managers and librarians agreed that professional and knowledge skills are needed for operational staff in five priority areas (p.255):

- Bibliographic control
- Digital libraries
- Information services (with IL included)
- Internet and Web site services
- IT knowledge and computer skills

For the first time, the necessity of IL for continuing education for library practitioners was stated in a study by a Vietnamese scholar (H. S. Nguyen, 2008, p.265). The author considers "information literacy" and 'user education" as two different skills needed for librarians without clarifying what two terms mean. Another interesting finding shows that subject knowledge is considered as the second priority level for operational staff (p.267). She adds "It seems that subject knowledge was not seen as an important learning need for the operational staff in all libraries, but was important for those in specialized libraries and for some who deal with cataloguing tasks" (p.239). This finding shows that even for people in the field, few recognize that obtaining subject knowledge is a survival skill for librarians.

In eighteen years working as a librarian at a university library, the researcher has witnessed many changes in the library setting in Vietnam. Although library development in Vietnam has received a degree of attention from professionals and institutional authorities, this attention has been confined to investment in the library infrastructure such as increasing the number of computers, improving Internet access, purchasing information resources, etc. Little attention has been paid to how to provide students with the necessary

skills to use the modern library as a gateway to information, to know when they need information and where to locate it effectively and efficiently. Too many undergraduate students in Vietnam enter academic life with a very limited idea of the role of information and how to access it efficiently. Young people have restricted access to a variety of information due to the poorly developed school and public library systems. As a result, first-year students lack necessary skills to locate, access and use a variety of resources available in different formats at the campus libraries. They also lack the awareness of the services and resources available in the university library.

Learning Resource Centers (LRCs) in Vietnam

Since 2000, the Atlantic Philanthropies (AP), a philanthropic organization located in the U.S., has provided grants to the Vietnam National Library for translation and publication of library standards of the Dewey Decimal Classification (DDC) and Relative Index, Abridged Edition 14, concise Anglo-American Cataloging Rules 2 (AACR2) [unpublished document, trial copy on CD ROM only], and Machine-Readable Cataloging 21 (MARC 21) into Vietnamese (APSIG, 2005).

In addition to giving grants to translate and publish library standards into Vietnamese, AP has funded four regional universities to help Vietnam establish the four Learning Resources Centers (LRCs) including LRC A, LRC B, LRC C, and LRC D to bring positive changes to teaching and learning practices in higher education in Vietnam. All of the LRCs were designed and built based on Western modern library models and standards of information service design and construction, which combine a mix of state-

of-the-art technology, high quality teaching and learning facilities, as well as the latest print and electronic information resources (Robinson & Huynh, 2006).

Through the construction and resourcing of the LRCs, AP aims to support a shift away from traditional approaches to teaching and learning at a university level in Vietnam, creating the catalyst for change by "opening up access to information, and by supporting this access with high quality learning environments and professional capacity to support independent students with appropriate information services" (Robinson & Huynh, 2006). In fact, the LRCs projects are the continuation of the success of the VSLEP. By the establishment of the LRCs at four regional universities and later the Library and Information Management program at University A, the donor, AP, aimed to follow the successful VSLEP to continue supporting teaching and learning in higher education institutions in Vietnam by creating catalysts for change in the library environment including personnel, infrastructure, resources, etc. In reality, all of the four LRCs have been in operation for a couple of years and all have been models of modern library services in Vietnam. Together with a few other libraries and information centers in the country, these four LRCs stimulate the educational reform movement on campus. In addition to the creation of the most advanced library systems in the country, the four LRCs have promoted the concept of "student-centered learning" represented in the design of the floor layouts, workstations, and open access availability to encourage independent approaches of resources in all forms (Robinson & Huynh, 2006). More importantly, all four LRCs have also focused on developing information literacy skills for all

undergraduate students at these institutions to provide them with necessary skills to locate, access, and evaluate information resources.

The key changes that the LRCs have brought are in the learning processes of the students themselves. The LRCs have focused on the development of independent learning skills for students and placed a significant role on shifting away from the traditional methods of service delivery in regional Vietnamese academic libraries. With the combination of the availability of a wide range of print and digital resources, the flexible layout of the LRCs, the variety of facilities and especially the focus on introducing IL programs, the LRCs allow and encourage students to move from being relatively passive learners to becoming active participants in the teaching and learning process (Robinson & Huynh, 2006). In these LRCs, the librarians no longer play the role as custodians of a repository of materials, but more as facilitators of access to a range of information in a variety of formats by teaching students how to make optimal use of the available information resources, so that they can function effectively in a resource-based learning environment. In order to encourage independent learning, students are required to understand the best way to discover, access, evaluate and utilize the different information sources available. As a result, the introduction of IL programs becomes as important to learning outcomes as the provision of the information resources themselves. The aim at developing IL competencies in students and staff becomes one key feature of the LRCs to stimulate change in the teaching and learning processes of the universities. The LRCs would be the universities' key facilitator of information access by developing the IL competencies among the university community as the key competence for life-long

learning, and delivering and disseminating information resources and services that

enhance the quality of research, teaching and learning.

Myly Nguyen (2006) conducts focus groups with librarians in regional and

metropolitan areas of Vietnam to identify the key trends and changes occurring during

the development of LRCs and to explore librarians' expectations in the changing

environment with a focus on their new roles, skills and capabilities. The findings showed

that the development of a new model of LRCs has created a lot of changes in terms of

librarians' perceptions on their roles, their needed skills and the services the LRCs offer

to the community. The author identified recent role changes defined by participants as

follows (M. Nguyen, 2006, p. 9):

- Role has shifted from gathering information to organizing and coordinating information
- Performing literature searches on ranges of databases
- Knowing how to locate and identify relevant information for users
- Being aware of copyright laws in technology access and usage
- Conducting IL programs
- Range of technological skills are required with the emergence of electronic services
- Evaluating information services and systems
- Being involved in collection development
- Becoming multi-skilled and independent
- Pursuing learning opportunities, personally or through formal training
- Communicating openly, directly and clearly with users and colleagues
- Managing one's own time and the time of others
- Understanding knowledge of LRC policies, procedures and service standards

Myly Nguyen (2006) reports that the development of physical buildings and

electronic resources of the four LRCs together with the introduction of intensive training

programs including ILI for library staff have changed the structure of information

services and access significantly. The role of librarians in these LRCs has shifted from

helping students gather information to teaching them to identify, organize and coordinate

information. However, the study did not discuss how these IL programs should have been

implemented and the effects on student learning.

The author states that in these LRCs, information literacy programs have been

conducted. However, the skills gaps in the areas of information services, information

resources and organization, and especially IL in Vietnam were noted in Myly Nguyen's

study. She also emphasizes that IL should be considered as a key principle for academic

libraries in higher education to keep up with the nation's policies in developing ICTs, the

changes in technologies, and the transformation of the library profession in Vietnam (M.

Nguyen, 2006). However, no empirical studies on this issue have been conducted.

Pilot Study

Context of the Pilot Study

In the case of Vietnam, according to a pilot study conducted by the researcher

with instruction librarians at LRC A between March and April 2009, there has been little

or no awareness on institutional and departmental levels regarding the importance of ILI

in supporting teaching and learning. Despite national reform initiatives, the authorities

do not understand the role of IL for students and inadequately support university libraries

in reinforcing the IL programs. Libraries find it difficult to convince top university levels

to develop systematic IL training programs for students. Faculty members do not

consider IL as important as other main courses in the curriculum. In addition, academic

libraries in Vietnam have not issued or applied any Information Literacy Competency

Standards for higher education and there has been no formal university-wide program or

requirement for ILI. These make it hard to convince faculty to collaborate with librarians in conducting ILI activities.

The purposes of the pilot study were to test questions, instrument formulation and data gathering strategies. In the pilot study, several questions were sent to academic librarians in Vietnam via email as follows:

1. What is your understanding about information literacy?

2. What is your understanding about Information Literacy Instruction (ILI)?

3. Does your institution have a clearly defined definition of information literacy?

4. Do you think information literacy instruction is necessary? Why or why not?

5. Who should be responsible for teaching information literacy? Librarians? Faculty? Both?

6. There are many factors that can create obstacles to incorporating ILI into the curriculum. Please list at least 5 factors you feel are the most significant challenges to incorporating ILI into the curriculum at your institution.

The researcher conducted the pilot study by communicating via email with librarians. The purpose of this study was to test the validity of questions, to test out the instrument by getting expert informant's opinions and advice on the content of the research questions to determine overlap in the questions and misunderstanding in the

answers, and to use the findings to design the content of the questions the researcher would use in the interviews and focus groups.

First, the researcher sent a letter explaining that the purpose of this study was to get the respondents' feedback on the content of the interview questions and use their answers as the basis to design the survey questionnaire and interview questions, and invite them to take part. Then, she sent questions to instruction librarians at LRC A. The questions were written in English then translated into Vietnamese. The answers in Vietnamese were then translated back into English. The researcher received, transcribed and coded replies from seven of ten librarians.

Data Analysis

For the question, "What is your understanding about Information Literacy (IL)?", most librarians have a general understanding about what IL is. Most reported a general understanding of IL, for example:

> IL is the understanding, and use of skills to exploit many different sources of information in different formats such as print, e databases available on and off campus.

Two out of seven mentioned the ethical aspects of IL:

> IL is the ability to access, evaluate critically, and use information effectively and ethically (consisting of skills, attitudes and knowledge).

Two respondents related IL to lifelong learning:

> Any individual who is well equipped with these skills will have a capacity for "lifelong learning". IL is the foundation for lifelong learning.

One respondent showed the relationship between IL and professional development in the future. For example, one respondent stated as follows.

> IL is crucial in developing independent learning and research skills not only at present but also after students enter their professional lives.

For the question "What is your understanding about Information Literacy Instruction (ILI)?", most of respondents perceived ILI as training programs to teach library skills, means or processes to teach people to become literate. One respondent considered ILI as a way to improve critical thinking and problem solving skills.

> ILI … educates students to become information literate in the information age, which is helpful for them to improve critical thinking and problem solving skills.

One respondent discussed a variety of formats of ILI addressed at the LRC including one-shot sessions, one-on-one instruction teaching skills, and on-demand IL sessions. Another respondent reported the instructional content included teaching students how to search the Internet efficiently, use online databases, and evaluate specialized information.

For the question that asked whether the LRC has a clear definition of IL, six of seven subjects said there is no definition of IL available in any documents. What can be viewed on the library Web site is only the introduction of "library instructions" sessions, action plans to promote IL, etc.

> We do not have a clearly defined definition of IL in any formal library document.

And

> Although the library has conducted many IL sessions, basic as well as advanced, there hasn't existed any formal definition of IL.

113

Regarding the question about the importance of ILI, all respondents considered IL crucial because

It encourages independent and creative learning.

and

IL … is as basis and foundation to help students learn the main courses necessary for the process of credit programs for universities in Vietnam

When asked who should be responsible for teaching ILI, all respondents stated that teaching IL is both a librarian and faculty responsibility. However, one also emphasized that the role of librarians should be more important. One participant analyzed the strengths and weaknesses of both faculty and instruction librarians to prove why there should be a collaboration between them. One respondent mentioned that the lack of specialized background knowledge of instruction librarians could become a big challenge for them in getting the respect from faculty and convincing them to cooperate with librarians. She concluded that teaching IL would be more efficient if it was the instruction librarians' responsibility with consultations from faculty.

Both library and faculty should be responsible for ILI because in order to offer effective ILI programs, the faculty should co-operate with the library. Faculty should provide library information about the course they are teaching, especially reference materials for the course, required skills to study this course effectively,… so that library can offer appropriate ILI programs that focus on groups of students.

One also emphasized that better mutual understanding between instruction librarians and faculty in terms of what each other knows and what other librarians and faculty are doing would benefit students.

Another person responded that faculty may not be the ones who directly teach IL, but they should be supporters and motivators of the ILI process by applying the student-centered learning approach, which encourages students to learn actively and independently.

All respondents emphasized the consensus between instruction librarians and faculty on the learning objectives, teaching methodology, and learning assessments.

> In order to teach IL fruitfully, it is necessary to get the agreement between librarians and faculty on learning objectives, methodology of teaching and learning outcomes evaluations.

The question that received the most attention from respondents was in listing at least five factors that create the most challenges to implementing ILI programs on campus. Most participants focused on answering this question and all of them stated that there would be barriers to information literacy implementation on campus.

One respondent addressed the lack of support from the University Authority level:

> I do not think the university leadership will approve this proposal. They will ask "Why is it necessary to integrate ILI into the curriculum? Is ILI really necessary and popular such as English as a Second Language courses? It is the responsibility of the library itself to organize, promote, and instruct the ILI? It is not necessary to integrate it into the curriculum. Users can learn by themselves how to use information efficiently. It will waste time and resources to conduct courses like these…"

And

> …Whenever we can answer these questions to them, then, think about the integration of IL into the curriculum.

One respondent addressed the current situation of the Vietnamese educational system in which MoET is encouraging universities to implement the credit system to

reduce the workload, while another respondent argued that it was the existing workload

of courses that hampered the process of implementing IL on campus.

> Students have taken too many courses. The nature of curriculum is
> cumbersome already. Therefore, people don't want to add one more subject
> into the curriculum.

Many respondents explained that the resistance of integrating IL into the

curriculum was rooted from the lack of awareness of IL and its importance toward the

teaching and learning process of the university authorities who considered teaching IL to

be the library's responsibility. According to six of seven respondents, IL is still a new

concept in Vietnam which needs to be promoted by academic libraries.

The majority of respondents pointed out that the existing learning and teaching

method in Vietnamese educational institutions does not encourage learners to be

interested in ILI programs. Although MoET has called for teaching and learning reforms,

the nature of teaching methods in Vietnam is mostly still teacher-oriented in which the

instructor lectures and students have to take notes and memorize the textbook. How can

students be placed at the "center" in a class of 50 to 80, even 100 students? One

respondent said:

> The teaching and learning method in educational institutions in Vietnam has
> shifted from the teacher-centered approach to student-centered approach, but
> this change has not been homogenous.   Many instructors still lecture and
> students have to take notes, memorize in order to take exams. Students do not
> need to use library resources in order to take exams …

Three out of seven respondents stated the fact that it is necessary for instruction

librarians to have a background in a specialized field in addition to their qualifications in

library and information science in order to be more confident when working with faculty.

> The capacity of librarians is another matter… I do not feel confident
> enough… although I have a master's degree in LIS….

However, they also see the need to improve IL skills for faculty before thinking of

offering ILI programs for students

> Before teaching IL for students, the library should teach IL for faculty. If
> faculty feels more confident in locating, and searching information to update
> their lectures, if they know how good, and how bad the information resources
> are, they will be more confident when requiring students to work on
> projects….

Student capacity is also necessary to consider. Respondents viewed students'

different levels in computer use, diverse backgrounds, discrepancy between those coming

from rural and urban areas, capacity in English, etc. as big challenges for them to enhance

their IL skills.

> Information resources mostly available in English are a big challenge for students…

At the national level, there have not been any guidelines on standardized ILI

programs issued by any authorities such as the National Library or the Vietnamese

Library Association.

> The Vietnamese library community does not have IL
> standards/regulations/guidelines, and there has not been a policy for IL
> programs in Vietnam in order for librarians to be aware of IL so that IL
> receives the care from top level management.

The LRC has an IL program but there is no formal university-wide program or

requirement for ILI. There has not been a standardized syllabus for ILI. Instruction

librarians have compiled teaching materials and adjusted each module based on their own

experience.

> There is a need and effort to design the tailored ILI curriculum for main disciplines on campus. Learners prefer to take courses that are practical and applicable, rather than purely lecturing without practice.

Regarding the quality of ILI activities, five out of seven respondents observed that what students could benefit from the ILI program were library orientation, library instruction, library policies, and instructions on how to search online databases. They proposed that

> ILI needs to be more practical rather than theoretical based.

Respondents found that the lack of information resources in both Vietnamese and English, and the low Internet bandwidth hamper the success of conducting ILI sessions. Besides, it is

> …necessary to have good resources, especially databases in Vietnamese to support the teaching, learning and research. This is a critical step to attract students to be willing and interested in taking IL courses to help them in their study and research.

And

> ...upgrade the Internet bandwidth, increase the number of computers, select good online databases both in Vietnamese and English….

Findings of the Pilot Study

Research findings reveal perceptions of librarians regarding the factors that influence the implementation of IL programs in Vietnamese libraries. The main themes include awareness about ILI, teaching, learning styles and learning assessment methods, capacity of stakeholders, and resources.

Understanding of Information Literacy

There has been little or no awareness at institutional and departmental levels toward the importance of ILI in supporting teaching and learning. Actually, the top university leadership including rectors/chancellors and deans of departments do not understand the role of IL for students and inadequately support university libraries in reinforcing IL programs. Libraries find it difficult to convince top university officials to develop systematic IL training programs for students. Faculty members do not consider IL as important as other main courses in the curriculum.

Academic libraries in Vietnam have not issued or applied any Information Literacy Competency standards for higher education and there has been no formal university-wide program or requirements for ILI. These make it hard to convince faculty to collaborate with librarians in conducting ILI activities.

Teacher-Centered Approach and Learning Outcomes Assessment Methods

It is the teacher-center approach that slows down the process of implementation of IL programs in university libraries in Vietnam. With an average of 50 to 80 students per class, instructors keep giving lectures, and a teacher–centered approach is dominant in educational institutions in Vietnam. The learning outcomes assessment methods are subject to obstacles of IL implementations in academic libraries in Vietnam. Students are assessed mostly by final exam results based on what students memorize from textbooks and lecture notes provided by instructors. Because of these factors, academic libraries in Vietnam cannot play a central role in student learning.

Capacity and Expertise

Pilot findings show that instruction librarians do not have sufficient competence and practical experiences to conduct intensive IL activities. On one hand, IL has not been taught properly at library schools for future librarians. On the other hand, to gain education to become a qualified librarian, one enters university after high school. After graduation, they come to work at either academic or public libraries or information centers. As a result, in addition to the library background, they do not specialize in any discipline. That is a big challenge for them both in teaching IL and in working together with faculty. More importantly, not every instruction librarian has a deep understanding of the IL concept. Two of seven respondents do not have a formal education in LIS. They answered excellently the questions related to experiences such as obstacles to IL implementation and strategies to improve ILI, rather than the question on perception or understanding about IL and ILI. Inadequately qualified instruction librarians will lead to poor ILI activities. In Vietnam, although ILI programs have been implemented for years, they still have not achieved the expected quality. In general, IL training sessions are still very basic and unsystematic.

According to respondents, the crux of the problem is that faculty members have inadequate knowledge of IL and computer literacy. Faculty also need to be trained in information skills in order to collaborate with librarians in offering ILI programs to students.

Another noticeable issue raised by the respondents is the language barrier, the shortage of computer competence, and the discrepancy among students coming from

different backgrounds and regions (rural areas and big cities). Due to the fact that online resources in Vietnamese are inadequate and of low quality, the majority of academic libraries in Vietnam purchases information resources in English. As a result, librarians encounter difficulties in demonstrating the use of online databases to users. In addition to the language barrier, the computer skills of students coming from rural areas and big cities exhibit a great imbalance. Some students living in rural areas have never used computers nor accessed the Internet to look for information before entering university. All of these create a big challenge to instruction librarians in delivering ILI courses.

Information Resources

As stated above, the insufficient resources both in Vietnamese and English do not attract faculty and students and create difficulties for librarians in conducting ILI training programs. The LRC only licensed a couple of online databases in English. This decision derives from the fact that, on one hand, the budget for library resources does not allow the purchasing of many expensive online resources; on the other hand, not many users, even faculty members, access online databases in English. Regarding online databases in Vietnamese, they are still underdeveloped but learners sometimes find ILI sessions impractical when instruction librarians demonstrate only databases written in English. Because the Internet bandwidth is still limited, the university does not allow users to download the full text files during the daytime, which creates difficulty in getting access to online information.

In conclusion, the nature of the teacher-centered pedagogy, the learning outcomes assessment methods, the lack of a formal university –wide program for ILI, the lack of IL

skills in faculty, and the lack of respect of faculty for instruction librarians cause an unawareness of the importance of IL from the institutional and departmental levels, and the poor collaboration between faculty and librarians in implementing ILI programs.

Content of the Questions

As stated at the beginning of this section, the first purpose of this pilot study is to use the themes emerging from the data analysis to design the questions for the interview and the survey. In addition to that, the research also asked the respondents to give feedback about the content of questions.

In general, the respondents noted that there were some overlapped questions, for example, "There are many factors that can create obstacles to incorporating ILI into the curriculum. Please list at least five factors you feel are the most significant challenges to incorporating ILI into the curriculum." and " What are your concerns about ILI on campus?" were similar to them. They perceived "obstacles" and "concerns" to be the same notion. The point here is to define clearly the terms of the respondents and pay great attention to the back-translation issue. Similarly, they think the two following questions are similar: "In order to effectively integrate ILI into the curriculum, what should the librarians do?" and "What are the strategies to integrate ILI into the curriculum on campus?"

They also pointed out that some questions were too general and broad which may cause misunderstanding for respondents. For example, "What do you believe are the most effective methods of providing ILI?" or "What is your understanding about Information Literacy Instruction (ILI)?"

122

Another interesting issue is the translation of the term IL. One stated that IL should be translated as "kỹ năng thông tin", meaning "information skills" in English. It is necessary to notice that library terms have not been used consistently in Vietnam, even in academics. The Vietnamese Library Forum also discusses how to translate the term IL into Vietnamese.

From that suggestion, the researcher learns that it is crucial to consider the content of questions for the interview and the questionnaire for the survey and especially the translation and back-translation issue.

One respondent also addressed the issue of participant selection. She wondered whether the student subjects should be clarified because some students never use the library resources.

This pilot study is extremely positive and useful for the beginner researcher in structuring the content of the questions for the surveys and interviews.

<div align="center">Methodology Statement</div>

This qualitative comparative case study with descriptive statistics data explored the perceptions of stakeholders including library administrators, instruction librarians, faculty and students about the current implementation of ILI programs, sought to understand how the current teaching practices of discipline courses affect student perceptions of learning IL skills, identified the obstacles to include IL as a credit course into the curriculum, and proposed the best practices of an ILI program as perceived by the stakeholders. In this research, four case studies were analyzed followed by a cross-

case analysis (Yin, 2003) of four purposefully selected academic libraries. The unit of

analysis purposefully selected for the study was four academic libraries in Vietnam

including Learning Resource Center A (LRC A), LRC B, LRC C, and LRC D.

In the following section, the researcher describes the methods used, the

instrument construction, the site and respondent selection, and the data collection as well

as the data analysis methods employed across the case study.

Qualitative Case Study Methodology

The case study approach (Yin, 1994), which utilizes a variety of data collection

procedures and methods such as interviews and focus groups, is employed to conduct this

study. Case study is a form of qualitative research (Yin, 1994). Qualitative researchers

study things, phenomena, people in their natural settings, and interpret the meanings that

people bring to these (Yin, 1994). Patton (1990) states that qualitative research aims at

investigating how people make sense of and experience the world. In qualitative research,

the researcher, the primary instrument for data collection and analysis, focuses on gaining

the emic perspectives, that is, the perspective of the respondents in the research study

(Winegardner, n.d.).

Scholars have defined case studies differently. Yin (1994) defines a case study as

"an empirical inquiry that investigates a contemporary phenomenon within its real-life

context, especially when the boundaries between phenomenon and context are not clearly

evident." Stake (1995), and Merriam (1998) use the term "bounded system" to refer to

case studies. Merriam (1998, p.193) defines a case study as "an intensive, holistic

description and analysis of a single, bounded unit." She notes that case study is often

"misused as a catch-all research category for anything that is not a survey or experiment and is not statistical in nature" (Merriam, 1998). Exploratory case studies, the theory building form of case studies, focus on current events and concerns and seek to answer the questions how and why (Maxwell, 2005; Yin, 2003).

Yin (1994) proposes five research skills useful for conducting a case study: 1) Willing to ask questions and judge why something has happened, 2) Observing, sensing and assimilating new information, 3) Accommodating unanticipated events in a flexible way and changing data collection techniques, 4) Understanding clearly the issues being studied to interpret them thoughtfully, and 5) Testing for bias by reporting pilot findings to colleagues to seek comments.

Case studies can be categorized by the epistemology of the researcher and research framework (Winegardner, n.d.). This study is considered inductive oriented because the process to gain the knowledge is from the theory-generating approach, rather than a deductive, hypothesis mode (Merriam, 2001).

Merriam (1998) generalizes the use of a case study by field to assess the effectiveness of interventions, to influence policy formulation or to evaluate programs and interventions. She characterizes the case study by special features defined as particularistic, descriptive and heuristic (Merriam, 1998). A case study is considered particularistic if it focuses on a particular situation, event, program or phenomenon (Winegardner, n.d.). The descriptive feature refers to the thick description of the phenomenon under study, that is, "the complete, general description of the entity under study, including the analysis of the interaction of all variables over a period of time"

125

(Winegradner, n.d., p.6). Heuristic characteristic of a case study is defined as the

enhancement of the reader's understanding of the phenomenon under study, the discovery

of new meaning and the confirmation of the knowledge gained from the study. My study

contained particularistic, descriptive and heuristic characteristics in that it focused on a

particular issue, that was, IL education in four research sites in Vietnam, and it helped

enhance the understanding of how the administrators, librarians, faculty and students

perceived the implementation of ILI programs, and what would be considered best

practices of the ILI programs by the stakeholders.

<div align="center">Back-Translation</div>

For this study, the research sites included four public university libraries in

Vietnam and participants were Vietnamese. Interviews and questionnaires were two

techniques used to collect data. Exploring translation and back-translation techniques

proved extremely useful.

Back-translation is defined as the technique mostly used in survey research to

check the currency of translation (Brislin, 1976, p.221). The term back-translation refers

to the translation of a document and the translation back into the source/original language

(Harkness, 1998). The basic aim of this method is to compare and contrast the back-

translation with the source text to assess the quality of a translation and to detect errors in

translation (Brislin, 1970; Harkness, 1998).

Based on the back-translation technique, the researcher wrote questionnaires and

interview questions in English. Then, they were translated by two bilinguals: one

translated it from the English to the Vietnamese language, then the other would translate

that back from the Vietnamese language to the English language. Then, the researcher

compared the two versions in terms of the general meaning of the sentences, complexity

levels, form, semantic similarity of words, and grammatical structure to see if they were

equivalent (Brislin, 1970; Harkness, 1998). The same process was conducted for the

responses to the questionnaire and interview transcripts.

The four-step procedure of the back-translation technique is as follows (Brislin,

1970, p. 187):

Original language → target language →

 Target check → original language (back-translated form)

One of the most critical steps was that the researcher had to compare two versions

to see if they were *equivalent*. Brislin (1970) does research on the equivalence criteria of

back-translation and the factors that may influence it including content area, difficulty,

and language that influence the process of translation. Chang and Holroyd (1999, p. 317)

define equivalence as a form of validity referring to "the agreement between two

measures of the same construct."

The back-translation design had some advantages for the current research as

follows. First, it helped check for differences and comparability of the two versions of

translation (Brislin, 1970, 1976). Second, the quality of the translation could be judged by

examining the two translated versions (Chang & Holroyd, 1999). Third, reliance on back-

translation provided accurate translation (Brislin, 1970). It also provided insight into

potential errors when "no other means were available to assess the accuracy of the translation" (Douglas & Craig, 2007, p.30).

Role of the Researcher

When conducting a study, a researcher needs to clearly state his or her philosophical orientation associated with the research, that is, the assumptions about "how he/she will learn and what he/she will learn during his/her study" (Maxwell, 2005, p.36). Understanding paradigms helps a researcher define his/her worldview, his/her role as a researcher and decide which research methods to use depending upon the topic, purpose and research questions. Kuhn (1962) argues that paradigms are the philosophical models used in any given field. More precisely, as defined by Teddlie and Tashakkori (2009, p.84), paradigm is "the worldview, together with the various philosophical assumptions associated with that point of view". These paradigms or worldviews are important in that all research needs "a foundation for its inquiry" and "inquirers need to be aware of the implicit worldviews that they bring to the research" (Creswell, 1997, p. 74).

This research was conducted within the constructivist-pragmatic stance, meaning it was conducted using survey, interview and focus group data collection, and the results will be integrated consistently to support the arguments. Unlike the positivist assumptions based merely on a quantitative approach, and constructivism based only on a qualitative approach, pragmatism includes the features associated with both points of view, post-positivism and constructivism (Teddlie & Tashakkori, 2009, p. 87). In addition, the researcher saw herself as a catalyst for change, a change agent. By doing this research,

128

the researcher could lay the groundwork for change and would spearhead the effort in Vietnam.

Research Context

Funded by the U.S. non-government organization Atlantic Philanthropies, undertaken and managed on behalf of the Atlantic by an Australian university – RMIT – through its subsidiary RMIT International University Vietnam, the LRC projects began in 2000, and involved the design, construction and development of large-scale library facilities in four regional Vietnamese universities located in the North, the Central, and the South of Vietnam. The projects provided information technology infrastructure, high quality teaching and learning facilities, and a range of current print and electronic information resources, bringing together contemporary models and standards of library and information services. More importantly, the projects were supported by broader national programs aiming at developing professional programs, educating qualified library staff, and cooperating in materials acquisition and provision of services.

Boundary of the Case Study

The case study was conducted in six months at four university libraries in Vietnam. The respondents were purposefully selected at these sites, including instruction librarians, library administrators, faculty and students. Data gathering techniques include semi-structured interviews, survey, and focus groups.

Study Design

This case study employed a variety of methods of data collection and analyses. Case study approach with descriptive statistics data were used to provide an intensive account of perceptions of different stakeholders including library administrators, faculty, instruction librarians, and students regarding the current implementation of the IL programs, major challenges to the inclusion of IL as a credit-bearing course into the curriculum, the perceived effects of the current practices of disciplinary courses on student learning of IL skills, and propose a set of best practices of ILI programs perceived by stakeholders at four public universities in Vietnam, including University A, University B, University C, and University D. All of the four public universities were of medium size with average student populations of 30,000 to 50,000 at the time of the study.

Site Selection Criteria

The researcher employed the following criterion to select the research sites. First, the research sites must have been regional, average-size public universities in the North, Central, and South of Vietnam (30,000 to 50,000 students). Second, the libraries of these institutions must have been funded by the Atlantic Philanthropies (AP) projects. Third, these libraries must have implemented ILI programs for at least two years by the time of the study. The researcher set the above criterion for the following reasons. First, geographically, University D is located in the North, University A in the South, whereas the other two universities are located in Central region. Second, although four universities were funded by the AP to establish a new model of library services in Vietnam named the

LRC model, each institution had its own culture and mechanism which led to a slightly

different operation. It would be interesting to examine these LRCs in their own context.
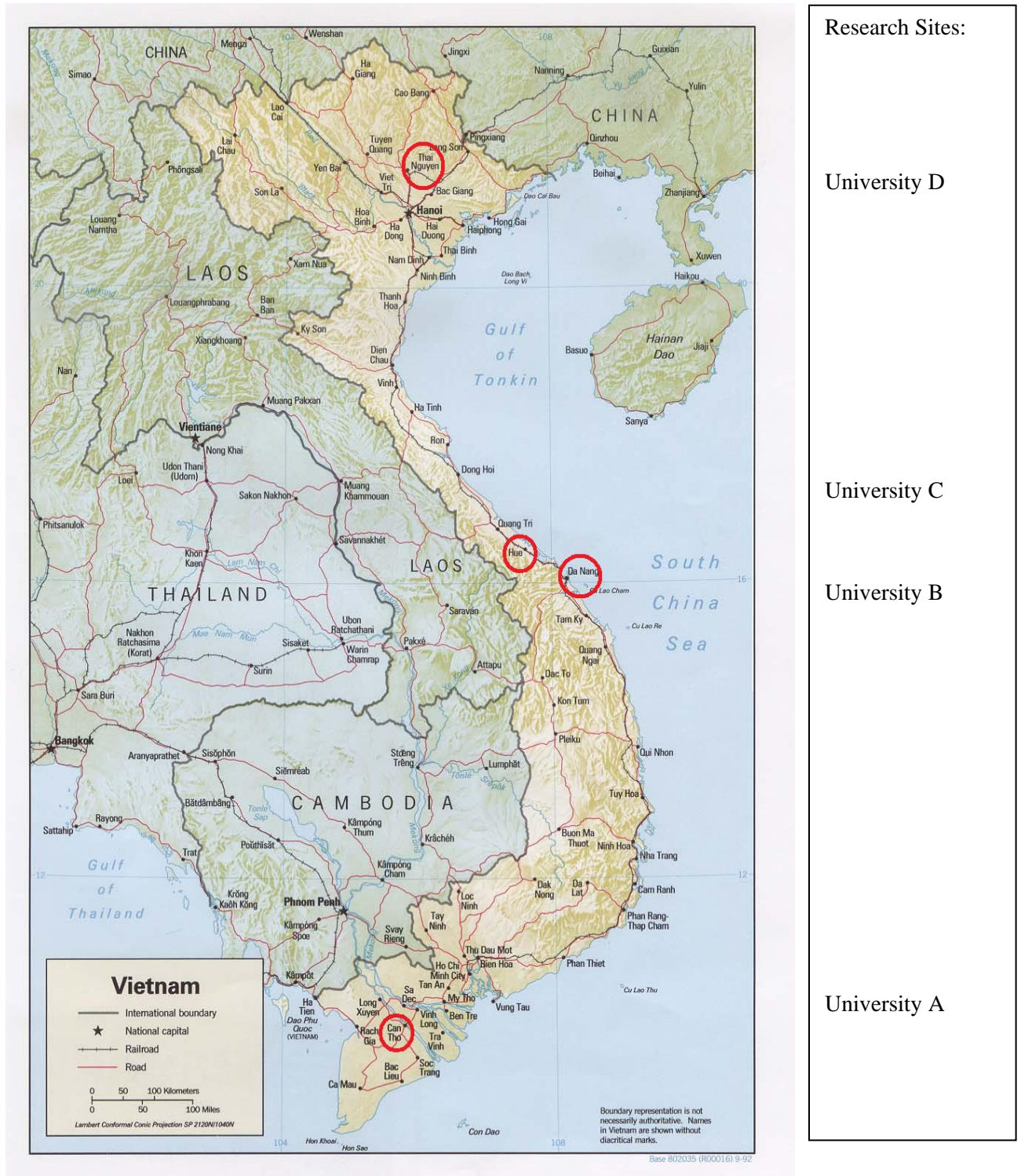
Figure 4.1. Map of Research Sites

Instruments

The researcher developed four different survey instruments for four different groups of respondents, appended to this document as Appendix L, N, P, and R. Instruments included one survey for library administrators, one for instruction librarians, one for faculty, and one for students. In addition, the researcher created a list of questions for instruction librarian focus groups, a list of interview questions for the library administrators, and heads of the IS department, and a list of interview questions for faculty.

Data Collection Methods

There were two sequential phases. The first phase of the study was conducting surveys. The follow-up study conducted right after the survey collection included the interviews and focus groups with library administrators, instruction librarians and faculty.

Survey Data Collection

For the first phase of this study, the researcher employed the survey method to address the proposed research questions. The purpose of this survey approach was to gather data about the current activities in ILI at institutions in Vietnam. Survey instruments were adapted from: *Information Literacy Survey Instrument* (ACRL, 2001), *Characteristics of Programs of Information Literacy that Illustrate Best Practices: A Guideline* (ACRL, 2003a), *Guidelines for Instruction Programs in Academic Libraries* (ACRL, 2003b), *Perceptions of Libraries and Information Resources: A report to OCLC Membership* (OCLC, 2005b), *College Students' Perceptions of Libraries and Information*

Resources (OCLC, 2005a), *Standards for Proficiencies for Instruction Librarians and Coordinators: A Practical Guide* (ALA, 2008), Gelbwasser (2004), Keeler (2007), and McAdoo (2008).

Pilot Test of the Instruments

The content of the surveys was reviewed by two professors on the committee and a group of instruction librarians. The link was tested by one IT staff and one librarian at LRC A who were not going to answer the survey. The survey was pilot tested on a small group of librarians before it was used in the study to ensure the questions elicited the appropriate responses. Some minor changes were made to improve the survey based on their comments.

Respondents

Respondents of the surveys included library administrators, faculty, instruction librarians, and students. Administrators included the library directors, vice directors, and the heads of the IS departments who took charge of IL activities but did not directly take charge of teaching IL sessions. In the case of LRC B and LRC C, the heads of the IS department were directly involved in teaching IL; they conducted the surveys designed for instruction librarians. ILI coordinators were instruction librarians who were assigned by the library administrators and the heads of the IS departments to be particularly in charge of the IL activities in terms of operating, coordinating and implementing ILI activities. Instruction librarians consisted of all librarians defined as professionals who had the university qualifications in LIS or another discipline and had been teaching ILI for at least one year by the time of the study.

Faculty members in each university taking part in the survey were chosen using purposive sampling strategies (Maxwell, 2005; Teddlie & Tashakkori , 2009). Maxwell (1996, p. 87) defines purposive sampling as a type of sampling in which "particular settings, persons or events are deliberately selected for the important information they can provide that cannot be gotten as well from other choices." Purposive sampling techniques include the "selection of units based on specific purposes associated with answering a research study's questions" (Tashakkori & Teddlie, 2003, p. 713). These techniques are designed to pick a small number of cases/units that will yield the most information about a particular phenomenon (Teddlie & Tashakkori , 2009, p. 178). For the purpose of the study, the selection of responding faculty was based upon suggestions of the heads of the IS departments, and instruction librarians who introduced key faculty having engaged significantly in ILI.

Responding students in four universities included students from the second year forward who had attended ILI sessions by the time of the study. Approximately 40 to 80 students were selected from each university, based on the suggestion of the ILI coordinators and instruction librarians, constituting 251 second and third year responding students. This purposeful selection was based on the fact that these students were representatives of various majors, had attended at least a couple of ILI sessions, either compulsory or voluntary by the time of the study, and they would be or would not be students of the faculty members that participated in the study.

Respondents in the interviews consisted of the library administrators, heads of the Information Services (IS) department, ILI coordinators and faculty. All of the

respondents in the interviews and focus groups must have participated in the survey.

Details about respondents are provided in Table 5.7.

Survey Data Collection Procedure

In order to recruit respondents for the surveys, the researcher sent a formal letter via email to the Directors of the four LRCs introducing the purpose of the study and asked their approval to conduct the online surveys, interviews and focus groups at these research sites. After getting their approval via email, the researcher communicated with the Heads of the IS Department via email and got the email list of all instruction librarians in these units. In addition, the researcher also discussed with the Heads of the IS Departments regarding the way to get email addresses of faculty and responding students.

For potential responding faculty, the respondent selection process was conducted as follows. The head of the IS Department or the ILI program coordinators compiled a list of faculty that had been using the library services and had a good professional relationship with librarians. This step was carried out to ensure that the responding faculty represented as diverse a sampling as possible.

For responding students in the three universities with the exception of University D, an email invitation to participate in the online survey was sent to those who were currently second, third, and fourth year students and who must have attended at least one ILI session. Regarding responding students at University D, due to the failure of the university network at the time of the survey and the fact that LRC D could not provide a

student email list, the researcher conducted a traditional survey method by distributing

paper surveys on the site and collected results by hand.

At University A, the researcher got the email list of faculty from the ILI program

coordinator. As for responding students, the list included students from the library

volunteer group, students who had previously attended IL sessions, and LIS students. All

were students from the second year forward. At University B and C, the researcher

followed the same procedure in selecting faculty and responding students. For University

D, as stated above, due to the failure of the Internet connection, the researcher could not

get the list of faculty and students from the LRC. The researcher communicated via email

with her colleague, a former graduate student at the University of Hawaii at Manoa, and

currently the Head of the International Relation Department at University D, to obtain a

list of faculty at that university. Regarding responding students at University D, the

researcher conducted traditional surveys by having the instruction librarians distribute

surveys during business hours and collect them right away to reduce the drop-off rate.

Although the method to get data from faculty and responding students at University D

was different from that of the other three LRCs, the researcher still strictly followed the

predetermined selection criteria to ensure credibility.

After receiving the list of potential respondents, the researcher sent out a formal

email invitation (Appendix I). The purpose of the email was to provide in-depth

information about the research as well as its significance to the development of ILI in

Vietnam thereby attracting the potential respondents' interest and increasing the

probability of their participation. Respondents were requested to register their willingness

to participate by replying to the invitation email within one week. The links to online surveys were sent only to those who accepted the participation request.

Administration of the Survey

Online surveys were developed for each group of respondents including instruction librarians, library administrators, faculty and students. Each survey was constructed and distributed to each population through Survey Monkey which was registered for a period of five months (September 2009 to January 2010) for the purpose of conducting the surveys and downloading the data.

Four online surveys were distributed to four different groups of respondents in four LRCs in October 2009, except the students at LRC D who received a paper survey due to the Internet connection problem during the time of data collection. The link to each survey for each group was sent right after the deadline was over. All respondents were sent a consent form as part of the online survey before they started to answer the questions.

Librarians at LRC A were the first group to conduct the survey. To ensure that conducting the survey went smoothly, the links to surveys of other groups were sent one week after instruction librarians at LRC A started responding to their survey. Any respondent that partially completed the survey was sent a reminder to complete it within a certain time. Email reminders were also sent to any respondents who had started but did not complete the whole survey. Some of them replied that they had to start all over again due to technical problems. All respondents received a thank-you note when they completed the survey.

137

Qualitative Data Collection

Qualitative data collection was carried out in November 2009 after the preliminary analysis of survey data to understand the research problem more in depth. Data sources for the qualitative exploration included site visits for semi-structured interviews and focus groups. In the following section, I will describe in detail how the qualitative data were collected.

The qualitative data collection process involved face-to-face interview and focus group questions. Yin (2003) and Stake (1995) state that employing the interview as a data collection method was very important in case study research for collecting multiple realities with diverse perspectives. Since focus groups were done in a group setting, the respondents themselves had a chance to discuss issues together and build on each other's responses to come up with new ideas (Grassian & Kaplowitz, 2005). The technique used was a semi-structured approach including asking a set of structured questions followed by clarifying unstructured and open-ended questions. There were three separate lists of questions for interviews and focus groups for three groups of respondents including librarians, library administrators, and faculty. The interview questions focused much more on administrative issues and were specially designed for library administrators while the focus group questions focused on the current implementation of ILI, and were used for instruction librarians. For the faculty interview, questions focused on how they perceived student's information searching skills and how they helped students improve their self-directed learning and searching for information resources. The major part of the interviews was guided by the interview guide questions without either the exact wording

or the order of the questions predetermined. This interview method allowed the researcher to respond to the situation at hand and ask follow-up questions that emerged from the world-view of the respondents seeking more detailed explanations. Focus group interviews were conducted in this study in order to reinforce the results of the survey analysis. The purpose of the focus group is to discover shared group understandings, perceptions, and common knowledge and consensus about a topic under study (Gibbs, 1997).

Participation in the study was voluntary. Grassian and Kaplowitz (2005, p.165) suggest that the best mechanism for recruiting interview and focus group respondents through personal contact via email work well. Email invitations were made one month in advance to insure maximum participation for the interviews and focus groups. Email confirmation prior to the scheduled discussion was sent as a courtesy and reminder. All questions were sent to library and administrators and instruction librarians in advance for reference (Appendix T, V). An explanation of the study's purpose and interview process was given to respondents prior to starting individual interviews. Respondents were notified that all conversations would be recorded for the purpose of analysis of respondents' responses and that interview sessions might be expected to last approximately 60 to 120 minutes. The researcher ensured that the interviews would not be shared and in the research results, names were turned to pseudonyms to ensure confidentiality and privacy of respondents (Miles & Huberman, 1994).

The interviewer took notes and recorded reflections immediately after the interview. The reflections included descriptive notes on the behavior of the interviewees,

some insights from the interview and the researcher's thoughts. To increase construct

validity, summary and final reports were sent to the interviewees for reviewing the facts.

Data Analyses

Data analysis was an iterative process occurring simultaneously with data

collection. Data analysis began with the survey data selected; during and after the

analysis process the researcher refined the predetermined questions for the interview.

There were two stages of analysis, the within-case analysis and the cross-case analysis. In

the following section, the researcher describes in detail what she did in each stage.

Within case analysis

For the within-case analysis, each case was treated as a comprehensive case in

and of itself. The data of each single case was analyzed as follows.

Survey Data Analysis

Data from the surveys were analyzed descriptively. In order to analyze the

surveys, once the data collection was completed, the researcher closed the links and

downloaded data from SurveyMonkey.com. Data were downloaded in different kinds of

formats including excel, acrobat reader, etc. for further analysis. The researcher then

started cleaning data entry errors, inspecting the data and having data backup in different

formats. Then, data were uploaded into SPSS software and coded for analysis. First, the

researcher used figures to represent survey results in a visual form including charts to see

the trends and distributions of the data. Then she employed descriptive statistics to create

tables, draw charts and compare among groups. Measures of cross tabulation were also used to answer the stated research questions.

Qualitative Data Analysis

In order to analyze the data for the study, the researcher employed the NVivo qualitative analytical software program, which was first released in 1999. The NVivo software program aims to provide researchers with "a set of tools that will assist in undertaking an analysis of qualitative data" (Bazeley, 2009). This software supports analysis of qualitative data in organizing, keeping track of data, managing ideas, querying data, creating models and matrices to build the relationship of ideas in graphics, as well as producing reports from data (Bazeley, 2009, p. 3). The decision to use the NVivo software for data management and analysis was an appropriate choice for this study. First, previous studies in the educational field have used this software for data analyses (Farquharson, 2009; Mills, 2009; Neimeyer, 2009). Second, since the study was a complex project that involved four research sites with four different groups of respondents in each site, data needed to be organized, managed, synthesized and interpreted in a logical and systematic way, NVivo software was a good choice in that it helped "manage and synthesize ideas, constructing and testing answers to research questions" (Richards, 2002, p.11). In the following section, further explanations regarding how the coding process works in NVivo software will be provided.

Coding is the core feature of qualitative data analysis including the process of grouping evidence and labeling ideas so that they reflect broader perspectives (Creswell & Clark, 2007). Coding is a heuristic, that is, an exploratory problem-solving technique,

141

the initial step toward an evocative analysis and interpretation for a report (Saldana, 2009, p.8). This method enables researchers to organize and group similarly coded data sharing some common characteristics into categories, themes or "families" (Saldana, 2009, p. 8). According to Saldana (2009, p.8), coding is linking, since "it leads you from data to the idea, and from the idea to all the data pertaining to that idea" (Richards & Moore, 2007, p.137). In addition, as the qualitative analytic process is cyclical, coding is cyclical rather than linear (Saldana, 2009, p. 45). Saldana (2009, p.3) defines a code as a word or short phrase that symbolically assigns a summative, salient, essence-capturing […] for a portion of language–based […] data. Codes can also be designed to have more *subcodes* (Miles & Huberman, 1994, p. 61). The most general code is called "parent" while its subcodes are "children"; codes in the same hierarchy sharing the same parent are called "siblings" (Gibbs, 2007, p. 74). Saldana (2009) also emphasizes the difference between codes and themes. A theme is an outcome of coding, categorization, rather than something that is, in itself, coded (Saldana, 2009, p. 13). As the number of codes increases during the coding process, researchers can create a codebook or code list to store the codes created, their content descriptions, and a brief data example for reference (Saldana, 2009, p. 21). A codebook becomes extremely helpful if a project is carried out by many coders in that it helps handle the coding process consistently. In order to keep track of their job, researchers can create analytic memos in the NVivo software. Memos are a type of "source" that contains thoughts of the researcher and can be created as a node and linked to a specific document and/or node (Lewins & Silver, 2007). Memos are used as a kind of research journal in that they document and reflect on the coding process

142

and code choices, show how the process of inquiry is taking shape, and how the categories, subcategories, and themes emerge from data (Saldana, 2009, p. 32).

Coding in NVivo is stored in *nodes* (Bazeley, 2009; Lewins & Silver, 2007). Nodes are defined as "points at which concepts potentially branch out into a network of sub-concepts or dimensions" (Bazeley, 2009, p. 83). In NVivo, researchers create nodes to store concepts and identify emerging themes. In each node, *references* to the exact location of the text coded from the source document are located to be retrieved if needed (Bazeley, 2009, p. 83). There are two kinds of nodes comprising *free nodes* and *tree nodes* (Bazeley, 2009; Lewins & Silver, 2007). Free nodes consist of a list of unorganized, grounded nodes (Lewins & Silver, 2007). Free nodes serve as dropping-off points for hanging any data that do not presume any relationships or connections (Bazeley, 2009, p.83) while tree nodes -- trees that have hierarchical, branching structures -- serve as connecting points for subcategories (Bazeley, 2009, p. 83). It is noteworthy to emphasize that subcodes cannot be created under free nodes while one can create as many layers of subnodes as possible under tree nodes (Lewins & Silver, 2007).

Regarding coding methods, Saldana (2009, p.45) introduces First Cycle and Second Cycle coding methods. First Cycle coding method takes place during the initial coding of data while Second Cycle is a process that requires analytic skills such as classifying, prioritizing, integrating, synthesizing, abstracting, conceptualizing, and theory building (Saldana, 2009, p.45).

In the First Cycle coding phase, many qualitative studies employ Descriptive Coding, one of the elemental coding methods, as a first step in data analysis (Saldana, 2009, p. 66). Descriptive coding is a coding method developed by Miles and Huberman

(1994) summarizing the basic topic of a passage of data in a word or short phrase (Saldana, 2009, p.70). Besides elemental coding, exploratory coding method is also popular in First Cycle coding procedure. Exploratory coding (Saldana, 2009, p.118) is the method of preliminarily assigning codes to the data before more refined coding systems are developed and applied. Provisional Coding (Miles & Huberman, 1994, p. 58) is classified as an exploratory coding method in which researchers begin with a "start list" of generated codes based on preparatory work emerging from literature review, the study of conceptual framework and research questions, previous research findings, pilot study fieldwork, and the researcher's previous knowledge and experiences (Saldana, 2009, p. 120). During the data analysis process, Provisional Code are revised, modified, deleted or expanded to include new codes (Saldana, 2009, p. 121).

Second Cycle coding methods are ways of reorganizing and reanalyzing data coded through First Cycle methods (Saldana, 2009). The purpose of this method is to develop a sense of categorical, thematic, conceptual, and theoretical organization from First Cycle codes (Saldana, 2009, p. 149). During this stage, some data may be recoded, some codes may be merged, and some codes generated in the First Cycle may be deleted. Pattern Coding (Miles & Huberman, 1994, p.69) is classified as a Second Cycle coding method (Saldana, 2009, p. 152). Pattern Coding is a way of identifying similar coded data (Saldana, 2009, p. 150) and grouping those into a smaller number of sets, themes or constructs (Miles & Huberman, 1994, p.69). During the Second Cycle coding process, the First Cycle codes will be reviewed, looking for their commonality and regularity to be assigned a Pattern Code (Saldana, 2009, p. 154).

Qualitative Data Analysis Procedure

As presented earlier, the NVivo software program (Bazeley, 2009; Lewins & Silver, 2007; Richards, 2002) in conjunction with Miles and Huberman's (1994) suggestions for coding qualitative data were employed for data analysis.

All focus group and interview documents were transcribed anonymously into Vietnamese, the language of the interviewees, to avoid data loss and ensure the privacy and confidentiality of all respondents. This job was completed by a group of librarians at LRC A. To ensure consistency and reliability in the results, one librarian took charge of transcribing the audio files of each research site. A transcription guideline was given to transcribers prior to the transcription process. Once the researcher received the transcribed interviews, she ensured the accuracy by listening to the tapes and comparing them with the transcripts. The second check was given by a librarian who did not participate in any interviews. Transcribed data files were named to ensure confidentiality by using ID code including research sites, role of respondents, and the consecutive order of the interview.

Transcribed files were then imported into NVivo8 software. Themes or categories for the tree nodes were created based on the constructs gathered from the research questions, the literature review, and the literature-based framework. In the following section, the process of how data were coded into nodes will be described.

Using Miles and Huberman's (1994) suggestions, the researcher identified and categorized all of the items the respondents described in the interviews and focus groups. In the process of coding the segments and sorting them into the tree nodes in NVivo8, the

constant comparative method (Glaser & Strauss, 1967) was employed to analyze each

data source, within each case, by combining inductive category coding technique (Miles

& Huberman, 1994) with a comparison of all units of meaning across categories (Maykut

& Morehouse, 1994). More particularly, it is an iterative process of studying the data

segments by grouping, regrouping, refining, rearranging the categories until the most

important and relevant categories for the study are established and new relationships are

discovered (Goertz & LeCompte, 1981; Winegardner, n.d.). In the following section, the

procedure of the constant comparative method of data analysis will be described (Maykut

& Morehouse, 1994).

The first step was discovery (Taylor & Bogdan, 1984). The discovery process

began by searching for the important meanings in what was reported in the interviews,

the journal notes, and the documents gathered. In this First Cycle, the combination of two

coding methods, Descriptive and Provisional coding was used for this study (Saldana,

2009). First the researcher used the Provisional Coding method to create a list of

predetermined codes based on the conceptual framework, research questions, literature

review, and pilot study. During the First Cycle of data analysis, responses were analyzed

separately. These chunks of data were placed into tree nodes that had been created in the

NVivo8 software and were called references (Bazeley, 2009). The researcher looked for

recurring phrases, and generated an array of recurring concepts drawn from data sources.

According to Bazeley (2009, p.77), repetitions suggest useful concepts to use as a basis

for nodes. Any "look/feel-alike" items (Lincoln & Guba, 1985), a way of describing the

emergent process of categorizing qualitative data, were looked for and placed under

appropriate tree nodes. The process continued until all data fit in all tree nodes. If one

data segment fit into more than one tree node, the researcher copied and put it under the appropriate tree node, and considered later if that was the most appropriate tree node for a particular piece of data. Then, during the coding process, if the researcher came up with any data containing new ideas that did not belong to any codes yet, she summarized the main idea of that passage and assigned a new code to it. While coding for any unsure themes and any meaningful data that did not belong to these tree nodes, the researcher created free nodes and assigned these themes into those free nodes for further rearrangement. If data that did not relate to the content of the study, they would be put in the miscellaneous category to be reviewed later.

The next step involved the refinement of categories. In this Second Cycle, when initial codes were grouped and assigned to themes, data were viewed in relationship to the research question addressed in the study and further associated with themes that had emerged from the literature review and survey findings. After grouping the data and putting them in appropriate tree nodes, data were re-categorized into substantive categories and were reviewed for any overlap and ambiguity (Maykut & Morehouse, 1994). These tree nodes were revisited, revised, and rearranged during the second coding procedure. One earlier observation for the tree nodes was that such nodes enabled creation a hierarchy for which there might be many sibling nodes and/or child nodes while for the free nodes, creating child nodes was impossible. During the Second Cycle coding process, the number of tree nodes was narrowed down and more child nodes were established, and themes from the free nodes were also reexamined and rearranges as appropriate. Then came the examination for possible connections. Different tree nodes identified separately in the data were examined to discern their salient relationships and

patterns across the nodes. Constant comparison continued until "theoretical saturation" was reached, meaning no more new data relevant to an established category was viable and the relationship among categories was well established (Strauss & Corbin, 1990).

It was decided that the findings from the interview, focus group, and survey data analyses would be analyzed interchangeably to provide readers with a broad picture of respondent perspectives on the implementation of the current ILI programs, factors challenging to the inclusion of ILI into the curriculum as a credit course, and perceptions of stakeholders regarding the best practices framework of ILI in Vietnamese academic libraries.

Cross-Case Analysis

Miles and Huberman (1994, p. 173) suggest that cross-case analysis is crucial "to deepen understanding and explanation" and "strengthen the precision, the validity and the stability of the findings" (p. 29). It is the cross-case analysis that helps "form the more general categories of how those conditions can be related" (Miles & Huberman, 1994, p.173). In this study, the researcher employed the variable-oriented strategy (Miles & Huberman, 1994) to analyze each case individually and compare the themes across cases. Once each case was analyzed separately, cross-case analysis took the form of comparing and contrasting the results. Comparison across cases of four libraries resulted in better understanding of the current implementation of ILI programs and generated perceptions of the best practices of the ILI programs according to the professionals of four institutions. Because each case has unique issues, cross-case analysis provides a more robust

interpretation (Yin, 2003) of the findings within each case. The analysis of four cross-cases led to themes and categories that conceptualized the data from all the cases.

<center>Credibility/Validity</center>

Some strategies were used to test trustworthiness of the researcher's interpretations of the research findings. For the purpose of this study, emphasis on triangulation, content validity test, and back-translation (Brislin, 1976) provided focus on the trustworthiness of the interpretations in the study report.

<center>*Triangulation*</center>

Triangulation is defined as the means to collect information from various sources including different individuals and settings by different methods (Maxwell, 2005). Patton (1999, p. 1192) states that "multiple methods of data collection and analysis provide more grist for the research mill. Patton (1999, p. 1193) also proposes four kinds of triangulation contributing to verification and validation of qualitative analysis: method triangulation, triangulation of sources, analyst triangulation and theory/perspective triangulation. The nature of case studies requires collection of data in such a way that it represents the vantage points of the case. As a result, triangulation of data source and method is considered as implicit in case study methodology.

 In this study, data sources were collected from four purposefully selected academic libraries in Vietnam. Methods of data collection included surveys, interviews, and focus groups. The researcher conducted a comparative cross-case study, gathered data from surveys, interview, and focus group sequentially, analyzed data within cases, and then did a cross-case analysis to enhance the trustworthiness of the interpretations.

<center>149</center>

Content Validation Study Test

The researcher conducted a pilot study with librarians at LRC A to test out the instrument/questions by getting expert informants' opinions and advice on the content of the questions to improve on their clarity. This validation study was positive and useful for the beginner researcher in that it helped her in double checking and structuring the content of the questions for the surveys and interviews.

Back-Translation

Back-translation was used to ensure the accuracy of the meanings of the transcripts. All of the surveys, and interview questions written in English were translated into Vietnamese by a bilingual librarian. Then these instruments were translated back from Vietnamese to English by another bilingual librarian and administrated by the researcher to check for the accuracy of the translation. The similar process was conducted for the transcripts written in Vietnamese.

Human Subjects

The proposal was submitted to Institutional Review Board for approval before the researcher traveled to Vietnam to collect data.

Summary

This chapter describes the methodology used in the study, the instrument construction, the selection of the research sites and respondents, and the data collection procedure, as well as the data analysis methods employed across the case study.

The study included four purposefully selected academic libraries in Vietnam: Learning Resource Center A (LRC A), LRC B, LRC C, and LRC D. Respondents were purposefully recruited from four universities, with library administrators, instruction librarians, faculty, and students as the target population. All but students participated in interviews and focus groups. Instruments included four online surveys distributed through Survey Monkey in September 2009 with 384 surveys submitted. The qualitative data collection was conducted from October to November 2009 including 23 face-to-face interviews and 9 focus groups. Survey data were uploaded to SPSS software and coded for analysis of frequencies of responses. Cross tabulation was used to compare the responses across universities and stakeholder groups. NVivo software was employed to analyze the qualitative data.

In addition, the researcher utilized triangulation of data sources and methods including surveys, interviews, and focus groups to enhance the validity of the findings.

CHAPTER 5. DATA ANALYSIS AND FINDINGS

Introduction

This study seeks to answer the following research questions:

1. How do library administrators, instruction librarians, faculty and students perceive the current implementation of ILI programs for undergraduate studies in university libraries in Vietnam?

2. What are the challenges in the attempt to include IL as a credit-bearing course into the curriculum perceived by library administrators, instruction librarians, and faculty?

3. What characteristics of IL programs do library administrators, instruction librarians, and faculty consider best practices?

Chapter 1 outlined the context of this study, that is, the reasons for exploring stakeholders' perceptions about IL and ILI in Vietnam. Chapter 2 provided an overview of IL and ILI, including the origin and evolution of IL, ILI standards and models, ILI in higher education, IL in Vietnamese higher education setting, and other related issues. Chapter 3 introduced theoretical frameworks employed to interpret research findings and help build the conceptual framework of best practices. Chapter 4 discussed how data were collected and analyzed. In this chapter, survey data were analyzed in parallel with focus group and interview data. Creswell (2008) advises triangulating various sources of data to increase reliability. For this study, survey data were triangulated with interview

and focus group data to find themes in stakeholders' perceptions and understandings of ILI implementation in Vietnam.

Demographic Characteristics of Survey Respondents

This section provides the survey response rate as well as the major characteristics of respondents. The response rate was encouraging because the researcher used the purposeful selection technique (Maxwell, 2005). She contacted IL librarians, got the list of recommended respondents from them, invited only potential respondents, and sent out the link only to the ones who were willing to participate.

Table 5.1 below shows the email invitation, email reply and response rate for the survey respondents at four LRCs. At LRC A, all of the administrators (N=3) and instruction librarians (N=12) invited to participate in the survey responded to the request and completed the entire survey. Forty-eight faculty members were invited in which 22 of them responded to the request, and 100 percent (N = 22) completed the entire survey. Regarding responding students, invitations to participate were emailed to 198 students. Of the 121 who agreed to participate, 85 returned the survey for a response rate of 70.3 percent.

Table 5.1. *Online Survey Response Rate at Four LRCs*

Institution	Respondents	Number of email invitations	Number of email replies	Number of respondents	Percent of respondents
University A	Administrators	3	3	3	100
	Librarians	12	12	12	100
	Faculty	48	22	22	100
	Students	198	121	85	70.3
University B	Administrators	3	3	3	100.0
	Librarians	9	9	9	100.0
	Faculty	42	20	19	95.0
	Students	156	52	43	82.7
University C	Administrators	1	1	1	100.0
	Librarians	8	8	8	100.0
	Faculty	49	20	18	90.0
	Students	195	92	71	77.2
University D	Administrators	1	1	1	100.0
	Librarians	11	11	11	100.0
	Faculty	350	39	26	66.7
	Students	N/A	N/A	52*	100.0

Note: * Paper surveys were administered for responding students.

At University B, a total of three library administrators and nine librarians responded to the request, and completed the online survey. Regarding responding faculty, invitations to participate were emailed to 42 faculty members. Of the twenty who agreed to participate, nineteen returned the survey for a response rate of 95 percent. Of the 156 students who were emailed a request to participate, 52 replied and were sent a link to the survey, and 82.7 percent (N= 43) of responding students completed the surveys.

At LRC C, only the director of the LRC was requested to participate in the online survey for administrators. The head of the Information Services department (IS) at LRC C is directly involved in ILI, hence, she completed the survey assigned for librarians. Table 5.1 shows the online survey response rate at University C. One hundred percent of administrators and librarians (N = 9) at LRC C completed the surveys. As for responding

faculty, eighteen out of twenty responding to the email invitation completed the survey

for a response rate of 90 percent. Regarding responding students, invitations to participate

were emailed to 195 students. Of the 92 who agreed to participate, 71 returned the survey

for a response rate of 77.2 percent.

At University D, all library administrators and librarians returned the survey (N =

12). Of 350 faculty who were sent the request for participation, 39 replied to the request

and 66.7 percent (N = 26) returned the complete survey. For responding students, as

stated in Chapter 4, due to a technical problem, the LRC could not get access to the

student database to obtain the email list. Hence, the paper survey was conducted with 52

purposefully selected students which resulted in the response rate of 100 percent.

Library Administrators and Instruction Librarians

Twenty-five out of 48 (approximately 54 percent) of responding librarians had a

master's degree in LIS and 52 percent graduated abroad by the time of the study (Table

5.2). This was not common in other libraries in Vietnam where there was little human

resource development policy. As stated in Chapter 4, all four LRCs had funding from the

AP to develop and improve library services as well as provide opportunities for staff to

pursue professional development. It should be noted that none of the administrators

participated in teaching IL at the time of the study. The IL instruction job fell on regular

librarians. Generally speaking, there were not many differences regarding education and

degree level among librarians at the four LRCs. Most librarians (67.5 percent) had been

involved in teaching IL for two or more years by the time of the study. LRC A and B

were established from the existing libraries, so some librarians at these institutions

reported in the interview and focus group that they had been involved in ILI for four to seven years, and some had been in charge of ILI for more than eight years.

LRC A was established in 2006 based on the integration of resources from the former Central Library. Approximately 42 percent of instruction librarians had more than three years of IL teaching experience (Table 5.2) and approximately 67 percent taught eleven or more sessions each year.

Table 5.2. *Demographic Data of Library Administrators and Librarians*

	University				No. of respondents	Percent of respondents
	A	B	C	D		
Gender						
Male	13.3	16.7	22.2	16.7	8	16.7
Female	86.7	83.3	77.8	83.3	40	83.3
Graduation						
Vietnam	53.3	25.0	44.4	66.7	23	47.9
Abroad	46.7	75.0	55.6	33.3	25	52.1
Degree						
PhD	0.0	0.0	11.2	8.3	2	4.2
Master	53.3	75.0	44.4	41.7	26	54.2
Bachelor	46.7	25.0	44.4	50.0	20	41.6
Major						
LIS	60.0	83.3	33.3	75.0	30	62.5
Other	40.0	16.7	66.7	25.0	18	37.5
IL teaching experience*						
1year	16.7	66.7		45.5	13	32.5
2-3 years	41.7		25.0	36.3	11	27.5
More than 3 years	41.7	33.7	75.0	18.2	16	40.0
Number of IL sessions taught/year						
Less than 10 sessions	33.3	55.6		63.6	15	38.1
11-20 sessions	41.7	33.3		9.1	9	21.0
More than 20 sessions	25.0	11.1	100.0	27.3	16	40.9

*Eight library administrators in four LRCs did not teach IL at the time of the study.

Like the other three universities, University B obtained a grant from AP for

establishing an LRC. Because colleges and schools of University B were not located

centrally, AP decided to support funds to establish two library buildings, one of which is

called the Information Resources Center (IRC) and opened in 2000 in the heart of

Danang City. The second branch, called the Learning Resources Center was built at the

College of Engineering campus 10km from the city center to serve staff and students of

the College of Engineering and College of Education (Danang University, 2010). The

LRC began operation in 2006 and was linked with the IRC to provide library services to

the whole university. To simplify, this research used the term "LRC" to cover both

library units at University B. Most librarians recruited gained English proficiency to get

the master's degree in LIS from abroad. This explains why there is a high proportion of

librarians (75 percent) at LRC B having a master's degree from abroad. Among four

LRCs, LRC B had the highest rate of responding librarians having a degree in LIS (83.3

percent, as shown in Table 5.2). Approximately 56 percent of librarian respondents

taught less than ten IL sessions per year while one-third (33.3 percent) reported they

taught eleven to twenty IL sessions a year.

LRC C is located in the center of Hue city and it formally opened in 2004 to serve

staff and students of colleges and schools located nearby (Hue University, 2006). Of the

four LRCs, only the Directors of LRC C and D had a PhD degree, but neither of them had

a background in librarianship. Three out of eight librarians (33.3 percent) at LRC C had

proper library qualification. This proportion was quite low in comparison with that of

other LRCs. Seventy-five percent of instruction librarians had been teaching IL for more

than three years by the time of the study. It is worth noting that 100 percent of responding librarians reported they taught more than 20 IL sessions per year (Table 5.2).

Put into operation in 2008, LRC D is the youngest of the four LRCs. Of the twelve librarians, five (41.7 percent, as shown in Table 5.2) are qualified librarians with a master's degree in LIS. In comparison with other LRCs, only 33.3 percent of responding librarians at LRC D reported that they had a degree abroad. Table 5.2 indicates that 63.6 percent of respondents had been teaching less than ten IL sessions by the time of the study. Although the LRC was opened recently, the IL teaching experience variable showed that there were two senior librarians who had been teaching IL for more than three years. This is due to the fact that these two were moved from other libraries within the university to take charge of the administrative positions.

Faculty

Table 5.3 indicates the demographic data of responding faculty at four universities in terms of education, disciplines, teaching experience, and IL teaching experience. Of the 85 respondents, 60.4 percent were male and 39.6 percent were female. Sixty percent of the responding faculty graduated in Vietnam while 40 percent received their degree abroad. This demographic characteristic was crucial as many librarians and faculty stated that faculty who got a degree abroad had a tendency to use library services more frequently and have good professional relationships with librarians. Approximately 47 percent of responding faculty had a master's degree while 37 percent reported having a PhD degree. None of faculty respondents fell under the "Professor" rank. Table 5.3 shows that there was a variety of teaching experience among the respondents. Thirty

158

eight percent reported they had been teaching from 1 to 5 years, 20.7 percent from 6 to 10 years, 15.4 percent from 11 to 15 years, and 25.9 percent with more than 15 years of teaching experience. Regarding IL teaching experience, approximately 31 percent of faculty respondents reported integrating IL skills in their courses for a year. Another one-third (31.7 percent) said they did this from two to three years and 37.2 percent reported they integrated teaching IL skills for more than three years.

Regarding the cross tabulation of the four LRCs, as displayed in Table 5.3, at University A, the faculty population included fourteen male (63.6 percent) and eight female respondents (34.4 percent). Most were instructors (63.6 percent) and senior instructors (27.3 percent) at the time of the study. More than two-thirds of the responding faculty graduated from abroad. In comparison with responding faculty at other universities, the percentage of faculty at University A graduating from abroad was quite high (77.3 percent). Regarding the degree, ten of twenty-two (45.5 percent) responding faculty had a PhD degree while 50 percent had a master's degree. Only one of them had a bachelor's degree. It is noticeable that in Vietnam, excellent undergraduate students can become instructors at university after graduation and get a master's degree later. Regarding teaching experience, 18.2 percent and 27.3 percent of responding faculty had been teaching from one to five years and six to ten years, respectively. Approximately 23 percent had more than fifteen years of teaching experience while 31.8 percent of the respondents had been teaching from eleven to fifteen years.

Table 5.3. *Demographic Data of Faculty*

	University				Percent
	A	B	C	D	
Gender					
Male	63.6	78.9	55.6	42.3	60.4
Female	34.4	21.1	44.4	57.7	39.6
Graduation					
In Vietnam	22.7	52.6	72.2	92.3	60.0
Abroad	77.3	47.4	27.8	7.7	40.0
Degree					
PhD	45.5	63.2	27.8	11.5	37.0
Master	50.0	26.3	61.1	50.0	46.9
Bachelor	4.5	10.5	11.2	38.5	16.1
Professional rank					
Professor					
Associate Professor	9.1	15.6	11.1	3.8	9.9
Senior instructor	27.3	52.8	16.7	19.2	29.0
Instructor	63.6	31.6	72.2	76.9	61.1
Teaching experience					
1-5 years	18.2	31.6	44.4	57.7	38.0
6-10 years	27.3	21.1	11.1	23.1	20.7
11-15 years	31.8	0	22.2	7.7	15.4
More than 15years	22.7	47.4	22.2	11.5	25.9
IL teaching experience					
1year	18.2	21.1	38.9	46.2	31.1
2-3 years	36.4	26.3	33.3	30.8	31.7
More than 3 years	45.5	52.6	27.8	23.1	37.2

Table 5.3 shows that of nineteen responding faculty at University B,

approximately 79 percent were male while only 21.1 percent were female. This tendency

is very common in many natural science disciplines in Vietnam. As stated above, LRC B

is located at the College of Engineering campus, so the LRC becomes a popular spot for

faculty and students there. At the time of the study 52.8 percent of the faculty were senior

instructors. Regarding the degree, 63.2 percent responding faculty had a PhD degree

while 26.3 percent had a master's degree. Only two of them (10.5 percent) had a

bachelor's degree. It is noticeable that in Vietnam, excellent undergraduate students can

become instructors at university after graduation and get a master's degree later.

Regarding teaching experience, 31.6 percent and 21.1 percent of responding faculty had

been teaching from 1 to 5 years and 6 to 10 years, respectively. Nine faculty members

(47.4 percent) had more than 15 years of teaching experience while none of the

respondents had been teaching from 11 to 15 years. In comparison with faculty at

University A, there were more senior instructors participating in the survey at University

B (52.8 percent, as shown in Table 5.3). This phenomenon may be explained by a

faculty-librarian partnership. At LRC B, the head of the IS department was a senior

librarian who had been working for the LRC for more than 15 years.

At University C, approximately 72 percent of responding faculty graduated in

Vietnam while only 27.8 percent graduated abroad (Table 5.3). Sixty-one percent

reported that they had a master's degree. The majority of respondents fell under the

"Instructor" rank with the response rate of 72.2 percent.

As shown in Table 5.3, the demographic data of responding faculty at University

D did not appear very similar with that of responding faculty at other universities,

although the data collection procedure satisfied the proposed criteria. This respondent list

was not recommended by the LRC due to the fact that at the time of the study the librarians had not yet developed a collaboration network with faculty (the LRC just opened in 2008). The researcher had to contact the International Relation Office to get the list of faculty members and send out the email invitation randomly until she reached the sufficient number of responding faculty. An interesting issue was that while at the other three universities, the faculty respondent portion who graduated abroad occupied approximately 50 percent of the population, for University D, the percentage of faculty who graduated abroad was only 7.7 percent; the percentage of those who graduated in Vietnam was 92.3 percent (Table 5.3). Librarians at other LRCs reported during the focus groups that faculty who graduated from abroad had the tendency to value library services and had closer relationships with librarians. Nearly 77 percent of faculty respondents reported that they fell under the "Instructor" rank by the time of the study. Only 19.2 were senior instructors and 3.8 percent were associate professors. The teaching experience proportion shows that the majority of responding faculty at LRC D are young instructors, with 57.7 percent reporting that they had been teaching from 1 to 5 years. Only 23.1 percent had been teaching from 6 to 10 years, while 11.5 percent reported teaching more than 15 years.

Table 5.4 displays faculty disciplines distributed by university. A close reading of the data given in Table 5.4 indicates that Information Computer Science (ICS), Languages, and Engineering were the three disciplines with the most respondents. The distributed proportion of these disciplines was 20 percent, 17.7 percent and 14.1 percent, respectively. The majors displayed in Table 5.4 show the discipline diversity of responding faculty across the LRCs. Since LRC A is located at the heart of the University,

it is very convenient for faculty and students to visit and use the LRC services. It is not

surprising to see that the faculty population represented diverse schools and colleges at

the University. At University B, there was a diversity of disciplines among faculty

surveyed and eight out of nineteen had a background in engineering (Table 5.4). The

similar distribution of disciplines could be seen at University C and D.

Table 5.4. *Faculty Discipline*

Discipline	University				Total	Percent
	A	B	C	D		
ICS	2	3	3	9	17	20.0
Languages	4	4	5	5	18	21.2
Engineering	2	8		2	12	14.1
Literature			3	2	5	5.9
Agriculture	4			1	5	5.9
Aquaculture	4				4	4.7
Business	3	1			4	4.7
Education	2	2			4	4.7
Medicine			4		4	4.7
Geography			1	2	3	3.5
Biology			1	2	3	3.5
Husbandry				1	1	1.2
Linguistics				1	1	1.2
Environmental Science				1	1	1.2
Physics	1				1	1.2
Travel Management			1		1	1.2
Food science		1			1	1.2
Total	22	19	18	26	85	100%

Students

Table 5.5 displays the demographic data of responding students at four LRCs. Of

251 student respondents, 46.6 percent (N = 117) were male and 43.7 percent (N = 134)

were female. Approximately 99 percent were junior and senior students (second year

forward). Approximately 92 percent of student respondents had taken from one to three

IL sessions. Only 7 percent of respondents took more than three IL sessions.

163

Table 5.5. *Demographic Data of Students*

	Percent of students/university				Total	Percent of students
Gender	A	B	C	D		
Male	28.2	67.4	53.5	50.0	117	46.6
Female	71.8	32.6	46.5	50.0	134	43.7
Academic year						
First –year		2.3			1	0.4
Second –year	40.0	39.5	19.7	15.4	73	29.1
Third –year	52.9	34.9	45.1	50.0	118	47.0
Fourth- year	7.1	7.0	25.4	32.7	44	17.5
Other		16.3	9.9	1.9	15	6.0
IL sessions taken						
1-3	83.5	97.7	70	94.2	232	92.4
4-6	9.4	2.3		5.8	12	4.8
More than 6	7.1		1		7	2.8

Students came from a variety of backgrounds such as ICS, medicine, languages, engineering, as shown in Table 5.6. While the majority of responding students at University A had a background in business (30 out of 85 students) and LIS (27 out of 85 students), at University B, most responding students (22 out of 43) came from the field of engineering. Data in Table 5.6 shows the variety of student background at University C with seventeen in business, twelve in ICS, fourteen in languages, and eighteen in medicine, with 71 students in total. In contrast, the majority of responding students at University D had a background in ICS and mathematics (13 and 19, respectively, out of 52).

Table 5.6. *Student Majors*

Major	University				Total	Percent
	A	B	C	D		
Business	30	3	17		50	19.9
ICS	3	6	12	13	34	13.6
Languages	4	6	14	6	30	12.0
LIS	27				27	10.8
Engineering	3	22			25	10.0
Mathematics	3			19	22	8.8
Medicine			18		18	7.2
Other	15	6	10	14	45	17.8
Total	85	43	71	52	251	100%

Demographic Characteristics of Interview and Focus Group Respondents

Interviews and focus groups were conducted for library administrators, instruction librarians, and faculty. The respondents participated in the interview and focus group discussion had taken part in the survey in September 2009. At University A, the sample size for this study included ten instruction librarians, one library administrator, and four faculty members. During the data collection period, the researcher conducted two focus groups for librarians, one interview for the Vice Director of the LRC, two interviews for the Head of the Information Services (IS) Department and the Coordinator of the IL program, and four single interviews for four faculty members. Four interviews conducted with faculty included one for the instructor at the School of Education, one for the College of Agriculture instructor, and two for the Library and Information Management department. The two focus group interviews for instruction librarians were set up due to time conflict. They all had to rotate at the Reference Desk so it was a challenge to set up a single meeting for the focus group. Although there were two separate focus group meetings, the protocol was identical to insure consistency. The first focus group consisted

of four instruction librarians. At the time of the study, two respondents had received their master's degree in LIS abroad, one had been teaching IL for over four years, and the remainder had three years or less of IL teaching experience. The other focus group consisted of four instruction librarians. One had a master's degree in LIS abroad and had more than three years of IL teaching experience while the other two had a bachelor's degree in English and less than three years of IL teaching experience.

At University B, the researcher conducted ten interviews and three focus groups. Regarding the interviews for library administrators, each single interview was set up for the director board consisting of three members. Since two units of LRC B are located on two different campus, four single interviews were conducted with four senior librarians who were heads of the IS department and IL program coordinators in two units. One of the two heads of the IS department was a senior librarian who had been working for LRC B for more than 20 years. A similar protocol was used for two focus group interviews with librarians at two different locations. In the first focus group conducted at LRC B, there were four instruction librarians where two of them had received the master's degree in LIS abroad. The other focus group consisted of three instruction librarians. As for faculty, the researcher interviewed three faculty members of the English Language department, College of Engineering, Student Affair department and conducted one focus group consisting of two faculty members of the ICS department. Each interview lasted approximately one hour while the focus groups lasted approximately two and a half hours.

At LRC C, two interviews with the library administrator and the head of the IS department were conducted. Two focus groups were conducted with instruction librarians.

Each interview lasted for an hour while the focus group interview lasted approximately

two hours each. Additionally, the researcher interviewed one faculty member from the

Department of Foreign Languages and did the focus group interview for two faculty

members of the School of Medicine.

At LRC D, interviews and focus groups were only conducted for library

administrators and instruction librarians. Three single interviews with the library director,

the former head, and head of the IS department, and only one focus group of eight

instruction librarians were conducted.

Table 5.7. *Summary of Respondents for the Entire Study*

		University				
		A	B	C	D	Total
Surveys	Administrators	3	3	1	1	8
	Librarians	12	9	8	11	40
	Faculty	22	19	18	26	85
	Students	85	43	71	52	251
Total		122	74	98	90	384
Percent		31.7%	19.3%	25.5%	23.5%	100%
Interviews	Administrators	1	3	1	1	6
	Librarians	2	4	1	2	9
	Faculty	4	3	1	0	8
Focus	Librarians	2	2	2	1	7
groups	Faculty	0	1	1	0	2

Table 5.7 summarizes the demographic data of respondents of the entire study. Of

384 respondents, 31.7 percent (N = 122) were located in University A, 19.3 percent (N =

74) from University B, 25.5 percent (N = 98) from University C, and 23.5 percent (N =

90) from University D. Regarding the interviews and focus groups, all stakeholders but

students participated in the interviews and focus groups. There were six interviews for

library administrators, nine for instruction librarians and eight for faculty across four

universities. Additionally, seven focus groups were conducted for instruction librarians and two faculty members.

The previous section analyzed the respondents. In the following sections, survey data are analyzed along with focus group and interview data. Creswell (2003) advises triangulating various sources of data to increase reliability. For this study, survey results were triangulated with qualitative themes that emerged from focus groups and interviews in order to find themes that emerged in stakeholders' perceptions and understandings of ILI inclusion into the higher education curriculum in Vietnam.

Descriptive statistics using SPSS software were employed to analyze data from the online survey instrument. The researcher analyzed the qualitative data that emerged from the interviews and focus groups to corroborate responses to the survey measures, and to help in evaluating questionable survey data. When inconsistencies appeared in the survey data, explanations were sought in the qualitative data.

Research Question 1:

How do library administrators, instruction librarians, faculty and students perceive the current implementation of information literacy instruction (ILI) programs for undergraduate studies in university libraries in Vietnam?

Respondents who participated in the current study expressed their views on the importance of IL to student learning, how the IL programs have been currently developed and delivered concerning the teaching content, modes of instruction, students' IL competence, methods of assessment, and marketing. More importantly, respondents

stressed the desire and ways to improve the IL programs in the future.

Translation of the Terminology "Information Literacy"

Respondents were asked how the term Information Literacy (IL) should have

been translated into Vietnamese. The data analysis results showed that there was an

inconsistency in how to translate it into Vietnamese. When asked about the Vietnamese

term used for IL, the majority of administrators and librarians agree on the term "Kỹ năng

thông tin" (68.8 percent, as shown in Table 5.8) while the other 20.8 percent preferred the

term "Kiến thức thông tin". However, it is noted that respondents at LRC B did not have

much agreement. Four out of twelve administrator and librarian respondents (Table 5.8)

at LRC B preferred the term "Kiến thức thông tin" while the other eight preferred the

term "Kỹ năng thông tin".

Table 5.8. *Translation of the Term Information Literacy*

		University				Total
		A	B	C	D	
Kiến thức thông tin	Count	2	4	2	2	10
	% within Univ.	13.3%	33.3%	22.2%	16.7%	20.8%
Kỹ năng sử dụng tin	Count	1				1
	% within Univ.	6.7%				2.1%
Kỹ năng thông tin	Count	10	8	6	9	33
	% within Univ.	66.7%	66.7%	66.7%	75.0%	68.8%
Other	Count	2		1	1	4
	% within Univ.	13.3%		11.1%	8.3%	8.3%

The review of literature shows that library scholars from the North prefer to use

the term "Kiến thức thông tin" (Le, 2008; M. T. Tran, 2006) while those in the South

tend to use the term "Kỹ năng thông tin" (Cantho University, 2010). This can be

explained by geographical proximity. University B is located in the central of Vietnam.

Geography issue reflects the difference in dialects among regions in Vietnam. Potwin and

Stedman (2008) state that there are many differences in vocabulary in each region in

Vietnam, and the two main streams of languages are characterized as Northern and

Southern. People in the North and the South of Vietnam have the tendency to use

different words to mean the similar things while people from the Central region, where

University B and C are located, usually have the tendency to use the dialects of either of

the two regions. This reality is not exceptional in terminology use. The findings showed

that librarians in academic institutions in Vietnam have not had a consensus regarding the

translation of the term IL. In addition, there were no formal documents from any

professional organization that clearly and officially defined or discussed the term IL.

Usage of IL Standards

Regarding the usage of the standards in ILI, as seen in Table 5.9, approximately

42 percent of librarians and administrators reported that they have used ALA's IL

standards while 31.3 percent said that they have known about but never used any

standards. Another 12.5 percent were not even aware of the standards, and never used or

applied them in ILI.

Table 5.9. *Usage of IL Standards*

		University				
		A	B	C	D	Total
ALA	Count	6	6	4	4	20
	% within Univ.	40.0%	50.0%	44.4%	33.3%	41.7%
ACRL	Count	1	1			2
	% within Univ.	6.7%	8.3%			4.2%
IFLA	Count	1		2	2	5
	% within Univ.	6.7%		22.2%	16.7%	10.4%
Known of, but not used	Count	4	2	3	6	15
	% within Univ.	26.7%	16.7%	33.3%	50.0%	31.3%
Do not know of	Count	3	3			6
	% within Univ.	20.0%	25.0%			12.5%

The findings indicated that the descriptive statistics and qualitative data analysis results were contradictory. While the survey results (Table 5.9) showed that 41.7 percent of participants stated that their LRCs have used the ALA standard in designing and implementing ILI, the interview and focus group findings revealed that none of the ILI standards have been used. During the interviews, library administrators from LRC B stressed that none of the published IL standards competencies had been used in designing ILI. There was no consistency in stating which IL standards the libraries have used in designing the ILI programs, even among administrators and librarians. Four of eight administrators reported that they did not know about these standards. One LRC administrator reported as follows:

> The program has not been designed based on a certain set of IL standards such as the ones issued by ALA or IFLA. The current program mainly deals with teaching the students to locate relevant information, evaluating information, exploiting sources that are available through the university library system. Generally, the program just basically reflects the components of the IL concept (122IA1).

The findings showed that several librarians were not even aware of ACRL and IFLA standards, especially librarians who have not had a chance to study abroad. Several librarians revealed this, as follows:

> I do not know any standards used in ILI. I did not have a chance to learn about IFLA or ACRL standards (119GL7, 353GL4, 230GL4).

One library administrator concluded that exploring and applying the IL standards remained a critical issue for the future.

> The key instruction librarians are expected to spend time studying more about an appropriate IL standard and how to apply it to our own context (122IA1).

However, none of the interviewees mentioned how to apply any of these standards in assessing SLOs.

Recognition of the Value of Information Literacy

It is hard for campus leadership to recognize that "Information literacy is a learning issue not a library issue and that classroom faculty must be responsible for students acquiring information literacy abilities" (foreword by Patricia Senn Breivik in Rockman, 2004, p. xii). In fact, across four universities, IL did not appear in any campus planning documents, such as strategic plans. Table 5.10 indicates that 95 percent of librarian and library administrator respondents across four LRCs reported that IL has not been part of the university strategic planning nor has it been a library committee mandate. Approximately 53 percent of respondents reported that their library had a clear definition of IL. Only one of the four LRCs, LRC C, had a clear definition of IL available on their library Web site (Hue University, 2010). Other groups had contradictory opinions about the issue of defining IL. In addition, IL has not been required by any of the four universities as a SLO in the accreditation standards. As displayed in Table 5.10, only 12.5

172

percent of respondents reported that IL was included as a SLO in the accreditation

standards. However, during the interview with library administrators, none of them

agreed that IL has been required by accreditation organizations in Vietnam.

Table 5.10. *IL in the University Context*

IL in the university context	Percentage of respondents (N= 48)	
	Yes	No
IL as part of the university mission	5%	95%
IL as a SLO in accreditation standards	12.5%	87.5%
Clear definition of IL	52.5%	47.5%

Regarding the qualitative data, results showed that campus leadership, faculty,

and students were not committed to the value of IL. There was little or no understanding

about the importance of ILI to SLOs. IL activities were considered a library job without

involvement of any other parties on campus. Although four universities were mandatory

participants in the accreditation process, IL was not part of accreditation criteria. One

library administrator stated:

> There are no criteria for IL skill assessment addressed in the university's teaching quality
> assessment program's documents (122IA1).

> This individual reported as follows:

> The IL program is the LRC initiated activity. We just announce to the community that we
> offer this program which will help students develop skills to locate, evaluate and use
> information effectively. The students can register for the classes we offer if they need to
> develop these skills. The implementation of the IL program is the library's issue rather
> than an academic activity on campus (122IA1).

> Then the interviewee added:

> They [campus leadership] do know we are marketing the IL program and offer IL classes
> to students but they haven't been aware of the importance of the program and haven't
> highly valued it (122IA1).

173

One head of the IS department reflected the fact that "They [faculty/departments] don't show any interest in what the LRC is doing. What we've done so far is just our initiative. We are trying to appeal them for joining us in improving student learning" (113IA2).

One respondent indicated that there were still few discipline faculty members who expressed a mutual interest and saw mutual benefit emerging from IL efforts.

> Sometimes, groups of first year students coming to our library orientation sessions are accompanied by their instructors or academic advisors. This does not happen very often. They accompany the incoming students because they really care about student learning. Most of those instructors highly value the library orientation program, saying that it is really necessary for their students (454GL2).

Another respondent reported that "There are few faculty that know about these IL classes" and then she stated the reason as follows:

> It's because of our marketing strategy. Only when faculty became our target audience, i.e. in the ProQuest instruction program, they know what we have done (353GL7).

One librarian respondent commented on the focus of faculty attention on IL as follows:

> Actually, those interested in the IL program are mostly researchers. The discipline instructors seem not to be so interested in the IL program. Interestingly, graduate students constitute an active body of participants for the program (112GL3).

Another respondent explained why the number of students attending these IL sessions was not as high as expected in comparison with the student enrollment.

> The number of students attending the program is not very high although we've introduced the program to each class. Besides some students who are very active in class attendance and participation, there are still many that are not aware of how important IL skills are to their study (119GL7).

How does one create awareness of the importance of IL for students learning within the academic community? One respondent stressed that issue as follows:

> Assignments that require searching skills successfully done by students can help discipline instructors see the impact of the IL program on student learning and change their attitude towards the program accordingly. If the quality of the assignments done by IL literate students are better than those as compared to the time when they were not yet equipped with IL skills, the IL program and the instruction librarians are to be appreciated for their contribution in the academic achievement of the students. Then, the instructors would recognize how important IL is to their students' learning and encourage them to attend the program (349GL1).

Another respondent who had been working at the LRC for more than ten years by the time of the study shared her experience in focusing the attention of the faculty on IL.

> The faculty members seem not to know what resources we offer. They seem to think that all the activities the LRC is implementing aim at serving student learning only. But interestingly, when they know that we have Proquest, they show an interest in participating in the demonstration. And they are not aware of what IL skill provision means to student learning. But once they know, they attend the session(s) very enthusiastically. When the faculty members approach the reference desk and ask me how to find the books they want, I show them and then introduce the availability of databases. I give them the database manual/brochure and explain to them some more details such as how to access them and what databases are available to their discipline. At that time, I know that the way they look at us is very different from before. I go on saying that their students will know about these things when they attend IL sessions and ask them to encourage students to register for these (112GL3).

Another respondent in the same focus group confirmed that opinion:

> We make use of every demo session to introduce more about other databases relevant to the teaching programs of each faculty. They are willing to listen to us. They change their attitude toward us (112GL1).

Regarding raising the awareness of the importance of IL to students, respondents reported:

> We need to let students be aware that IL is very important in the first place. We can also ask for help from academic advisors. We have to make them aware of the importance of IL then they can disseminate it to students (454GL3).

175

Students know that after attending the IL sessions they will know how to search for information. They don't know the long-term benefits of the IL skills (454GL6).

And that is one of the solutions to the above issue addressed by a librarian:

We have access to the syllabi of all the courses offered on campus. We use these syllabi to examine the readings required for each course. With this understanding, the IL classes will focus on teaching the students how to get access to these required reading materials in the LRC printed and online collections. This will prove to the community that the IL program is necessary to the curriculum (112GL4).

Respondents, especially library administrators and librarians, expressed their concern of raising faculty and student awareness of the impact of IL to SLOs. One library administrator said:

Vietnamese higher education has just begun to focus on applying accreditation standards to ensure education quality. However, IL has not been included in any accreditation document (122IA1).

Another shared the similar concern:

Accreditation bodies in Vietnam higher education setting have not recognized the value of information literacy, neither faculty and campus leader have (240IA1).

One respondent stressed the importance of having a mechanism from the top management level to require IL as a SLO in accreditation standards:

Only if there were a mechanism from the ministerial accreditation bodies that required IL as an SLO in the university mission statement would faculty and students change their attitudes towards IL activities (455IA1).

In sum, ILI has not been highlighted on campus. The results showed that few students would commit to learning anything beyond what their instructors required. Only faculty who accompanied students to ILI sessions valued ILI and cared about student learning. There was reluctance from campus leadership, faculty, and students to recognize the benefits of adopting IL to SLOs. Responding librarians and library

administrators also expressed the concern of recognition of IL as a learning objective for undergraduate students among constituencies on campus.

ILI Development and Delivery

In this section, the researcher reviews responses to questions that probe for the current implementation of the IL programs at the four LRCs. In particular, respondents discussed the broad theme of ILI development and delivery by acknowledging the design process of ILI, teaching content and activities, modes of instruction, and resources used in teaching IL.

Information Literacy Instruction Design

Survey results in Table 5.11 indicate that the IL programs conducted at four LRCs were designed mostly by instruction librarians coordinated with the head of the IS department or ILI coordinators (62.5 percent). Only 15 percent of respondents reported that it was designed solely by the instruction librarians and another 10 percent said the head of the IS department designed it.

Regarding responses across universities, respondents at LRC A and LRC D were more likely to indicate that the IL program was designed by the cooperation between librarians and the head of the IS department, at 100 percent at LRC A and 72.7 percent at LRC D. However, responses varied at LRC B and LRC C (Table 5.11). Approximately 38 percent of librarians at LRC C reported that the IL program was designed by the head of the IS division. In general, each LRC has designed and developed the IL programs mostly based on the coordination of the head of IS department, the IL program

177

coordinator, and core librarians. The findings showed that these libraries were aware of

IL issues, and had a mechanism to supervise the development of the instructional content.

Table 5.11. *Designers of the Information Literacy Program*

Designers of the IL program		LRC				
		A	B	C	D	Total
Instruction librarians	Count		2	1	3	6
	% within Univ.		22.2%	12.5%	27.3%	15.0%
Head of IS division	Count		1	3		4
	% within Univ.		11.1%	37.5%		10.0%
Coordination of librarians and IS dept. head	Count	12	3	2	8	25
	Count	100.0%	33.3%	25.0%	72.7%	62.5%
Other	% within Univ.		3	2		5
	Count		33.3%	25.0%		12.5%

Instructional Content

Respondents were asked what they taught students in IL sessions. Results in

Table 5.12 showed that 97.5 percent of respondents reported focusing on teaching how to

use the library services, and especially how to use the OPAC, as the main teaching

content at the LRCs. Teaching Internet searching skills was reported as the second

highest priority with 92.5 percent reporting. Survey results also indicated that less than

half of respondents (42.5 percent) taught students how to use information legally, and

that teaching them how to do research had not been part of their teaching focus. As

shown in Table 5.12, only 15 percent and 12.5 percent of respondents, respectively,

reported how to design and structure a research paper and develop a research topic as part

of their teaching content.

Table 5.12. *Instructional Content*

Instructional content		University				Total
		A	B	C	D	
Library use	Count	12	8	8	11	39
	% within Univ.	100.0%	88.9%	100.0%	100.0%	97.5%
How to use OPAC	Count	12	8	8	11	39
	% within Univ.	100.0%	88.9%	100.0%	100.0%	97.5%
Internet searching	Count	11	7	8	11	37
	% within Univ.	91.7%	77.8%	100.0%	100.0%	92.5%
How to locate, use and evaluate databases	Count	11	5	7	10	33
	% within Univ.	91.7%	55.6%	87.5%	90.9%	82.5%
How to use reference resources	Count	9	4	5	8	26
	% within Univ.	75.0%	44.4%	62.5%	72.7%	65.0%
How to use information legally	Count	4	5	1	7	17
	% within Univ.	33.3%	55.6%	12.5%	63.6%	42.5%
How to design a research paper	Count	1	1	3	1	6
	% within Univ.	8.3%	11.1%	37.5%	9.1%	15.0%
How to develop a research topic	Count	1	1	2	1	5
	% within Univ.	8.3%	11.1%	25.0%	9.1%	12.5%
Other	Count	2				2
	% within Univ.	16.7%				5.0%

Regarding the IL instructional content, it was easily seen that the main IL teaching focus of the four LRCs was how to use the library services, OPAC, and Internet searching (Table 5.12). Slight difference among respondents of the four LRCs was found in the survey item on how to teach students to locate, use and evaluate subscription databases. While the majority of respondents at LRC A, C, and D reported that they taught students how to locate and evaluate information from licensed databases, only five out of eight respondents (55.6 percent) at LRC B indicated that they taught that content. It could be explained by the distribution of IL teaching workload at the LRCs. While at LRC A, C, and D, teaching IL, both basic and advanced content, was the task of every

instruction librarian; at LRC B, only senior librarians were in charge of more advanced IL content such as how to evaluate databases, and how to cite sources properly. LRC C had the most respondents reporting that they taught students how to do research (37.5 percent) whereas in the other three libraries, there was only one librarian in each library reporting that they taught students to do so, as displayed in Table 5.12.

When asked what teaching activities respondents conducted in class, 87.5 percent reported they used lecturing as the main way of teaching, and 72.5 percent reporting using group work during sessions (Table 5.13). Teaching to develop research paper and project-based instruction were not common topics in IL classes. Approximately 30 percent of respondents reported they taught these skills in class (Table 5.13).

By looking closer at the cross tabulation of the response to the question of teaching activities of the four LRCs (Table 5.13), it is easily seen that eight out of twelve respondents (66.7 percent) at LRC A reported they used project-based instruction in their teaching. Among the LRCs, LRC A was one of the libraries to develop a three-module IL program from basic to advanced levels. That might explain why instruction librarians at LRC A could integrate project-based instruction in their teaching sessions. When asked about whether they taught students how to develop a research paper, six out of eleven (54.5 percent) respondents at LRC D reported they did it in class. However, the analysis of interview data showed that this may not have been the case at LRC D since that library has only been in operation since 2008, and the majority of IL sessions conducted in that library focused only on basic IL skills.

Table 5.13. *ILI Activities*

ILI activities		University				Total
		A	B	C	D	
Lecturing	Count	10	8	7	10	35
	% within Univ.	83.3%	88.9%	87.5%	90.9%	87.5%
Small group problem solving	Count	10	7	4	8	29
	% within Univ.	83.3%	77.8%	50.0%	72.7%	72.5%
Search exercises	Count	11	2			13
	% within Univ.	91.7%	22.2%			32.5%
Development of research paper	Count	2	4	1	6	13
	% within Univ.	16.7%	44.4%	12.5%	54.5%	32.5%
Project-based instruction	Count	8	4			12
	% within Univ.	66.7%	44.4%			30.0%

The following section further analyzes the interview and focus group data to provide a better picture of the development and delivery of IL at the LRCs. The ILI programs delivered at four LRCs shared some similar characteristics, that is, the primary and focused part was the library orientation and bibliographic instruction. In addition to this basic IL session, each library designed and delivered its own advanced IL sessions for registered students.

Several responding librarians described the current implementation of the IL program at their libraries as follows:

> The library orientation session is obligatory to first year students. This session addresses the collections and services available as well as all the rules and regulations on the use of these resources and services (113IA2, 229IL1, 349GL1, 456IL2).

> The library orientation sessions cover a brief introduction about the LRC, its function, regulation and policy. Other contents covered include the introduction of resources and services offered, how to use the computer account, how to perform searches on OPAC. The focus is to teach incoming students how to use the resources offered here but not yet

identify and evaluate information resources for their research needs. We also emphasize to the incoming students that [identifying and evaluating information] are basic library skills and they can register for advanced class if they want to further such skills (232IL2).

In addition to the library orientation session, the ILI program delivered at LRC A also included the IL three-module instruction. The IL program coordinator reported:

> Besides the library orientation session, the LRC also offers an ILI program including three modules taught in three 50-minute periods. The classes are offered on an on-demand basis. The program announcement is posted both on our website and the bulletin board. From July to October 2009, we offered 39 classes (114IL1).

Details about the content of the three IL modules can be found in Appendix C. The IL program coordinator briefly described what the three modules were about.

> These three modules focus on teaching students how to locate, access, and use specific resources effectively. Each module has its own learning objectives. For example, Module One will have objectives such as know how to search the OPAC, know how to find materials on the shelves, know how to use the LRC collection, or use the locally hosted materials. In Module One, we haven't tailored the instruction content to students' specific needs. We just teach them how to identify their information needs, locate sources, access, and use the relevant information. However, for the advanced modules, Module Two and Three, we have to make it tailored to the students' field of study… (114IL1).

> Then she described how the IL modules were developed:

> The instruction librarians have to examine the curriculum and rely on the course syllabus to design sessions relevant to the students' needs. I design the outline for each module. The other instruction librarians will develop the content based on the prescribed outline (114IL1).

At one LRC, the advanced IL skills had been taught by senior librarians only. One of the library administrators explained as follows.

> All instruction librarians that graduated abroad are able to teach advanced IL sessions. However, learners of these IL sessions are usually faculty or graduate students who are often much older than our instruction librarians. As you know, in Vietnam, adult learners do not feel comfortable when instructors are much younger than them and, in turn, young instructors don't sometimes feel confident when teaching adult learners. So, the LRC director board considers carefully when assigning instructors teaching advanced IL sessions (241IA3).

One outstanding issue of that LRC had been collaborating with the department of English to teach IL as a portion of first-year students' core course. This collaboration had been in effect for two years by the time of the study and appeared to be productive since the interviewee, the head of the English department, emphasized its usefulness to student learning. This interviewee said:

> We collaborated with the LRC since we saw how these information skills help our students in their learning. We did not ask the permission of the campus leadership. We just went ahead and did it (234IF3).
> This month we run IL classes for students of the Department of Foreign Languages as demanded by the Dean of that department. We agree upon timing and we will schedule classes (229IL1).

While librarians at that LRC conducted on-demand IL sessions for all incoming students of the Department of Foreign Languages, librarians at another LRC collaborated with librarians at a branch library to provide training workshops on the use of specialized databases to faculty and students specializing in medicine.

> The most significant activity implemented is cooperating with the Medicine Library in a training course on searching for medical online information sources for faculty members of the School of Medicine. A similar training session for students will be organized next week. Its main objective is to teach the student to identify and evaluate information sources in medicine. There are also other sessions customized to different majors for senior and graduate students (343IL1).

> We hold one-shot IL sessions in March, April and May as requested by faculty of groups of students, because it is the time when they work on their theses. We taught steps for searching information on the Internet: Booleans, truncations, how to evaluate information, etc. (349GL1).

Like the other three libraries, this LRC offered basic library instruction for new coming students.

> I believe that the students do gain certain positive outcome from the program. As for the library orientation program, we teach the students how to search the learning resources available at the LRC. This makes the students aware of the availability of the learning

183

resources that can benefit their assignment. We also teach them how to do online searching (343IL1).

However, one revealed as follows:

I find the basic class somewhat unsatisfactory because some students show no interest in class. Some sit in the class because the class is compulsory not because they like it or care about it. We organize those basic classes because we think it is necessary for students to be informed of the library regulations and services, especially the use of the library online catalogue, etc. (353GL7).

We haven't offered and designed classes tailored to students' majors. We should plan for this (349GL3).

The head of the IS department addressed what they taught in advanced IL

sessions:

The advanced class deals with how to do research. For the first advanced classes, the first part deals with the free online information sources, and the second part is about presentation skills. In the second class, we teach online and LRC-based source searching (343IL1).

It is worth noticing that one LRC posted the instructional content online.

The two versions (basic and advanced) are also available online (349GL1).

Since LRC D was a newly opened library, the main focus of the LRC was to

introduce basic library instruction for new coming students and reach out to faculty and

students at various departments and schools to promote the library services, especially the

availability of online databases. One librarian reported as follows:

We go to different departments and schools to introduce our services (456IL2).

Instruction librarians across four LRCs also justified how they delivered IL skills

to students. One respondent explained how she tailored the instructional content relevant

for students' interests:

We encourage students to register by groups of similar interests so that the instruction librarian can design the exercises specifically to their major. In general the lecture is

fixed, but the exercises and examples will be adjusted according to the major of the group/class we teach (112GL2).

Another respondent made clear how she prepared for her own teaching:

I download the university curriculum, select the required courses, and develop a list of keywords based on the concepts of these courses. I design exercises around these keywords. Learners are interested in these exercises (112GL6).

One IL program coordinator reported she had been using the Big6 Skills approach

(Eisenberg & Berkowitz, 1990) for information problem solving.

We use the Big 6 Skills model to introduce the 6 steps to effectively solve an information need. In the Big 6 steps, we stress the Location and Access skills and briefly introduce the others (114IL1).

One respondent stressed the importance of teaching students how to identify good

and reliable resources on the Internet. An example of the response included:

We also teach them how to compare and identify sources of reliability and good quality (237IL3).

One respondent reported how she delivered the IL content:

We incorporate more hands-on exercises. In my class, each hands-on exercise is often preceded by some demonstration and followed by another exercise reinforcing the skill or point of content learners have just been introduced. This reinforcing exercise requires some learners to present in front of the class how they approach the exercise. For topic-based searching exercises, I choose the topics recommended for doing research in that major. The students are asked to pick up the topic they feel like researching and draw out a list of keywords for which to run the search (119GL7).

One respondent highlighted the importance of student-centered approach in

teaching IL:

During the class, I put forward some questions and elicit answers from the students. I also place a greater emphasis on chances for the students to practice what I have just briefly presented. The practice involves students comparing, analyzing, evaluating, and joining in groups to share ideas. Accordingly, the students have more chances to express their ideas. Finally, I will conclude or summarize by giving feedback on whether their answers are right or wrong. In general, I use the student-centered approach to conduct the IL sessions (349GL1).

Another respondent explained how she conducted exercises in class as follows:

The exercises I design deal with two requirements: first, students are required to find websites having the relevant information on a certain topic, and second, choose a research topic on their own. An example of the first requirement can be finding websites discussing the teaching methodology in Vietnam education. Before searching, I give them the English keywords of the concept given. After that, there will be some exercises in which they are expected to choose a topic on their own (232IL2).

Especially, one respondent also placed the importance of encouraging students to think critically:

I encourage students to use their critical thinking in approaching issues/questions raised in class. With a problem/issue presented, students are expected to analyze it before solving it. In approaching a problem, students can break it down into different parts. Then they will tackle each part separately and finally combining these parts to come up with a fully solved problem. This way of finding a solution requires the students to think critically… (120GL8)

However, respondents also reflected that there was a gap in students' background and they concluded that focusing attention to students' competence and perceptions were critical when conducting IL classes.

When we present an exercise, we teach the students the search strategies but some of them still cannot find the needed information. They don't understand the implication of the way we teach and the exercises we ask them to do, so they don't see any benefit the class brings about. But for those who can reflect on the exercises, analyze what they are expected to achieve through doing them and use all the search strategies, tools and sources hinted and introduced by the instructors, they can see how useful the class is. To sum up, how the class runs will depend somewhat on the students' competence and perception (112GL6).

Those registering for IL classes have already used the LRC for some time. Therefore they are relatively comfortable using the computers. However, their abilities to analyze problems are of different levels. This is a gap consistently revealed through the classes (239GL7).

To sum up, the findings showed that four LRCs had been putting much effort on developing and delivering IL skills for students. However, the instructional content was still very basic. At LRC A, the librarians put effort into developing three-module IL

programs to offer advanced IL skills for registered students. The librarians across four libraries focused on improving their own teaching skills to attract students.

Modes of Instruction

The survey asked respondents what modes of instruction they have been using in teaching IL. The answers varied across the items surveyed (Table 5.14). Approximately 85 percent of total respondents reported that library tour and orientation, and 75 percent with print instruction aids, were the most popular teaching modes. One-on-one consultations, and group instruction in traditional classrooms were reported as the next two most popular teaching modes (approximately 62.5 percent, and 55 percent as shown in Table 5.14). Very few respondents indicated that online self-study and general education core requirements were the popular teaching formats at the four LRCs (32.5 percent and 17.5 percent respectively).

Table 5.14. *Modes of Instruction*

Modes of teaching		Universities				Total
		A	B	C	D	
Library tour and orientation	Count	12	4	8	10	34
	% within Univ.	100.0%	44.4%	100.0%	90.9%	85%
Print instruction aids	Count	9	6	7	8	30
	% within Univ.	75.0%	66.7%	87.5%	72.7%	75.0%
One-on-one consultations	Count	7	4	5	9	25
	% within Univ.	58.3%	44.4%	62.5%	81.8%	62.5%
Group instruction in classrooms	Count	10	4	2	6	22
	% within Univ.	83.3%	44.4%	25.0%	54.5%	55.0%
Online self-study	Count	5		5	3	13
	% within Univ.	41.7%		62.5%	27.3%	32.5%
In-depth research consultations	Count	1	3	1	4	9
	% within Univ.	8.3%	33.3%	12.5%	36.4%	22.5%
General education core requirements	Count	4	1	1	1	7
	% within Univ.	33.3%	11.1%	12.5%	9.1%	17.5%
Other	Count		1	1	1	3
	% within Univ.		11.1%	12.5%	9.1%	7.5%
Total	Count	12	9	8	11	40
		30.0%	22.5%	20.0%	27.5%	100.0%

Regarding responses across all universities, Table 5.14 displays that library tour and orientation was reported as the most popular format at LRC A, C, and D (100 percent, 100 percent and 90.9 percent, respectively). Most respondents across universities reported that they have been using print instruction aids, at 75 percent, 66.7 percent, 87.5 percent, and 72.7 percent at LRC A, B, C, and D respectively. Among universities, respondents at LRC A used group instruction in traditional classrooms the most (83.3 percent as shown in Table 5.14). Nine out of eleven respondents (81.8 percent) at LRC D reported one-on-one consultation as the second most popular mode of instruction. This can be explained by the fact that LRC D was a newly established LRC by the time of the

study. Students were still new to the library services and resources. As a result, one-on-one consultation became a popular mode of instruction at that LRC.

Resources

The success of an IL program relies a great deal on supporting issues such as space availability for IL delivery, equipment, high–speed Internet connectivity and, most importantly, the availability of information resources. This section will address facilities and information resources for IL delivery.

Since four LRCs have recently been established, the facilities were still in good condition and high quality.

> The equipment dedicated to operating IL sessions is very good ….Such well-equipped classrooms are very convenient for learners in doing hands-on searching exercises (113IA2).

Although the majority of respondents were pleased with well-equipped facilities at the LRC, almost all respondents complained about the speed of information delivery.

> However, the LRC's Internet connection is slow, especially when many students perform the same search simultaneously; they have to wait so long until the results are displayed (112GL1, 112GL3, 112GL5).

Another one said:

> When it comes to the students doing hands-on exercises, which means the whole class searches on the same database at the same time, the information delivery speed really makes us impatient (119GL7).

One respondent expressed the dissatisfaction from the learners as follows.

> Sometimes, in the middle of the IL session, we have to give up database demonstration due to the bad Internet connection. Slow Internet connection and an unstable OPAC are the two items not receiving good comments from the learners (112GL2).

Regarding the availability of information resources, one of the heads of the IS department was pleased with the existing electronic collection. She said:

The collection of databases can relatively satisfy the information needs (113IA2).

One respondent shared a similar idea.

Generally, the database collection is considered sufficient to meet the students' needs (112GL6).

Another respondent described in detail what electronic resources were available:

Actually, we have Proquest, licensed in 2009. This is a multidisciplinary database. We also have HINARI, AGORA, Highwire Press, DOAJ, JSTOR, etc, which are open access (112GL3).

However, several respondents complained that there was an unbalanced distribution of electronic databases, both in Vietnamese and English. Respondents across four LRCs gave explanations as follows:

Our collection of databases is both superfluous and insufficient. It is superfluous for those not good at English and so are not able to use it. It is really superfluous because we spent a lot of money on it but cannot fully use it. While at the same time, it is insufficient for those doing specialized research. Faculty who used to study abroad said that our databases don't have enough information that they need (112GL4, 353GL2, 454GL5).

Regarding the information resources in Vietnamese, its poor quality remained their biggest concern. Respondents addressed this issue as follows:

Vietnamese language databases are very few while their content is not very up-to-date (112GL2, 239GL6).

Another one expressed the scarcity of good electronic resources in Vietnamese.

There are too few Vietnamese language databases and those available now have quite out-of-date content and are not in good quality (112GL6).

She also noticed that due to the lack of electronic resources in Vietnamese, instruction librarians had difficulty designing hands on exercises using these resources.

We don't have many scholarly Vietnamese language databases, so we cannot design exercises that require a diverse collection of Vietnamese language scholarly databases to support the demonstrations (112GL6).

Due to the scarcity of electronic resources in Vietnamese, one library had to look for open access resources and develop their own databases.

The LRC tries to develop the collection of Vietnamese language databases to serve users. Besides, I've also found some free subject-based information gateways on the Internet (114IL1).

So far, that library established two scholarly databases in Vietnamese, a subject-based article database, and the Mekong Delta's findings research database. The subject-based article database was the homemade database that collected free scholarly articles in Vietnamese, collected and categorized based on the disciplines instructed at the University, while the Mekong Delta's research database collected research reports from researchers in the Mekong Delta region (114IL1). In addition, users can also get access to two scholarly journal databases including Vietnam Journals Online (VJOL) and VISTA (Vietnam Information for Science and Technology Advance), a national wide network for science and technology research developed by the National Center for Scientific and Technological Information (NACESTI). While VISTA was a science and technology information portal of the government and developed by NACESTI, VJOL, a database of journals published in Vietnam covering the full range of academic disciplines, was launched in 2007 by the International Network for the Availability of Scientific Publications (INASP). Its management was officially transferred to NACESTI in 2009. One respondent addressed this issue as follows:

We have established the subject-based database of free scholarly articles in Vietnamese. We also established the Mekong Delta's research database. Besides, users can access two journal databases including Vietnam Journals Online and VISTA managed by NACESTI.

So, in total we have access to four Vietnamese journal databases. Besides these databases, IL instructors have to look for websites of good quality dedicated to topics in the fields they teach. This means the instructors have to devote a great deal of time and energy to prepare for the instruction sessions. This also shows that the collection of databases we have is still insufficient to meet our needs. What is available is still not remarkable (112GL4).

One director explained how the library overcame the shortage of online resources

in Vietnamese:

We digitalized the textbook collection developed and compiled by faculty at the University. This job would bridge the gap of information resources (455IA1).

At one LRC, the librarians developed an in-house bibliographic database of

articles in Vietnamese. One librarian explained:

Recently, our LRC has developed an article database, but this database just includes articles' descriptions and abstracts. When users need an article they have to contact LRC staff, and this causes some limitation in accessing this database because users cannot actively search and use material independently.

In addition, respondents showed a concern regarding the quality of scholarly

resources in Vietnamese.

The Vietnamese language databases can meet users' needs in some extent. However, materials of more advanced level can just be found in the English language databases while most students prefer reading Vietnamese language articles. Regretfully, the Vietnamese ones cannot meet information needs (112GL3, 456IL2).

The scarcity of resources in English was also a concern for respondents. Several

librarians indicated that fact:

We have scholarly databases such as Proquest, Hinari, Agora, Ebsco, OARE, etc. each with its strengths in certain fields of study…. However, we have to admit that even a well known source such as Proquest cannot be a panacea; i.e., it has good quality resources in some fields of study but not all. Therefore, not all people who can use Proquest and the like can feel satisfied with what they gain (112GL5, 456IL2, 226IA2, 355IA1).

Additionally, learners' language barrier was a big concern for instruction librarians when they delivered IL sessions. Respondents traced this reality as they reported:

> The English scholarly resources are mainly used by faculty members and graduate students (112GL2, 349GL1, 457IL3).

More explanation was given:

> As for the scholarly databases in English, the English language itself bars out most students. Only the graduate students and those having a good competence of English language show an interest in the exploitation of such databases (112GL1, 228IL1).

Identical opinions were found in the discussion with respondents across the libraries.

> Because of the limited English competence of the users, the English databases haven't been fully used. Most of the LRC's databases are English-based while the majority of our users don't have a good enough command of English (119GL7, 120GL8, 353GL4).

Another respondent showed her agreement upon this issue:

> While the English language databases provide high-quality academic resources, the English language itself is a barrier. The IL program's learners are mainly the undergraduate and graduate students, but there are just 50% of them having a command of English good enough to comprehend a particular article in the database (112GL3).

Even with the awareness that resources on Google were not reliable, librarians sometimes still had to rely on that search engine for information seeking.

> We do know that Google is not a panacea, but we tend to end up using it to find answers for most questions (112GL4).

And one respondent admitted:

> If subscription databases and other home-grown databases do have what we need, we also have to search for more on the Internet using Google or Google Scholar (112GL6).

How do faculty perceive the availability of required information resources, both specialized and general material, at these libraries? One faculty expressed her idea as

follows.

> I get specialized materials through conferences and workshops, through colleagues and through donations from visiting scholars or professional associations. We tend to build professional relationship with colleagues or scholars having the same interests. We send each other copies of articles, books or journals. These types of materials can be best acquired through professional networks like conferences, meetings, and personal relationship. An example is a conference proceeding. It can take a while for the LRC to acquire a proceeding of a conference while the faculty can get it right after we attend a workshop or conference (162IF1).

> As for books and journals which are sent to us in original copies, although we would also like to share with the LRC to serve the community, we are afraid of the copyright issue. In fact, to be more concrete, we need updated specialized materials. We need research reports, or articles, not textbooks, which are usually accessible at the LRC but cover very basic and quite out-of-date information (162IF1).

> Another faculty had a similar idea:

> Up-to-date resources are mostly journal articles. As for textbooks, faculty members already have a thorough understanding of them. Scholarly articles or reports can be easily updated at workshops and conferences where colleagues present their research findings. How can such a place as the LRC have those proceedings in a timely manner? Usually, faculty can have these kinds of materials through sharing among their academic community (164IF2).

> One faculty member also shared the similar idea with instruction librarians

regarding the issue of resources in English and Vietnamese.

> English language scholarly information dominates the Vietnamese counterpart in terms of quantity and quality (160IF3).

> One faculty replied in the online survey:

> The LRC should have a budget to support the purchase of such databases as Web of Science, Science Direct, Blackwell, etc. It's necessary to acquire English language textbooks and new editions of books in the existing collection (1F).

> This respondent added:

> Students' ability to access and use information is quite limited: no good strategy to search for relevant information, limited competence of the English language. The LRC hasn't met the information needs of the faculty members, undergraduate and graduate students.

The university, the LRC and the faculty should cooperate to enhance the students' information seeking competence (1F).

One faculty member addressed his concern:

For many graduate students and teachers, whether the library has books they need and can borrow home is more important. What they care about is the valuable resources for their majors available at the LRC. In general, users will continue to use the LRC if they see that the LRC is able to satisfy their needs (350IF1).

To sum up, the availability and provision of resources, especially online resources, both in Vietnamese and English was the big concern of both librarians and faculty.

Students' Information Literacy Competence

This section addresses the perceptions of instruction librarians and faculty regarding students' IL competence. For questions within this construct, participants were asked to respond on a Likert scale from 1, indicating that they *Strongly Disagree*, to 5, indicating that they *Strongly Agree* concerning their perceptions about students' IL skills in their academic life. Respondents approached the theme of students' IL competence by asserting that students have not been equipped well enough with IL skills, especially concerning how to use information ethically and legally.

The findings presented in Table 5.15 indicated that 80 percent of librarian respondents at four LRCs strongly agreed or agreed that students were comfortable using IT for information gathering, compared to 68.2 percent of faculty respondents; however, 23.5 percent of faculty respondents disagreed with the belief that students were comfortable using IT for information gathering. This response was equally distributed among faculty respondents of the four LRCs. This result points out the fact that faculty among four universities share similar opinions about students' ability to use IT for

information needs.

Table 5.15. *Students' Comfort Level Using IT for Information Gathering*

Comfort level using IT		Percent of librarians	Percent of faculty
Strongly agree	Count	7	16
	% within Univ.	17.5%	18.8%
Agree	Count	25	42
	% within Univ.	62.5%	49.4%
Not sure	Count	4	6
	% within Univ.	10.0%	7.1%
Disagree	Count	4	20
	% within Univ.	10.0%	23.5%
Strongly disagree	Count		1
	% within Univ.		1.2%
Total	Count	40	85
	% within Univ.	100.0%	100.0%

When asked if they believed that students sought discipline instructors'
consultancy for information resources, 65 percent of librarian respondents reported that
they totally agreed and agreed while the other 35 percent were not sure whether students
sought their instructors' help for information resources (shown in Table 5.16). The same
question was asked of faculty respondents and 89.4 percent reported that students sought
help for their information needs.

Table 5.16. *Seeking Instructors' Consultancy for Information Resources*

Seeking instructors' consultancy		Percent of librarians	Percent of faculty
Strongly agree	Count	7	15
	% within Univ.	17.5%	17.6%
Agree	Count	19	61
	% within Univ.	47.5%	71.8%
Not sure	Count	14	3
	% within Univ.	35.0%	3.5%
Disagree	Count		6
	% within Univ.		7.1%

When asked whether students consulted librarians for their information needs, 85 percent of librarian respondents reported that students did (Table 5.17) while only 30.6 percent of faculty respondents strongly agreed or agreed with that statement. Approximately 56 percent of faculty respondents acknowledged that they were not sure whether students consulted librarians to identify information resources. These findings showed that teaching and learning were only recognized as a discipline faculty's job. Faculty did not recognize the role of librarians in supporting student information needs. In addition, the result also pointed out that faculty and librarians were not familiar with each other's work; as a result, there was little connection between faculty and librarians in terms of supporting student learning.

Table 5.17. *Seeking Librarians' Consultancy for Information Resources*

Seeking librarians' consultancy		Percent of librarians	Percent of faculty
Strongly agree	Count	9	2
	% within Univ.	22.5%	2.4%
Agree	Count	25	24
	% within Univ.	62.5%	28.2%
Not sure	Count	4	48
	% within Univ.	10.0%	56.5%
Disagree	Count	2	9
	% within Univ.	5.0%	10.6%
Strongly disagree	Count		2
	% within Univ.		2.4%

Concerning students' ability to find information using print resources, data results in Table 5.18 showed that 77.5 percent of librarian respondents reported they believed students knew how to find high-quality information using traditional print resources

197

while only 57.6 percent of faculty respondents thought students could do so.

Approximately 13 percent of faculty respondents were not sure and 30 percent of them

disagreed that students had the ability to seek for information using print resources.

Faculty respondents were more pessimistic than librarian respondents in estimating

student IL competence. In addition, there were many "not sure" responses. This showed

the uncertainty of faculty respondents about students' IL competence. Does that result

support the assumption that faculty usually provided students with their textbooks, which

would be the main resource for the course and, as a result, students did not have a need

for information seeking? Further discussion on this will be continued in Chapter 6.

Table 5.18. *Students' Ability to Find Information Using Print Resources*

Students' ability to find information using print resources		Percent of librarians	Percent of faculty
Strongly agree	Count	2	3
	% within Univ.	5.0%	3.5%
Agree	Count	29	46
	% within Univ.	72.5%	54.1%
Not sure	Count	4	11
	% within Univ.	10.0%	12.9%
Disagree	Count	5	25
	% within Univ.	12.5%	29.4%
Total	Count	40	85
	% within Univ.	100%	100.0%

Relating to students' ability to evaluate information from electronic resources,

only 55 percent of librarian and approximately 52 percent of faculty respondents believed

students knew how to evaluate the quality of information from licensed databases (Table

5.19). This result reflected the fact that teaching how to evaluate the quality of electronic

information resources was an advanced part of the IL programs accessed by few students. In reality, as reported by instruction librarians, this demand was not very high among junior students. Only senior students who started working on projects and theses were interested in exploring subscription databases. In addition, language barrier is also a factor that prevented students from exploring electronic resources in English. All of these factors explained the low agree response rate on this survey item as shown in Table 5.19.

Table 5.19. *Students' Ability to Evaluate Information from Electronic Resources*

Students' ability to evaluate information from electronic resources		Percent of librarians	Percent of faculty
Strongly agree	Count	3	2
	% within Univ.	7.5%	2.4%
Agree	Count	19	42
	% within Univ.	47.5%	49.4%
Not sure	Count	11	11
	% within Univ.	27.5%	12.9%
Disagree	Count	6	30
	% within Univ.	15.0%	35.3%
Strongly disagree	Count	1	
	% within Univ.	2.5%	
Total	Count	40	85
	% within Univ.	100%	100%

With regard to the issue concerning whether students could distinguish between scholarly and non-scholarly resources, the strongly agree and agree response rates were markedly different between librarian and faculty respondents. Data displayed in Table 5.20 pointed out that approximately 70 percent of librarian respondents versus 49 percent of faculty respondents agreed that students knew how to distinguish between scholarly and non-scholarly resources. It is noticed that the not sure option was quite high in both

faculty and librarian respondents' choice for this survey item (20 percent and 22.5 percent respectively). Additionally, the disagree option was quite high among the responding faculty (approximately 30 percent). This result showed that faculty was uncertain about students' ability to seek for information.

Table 5.20. *Students' Ability to Distinguish between Scholarly and Non-Scholarly Resources*

Students' ability to distinguish between scholarly & non-scholarly resources		Percent of librarians	Percent of faculty
Strongly agree	Count	4	1
	% within Univ.	10.0%	1.2%
Agree	Count	24	41
	% within Univ.	60.0%	48.2%
Not sure	Count	9	17
	% within Univ.	22.5%	20.0%
Disagree	Count	3	25
	% within Univ.	7.5%	29.4%
Strongly disagree	Count		1
	% within Univ.		1.2%

When asked to give opinions about whether students knew how to cite resources, 35 percent of librarian respondents strongly agreed and agreed with that statement while 42 percent of them were not sure and 22. 5 percent disagreed (Table 5.21). Regarding faculty responses, 47.1 percent of respondents reported that students knew how to cite resources while 44.7 percent did not believe students possessed this skill. Teaching how to use information legally has not been considered a key issue in the IL programs across the four LRCs. As a result, respondents did not believe students knew how to cite resources properly.

Table 5.21. *Students' Ability to Cite Resources*

Students' ability to cite resources		Percent of librarians	Percent of faculty
Strongly agree	Count	3	1
	% within Univ.	7.5%	1.2%
Agree	Count	11	40
	% within Univ.	27.5%	47.1%
Not sure	Count	17	6
	% within Univ.	42.5%	7.1%
Disagree	Count	9	37
	% within Univ.	22.5%	43.5%
Strongly disagree	Count		1
	% within Univ.		1.2%
Total	Count	40	85
	% within Univ.	100.0%	100.0%

When asked whether respondents believed students were aware of copyright issues, 37.5 percent of librarian respondents reported that they thought students understood it, whereas only 24.7 percent of faculty respondents agreed that students were aware of copyright and intellectual property when using information resources (Table 5.22). Fifty-four percent of faculty respondents reported that they disagreed or strongly disagreed that students were aware of copyright and intellectual property issues. The low response rate for strongly agree and agree on this item pointed out that there was still a gap across the four universities regarding teaching learners how to use information ethically and legally.

Table 5.22. *Students' Knowledge about Copyright Issues*

Students' knowledge about copyright issues		Percent of librarians	Percent of faculty
Strongly agree	Count	2	3
	% within Univ.	5.0%	3.5%
Agree	Count	13	18
	% within Univ.	32.5%	21.2%
Not sure	Count	11	18
	% within Univ.	27.5%	21.2%
Disagree	Count	12	37
	% within Univ.	30.0%	43.5%
Strongly disagree	Count	2	9
	% within Univ.	5.0%	10.6%
Total	Count	40	85
	% within Univ.	100.0%	100.0%

The qualitative data complemented the survey results. The following section presents views of faculty and librarians relevant to students' ability to locate, access, evaluate and use information. Both instruction librarians and faculty reported that students' IL competences were still inadequate to allow them to be successful in their academic lives. They perceived that incoming students were not equipped with necessary computer skills and basic IL skills to locate, evaluate, and use information effectively and legally. The findings also showed the big gaps between incoming students from rural areas and big cities regarding information skills and the acquisition of IL skills. Several faculty members reflected this fact, as follows:

> There are many students who have never touched a computer until they got to the university. Many of them don't know the concept of email. How could they know how to find information effectively to serve their study? (235IF4).

> Computers are seen as unfamiliar for them [students coming from the rural areas], let alone the information sources [112GL4).

It takes at least one year or more for students to acquire a new way of thinking and solving problems. Those who are in frequent contact with the students from the second or third year can sense how the gap between the rural and urban students is bridged. In the beginning, the students from the rural areas tend to be so shy in doing things. They appear to be quite slow in responding to listening and speaking activities in class (350IF1).

While students coming from urban area already have some competence in information searching, those from the rural or mountainous areas don't; they even don't know what the Internet is (454GL6).

One faculty member explained in detail what he observed from two types of students regarding their information seeking behaviors:

The level of IL achievement also depends on whether the students come from urban or rural areas. Those from the urban areas exhibit a higher competence in IT and have a better facility to practice the IT-related skills. This background gives them an advantage in furthering the content taught in class. In contrast, those from the rural areas are just novice in an environment where the urban students have developed some familiarity. For example, when requested to find information in a web page, the former gets quite nervous. Also, student from rural areas tend to follow the teachers' instruction very strictly. They try to do exactly whatever their teachers ask them to do. The urban students are more active, creative and focused in solving problems raised in class. For example, when required to find some information about a cultural issue, instead of asking others about potential sources of the information like the rural area students, the urban students go searching on their own. I mean there is a difference between those from the urban and the rural areas in terms of information searching behavior (350IF1).

One faculty member opined about students' IL competence by giving the following comments:

Students of excellent learning aptitude tend to possess good information searching and selecting skills which are not present in those of fair or average aptitude. For an assignment of the same topic, some are able to find many sources to support it while many are not. As I supervise them in doing the theses, I found that they are not good at selecting information. Usually I have to tell them that this part does not have sufficient information, that part has redundant information, or the ideas are not allocated logically, and so on. This is for one thing -- selecting information. Another thing is that they are not good at arranging information, and explaining their choice for certain ways of arrangement. One more thing, they don't have a sense of using information ethically and legally. They don't care about applying the appropriate style to acknowledge others' works cited in their assignment or paper. Moreover, they have no idea about considering

the authority and the relevance of the sources they use. They are not aware of the reason why they choose certain work for their assignment or paper. However, these things are done very well by excellent students. Group work is often done well when there are excellent or good students in the group because they will support the others. This is however very rare. We will have to train them through different stages when making improvements stage by stage. (164IF2)

Another faculty shared a similar idea about the ability to use information of students as follows.

If students are not equipped with IL skills, they cannot select high quality information. More importantly, even when they can select information they need, they do not know how to use it legally. Sometimes when grading students' work, I find out that they cut and paste the whole passage of somebody's work without acknowledging the author's work. And students do not know how to cite a resource (160IF3).

One faculty member of the College of Agriculture evaluated students' information search capacity as follows:

About 70 percent of students in my class can exploit relevant information resources to do group projects or research -based assignments. Actually, the percentage should be lower because there are successful groups having some members not making any contribution (164IF2).

When asked about the quality of reference materials students consult in doing their project and the breadth of sources in the reference list of their assignments, one faculty member revealed:

Students mostly cite Vietnamese materials. For each assignment, besides the Vietnamese materials the students can find on their own, I also introduce some English sources that might be of some value to their assignment, and if they are interested, they can search for those sources and I have to help by explaining the [article] briefly. Without my help or intervention, students cannot work well on their own (162IF1).

What exactly are the skills that students miss? Librarians expressed their concerns about student computer competence. One library administrator reported:

As I subjectively perceive, computers are something foreign to first year students graduated from high schools in rural areas. The English Language Department of the

University of Foreign Languages requests us to help in training first year students on using all information tools necessary for information-driven learning (226IA2).

One responding librarian told what happened in an IL session:

There are many students who feel totally lost for the first time they use the computers. Although I tell them "Don't be afraid asking question," there are still many students who cannot help revealing that they don't know what to ask. The case is true for most incoming students from the rural area (353GL4).

Faculty reflected that students did not know how to evaluate relevant resources:

The only search engine they surf is Google. They do not know how to evaluate reliable information (162IF1).

In addition, teaching students how to use information legally and ethically has not been addressed properly across four universities. Students had little or no knowledge regarding copyright and intellectual property laws. Plagiarism was a big challenge for faculty since it was hard to detect. One faculty member reflected:

We always teach our students how to prevent plagiarism, how to cite appropriately, and remind them to acknowledge the original sources and authors. We lecturers who take charge of student theses carefully notify students about academic integrity. However, the problem still exists. Therefore, we ask librarians to help us instruct students how to make citations and raise their awareness about plagiarism (234IF3).

It is unsettling that responding faculty revealed that they themselves could not detect student plagiarism. This is an all too common occurrence in higher education in Vietnam that one faculty member bravely mentioned.

Lecturers at my English Department highly demand student effort. They ask students to read more to accomplish assignments. They help students step by step become accustomed to new teaching and learning methods. However, a corollary of this changing is that students can now easily access and update information from the Internet; so we cannot track what information sources they use for their assignments. Also, we have no way to check if they plagiarize or copy other authors' ideas without permission (234IF3).

I want to mention our limitation in evaluating information sources used by students. We [instructors] couldn't recognize which ideas or contents were plagiarized. I encountered an ironic situation when I consulted a graduation thesis for an undergraduate student. The

paper was well-written. Unfortunately, one member in the committee found out that the student had exactly copied her writing without acknowledgement (234IF3).

Students copy and paste information from the Web without citing resources. They even copy the entire thesis (234IF3).

Citing resources properly was also a faculty concern:

The quality of bibliographies is terrible. Students have not been taught how to cite materials (234IF3).

Students do not know how to create a bibliography for their research papers (350IF1).

As analyzed in the previous section, faculty and librarians did not believe that students were equipped with sufficient information problem solving skills that allowed them to be successful in their academic lives. Students who lacked basic ICT skills were less confident during their college life. Student integrity was really a big concern for faculty. Another issue was that faculty and librarians appeared not to know each other's work concerning information competence in relation to student teaching and learning. Solutions of how to address these issues are presented in Research Question 3.

Assessment of Student Learning Outcomes

Assessment is conducted to find out what learners know and can perform, to evaluate the effectiveness of the ILI program, to improve teaching and learning, and to use it as a tool to gain support from stakeholders (Grassian & Kaplowitz, 2009). However, data showed that the surveys conducted at the four LRCs after each IL session did not include the results of student learning (Table 5.23). It was not surprising because "Very few [assessment] tools measured actual knowledge or application of that knowledge following library instruction and none measured learning over a substantial time period." (Warner, 2003, p.169)

At these libraries, all measures of student performance involved casual

observation and questioning. Informal assessment techniques were used predominantly in

a classroom setting. Table 5.23 indicates that 74.4 percent of responding librarians stated

that they used in-class exercises and hands-on practice as a main way to evaluate student

performance. Only 28.2 percent of respondents indicated that they used class products as

a way to assess students; however, 50 percent of respondents within LRC A used that

assessment technique which occupied 54.4 percent within the product assessment

variable. Respondents at LRC B had the tendency to choose the survey technique with

77.8 percent within the librarian group choosing surveys as the main way to evaluate

student performance (Table 5.23). The findings also revealed that respondents at LRC B

and LRC C did not use class product as a means to measure SLOs. Only one out of nine

respondents (11.1 percent) at LRC B reported that he/she used that technique. Likewise,

one out of seven respondents (14.3 percent) at LRC C used product assessment technique.

Table 5.23. *Assessment Techniques*

Assessment techniques		University				
		A	B	C	D	Total
Classroom assessment	Count	10	3	7	9	29
	% within Univ.	83.3%	33.3%	100.0%	81.8%	74.4%
Objective tests	Count	7	2	3	6	18
	% within Univ.	58.3%	22.2%	42.9%	54.5%	46.2%
Surveys	Count	5	7	2	2	16
	% within Univ.	41.7%	77.8%	28.6%	18.2%	41%
Product assessment	Count	6	1	1	3	11
	% within Univ.	50.0%	11.1%	14.3%	27.3%	28.2%

Qualitative data complemented survey data and revealed that most instruction librarians informally assessed student knowledge by observing students' feelings and behaviors, both/either in class and/or out of class. Most librarians reported that they just evaluated how things were going during a lesson to get immediate feedback on student knowledge. The majority of instruction librarians across the libraries agreed that they had not been able to measure the effectiveness of ILI on students' learning outcomes due to the lack of a formal assessment. Respondents reported:

> We cannot determine the impact of IL skills on the students' learning outcomes (112GL1, 353GL6, 454GL7GL4).

> We can only measure the students' immediate learning outcomes after each module. But for how IL skills influence their learning outcomes in the long term, we cannot measure it (112GL6, 229IL1).

> We are now at simply organizing and offering classes/courses. We haven't developed a proper mechanism to assess how they use the skills we offer and how the skills are developed overtime (119GL7, 349GL3).

> And what they had done to learn how the instructional activities affected student

learning was as follows:

> At the end of the session, we can just evaluate student performance by conducting paper questionnaires or online evaluation forms (112GL3, 239GL5).

> The only purpose of assessment was to improve the teaching of librarians, not

learn how effective the IL program was for student learning.

> Some remarks the students gave were about the usefulness of the session, their ability to find resources, or some recommendations about what should be modified regarding the content of the IL session or instructor's performance (112GL8, 33349GL1).

All of the ILI engaged in face-to-face teaching. Librarians acknowledged differences in learning attitudes by using outcome measures including direct observation and student experience in taking the IL session.

> I used observation technique. In each session, I observe the students' performance. After each session, I ask them about how they feel (112GL6, 112GL3).

> At the end of the class we can request that the students do some hands-on exercises to see if they can understand and apply what we teach. That is the extent we can reach (114IL1, 237IL3).

Librarians also evaluated how students improved their IL skills by observing them at the Reference Desk. One coordinator of the IL program reported what she observed as follows:

> There are times when we meet those who used to take IL sessions and ask them about how the IL skills benefit their learning. Their answers show great satisfaction. They highly value what we taught them. Thinking that the course content is very practical to their learning, they would like to learn more to advance their skills (114IL1).

The majority of instruction librarians assessed and revised their instruction as they went. They observed the signs of boredom and confusion when teaching and made on-the-spot adjustments to address problems.

> For example, I will adjust the speed when the students show signs of confusion in doing class activities….I give homework so that they can practice further… (112GL5, 112GL2)

> Through the sessions, I see that the IL skills of the undergraduate students develop. As beginners, searching to them is all about using natural language. They start searching with full sentences, instead of concise keywords. Then we teach them to use keywords to find information for better accuracy. We also teach them to select sources relevant to their needs. At the beginning, students have no ideas about the difference between information of general interest and of scholarly quality. And so they download whatever information matches with the topic of their assignment (112GL3).

Librarians used some feedback mechanisms for learners to comment on their instruction.

> The questionnaire content includes students' comments and assessment after each class, what the knowledge and is attitude that students have to acquire. Students are also asked

to assess their information searching competence after they attend the classes (112GL4, 112GL6, 241IA3, 343IL1).

The assessment techniques included observation and hands on exercises.

The instruction librarians can evaluate the students' competence through the hands-on exercises. The class runs with segments of lectures integrated with hands-on exercises. We will observe the students' performance to evaluate how much they understand the teaching content and how much articulate they are in searching for the information needed (112GL5, 112GL1, 112GL2).

Counting the number of IL sessions offered and the number of students attending

are no longer considered sufficient measures to justify the effectiveness of an IL program

(Cameron, 2004 as cited in Grassian & Kaplowitz, 2009). However, that is what had

been done at the libraries. One librarian mentioned that the effectiveness of the IL

program could be assessed through the increased number of students signing up for IL

modules.

In order is to evaluate the IL program, we have to see if the number of registration for IL sessions per month increases or not. If it increases, we can believe that the program is effective (119GL7).

And then this librarian explained why she replied on this fact as follows:

The IL modules are optional and so the students can choose not to register but if they do register and the number of IL sessions does increase over the months, we can be sure, to some extent, about its effectiveness. Therefore, I think, the increase in the number of sessions offered is a factor to evaluate the program's effectiveness (119GL7).

However, they realized that it was not sufficient to address the effectiveness of the

instruction.

The questionnaires are just for the instructor's personal evaluation and improvement. They cannot guarantee the ongoing source of input for the improvement of the whole program (120GL8, 228IL1).

We can determine the immediate impact that the program makes on the students. However, we don't have any knowledge of the long term impact, i.e., how students develop their IL skills (114IL1, 349GL2).

The questionnaires distributed at the end of each class are tools to elicit the students' assessment on how well the teacher conducts the class. However, such a tool like this is not enough to evaluate all aspects of the program (112GL1, 112GL5, 112GL4).

Since learning had happened without or with little assessment, librarians had no

idea if their efforts had any effect. One librarian revealed this, as follows:

> As for the ability of students to find resources of information, we are not sure if it is the ability we help the students to develop through the IL sessions or if it is their existing ability (112GL3, 456IL2, 230GL1).

All of the librarians reported that they were unable to find out to what extent the

IL program affected student learning.

> We are not able to examine whether the IL literate students can perform better in their study, or whether they make greater achievement thanks to the IL skills they learn (112GL2, 112GL5, 112GL6, 120GL8).

> As for how effectively students use resources, and whether that use helps them make progress in their study, I think instruction librarians have not been aware of these issues. However, we do know that they make good use of the sources we introduce through the IL program (112GL1, 112GL3, 119GL7).

In addition to the fact that assessment can be used to provide internal feedback to

instruction librarians to improve the IL program, data collected can also be used as a tool

to promote IL programs to constituencies on campus (Grassian & Kaplowitz, 2009).

However, a head of the IS department reported that there was no communication of

assessment results with any other bodies on campus.

> The LRC does not make the program evaluation results known among other units within the university (113IA2).

Grassian and Kaplowitz (2009) advise that assessment results can be used as an

appeal to administrators to gain support for the IL program. However, one Vice Director

admitted that there was little evidence to support the belief that the LRC could show the

benefits of the IL programs to the campus leaders. The interviewee reported:

> Before initiating IL activities, we have to persuade many stakeholders on why the activities are worth carrying out. We can persuade others if we can fully understand and really appreciate the benefits of the activity. As for the IL program, we see and value the

benefits it will bring about but it is simply our subjective perception and we haven't been able to prove those benefits to the community (122IA1).

This respondent was aware that the political context of assessment should be paid attention to seriously. Then he proposed ways to measure students' IL skills as follows:

> We can have groups of students volunteer to experimentally participate in the IL program as learners. This kind of activity may require at least 4 years for us to train them and to see what kinds of benefits they can enjoy in learning thanks to the IL skills and how their skills develop (122IA1).

In the comments concerning IL assessment, respondents implied that assessment was formative in nature. It did not tell how well students were integrating IL into their work. Instruction librarians just made casual and subjective assumptions about student learning. They mostly made informal observations about student progress in their work in the hands–on portion of IL sessions. As Warner (2003, p.169) notes, libraries "…assess student attitude rather than student learning". The LRCs expressed a desire to develop a proper mechanism of assessment in order to improve both teaching and learning and to gain support for ILI. Details about this issue are presented in Research Question 3.

Marketing Information Literacy Activities

Promoting ILI activities is crucial for the success of an IL program. The best approach to ILI would be a waste of time and effort if learners do not know about it and its benefits (Grassian & Kaplowitz, 2005). How did the LRCs market the IL programs to their potential audience? What did instruction librarians perceive as an effective promotion campaign for ILI?

In general, the LRCs have implemented some promotional and marketing campaigns and strategies to ensure that the learners were aware of ILI opportunities. One respondent reported what the library carried out so far:

The marketing strategy involves a pop-up announcement on the LRC's website and posting an announcement of the ILI modules on the bulletin board placed in the LRC lobby. The flyers are also given to students at the beginning of the school year when they have their library cards issued here (114IL1).

The same opinion was given:

Current marketing efforts include posting announcements on websites and bulletin boards and distributing announcements to students. The information about the program includes how many and what IL modules we offer, how to register for classes, what the instruction content involves (119GL7).

However, librarians admitted that there was little demand for ILI on campus:

We have such great resources and ways of thinking of delivering the IL program. Why don't more people use them? (229IL1)

One respondent stressed that it was due to the lack of proper marketing.

The marketing issue has not yet been addressed very well (230GL2).

The number of students registered for IL sessions has not been remarkably high because we haven't developed any marketing campaign targeted at this segment (353GL6).

Marketing activities have not been carried out regularly. Through the library orientation sessions offered to first year students, we market the IL program (454GL1).

In addition, respondents addressed that the marketing issue was not focused properly for the senior students. One respondent reported:

Students of the second, third or fourth years seem to forget information about this program by the time they really need information for their class projects (349GL3).

And:

Marketing strategies targeted at the segment of senior students just involves the announcement posted on our website and bulletin board (353GL6).

One respondent pointed out the importance of word-of-mouth marketing.

Previously, we compiled subject guides to guide users on all the resources available at the LRC on different subjects. Students like this kind of tool a lot. Recently, we also posted

213

announcements regarding IL sessions and their content on our website. We currently organize IL classes regularly. After a class, if a student sees that it benefits him, he or she will tell other students about that, which is an effective kind of word-of-mouth marketing (454GL5).

As presented in the preceding sections, the LRCs have not focused on developing and implementing marketing plans to promote IL instructional products and services. They recognized the value of marketing library services in general and IL activities in particular to reach out to more students. More specifically, they need to define who their audience is, to whom and to what end IL are relevant to student learning and, most importantly, what and how these products and services are planning to be promoted.

To sum up, by analyzing the perceptions of library administrators, instruction librarians and faculty, the researcher depicted the implementation of the IL programs at four LRCs in Vietnam. IL activities at these four LRCs mostly took the form of lectures, workshops, and modules on basic IL skills, which were designed and delivered by instruction librarians and attended at the discretion of students. IL content was discipline-neutral and mainly did not align with discipline courses. Few ILI activities were discipline-related and targeted to the immediate needs of students in a single area. Assessment is formative and provides immediate feedback to students and instruction librarians for their teaching and learning improvement.

The findings from Research Question 2 presented in the next sections also indicated that the integration of IL as a credit-bearing course was considered by library administrators and librarians as a proper approach for ILI development in the future. Research Question 2 interpreted the advantages and disadvantages perceived by these stakeholders for IL to be included as a credit course.

Research Question 2:

What are the obstacles for the inclusion of IL as a credit-bearing course into the curriculum as perceived by library administrators, instruction librarians, and faculty?

Proposed ILI Approach

As presented earlier, despite the efforts of the library administrators and librarians, the implementation of the ILI programs at the four LRCs still needs improvement to reach more students and address their information needs. What about the long term strategies for IL development? What would be an appropriate ILI model for academic libraries in Vietnam? Were there any differences in the perception of librarians and faculty regarding an effective ILI approach for the future? When asked about what would be a good approach for ILI in academic libraries, librarian and faculty respondents had a variety of responses.

Teaching IL as a mandatory course was ranked first with nearly 67 percent of librarians responding to it (Table 5.24). Fifty-six percent believed that IL should be integrated into courses in the General Education program and 50 percent thought that IL should be designed for every course in each discipline on campus, as displayed in Table 5.24. Only 35.4 percent viewed it as an elective course for the future. The possibility to introduce IL as an elective course into the curriculum was ranked last at 35.4 percent. However, during the interviews and focus groups, the possibility of including IL as an elective course in the near future was chosen over the mandatory option due to the pros and cons presented by the respondents.

Table 5.24. *Comparison of Choices of Future ILI Modes-by Respondent*

Future IL modes	Responding librarians		Responding faculty	
	N	Percent	N	Percent
Required credit course	32	66.7%	39	46.4%
Integrated in GE courses	27	56.3%	36	42.4%
Integrated in every course in discipline	24	50%	49	57.6%
Elective credit course	17	35.4%	34	40.5%

Eighty-five faculty members at the four universities were asked a similar question, that is, which IL modes should be offered in the future. Unlike librarian respondents who viewed IL as a mandatory course in the curriculum as the best long-term strategy for IL development (66.7 percent), 57.6 percent of faculty respondents considered that IL should be integrated in every course in the curriculum (Table 5.24). Viewing IL as an elective course in the curriculum was also chosen the least (40.5 percent). While the librarians clearly preferred a mandatory course to an elective course (66.7 percent and 35.4 percent, respectively), 46.4 percent of responding faculty chose the mandatory option and another 40.5 percent preferred the elective option (Table 5.24).

Table 5.25. *Comparison of Choices of Future ILI Modes-by University*

Future ILI modes		University							
		A		B		C		D	
		Librarians	Faculty	Librarians	Faculty	Librarians	Faculty	Librarians	Faculty
Required credit course	Count	9	8	10	10	5	7	8	14
	% within Univ.	60.0%	36.4%	83.3%	52.6%	55.6%	38.9%	66.7%	56.0%
Integrated in GE courses	Count	9	10	6	7	4	7	8	12
	% within Univ.	60.0%	45.5%	50.0%	36.8%	44.4%	38.9%	66.7%	46.2%
Integrated in discipline courses	Count	9	13	6	10	2	10	7	16
	% within Univ.	60.0%	59.1%	50.0%	52.6%	22.2%	55.6%	58.3%	61.5%
Elective credit course	Count	4	9	1	5	7	11	5	9
	% within Univ.	26.7%	40.9%	8.3%	26.3%	77.8%	61.1%	41.7%	36.0%

The cross tabulation table (Table 5.25) reveals that librarian respondents across the four LRCs shared similar ideas about what would be a good ILI model for Vietnam. The response rate was quite consistent among the three choices: IL designed for each course in the curriculum, IL integrated into the general education programs, and IL as a credit-bearing course. It is noted that although one-third of librarian respondents (35.4 percent) thought IL should become an elective course in the curriculum, 78 percent of librarian respondents at University C chose IL as an elective course (Table 5.25). More than half of faculty respondents at University D and B ranked the mandatory option first and second (56 percent and 52.6 percent, respectively). Responding faculty at University C highly recognized the importance of IL; 61 percent of them proposed that IL be promoted as an elective course in the curriculum whereas more than a third (39 percent) thought IL should be mandatory (Table 5.25). It is worth noting that both librarian and faculty respondents at LRC C ranked the elective option first among the four LRCs (77.8

percent and 61.1 percent respectively, as shown in Table 5.25). This result shows that

there was a consistency between faculty and librarians' opinions at LRC C regarding the

choice of an appropriate ILI model for the future.

The qualitative data also support the survey results. The library respondents

seriously recognized the importance of ILI for student learning and considered its

inclusion into the curriculum a priority. Librarians expressed the need for the universities

to support the adoption of an IL course requirement for all undergraduate students.

Hollister (2010, p. vii) emphasizes that "the credit-bearing information literacy (IL)

course is an increasingly useful, effective and even popular vehicle for integrating

libraries into college and university curricula, and for advancing the cause of IL across

campus". Responding librarians proposed that IL should be introduced into the

undergraduate curriculum as a credit-bearing course. Several library administrators

expressed their concern as follows:

> Actually, the IL program is being carried out within the LRC. Few colleges and schools might have been aware of it. The key issue is how to make it a required or elective course in the university curriculum in the future (122IA1).

> IL should become a course in the undergraduate curriculum. In my opinion, it could be either an elective or required course depending on particular discipline curricula (347IA1).

When asked whether it should be an elective or mandatory course, there was a

variety of responses across four LRCs. Respondents gave their own reasons for the

choices. Several respondents agreed that IL should be an elective course first.

> The teaching method of this [IL] course will not be similar to other disciplines. We cannot teach students in a big lecture hall. We will have to divide them into small groups of maximum 30 students. When we have many small classes, the overload stipends for librarians and teachers will increase. As a result, it would be harder for the university to approve it as a mandatory course. Therefore we should set IL as an elective course (228IL1).

Another librarian addressed one solution if IL was approved as an elective course:

> It could be an optional program and students may or may not go to class. But at the end of their course, we ask them to accomplish a course assignment. From this assignment, we can evaluate their IL competences. For example, we ask them to conduct an individual or group project under our guidance (230GL2).

Other librarians felt concerned about the low enrollment of an elective IL course and proposed it as a mandatory course:

> The stand-alone sections of elective IL courses may not get high enrollments since students do not know how relevant it is to their learning. I think in the initial stage we should make it a required course so that students will see the effectiveness of the program (239GL5).

> IL should become a required course. To do this we have to change perceptions of lecturers and leadership members. This will lead to a debate among constituencies on campus because it will make change to the traditional teaching methods and lecture approach (353GL7).

> To provide fundamental information problem solving skills for students during their learning process at the university, IL should be a required course with comprehensive contents. It could be a one-credit or two-credit course (112GL1).

Library administrators appeared to understand the university culture and were aware about the obstacles when proposing IL as a required course in the curriculum. Most of them believed that in the near future, integrating IL as an elective course would be more feasible due to the following reasons:

> We should negotiate with the university to include IL as a selective course. This solution is more feasible than making IL a required course (122IA1).

> It may be feasible if we integrate IL into the curriculum as an elective course. To make IL a required course, there must be a top-down decision or policy from the MoET. By proposing it as a selective course, it will be the win-win situation (241IA3).

> IL should be integrated in the curriculum as an independent course, and our staff will teach it (455IA1).

One library administrator suggested:

Education reform and the transmission model of teaching and learning are closely related to reforming services in academic libraries, more precisely, instructional paradigms in librarianship. However, if this process is not well aware and guided appropriately from the top-down, it would be very difficult to gain success. We can implement an institution-wide IL program for students only when the MOET recognizes IL values and includes it in its criteria and policy, that is "to change teaching and learning modes, we have to focus on preparing students with sufficient IL skills" (240IA1).

Faculty interviewed recognized the influence of IL to student achievement, but they also expressed their concern about competing demands on the curriculum and proposed that IL should be fitted into a structure such as giving a handbook on IL rather than enrolling in a course.

It is essential but concurrently, may not be feasible for IL to be taught as a course in the curriculum. Since the credit system was introduced, almost all courses have been tightened in terms of the number of credits to fit in the curriculum. The addition of a new university course requirement would be hard due to competing demands on the curriculum and students' time. So instead of being introduced as a course, IL could come in the form of a handbook to which students will refer whenever they need (234IF3).

Another faculty member revealed as follows:

I integrated research skills in my course. In the meantime, I do not think IL should become a curriculum requirement, especially when the current curriculum has been very demanding already (162IF1).

Regarding the possibility of integrating IL into general education or discipline courses, although the librarian respondents ranked these options second and third, the interview and focus group discussions showed that it was not the case. Several respondents addressed this issue as follows.

In other countries, lecturers integrate IL in their discipline courses. In Vietnam, we have not done it yet. Therefore, to equip fundamental information skills for students, IL should be a required course for first year students (457IL3).

Faculty in Vietnam have not even known what information literacy is. How can we [librarians] expect them to integrate IL into their courses? We have to set an example first by gaining the university support for the adoption of IL course requirement (347IA1).

Integrating IL into the discipline cannot be an overnight job since I do not think faculty can change their mind in one day. We (librarians) must change first by proposing IL as an independent course, either mandatory or elective (226IA2).

It is worth noting that responding faculty did not strongly advocate the idea of including IL into the curriculum either as a mandatory or elective course (less than 50 percent as shown in Table 5.24). The results indicate that librarian respondents strongly desired that librarians should have a formal voice in the teaching and learning community on campus. They were aware that only if IL were integrated into the curriculum as a credit-bearing course that the constituencies on campus would recognize its importance on student learning. However, would it be easy to make ILI a credit-bearing course within the curriculum? Would there be any challenges that the LRCs must confront in order to create such a course? The reasons for these issues are further interpreted in the following sections.

Administrators, librarians and faculty, in three separate online surveys, were presented with a list of nine factors that challenged the inclusion of ILI into the curriculum as a credit-bearing course. These nine factors came from the pilot study and were adopted from McAdoo's (2008) and Pham's (2008) studies. These nine potential factors included the following:

- Limited budget
- Lack of support
- The curriculum overload issue
- Librarians with limited expertise in pedagogy
- Librarians with limited expertise in librarianship
- Librarians without background in subject knowledge
- Priority of other mandatory general education courses
- Lack of an understanding of the importance of IL
- Lack of collaboration between librarians and faculty

Respondents were instructed to give their opinions in a 5-point Likert type scale ranging from 1, meaning *no challenge*, to 5, meaning *great challenge*. Table 5.26 summarizes the responses to this question from library administrators and instruction librarians. The responses were not unexpected. As seen in Table 5.26, nearly 73 percent and 18.7 percent of respondents respectively believed that "Lack of support from the university leadership" was the great challenge and challenge factor. Library administrators and instruction librarians judged the support from the university as the top challenging factor. The universal point here is that libraries in Vietnam have to depend and rely heavily on upper level administration such as Rectors or Directors of the universities. If libraries do not gain support from them regarding finance, resources, and personnel, it will be impossible for the libraries to implement any activities no matter how professional and foundational they are.

Table 5.26. *Challenging factors-by Library Administrators and Instruction Librarians*

Challenging factors	Great challenge	Challenge	Moderate challenge	Light challenge	No challenge
Lack of support	72.9	18.7	4.2	4.2	0.0
Lack of an understanding of the importance of IL	62.5	22.9	8.4	4.2	0.0
Lack of collaboration between librarians and faculty	41.7	39.6	4.2	10.4	2.1
Librarians with limited expertise in librarianship	39.5	39.5	0.0	16.7	6.3
Librarians without background in subject knowledge	37.5	37.5	4.2	16.7	2.1
The curriculum overload issue	33.3	37.5	12.5	12.5	4.2
Librarians with limited expertise in pedagogy	16.7	54.2	0.0	22.9	4.2
Limited budget	18.7	47.9	10.4	18.7	4.2
Priority of other courses	12.5	39.6	14.6	16.7	16.7

Lack of an understanding of the importance of IL to student learning outcomes (SLOs) was recognized as the second most challenging factor by the respondents (85.4 percent as shown in Table 5.26). This suggests and supports the evidence that even librarians, the individuals who are likely to be familiar with IL activities, are not clear how important IL is to student learning outcomes due to the lack of formal assessment. The assessment was analyzed in detail in Research Question 1. Libraries and librarians have not yet proved the impact of IL on student learning outcomes, so it could be harder for those with a non-librarianship background -- including university and departmental leaders, and faculty -- to recognize its importance to student learning.

Lack of collaboration between faculty and librarians was noted as the third most challenging factor that impeded the inclusion of IL courses into the curriculum (81.3 percent), as displayed in Table 5.26. In fact, faculty and librarian partnership was mostly a one-sided relationship, meaning librarians were the ones who proposed and initiated any kind of cooperation with faculty in introducing IL activities to students. This partnership was mostly rooted from a personal relationship.

As the next most challenging factors, having expertise in librarianship and subject knowledge were recognized nearly equally by responding librarians (79 percent and 75 percent respectively, as shown in Table 5.26). This ties into two issues that are very common in libraries in Vietnam. Library staff without proper library qualification and librarians without background in a discipline are very common in libraries in Vietnam. Looking at the demographic data, this issue can be clearly seen. Four LRCs would be exceptional because they received the grant from AP to establish new and modern library

systems including staff upgrading. That explained why the librarian respondents considered librarianship and subject knowledge as two equally important factors that impeded the integration of IL into the curriculum.

Curricular constraints were also noted as a challenge with 70.8 percent (Table 5.26) selecting. In Vietnam, according to the policy of MoET, every university has to reduce the number of credits in the curriculum from 210 to 120 credits in order to increase the time budgeted for student self-directed learning. As a result, adding one more course, no matter if it is elective or mandatory, or even integrating a particular course into the current curriculum would cause a lot of change and would increase difficulty for faculty and other related constituencies.

While curriculum constraint was an issue that challenged the integration of IL into the curriculum, limited budget and the priority to mandate other courses in general education was not considered a big problem. Approximately 52 percent of administrators and librarians considered the prioritization of other courses challenging to the integration of IL (Table 5.26).

The faculty perceptions of challenges were identical to those of library administrators and instruction librarians. For faculty, among the nine challenging items, "lack of understanding about the importance of ILI" (92.9 percent), "lack of coordination between faculty and librarians" (89.4 percent), "lack of budget" (88.3 percent), and "lack of support" (85.9 percent) were viewed as the most challenging factors (Table 5.27). Viewing the results from faculty and librarians, both parties have the same perceptions about the most challenging factors: lack of understanding about ILI, lack of support, and

224

lack of collaboration. Through the faculty lens, lack of understanding about the importance of ILI to student learning was viewed as the greatest impeding factor with a total of 92.9 percent ranking it as great challenge and challenge. As for librarians, support from related constituencies was considered the most challenging (Table 5.26). The finding indicated that both faculty and librarians had similar views about the lack of understanding regarding the value of ILI and the lack of faculty-librarian collaboration as crucial factors.

Table 5.27. *Challenging Factors- by Faculty*

Challenging factors	Great challenge	Challenge	Moderate challenge	Light challenge	No challenge
Lack of an understanding of the importance of IL	40.0	52.9	3.5	3.5	0
Lack of coordination between librarians and faculty	25.9	63.5	4.7	4.7	1.2
Limited budget	47.1	41.2	8.2	3.5	0
Lack of support	38.8	47.1	9.4	2.4	2.4
The curriculum overload issue	28.2	52.9	3.5	15.3	0
Librarians without background in subject knowledge	20.0	55.3	11.8	9.4	3.5
Librarians with limited expertise in librarianship	25.9	44.7	17.6	11.8	0
Librarians with limited expertise in pedagogy	18.8	48.2	20.0	11.8	1.2
Priority of other mandatory general education courses	12.9	27.1	18.8	34.1	7.1

Faculty considered lack of subject knowledge (75.3 percent) a more important factor than lack of librarianship (70.9 percent), as shown in Table 5.27, while librarians viewed expertise in librarianship as more essential with 79 percent rating it as great

challenge and challenge (Table 5.26). Both librarians and faculty considered the priority

of other mandatory courses in the general education as the least challenging factor to the

inclusion of IL into the curriculum. However, it is noteworthy to see that the overload of

the existing curriculum was a big concern for faculty when considering the possibility of

delivering IL for students as an official course in the curriculum. While librarians ranked

the curriculum overload as the seventh most challenging factor (Table 5.26), faculty

ranked it as the fifth most challenging factor (81.1 percent as shown in Table 5.27).

From the analysis above, although faculty and librarians have not had any formal

communication regarding the IL issues, they shared common understandings and

perceptions about the difficulties the academic libraries would have to face if they

proposed to include IL as a course in the curriculum.

In the qualitative data analysis, library administrator and librarian respondents

highly recognized that the integration of IL as a university requirement course in the

curriculum would be critical for student learning. However, they were aware that it would

not be an easy job. One librarian revealed:

> When you want to propose a new program/ course into the curriculum, it is not easy at all.
> You must consider many factors (349GL1).

What would these factors be? Based upon the literature review and through the

data analysis process, the following themes emerged: 1) influence of the teacher-centered

model, 2) challenges inherent in perception, 3) insufficient support, 4) lack of

collaboration, and 5) lack of resources. Table 5.28 displays a list of themes and

subthemes relating to the challenging factors. In the following section, the researcher further analyzes these issues.

Table 5.28. *Display of Themes Emerged from Tree Nodes*

Themes (Tree nodes)	Subthemes (Child Nodes)
Influence of the teacher-centered model	The implementation of the credit system
	The curriculum overload issue
	Reduction of credits per course
Challenges inherent in perceptions	Lack of university leadership's understanding about the importance of IL
	Lack of faculty's understanding about the importance of IL
	Lack of student 's understanding about the importance of IL
Insufficient support	From university leadership
	From departmental level
	From faculty level
Lack of collaboration	Librarians and faculty collaboration
Lack of resources	Challenges inherent in human resources
	Lack of financial resources
	Lack of information resources

Influence of the Credit System and Teacher-Centered Approach

As reviewed earlier, since 2006, Vietnam has formally and strictly adopted the credit system in higher education (Dang, 2006; Lam, 2006; T. H. Nguyen, 2007). This section presents the influence of the implementation of the credit system as well as the

teacher-centered model on the inclusion of IL as a credit course into the existing higher education curriculum.

The teacher-centered or lecture format has long been the model for teaching in higher education in Vietnam. In the teacher-centered format, students may find using the library for independent research a strange idea (Grassian & Kaplovitz, 2009). Dang (2006) reports that although the motto of "curriculum reform" has been repeated, in reality, the way of teaching and learning as well as that of student learning assessment has not changed radically. Students still learn by passively listening to lectures and reading and absorbing textbooks. As a result, the biggest challenge to the implementation of the credit-based system is to change the passive way of teaching, the teacher-centered approach, to a more active way of teaching, the learner–centered approach. One librarian expressed her concern that the habit of teaching and learning following the passive teaching and learning style still had a great influence on faculty and students. She said:

> Actually, reforming teaching methods is a big concern of the University as well as other universities in Vietnam. The University organized many workshops on advancing teaching methods to raise the awareness of faculty members and encourage them to apply new teaching methods. However, there have not been many faculty members adapting to change. They merely give lectures or read from the PowerPoint slides for their students to take note (454GL2).

Tan Hung Nguyen (2007) and Dang (2006) claim that instructors have to be committed to change, reduce the face-to-face teaching time, and increase the self-directed learning time for students. Regarding this issue, one librarian suggested:

> Since the implementation of the credit system, when students are asked to be equipped with self-directed learning skills, and have more time for independent research, lecturers should reexamine their syllabi, lesson plans and teaching methods in order to enhance student's independent research capability (232IL2).

228

However, one coordinator of the IL program indicated that the reduction of face-to-face teaching time would result in fewer credits per course, a challenging factor for the inclusion of an ILI course into the curriculum in the future. She said:

> As you see, the MoET has currently called for the implementation of a credit-based system in higher education. Our university has been cutting down the number of credits of each course, and this directly affects faculty's income benefits. Faculty members are upset because important discipline courses are squeezed, combined, and cut down. If we intend to add a new course into the curriculum, I am afraid that it would be very challenging... (114IL1).

The fact that income distribution has been measured by the number of teaching hours has a negative impact on faculty (T. H. Nguyen, 2007). Nguyen (2007) reveals that it makes faculty try to teach extra hours to make extra money, rather than spending time for research. One librarian respondent reflected on this issue during the focus group session:

> Standard commitment time or duty periods of faculty members vary from 330 to 410 duty periods per year depending on their qualification (bachelor, master, or doctoral degree) to receive a monthly basic payment, which make it impossible to support their family. In order to earn extra money, they must teach more classes/courses (119GL7).

Then this respondent explained why the inclusion of an IL course into the curriculum would be such a difficult issue:

> It is very difficult to convince faculty members to recognize ILI as important to student learning outcomes and accept its inclusion into the curriculum. The fact that most courses have cut down credits to fit themselves with the new credit-based system, which include only 120 credits for the undergraduate program, has influenced faculty members' interests and benefits (119GL7).

When asked why the implementation of the credit-based system had an influence on the introduction of an IL course into the curriculum, one library administrator explained as follows:

As a policy of the MoEt, discipline faculty is required to teach a certain number of hours per semester depending on their faculty status (bachelor, master or doctoral degree) in order to get a standard payment. That is, faculty salary relies on credit hours required and taught. They only get extra payment if they teach extra credit hours (122IA1).

More explanation was given:

They [faculty] have been very frustrated because their own courses were squeezed. What if we added a brand new course to the curriculum? They might object our suggestion even they are aware of its importance. Next, they would propose their objections to their department leaders and then to the university managing board (122IA1).

Another added:

One thing we should consider when attempting to add a new course into the curriculum is to balance it with the benefits of faculty members. Otherwise, it would fail (113IA2).

However, T. H. Nguyen (2007) emphasizes that the reduction of face-to-face meeting in class and the increase of time for self-directed learning is not efficient since many students have not had a positive and self-directed learning attitude and have not been well-prepared for the credit system. According to T. H. Nguyen (2007), one factor that makes the credit system successful is to enhance student ability to access and evaluate information efficiently. One faculty member stressed the important role of the instructor as a facilitator in class.

Students can select good information in their field of study. Often, when they cannot find the relevant information, the teacher will show them the sources. From what the teacher shows, the students can search for related sources. Sometimes, the teacher is surprised at what the students have found (164IF2).

One librarian emphasized:

It was the passive learning practice in high school that had a strong influence on them and made them appear to be slow and passive in acquiring active and independent learning habits (162IF1).

In sum, the Vietnamese higher education system is in transition to a credit system, and the learner-centered approach. Despite the efforts of MoET, higher education institutions, and faculty, the implementation of the learner-centered approach is far from

realized. According to respondents including administrators, instruction librarians, and faculty, there were serious obstacles that impeded the possibility of incorporating IL courses into the curriculum.

Challenges Inherent in Perceptions

This study also revealed that among the factors impeding the inclusion of IL into the curriculum as a credit course, the lack of stakeholders' understanding, especially that of university leadership, about the importance of IL and related issues was viewed as a very challenging problem. One librarian respondent gave the following comment:

> The university managing board has not even had a clear understanding about our current ILI program and that's a big problem when we propose it as a credit course (120GL8).

Another librarian respondent showed that the status of libraries in the development of higher education was not highly recognized, and so neither was the value of IL. This informant said:

> The university leadership board has many other responsibilities as well. Our LRC in general and ILI issues are not their major interests and concerns (239GL5).

One respondent expressed concern regarding the underestimation of the role of liaison librarians, who are usually also in charge of library instruction and tasks at the reference desk. Liaison librarians working with academic departments as affiliate or adjunct members were not encouraged by university leaders. One librarian complained:

> There was a new decision from the Rector. He said that it was not necessary to have a liaison librarian position because this position was redundant. If the LRC still has the Liaison Librarian position, the Rector will cut down the number of staff immediately (112GL3).

One noteworthy response related to the lack of faculty's understanding about the importance of IL.

231

Since faculty members have not understood our [librarians] roles in equipping students with useful skills for lifelong learning, they don't want to cooperate with us (112GL1).

Another librarian had the same feeling as follows:

The problem is that many of them [faculty members] have not been aware of the ILI program as well as its importance to their student's performance (353GL6).

Another added:

It seems faculty does not care about the availability of information resources as well as the provision of services facilitating their teaching at all (353GL7).

One coordinator of the IL program stressed that it would be crucial to raise the awareness of discipline faculty about the value of IL skills for student learning.

Their awareness about our roles and professional activities is very important. It is an essential factor for successful faculty-librarian cooperation (349GL1).

One librarian stated that once faculty recognized the importance of ILI, they would be willing to be involved in helping get IL as a course.

When they are aware of how ILI helps improve student learning, they will be willing to cooperate with the librarians (457IL3).

It was noted that the misperception about the value of IL could be changed only if IL was recognized as a course in the curriculum. One library administrator stressed this issue as follows:

If IL became an official course in the curriculum, I think the view of faculty members about the library, its information services, and ILI would be different. After students learn ILI skills and use them efficiently in meeting their information needs, faculty might recognize the value of this course. […] By that way, they will appreciate our program, and their perceptions about librarians would change. They will positively recognize our roles and contributions to student learning outcomes (237IL3).

One interviewee also addressed the need to stress the importance of ILI for students.

Students should be aware of the importance of this subject (112GL4).

This person proposed a way to promote ILI to students via the academic assistant

staff:

> We can ask for help from academic assistant staff, the ones that consult students in course choices and other related academic activities. That is a good way to make students aware of the value of ILI (112GL4).

However, a faculty member revealed that students' information needs have not

been high and it was the responsibility of instructors to inspire them.

> Students' information need has not been very high yet. That's why instructors need to inspire the students. I would say, for example, when they feel they like the course and the instructor's teaching style, chances are they may wish to be an excellent student of that course. This wish urges them to go seeking for learning materials (162IF1).

She also emphasized that course requirements from the instructors were very

important in encouraging students to spend more time on their learning.

> So, inspiration is one thing, and another thing is the requirements from the teachers. And the requirements should entail enough instruction, i.e. when I give them assignments, I also show them the way to approach the assignment and sources that may be of potential value to them (162IF1).

The findings showed that misperceptions about the important role of ILI in

helping students develop the abilities that would allow them to become effective learners

remained problematic at these universities. This misunderstanding was associated with

other challenges presented in the following section.

Insufficient Support

Since the university leadership has not recognized the value of the IL program, it

would be hard to gain their support and approval to include a credit IL course into the

curriculum. One head of the IS department reported:

> The biggest obstacle is from the university leaders (113IA2).

This interviewee added:

233

The university leaders have given support to the current IL program, but not actively. It would be harder to ask for its inclusion into the curriculum (113IA2).

However, she was still optimistic and proposed an action plan as follows:

We should convince both faculty members and department leaders. Particularly, when department leaders are aware of this issue, they will encourage their staff to support the program. If the head of a department is not aware of it, we are supposed to turn back at the starting point (113IA2).

According to many respondents, gaining support from the department leaders appeared to be a crucial factor. It was important to note that one library administrator considered support from the department leadership as critical. He explained:

Leaders at the departmental level are the primary group that needs convincing most, because they are responsible for curriculum/ training programs at their departments, and they have a right to make decisions about the program development. In a credit-based system, they have the right to decide which subjects/ courses should be included or excluded in/ from the curriculum (122IA1).

A similar approach to this issue was found in another response:

We can convince the university managing board, but their final decision depends on feedback from all schools and colleges. If these schools and colleges do not agree to include IL into the curriculum as a credit course, this will affect the university leaders' final decisions. It is very difficult to attain an agreement of all the schools and departments, so the university leaders have to weigh the pros and cons carefully (343IL1).

Additionally, responding librarians also viewed support from the departmental level essential. One reflected:

We should directly discuss with leaders at departmental levels if we want to introduce the ILI course into the curriculum, because they are directly responsible for professional activities of specific disciplines. If the university leaders want to develop and/or revise the curriculum of a specific discipline, they have to discuss with the departmental leaders (454GL1).

It is obvious to see that the key is to gain support from department leaders and discipline faculty members. Without their consensus and support, the effort of librarians to introduce ILI as an official course in the curriculum would be futile.

However, one reflected that gaining recognition as to the importance of IL to student learning outcomes by faculty in order to accept it as a course in the curriculum was not easy. She reported as follows:

> I think we haven't got any support from faculty. I don't think faculty members will support the ILI program, but researchers will (232IL2).

One librarian in the focus group meeting said:

> The most difficulty is obtaining the support from faculty members at schools and departments on campus. We are afraid that faculty members would object it if these subjects/ courses became prerequisites for their majors (230GL7).

However, one head of the IS department was optimistic:

> There would be faculty who support the integration of the ILI program into the curriculum. For those, in case IL was recognized as an official course for all disciplines of the university, faculty members would objectively appreciate its importance. This inclusion would change their perceptions and attitudes about the library and its services, and it requires them to have better preparation for their teaching to meet students' expectations (237IL2).

Gaining support from different key players for promoting IL as courses across the campus was a critical issue. It requires a shift in perceptions for those with positional power on campus such as university leaders, academic administrators and their followers including faculty and students.

Lack of Collaboration

Libraries bear responsibilities for providing ILI. However, librarians need to form partnerships with faculty and administrators since these partnerships are crucial for ILI success (Grassian & Kaplowitz, 2005, 2009). According to Grassian and Kaplowitz (2009, p.269), the success of the IL program depends on making the right connections at the campus environment, finding the appropriate partners in the institution and promoting the value of IL programs to the community. One librarian stressed that issue as follows:

Currently, we are working on the ILI program unilaterally; but when the ILI is recognized as an official subject, the coordination between faculty and librarians is strongly required to build a solid ILI program (230GL4).

Another librarian stated the need for faculty librarian partnership:

There must be a successful and effective collaboration between faculty and instruction librarians (239GL6).

Another one agreed with that opinion:

That would be a big problem if faculty members and librarians haven't developed a successful collaboration (239GL5).

One librarian gave an example of successful coordination in working with a

specific department to develop ILI support for a discipline-based basic research method

course as follows:

Several years ago, some faculty members who taught the Research Methodology course were very interested in the ILI program. They came to us and asked us to co-teach 10 periods on how to search for information to their students. After some sessions, discipline faculty received positive feedback from students, so later there were more faculty asking me to co-teach with them in their courses (112GL4).

Then she explained why such a successful collaboration no longer existed.

However, since the University changed into the credit-based system and the number of credits of this course was cut down, we no longer had the opportunity to cooperate with faculty in teaching this kind of class since, if they invited us to co-teach, their income would be shared and reduced (112GL4).

However, she added:

Faculty didn't invite us to co-teach but they asked their students to attend our IL sessions (112GL4).

One instruction librarian in charge of the reference desk reported that such

collaboration still existed but remained inconsistent.

Support from other disciple faculty was very inconsiderable. Some of them met me at the reference desk, and when I told them about the benefits of these classes, they seemed very interested. They promised to encourage their students to register in these classes, and they did it (112GL2).

Or, one stated:

There were still some faculty members suggested us to teach ILI skills for their students. They came up to us and asked us to do it, but these were very few (112GL5).

Literature shows that it is extremely difficult to get teaching faculty to collaborate with librarians in integrating IL into the curriculum. According to Hardesty (1995), librarians have had problems trying to work with discipline faculty to establish IL programs. So what can librarians do to make faculty aware of the benefits of ILI and appeal to them? Hardesty (1995) suggests that librarians should keep trying to develop and nourish faculty-librarian relationships through informal one-on-one contact. In reality, one librarian reported that personal relationship placed an important role in building a successful partnership.

> They come to us, or we get to them, in both cases we work on an interpersonal standing. […]. Building a personal relationship is a key for improving professional partnership (353GL5).

Another was aware that reaching out to faculty to try to educate and involve them in ILI efforts was a wise idea.

> We should actively approach faculty members who don't know much about the ILI program (349GL1).

In order to be a successful partner in reforming curricula to incorporate IL, it is necessary to have a deep understanding of other constituencies on campus as well (Kempcke, 2002). One IL program coordinator commented:

> Especially, we have to set up good relationships with other groups on campus in order to conduct an opinion poll of the leaders on this issue. We should exchange ideas on related aspects, its importance and significance of this course to parties who are responsible for curriculum reform in each school and college so that they will revisit their curriculum and convince other staff to admit the inclusion of the ILI course. We should know who these key persons are because they will be an intermediary helping us to convince faculty members (113IA2).

A librarian also recognized that building up this partnership will bring mutual

benefits.

> We should enhance supporting relationships between faculty members and instruction librarians. As I formerly told you, having them involved in the ILI program might bring mutual benefits. Faculty master knowledge in specialized disciplines, and related information resources useful for their students; however, their shortcomings are that they are not knowledgeable about ILI and professional knowledge in librarianship. On the contrary, librarians are very good at providing ILI skills but they lack specialized knowledge of the disciplines. We should think of a collaboration between librarians and faculty members for implementing a more successful ILI program (457IL3).

And she believed that these mutual benefits will enhance strong partnerships.

> Both sides will get benefits by developing an effective collaboration. The relationship will get better and better. It will influence and change their mind about the role of library and librarians (457IL3).

One librarian proposed the way to nourish this relationship as follows:

> We might assign instruction librarians to participate in specialized seminars held by schools and colleges. As a result, these librarians will master a couple of topical issues relating to those disciplines. Or we might ask discipline instructors to allow librarians to attend one or two first sessions of their courses in order to know some concepts relating to the courses, as well as to examine if there are enough reference materials for the courses or not (349GL3).

That respondent stressed that librarians need to be active and try to reach out the

faculty, rather than wait for faculty to come to them.

> Librarians have to directly and actively come to talk to instructors. By that way, we can get to know their culture, and it's easier for us to convince them to change their misperceptions about our roles in improving student learning (349GL3).

The view that teaching, research and the curriculum has been solely faculty

responsibility (Rockman, 2004) is slowly changing. Librarians need to play an active role

in building and nourishing partnerships and collaborative efforts.

Lack of Resources

In this study, lack of resources included challenges inherent to staffing, financial

resources, and information resources for implementing the ILI program. Regarding the

238

challenges inherent to staffing, potential instruction librarians with limited knowledge in librarianship and subject knowledge were considered big obstacles to the inclusion of an ILI program into the curriculum. Minh Hiep Nguyen (2003) proposes that Vietnam should follow the Western library education model in that the library education program should begin with the master's degree rather than the bachelor's degree. He argued that library practitioners should have knowledge in a specified area in order to pursue librarianship. Hong Sinh Nguyen (2008) studied the exploration of perceptions of library managers and librarians regarding continuing education programs for university library practitioners in Vietnam. The author showed that graduates with a bachelor's degree in LIS could not handle their jobs due to the lack of currency of LIS professional education programs. These issues were also reflected by librarians across four libraries.

> We [librarians] should have an understanding about the disciplines in order to figure out whether the library has met users' information needs (353GL6).
>
> When IL becomes a compulsory subject or an elective one, instruction librarians should obtain general knowledge about a specific discipline besides professional librarianship (230GL1).

One librarian reported that it would be difficult to teach an ILI course without expertise in subject discipline.

> It takes a lot time to prepare ILI sessions if instruction librarians are not familiar with a particular field of study (454GL8).

They also stated that in the future, when ILI may be recognized as an official course, its requirements would be higher. A head of the IS department said:

> In the future, if we offer ILI as a course in the curriculum, we will cover the whole process of ILI, not just like our current program which focuses on basic searching skills on certain information sources. To teach IL courses, a teacher should master information literacy and its process. In addition, if we deliver IL courses for diverse schools and colleges, we must expand our knowledge on different discipline courses (229IL1).

Librarians also expressed their concerns about time constraint and shortage of

staff to carry out this task. One worried:

> The number of hours required to prepare for instruction should be calculated at two to
> three hours of preparation for each hour of instruction. At that time,[when IL is included
> into the curriculum], librarians will have to do more work because they have to be in
> charge of both teaching and carrying out their professional work. This job is very labor
> intensive (230GL4).

> One library administrator was confident about the staff capability to take charge

of IL teaching:

> We feel confident about staff quality in delivering ILI courses (240IA1).

> However, he said:

> We will be short of human capital to carry out the activities. It is so labor intensive.
> Therefore, we have to reschedule their tasks and allocate time appropriately to best
> accomplish them (240IA1).

> And these are the solutions proposed by one head of the IS department:

> Allocating personnel, setting up timetables and class schedules, and preparing
> infrastructure and facilities are not difficult issues for us (113IA2).

> Grassian and Kaplowitz (2009) stress that adding services, extending hours, and

enhancing instructional methods and materials in IL efforts have financial implications.

Respondents worried that there would be a budget shortage for implementing the IL

program. More explanations were given as follows:

> In order to be an instructor, you must maintain faculty status. Most librarians in Vietnam
> do not have faculty status. If we do not have faculty status, we are not permitted to teach
> courses for credit. Librarians who carry out the full responsibilities of a library position
> must get approval to teach a class in a unit outside the library for an additional stipend.
> Compensation for added instructional load is higher than regular pay. Therefore, the
> university rarely assigns librarians to be guest lecturers (241IA3).

> One librarian shared the same concern:

> One day, if the IL course is included in the curriculum, and if the LRC's staff takes
> charge of teaching IL courses, they would be recognized as guest lecturers. If so, the

university will have to pay extra compensation to them. I do not think the university leaders feel happy about it (349GL1).

Another reported:

There would be financial issues relating to the income of discipline faculty. When instructional load assignments exceed the accepted general responsibilities, some mechanism for additional compensation should be implemented.The university only has a certain amount of funds, if you "jump in", it means that you would "share a slice of cake" with other university staff (228IL1).

One library administrator proposed a solution:

We should first design a program and then investigate impact factors. We have to make a feasible plan in order to implement it easily. When we introduce IL as an optional course in the curriculum of a specific department, we should carefully examine that curriculum. Commonly, it much depends on specific disciplines. We should call for faculty cooperation to design the course, and we should equally scale benefits for both sides because faculty members' salary is not high. Money is a sensitive issue, so we should carefully consider it (347IA1).

Besides the challenges relating to staffing and finance, respondents viewed the uneven balance of information resources and students' language barrier as a challenging issue. In addition, in Vietnam, most students coming from the rural areas are not computer literate so, in the current IL programs, during the first IL session instruction librarians had to introduce computer and Internet basics. Later, if students registered for free ILI sessions, librarians would move on to learning IL-related traditional online tools and resources, including the library catalog, free and licensed databases, and online reference tools. In the future, when the inclusion of IL courses into the curriculum becomes realistic, these requirements would be even more essential.

As mentioned above, the implementation of the credit system requires students to be proactive in self-directed learning, especially developing the ability to locate, access and evaluate rich information resources available in English (T. H. Nguyen, 2007). However, one of the biggest challenges for students is the inability to read and

understand specialized materials in English; it is the language barrier that prevents

students from keeping up with materials in English (T. H. Nguyen, 2007). This issue

prevails across four universities. One librarian listed the reasons for student weaknesses

as follows:

> Students' information searching and using skills have not been efficient due to the
> following reasons: They don't know how to search for information; their English
> competence is not good; the LRC has not met the information needs of faculty members,
> researchers and students. These are the main barriers that the LRC and faculty should
> have a better coordination in to overcome (112L4).

One faculty member at School of Education revealed:

> One of the most difficult things students have to face in searching for information on the
> Internet is language barrier. For most majors, information in English makes up a large
> proportion. For this reason, when teachers assign reading materials in English, students
> appear to be afraid of reading English text. Just about 10 percent of the students are
> comfortable reading English language-based materials. The others try to manage by
> finding information published in Vietnamese. However, information published on
> Vietnamese sites is not, for the most part, research or scholarly information. So, in order
> for students to study well and for faculty to use learner-centered method successfully,
> foreign languages in general and English in particular is the first constraint to be
> overcome (164IF2).

One librarian also had the same opinion:

> Many users do not use these information resources effectively because most databases are
> available in English, while foreign language competencies of users are very limited
> (119GL7).

King and Newmann (2000) states that one of the factors that makes school

effective was the extent to which schools gather technical resources as tools for learning

including materials, equipment, space, time, and access to new ideas. In the current study,

the poor quality of electronic information resources in Vietnamese, the scarcity of

information resources in English, and the unstableness of Internet connectivity were

considered serious obstacles that could cause difficulty for instruction librarians in the

delivery of IL skills if IL was proposed as a course in the curriculum. The majority of

librarians were concerned about the need for more diverse information resources, and the

quality of these resources in Vietnamese.

> The number of electronic databases must be sufficient and diverse enough to effectively meet the needs of the ILI program requirements (112GL1).

> The LRC is trying to enrich Vietnamese-based databases to meet information needs of undergraduates, and English-based databases mostly serve graduates and faculty members (454GL3).

> Librarians across four LRCs expressed their concerns.

> We haven't got many Vietnamese databases, which causes difficulty for us when we introduce our resources to students since the majority of students are not good at English (112GL1).

> We have few online information resources, both in English and Vietnamese (456GL2).

> We don't have Vietnamese databases, which is one of the factors discouraging our users come to the LRC (229IL1).

> We almost have no Vietnamese databases in good quality; we just have one on traditional medicine (349GL3).

> Responding faculty and librarians expressed their concern about the lack of

variety in information resource formats, both in Vietnamese and English. Especially,

faculty complained about the lack of specialized information resources in English.

> We have some multidisciplinary databases in English and very few databases that specialize in one subject area (231GF1).

> Information resources have not met users' demands (350IF1).

> The important thing is to increase the number of electronic databases. Just one database cannot help diversify and optimize the search experience (232IL2).

> One of the policies of the majority of higher education institutions in Vietnam is

to ensure the availability of textbooks for students. Textbooks in this context mean those

compiled by the faculty members of that institution for particular subjects/courses offered

in the curriculum. With the limited budget for information resources, academic libraries

have to set priority and adjust the allocated budget for acquisition so that they can both

meet the requirement of the parent institution regarding the textbook policy, the needs of

faculty for specialized materials, and the core library collection for student reference. One

library administrator stated the issue as follows:

> It depends on the acquisition budget. We have to allocate budget equally among academic programs. Academic programs having a high but unmet demand will receive some budget allocation in the following year.

Regarding the electronic resources in English, since the four universities in the

study shared the licensed subscription of electronic resources, the users of these

institutions got access to databases licensed from ProQuest on accounting, business,

education, science, social sciences, technology, and several other free online resources

such as Hinari, and Agricola.

> Purchasing databases in English "consumes" a great proportion of our acquisition budget while [these databases] cannot fit perfectly with all academic programs offered on campus. For this reason, there are always teachers who find their needs unmet by the LRC's resources. So, in terms of the resources offered, it is impossible to meet all the needs (456IL2).

One faculty member stated that having sufficient learning resources is the key to

attract faculty and students.

> Besides a welcoming environment, the library must have a variety of information resources. The diversity is not about having lots of books, but rather, having books suitable to the users' needs. The collection should be addressed in both breadth for all majors/programs offered and depth for each major. In addition to sending the to-be-ordered book list to the departments, the LRC should also send some type of current content to us. We will recommend our students to go to the LRC to find those sources (350IF1).

They realized that the availability and quality of information resources were keys

for improving the content of ILI sessions.

244

We should be concerned about information resources available at the LRC. We should have sufficient information resources to meet students' needs of information when the ILI course is officially developed and implemented. The availability of information resources plays a very important role in the deployment of the ILI program in the future (456IL2).

In addition, the limited bandwidth and unstableness of the Internet discouraged faculty and students from using online information resources. Concern about equipment, space, and time were also addressed by instruction librarians as obstacles if IL was offered on a larger scale. In sum, lack of sufficient technical resources were perceived by stakeholders as a big challenge in the attempt to propose IL as a credit course in the curriculum.

Data transmission speed is too slow, and the computer system does not respond well for multiple accesses 353GL7).

Another librarian shared the same concern:

The Internet bandwidth has to be large enough. We should pay much attention to data transmission speed (112GL5).

In sum, the data analyses from the online survey instrument and the interviews and focus group questions indicated the challenging factors influencing the possibility of including IL as an official course in the undergraduate curriculum. The analyses showed that the two types of data complemented each other in some ways. The stakeholders, librarians and faculty, share similar perceptions about the two most challenging factors regarding promoting IL as a credit course into the curriculum. The following section discusses findings derived from the data:

Lack of understanding about the importance of ILI to student learning outcomes and lack of collaboration were perceived by library administrators, instruction librarians and faculty as the most two challenging factors.

245

One of the key themes that emerged from this study is that the lack of knowledge about IL was perceived by faculty as the most significant challenge to including IL into the academic curriculum. How faculty recognize, understand and value IL was still unclear. Remaining unaware of the value of IL was seen as a great challenge/challenge (92.9 percent), shown in Table 5.27. It was also discussed repeatedly in the focus group interviews of librarians and consistent with the literature. Curzon (2004, p. 32) states that faculty do not think of IL as requiring much attention. Grassian and Kaplowitz (2009) stress that faculty members are unwilling to give up class time for IL efforts. Although library administrators and librarians were aware of faculty underestimation about the value of ILI, no action has been taken to change and improve the situation. No formal and official meetings on campus have been set up to discuss ILI and related issues. No concrete strategies have been implemented to create awareness of faculty about the need for student mastery of IL.

The lack of understanding about ILI was related to other problems; lack of collaboration between faculty and librarians in promoting IL initiatives was considered very challenging. The findings from the qualitative data showed that collaboration -- where instruction librarians fostered collaborative activities with faculty based on their personal contact and communication -- was still minimal. No major steps were taken to enhance this relationship. The survey data supported the qualitative findings in that 89.4 percent of faculty (Table 5.27) and 81.3 percent of responding librarians (Table 5.26) recognized the lack of collaboration between faculty and librarians as a factor that was either a great challenge or challenge. This finding is not only consistent between the survey data, interview and focus group data but also aligns with the literature. Grassian

and Kaplowitz (2005, p.89) reveal that it takes "too much time and patience to develop a mutually beneficial relationship that can lead to successful collaboration for ILI". Across four libraries, building this kind of relationship had just started.

> *The current teaching style, which is still in the transition to the credit based system and learner-centered model, has a great influence on student learning attitudes, which makes faculty and students underestimate the value of ILI.*

This issue was not an item in the survey instrument. It surfaced during the focus group interviews. Library administrators and instruction librarians perceived that student information needs were crucial. They concluded that the passive teaching and learning model may have influenced student underestimation of the value of ILI. More specifically, due to the passive way of teaching and learning, students still learned largely only what they were provided in class, and they did not practice the habit of independent study. They had few information need requirements, which might be due to faculty not strictly requiring students to spend time for independent research. The data analysis from faculty interviews confirmed the data from administrators and librarians. All of these factors influenced student perceptions about ILI.

> *Librarians expressed more concerns about gaining the support from different constituencies on campus regarding the possibility of integrating IL as a credit course into the curriculum.*

The literature states that although the need for introducing IL into the curriculum is widely accepted among librarians, convincing faculty, academic administrators, and

university leaders can be very challenging (Grassian & Kaplowitz, 2009). Librarians considered gaining support from political groups on campus a hard issue. Table 5.26 showed that 91.6 percent of responding librarians ranked "Lack of support from the university leadership" as a great challenge or a challenge, while 85.5 percent of responding faculty selected this item as a great challenge or a challenge (Table 5.27). While librarians stressed that they tried to get support from the faculty through personal relationships, the library administrators considered the support from academic administrators more critical since they had the most influence with faculty and university leaders.

Library administrators, librarians, and faculty shared the view on the need for strong partnerships.

Faculty members appreciate support from librarians, but there still remains no widespread acceptance of the librarian's role in curriculum planning and course-integrated instruction (Winner, 1998). This is the case in academic libraries in Vietnam. Data analysis showed that faculty at University A, B, and C had a positive perception of librarians' abilities, but it did not mean they were willing to invest in-person class time for ILI. Team teaching between two faculty members, or a librarian and faculty, and guest speakers has not been popular in Vietnam. Librarians would likely fail to win faculty support for class time to help students become information literate. No formal action has been taken to improve their relationship and enhance collaboration. Other groups involved in curriculum and curriculum-related issues have not been recognized as critical, i.e. a student affairs department, accreditation body, etc.

Faculty claimed the limited subject knowledge of instruction librarians as a challenging factor if IL became a credit course in the institution-wide curriculum.

Table 5.27 showed that 75.3 percent of faculty considered librarians' expertise in a subject discipline to be a critical issue when proposing IL as a credit course into the curriculum. As for the researcher's experience working in the academic library environment, the fact that the majority of librarians in Vietnam do not have expertise in a particular subject discipline makes faculty consider them as support staff rather than as partners in the teaching and learning experience. The findings from the qualitative data analysis showed that a few faculty members did not realize that librarians could help them with information searching. Additionally, librarians also viewed lack of subject knowledge their weakness. They tried to overcome this obstacle by reaching out to the faculty and their syllabi to gain familiarity with subject disciplines.

The quality of information resources in Vietnamese, the scarcity of information resources in English, the Internet bandwidth, and the language barrier were also considered as big obstacles.

Resources in higher education in Vietnam including time, money and human capital are scarce. Faculty and librarians are greatly concerned about the information resources available at these libraries. According to librarians, not only are electronic resources lacking in Vietnamese, the content quality of these resources remain poor. Due to the limited budget, the LRCs were unable to purchase a variety of electronic resources in English. In addition, the language barrier influenced the access of both faculty and students to these resources. On one hand, faculty complained about the scarcity of

electronic resources in English; on the other hand, librarians were concerned that the library spent on electronic resources subscriptions that few users accessed. All of these facts were recognized as obstacles if IL was introduced as a credit-bearing course in the curriculum.

To sum up, the possible challenges to including ILI as a credit course into the curriculum include the following: the current introduction and implementation of the credit system and the teacher-centered learning, misperceptions of stakeholders about the value of IL to student learning outcomes, the degree of support of different academic groups on campus, degree of faculty-librarian collaborations, and the scarcity of resources. Although these concerns have not been resolved formally and officially by related stakeholders, it was clear to the researcher that library administrators and instruction librarians were interested in finding ways to improve ILI, to the extent that they were willing to propose the inclusion of IL as a credit-bearing course in the curriculum. The findings also revealed that responding faculty were somewhat aware of ILI and recognized that they did not have a clear understanding about the relationship between ILI and student learning outcomes. Some challenging factors could be considered as internal such as perceptions, collaboration, support, and resources. These are factors that librarians and other constituencies on campus could examine and improve upon in the near future. Some impeding factors including the transformation of the teaching and learning style, and the implementation of the credit system was external and they involved many other stakeholders on and off campus. The sole effort of librarians could not make things happen. The findings also highlighted that in the academic environment in Vietnam, IL was still primarily a concern of librarians and it has not been

sufficiently broad enough to have an effect on campus culture. Much effort needs to be undertaken to integrate IL into the academic program. The analyses of those critical challenges would be a great source for library administrators and librarians in proposing appropriate solutions to make this happen.

<div align="center">Research Question 3:</div>

What characteristics of IL programs do library administrators, instruction librarians, and faculty consider best practices?

As presented in Research Question 1, focusing on freshmen orientations, and the ILI on-demand, which covers a targeted lesson plan within a limited time framework, have been used as the main formats of IL delivery. The current IL programs delivered at the four LRCs demonstrate some limitations regarding the instruction content, the assessment methods, and marketing of the services. In addition, due to the underestimation about the importance of IL to student learning, the instruction programs were still confined within the four walls of the libraries with little support and collaboration from university leadership and the academic community such as discipline faculty and students. Recognizing the shortcomings of the library orientation sessions and the on-demand sessions currently implemented at the four LRCs, respondents attempted to propose IL as a credit-bearing course in the curriculum, in the short term as an elective, and in the long term in the form of a mandatory course. What are the key components to shape an effective and sustainable IL program? What makes a quality IL program? In response to these questions, this section addresses Research Question 3, that is, what library administrators, instruction librarians, faculty, and students say are the best

practices of ILI for academic libraries in Vietnam. Online Dictionary for Library and

Information Science (ODLIS) defines best practices as "…the application of theory to

real-life situations, procedures that, when properly applied, consistently yield superior

results and are therefore used as reference points in evaluating the effectiveness of

alternative methods of accomplishing the same task. Best practices are identified by

examining empirical evidence of success" (ODLIS, 2010). Through the analysis of

survey and interview data, the researcher identified the following components of best

practices for ILI: an institution-wide IL program which is conducted by qualified

instruction librarians to inspire learners, supported by the university and department

leadership, along with strong partnership between librarians and faculty. The following

section addresses these key components as perceived by the library leadership, instruction

librarians, faculty, and students.

Planning for an Institution-Wide IL Program

Alignment with Institutional Goals and Curriculum

To integrate IL into the curriculum, IL must be incorporated as a component of

the academic culture of the institution. ACRL (2003) states that the mission of the IL

program needs to correspond with the mission statement of the university. Furthermore,

the goals and objectives for the IL program have to be consistent with the mission, goals

and objectives of the courses of study on campus, and articulate the integration of IL

across curriculum (ACRL, 2003). As stated in Research Question 1, the current IL

programs were developed and implemented based largely on personal relationships.

Across four LRCs, instruction librarians developed strong working relationships with

individual classroom faculty to conduct on-demand IL sessions to their students.

However, it is impossible to sustain an information literacy program built on personal

relationships since such personal relationships do not constitute a program (Curzon,

2004). Rather, sustainable and effective IL programs must have an institutional mandate,

commitment and structure (Curzon, 2004). Respondents across four LRCs and, especially

the library administration, commented on this issue as follows:

> A process of IL development in the future has to align with the vision and goals of the
> university, which, in turn, impacts student learning outcomes (226IA2).

> It is crucial to incorporate IL into the strategic planning and quality processes at the
> institutional and departmental levels (455IA1).

> The LRC should participate in a wide range of faculty, department and university
> committee to ensure that IL is addressed in the strategic planning of the university
> (349IA1).

> The IL program is an item on the LRC's agenda. Therefore, it must be addressed in the
> LRC's strategic plan as an activity that serves the university's teaching, learning and
> research. We can only implement the program when the academic community buys into it
> and supports us (122IA1).

> ACRL (2003) also states an IL program has to be formalized and widely

disseminated, emphasize student-centered learning, and identify the scope of

competencies necessary to be acquired. More importantly, ACRL (2003) also emphasizes

that it is critical to use local governance structures, that is, the institutional bodies that

have authority over the decision making process, to ensure institution-wide integration

into academic programs (ACRL, 2003). As presented earlier in Research Question 1,

there was a lack of institution-wide focus on IL issues. The LRCs need to take the lead to

move IL from library-centered efforts into campus-wide programs. The library leadership

pointed to the need for a sustainable IL program as follows:

> We have to change. IL must become well positioned in the educational discourse on
> campus (347IA1).

> IL growing within the university would be sustainable (240IA1).

They also stressed the importance of applying IL standards in designing an effective IL program:

> … The LRC should consider the feasibility of adopting a certain IL standard and implement the program in the framework of the standard adopted (112GL5).

To sum up, this section addresses how the respondents perceived the issue of aligning the IL mission with teaching and learning objectives. The library administrators and instruction librarians were aware that in order to make the IL program sustainable and effective for the audience, IL cannot be created in a vacuum, rather, it has to be aligned with and tied to the institutional education goals and objectives, and articulated with the curriculum.

Role of the LRCs in the Implementation of ILI

As with their perceptions on the potential role of the LRCs in the implementation of ILI, respondents were asked to rate on a five-point Likert type scale, ranging from 5, as *Strongly Agree*, to 1, as *Strongly Disagree*, whether the LRCs should take the lead in implementing the IL programs. Approximately 94 percent of respondents (Table 5.29) rated the lead role of the LRCs in the implementation of the ILI programs on campus as Strongly Agree and Agree. The response rate was equally distributed among four universities as shown in Table 5.29.

Table 5.29. *Lead Role of the Library*

Lead role of the library		University				Total
		A	B	C	D	
Strongly agree	Count	13	13	9	9	44
	% within University	59.1%	68.4%	50.0%	34.6%	51.8%
Agree	Count	8	6	8	14	36
	% within University	36.4%	31.6%	44.4%	53.8%	42.4%
Not sure	Count	0	0	1	2	3
	% within University			5.6%	7.7%	3.5%
Disagree	Count	1			1	2
	% within University	4.5%	0	0	3.8%	2.4%

Regarding the responsibility to teach IL in the future, respondents reported that there should be collaboration between faculty and librarians with a 77.6 percent of response rate (Table 5.30). Only 15.3 percent perceived that teaching IL was solely the responsibility of instruction librarians and 7.1 percent thought it was faculty responsibility. The idea that ILI is the responsibility of both librarian and faculty was equally perceived across universities with 72.7 percent at University A, 73.7 percent at University B, 77.8 percent at University C, and 84.6 percent at University D (Table 5.30). To sum up, a vast majority of responding faculty reached a consensus that the LRCs should be pioneers in ILI initiatives on campus.

Table 5.30. *Responsibility to Teach Information Literacy Skills*

Responsibility to teach IL		University				Total
		A	B	C	D	
Collaboration of Librarians and Faculty	Count	16	14	14	22	66
	% within Univ.	72.7%	73.7%	77.8%	84.6%	77.6%
Faculty	Count	3	2	1	0	6
	% within Univ.	13.6%	10.5%	5.6%	.0%	7.1%
Instruction Librarians	Count	3	3	3	4	13
	% within Univ.	13.6%	15.8%	16.7%	15.4%	15.3%

Means for Implementation

Future ILI modes

The survey asked responding librarians to indicate which IL activities they expected would be available in the future. Online ILI tutorials were ranked first with 85.4 percent of responding librarians and library administrators selecting it as the preferred activity for IL in the future (Table 5.31). Responding librarians at University B and D had the highest percentage of this choice within their universities (both at 91.7 percent as shown in Table 5.31). The possibility of using chat, email, and blog as a way to deliver ILI was equally chosen across universities.

Table 5.31. *Choices of Future IL Activities*

Choices of future IL activities	Responding librarians		Responding faculty	
	N	Percent	N	Percent
Online tutorials	41	85.4%	65	77.4%
Chat, email, blog	27	56.3%	24	28.6%

The same question was asked of 85 responding faculty at the four universities. Information literacy online tutorials remained the first choice with a response rate of 77.4 percent (Table 5.31). However, respondents ranked teaching IL via chat, email, and blog as the less preferred option (28.6 percent). Regarding choosing online tutorials as an option for teaching IL in the future, the responses were quite consistent across four universities, at 86.4 percent, 84.2 percent, 77.8 percent and 64 percent, respectively (Table 5.32).

Table 5.32.*Comparison and Cross Tabulation for Future IL Activities*

Choices of future IL activities		University							
		A		B		C		D	
		Librarians	Faculty	Librarians	Faculty	Librarians	Faculty	Librarians	Faculty
Online tutorials	Count	12	19	11	16	7	14	11	16
	% within Univ.	80.0%	86.4%	91.7%	84.2%	77.8%	77.8%	91.7%	64.0%
Chat, email, blog	Count	8	6	7	6	5	4	7	8
	% within Univ.	53.3%	27.3%	58.3%	31.6%	55.6%	22.2%	58.3%	32.0%

IL Content Development

As discussed in Research Question 1, the instructional content at the four LRCs included the introductory library instruction for freshmen, and one-shot optional IL sessions for registered students. The responding librarians reflected that the introductory library instruction, which lasted 60 to 120 minutes, only provided students with basic information about library regulation, library services and resources available including print resources and the online public access catalog (OPAC). In these sessions, students were briefly introduced to the availability of electronic databases; however, they were not taught how to find information effectively. Those who registered for one-shot IL sessions were taught basic IL skills including locating, evaluating and accessing information effectively. At one LRC, how to use information legally was taught to graduate students only. At another LRC, how to cite resources properly was posted on the library web site, but this content had not been taught face-to-face in any IL session to undergraduate students. Among four LRCs, only one LRC developed a formal three-module IL program in which each module was designed to help learners gain basic to advanced IL skills, and each instruction librarian tailored the instruction content for a particular field for which

he or she was in charge. The newly opened LRC was in the process of marketing itself by providing in-house workshops on IL to several schools and colleges within the university. The responding librarians were very aware of improving the IL content for the potential campus-wide IL program, particularly, they perceived that the instructional content would directly link to coursework in a student's major course of study. Respondents noted the need for redesigning the IL syllabus as follows:

> We have to change. We have to redesign the IL program syllabus, along with developing an official body of instruction librarians, and facility (113IA2).

> The crucial thing to care for is the course syllabus development for the IL program. The syllabus will show if the course meets the teaching and learning objectives of the curriculum. Without achieving this, we would fail to convince the academic community about the effectiveness and sustainability of the potential IL program (120GL8).

> We have just offered several advanced classes and thus haven't established learning objectives. Later on, when we offer IL classes on a periodic basis, we should plan to construct the learning objectives and request the students to do exercises, group work and present their working results (343IL1).

> The instruction librarians have to work very hard in preparation for each class. Teaching content and exercises are required to be really practical and authentic to the students' needs (112GL1).

One library implemented the instruction program in 1997 (ID160) when it still belonged to and named the former Central Library. The library then redesigned the ILI program in 2006 and 2008. The Coordinator of the ILI program described what was improved:

> We redesigned the IL program in 2006. We made it a more manageable program. It is easy for us to assign instruction tasks to staff and they can quickly adopt and adapt the course content. Formerly, we had no evaluation tool. But I have just designed an evaluation form to evaluate the effectiveness of the session (114IL1).

She believed that continuing to run the program well was a key for a successful IL program.

I think if we do well with the program, we can sustain our reputation. The scope of the current program is just kind of small. But we believe it can have a sustainable foundation to develop in the future if we keep doing well in everything now (114IL1).

An important question to ask is how to improve the current IL program? There was a variety of ideas about this issue. First, respondents were interested in improving the ILI content by addressing learners' needs.

We should tailor the lecture to the field of study of the learners. The lectures have to be specific to what the learners major in, but at the same time, they have to meet the program's agreed upon framework (113IA2, 343IL1, 239GL5).

Up-to-date IL content was also a concern:

The program should be improved by frequently updating the lecture/teaching materials to avoid the unnecessary boredom for the learners. We need to tailor the lecture to specific group of learners (119GL7, 456IL2).

The following is the point of view of a faculty respondent.

IL programs need a specific course note addressing the practical contents that the students need for their study such as smart use of keyword, Internet searching, identification of authoritative sources. It is also necessary to provide students with a directory of websites dedicated to matters in their fields study so that they can benefit from the wider range of potential reference sources (1F)

Offering online tutorials was proposed by one IL program Coordinator.

We should offer diverse forms of IL classes because some learners prefer traditional classes while others would like to take online classes (228IL1).

Another mentioned that the online tutorial materials should be carefully designed.

We should design online tutorials for basic contents in order for the users to learn/discover on their own. The content should have tests that require the learners to accomplish before moving to the next content (112GL4).

We can also post these contents on our website, not in the form of an online tutorial but just text-based (guidance) information (120GL8).

Despite the endless efforts of the LRCs, the instructional content still needs improvement regarding the instruction of library and ICT use; information resources use; the evaluation of the reliability, credibility and quality of information resources; and the ethical use of information. Librarians and faculty perceived these issues as follows:

A certain level of basic informatics should be integral to IL learning. For example, a student cannot keep up with the whole class if he does not know how to copy and paste a passage. During the IL sessions, many times I have to stop and show them how to do some basic tasks (349GL3).

I had tangible evidence that students did not know how to find information. If they do not know how to find it, how can I be convinced that they know how to evaluate the information? More importantly, how can they know how to use information in a responsible manner? (235IF4)

Responding librarians proposed that IL content includes some basic computer

skills.

To my mind, I think IL skill is a combination of informatics, Internet use, and information skills, etc. So it is a many-in-one skill. If we attempt to offer it as a curriculum-based course, we have to develop a syllabus that tells what are the learning objectives, what we expect from learners, what skills we are going to teach them in how many periods course will cover (353GL6).

Responding librarians also noted the importance of teaching students to use

information legally. One librarian said:

The IL program is expected to, at all costs, help students develops skills for locating, evaluating, and using information effectively and efficiently, especially citing resources properly (112GL6).

Faculty expressed their concerns relating to what students need to know about

plagiarism in order to use information ethically and legally.

Plagiarism is an issue of widespread concern across academia. We have to increase student awareness about the danger of plagiarism (234IF3).

This faculty member also called this phenomenon a "plagiaristic culture" and

admitted that changing this bad habit was not an easy job.

This is a cultural/ habitual issue. We can call it "plagiaristic culture/ habit." Changing this issue is not easy. Our students are not aware of this issue, so they just copy or plagiarize ideas from others. And lecturers have no way to discover their plagiarism (234IF3).

The perception of users who use the information sources is important. If they lack knowledge on using information properly, they will use them illegally (234IF3).

That faculty member then suggested there should be faculty-librarian

collaboration in raising students' awareness of how to use information legally.

We cannot blame [and say] that librarians haven't instructed students on these issues sufficiently. Actually, that is our jobs [faculty and librarians] to teach them these things (234IF3).

How do we teach students to access to information? We instruct them how to get quality and reliable information from a website. We let them try and then help them to evaluate their search results. Then we instruct them how to cite appropriately, and how to make reference lists (343IL1).

Details of the IL content that this respondent thought would be taught was explained:

The basics of the course would be how to search online library catalog. The advanced contents for such course will cover steps in doing research. Of course the basic content will be prerequisite for the advanced content. A factor we have to take into account is that we should examine the content of Research Methodology courses currently offered in the curriculum in order to avoid addressing the same points of content in the IL course. We should make the know-how IL sessions an introductory skill-based research instead of research methodology-intensive. We should also teach them citation styles. Finally we should get students to assess how they apply what they learn from the course into other courses (349GL1).

The classes should be pedagogically run through the right steps and the students are encouraged to have hands-on activities (353GL4).

Responding librarians also expressed the need to collaborate with faculty in designing the course content.

Currently, the LRC is the only stakeholder of the IL program. But in the future, when the program becomes a regular course approved by the university, the faculty members are expected to cooperate with the LRC to construct the course content (119GL7).

The syllabus, once designed, will act, on our behalf, to attract attention and cooperation from the faculty members, especially the faculty heads when they are convinced of the necessity of the course to their courses (114IL1).

Only at one university did the university leadership require that librarians review both the subject area in the course catalogs and the syllabus to map the reading list required by faculty with the availability of the resources at the LRC. One respondent commented as follows:

The Rector Board has just requested the LRC to check the availability of the required textbooks and reading materials recommended by the faculty members for all the courses offered in the credit-based curriculum. Instruction librarians also design the IL teaching

content and exercises based on the courses' syllabi. This means the existing IL program is based on the curriculum. This demand is to be required by any librarian taking part in the IL program. In the future, when IL becomes an official course in the curriculum, this requirement would be taken care of more seriously (114IL1).

One LRC had a plan to examine the entire curriculum and attempted to purchase course materials required by discipline faculty. The head of the IS department said:

I have also planned to collect the required and recommended books specified in the syllabus to develop the reserve collection for the LRC. The current materials in the reserve collection are selected by the LRC staff based on our usage statistics and judgment based on the number of copies available in the LRC's general holding. Most of them are course books chosen without faculty's recommendations. Later on we will cooperate with them to develop the reserve collection (343IL1).

One librarian respondent pointed out the fear that faculty may not be willing to share their course books with the LRC. This person said:

We haven't collected lecturers' required reading lists of different majors. This is a long established objective but it needed cooperation on the instructors' side. This is not done mostly because we haven't discussed with the faculty members the idea of collecting the reading lists to acquire the readings for the LRC. However, the most obvious difficulty I can see is that the instructors will not be willing to offer the course books they compile to the LRC to circulate them. (353GL4).

To sum up, responding librarians and faculty stated their care and concern for developing an instructional plan that would be useful and effective for student learning. In order to help students succeed in their academic life, faculty and librarians should not assume students know how to use the library. Being aware of what faculty and librarians perceived as the skills students expected to improve, and based on the IL teaching experiences, the library leadership and core instruction librarians can attempt to design instruction programs that address these needs and include what they identify as important for students to learn. However, none of the respondents suggested that the LRCs perform a needs assessment to gain a clear and complete understanding of the targeted audience to learn what they thought they would benefit from instruction.

Facilities and Resources for Information Literacy Delivery

In Research Question 1, respondents expressed their concerns regarding the scarcity of resources available for developing IL materials and managing the ILI program. They stated that the existing facilities and resources might be sufficient for the current IL program; however, once the LRCs attempted to develop a campus-wide IL program, they needed to focus on upgrading the existing resources and facilities.

> To make the existing IL program a regular course, we have to get in place all the facilities. The facilities will involve the collection development, equipment and the Internet connectivity (112GL5).

> The development of facility should focus on developing the collection. Our collection should be broad, deep and diverse enough for the learners to practice searching and selecting sources of information best relevant to their needs (120GL8).

> We have to have robust computers and high speed Internet connectivity (112GL6).

> As for the facility, we should equip labs with high speed Internet connectivity and computers of robust configuration. The next thing to be invested is the collection of electronic databases. I think, if possible, we should purchase more Vietnamese language databases. We spent a great sum of money on the English ones but they aren't used to the fullest extent (112GL4).

> More attention should be paid to the Internet connection and the diversity of the databases (113IA2).

The improvement of resources and Internet high speed connectivity was also a big concern.

> A critical issue is to enrich the resources (112GL1, 112GL6, 239GL5).

> Besides these types of facilities, we have to develop the collection of databases. This collection has to be developed to an extent appropriate to the scope of the future IL program (112GL3, 112GL2, 232IL2, 457IL3).

To sum up, besides the attempt to plan and design an effective IL program, attention should be paid to the provision of sufficient information resources and advanced technology to carry out IL activities.

Enhancing Outreach / Marketing Activities

Library marketing is used to "demonstrate the value of library and information services to its users, to help the institution see the big picture, to help build user trust and respect, and to gain organizational support and enhance library visibility." (Owens, 2002, p.26). No matter how excellent an IL program, it could not be useful for the academic community if it does not reach out to the target audience. What did respondents perceive as good strategies to appeal to administrators, faculty, and students? One responding librarian said:

> Regarding the idea of marketing the IL program to the campus community, I think we should start by proposing the administration to help us. Our liaison librarians have already worked with the faculty but it was not very effective. At least, the university administration should have a say in order to get the IL program seriously welcome. When the program gets recognized all over the campus, we have to enhance it, tailoring it to the teaching content, methodology, assignment of different majors. This is still an objective we set years ago and it has not been realized. In brief, I think the program should be introduced from the administration to the discipline faculty (353GL4).

Marketing was emphasized by many respondents. One respondent pointed out the necessity of promoting the image of the library and ILI program for their potential audience.

> We need launch marketing activity or the like to make students aware that IL is very important to their study (119GL7).

Distribution of flyers and training materials were also proposed.

> Design flyers and training manuals are necessary. These could be given to our learners besides the materials they receive in class so that they know the IL program's contents, benefits and requirements (112GL1, 112GL5).

One library administrator stressed the importance of garnering more awareness about the benefits of the IL program to student learning by promoting its efforts to the community on campus.

In the future, the LRC will have to devise some way to prove the benefits of the IL program to get people on campus to buy into the program (122IA1).

One respondent proposed a way to reach out faculty:

The LRC should establish a policy for the marketing of the IL program. The librarians and the faculty should have meetings in which the lecturers will share their needs and teaching contents. The LRC will consider these inputs to see if its facilities and resources can meet the demand of the faculties. Through such meeting opportunities, the librarians can also introduce the LRC's information resources to the faculty and request them to encourage their students to use these resources. We can let them know that we are willing to acquire sources that they recommend. We can also organize introduction sessions in which they will be better informed of the resources and the IL program we offer. We can put the information about these offerings on our website (349GL3).

We have to spend money for the marketing campaign such as program's flyers, subject guides, and class handouts (112GL4).

One respondent stressed the importance of building a network of communication

to and from every level of the university to gain success at managing an IL program.

What we can do is to establish a communication channel among the departments. This will help us inform the students of the news of the program (119GL7).

Faculty members are the main audience of our promotion. If we make strong influence to the Rector or the Vice Rector who is responsible for academic affairs, they will spread out to all faculties, and then to individual faculty members (112GL3).

Several respondents addressed the idea of promoting IL via the information

searching competitions which were held on campus several times:

We can organize an information searching competition for the students who already acquired the IL skills through the program. The competition is an opportunity for us to measure the impact of what we teach through the IL program on the students' competence in information searching (112GL3).

We could organize campus-wide annual competition on information searching. This is an indirect way to foster the development of IL skills among the students (112GL1).

Developing Assessment Activities

Sharing assessment results to stakeholders helps gain support for ILI, especially

when the results from the assessment help to improve and enhance the program (Gratch-

Lindauer, 2007; Maki, 2004, as cited in Grassian & Kaplowitz, 2009). However, as

discussed in Research Question 1, by the time of this study, four LRCs had not measured

and had no plans to measure whether participation in IL sessions increased IL skills and

success in learning performance of the learners. Most assessment activities focused on

measuring immediate results of the IL sessions in order to improve IL teaching and

learning. IL assessment was most often based on collecting data through direct methods

such as evaluation of student assignments and observation of student behavior, and

indirect methods such as collecting student feedback. Furthermore, all four LRCs

reported that data collected were not formally analyzed on a regular basis and were only

shared within, not beyond the LRCs and, consequently, the assessment results did not

influence university decisions on allocating budget for the library. This section discusses

how respondents perceived the assessment activities would be occurring in the future.

Respondents across the four LRCs, especially the library administrators, and the

IL coordinators expressed the desire to develop a formal assessment program in the

future to demonstrate to campus the value of instruction and enhance the IL program.

> We cannot connect IL to student learning. We would like to measure that (114IL1).
>
> We recognize the need for a comprehensive assessment program (113IA2).
>
> We do not have a good method for documenting the impact of library instruction on student achievement. We need an assessment plan in place (455IA1).
>
> We have recognized that formal assessment is missing from our IL program. In the future, we plan to increase our focus on learning assessment to see how learners perform in some fashion to develop improvements in the ILI program which will impact student learning (343IL1).

Relatively speaking, the respondents realized that the development of assessment

tools was critical in the future, not only to improve learning and teaching, but also to

demonstrate the value of IL to the university leadership and academic community in

order to gain their support and collaboration. However, a careful plan of what needed to

be assessed and how this process would be done was not discussed in detail during the interviews and focus groups.

To sum up, the preceding sections analyzed respondents' views on the planning and design of a potential standardized institution-wide IL program. Such a potential program must be aligned with the university educational goals and objectives, and aligns with the current curriculum. The instructional content must insure the development of advanced IL skills including using information effectively, efficiently, and legally to make students' academic lives easier. Such an IL program must also reach out to the academic community to promote itself and enhance the library's visibility. A process of formal assessment to measure student performance must be addressed to improve IL teaching and learning and demonstrate the value of ILI to stakeholders to gain their advocacy. The following sections depict the characteristics of the key persons that will decide the success or failure of a potential IL program: library leadership, instruction librarians, faculty, and students.

Library Leadership Competencies

Singer and Griffith (2010) stress that issues of planning for change do not just occur at the top but at all levels of an organization. Oberman (2002, p.1) also highlights that institutionalizing the IL program is "one of the known components of successful programs that requires all facets of the college or university- the administration, the classroom faculty, and the librarians—to embrace the concept of information literacy". However, he appears to miss one important agent in the academic community, that is,

267

students. This following section addresses the issues of determining what the needs are for each change agent to make a quality and sustainable IL program.

Library administrators and instruction librarians were asked what library leadership needs to focus on in order to successfully embark on a campus-wide IL program. Figure 5.1 displays the rank of factors respondents perceived as important for library administrators to consider in order to create an effective and successful IL program on campus. Forty-five of 48 respondents (93.8 percent) noted that showing proof of IL's impact on student learning outcomes was a critical issue. This ranking reflected the concern of library administrators and instruction librarians since they had difficulty in illustrating the effectiveness of the current IL programs to the target stakeholders including campus leadership, faculty and students. As the current implementation of the ILI stood alone without curriculum tie-in, and the assessment was not addressed properly despite the efforts of the LRCs in improving the quality of the IL sessions, the library administrators and instruction librarians found it difficult to convince the academic community how crucial ILI was to student learning outcomes. Aware of the issue of IL impact on learning outcomes, respondents perceived that no one but the library administrators had to show the effectiveness of the IL programs in order to target stakeholders and gain their support for and engagement in ILI initiatives. Across four LRCs, 100 percent of respondents at LRC A, B, and D versus 66.7 percent respondents at LRC C chose proof of IL impact on learning outcomes as the most important for creating a successful IL program (Table 5.33).

Figure 5.1. *Administrators' To-Do List for a Successful IL Program*

Along with the expressed need for the library administrators to prove the impacts and effectiveness of the IL program to learning and teaching outcomes, respondents contributed to the library leadership to-do-list by expressing the necessity of upgrading professional skills for instruction librarians with a response rate of 44 out of 48 (91.7 percent, as shown in Figure 5.1). In terms of the responses across four universities, 100 percent of respondents at LRC C and D versus 91.7 and 80 percent at LRC B and A, respectively, responded that they perceived staff development as an essential issue for a sustainable and successful IL program (Table 5.33). The consensus among respondents showed their concern about staff quality. More than anyone else, librarians knew that the quality of the IL programs depended mostly on the quality of the instructors. They were conscious that with the ever-changing speed of ICT, and the demanding users, they could not feel pleased with their existing proficiencies. They suggested that the library leadership focus on visualizing, and formulating strategies for improving staff professional skills. Details about what skills instruction librarians need to develop will be

discussed in the Developing Librarians' Expertise as Educators section, Chapter 5.

Table 5.33. *Administrators' To-Do List for a Successful IL Program*

Administrators' To-Do List		University				
		A	B	C	D	Total
Proofs of IL impact on learning outcomes	Count	15	12	6	12	45
	% within Univ.	100.0%	100.0%	66.7%	100.0%	93.8%
Upgrading staff's professional skills	Count	12	11	9	12	44
	% within Univ.	80.0%	91.7%	100.0%	100.0%	91.7%
Vision sharing	Count	13	11	8	10	42
	% within Univ.	86.7%	91.7%	88.9%	83.3%	87.5%
Collaboration with schools, departments	Count	14	12	6	10	42
	% within Univ.	93.3%	100.0%	66.7%	83.3%	87.5%
Stakeholder's support	Count	13	11	6	10	40
	% within Univ.	86.7%	91.7%	66.7%	83.3%	83.3%
Development of effective IL programs	Count	12	11	5	10	38
	% within Univ.	80.0%	91.7%	55.6%	83.3%	79.2%

The next ranking factor with a response rate of 87.5 percent was library

leadership's vision sharing with target stakeholders (Table 5.33). Regarding the responses

across four LRCs, there was a consensus among respondents with the response rate of

91.7 at LRC B, 88.9 percent at LRC C, 86.7 percent at LRC A and 83.3 percent at LRC D

(Table 5.33). The target stakeholders include university leadership, department leadership,

faculty, and students. In fact, the library administrators needed not only to take the lead in

thinking about ILI initiatives, but also share this vision with staff and gain support from

campus leadership. Library administrators needed to make every instruction librarian

know what the IL program's big-picture success looked like as well as each individual's

role in creating that success. They also needed to find opportunities to share the

perspectives of the IL program to the governance body, who could participate in the

decision making process of the campus academic affairs such as curriculum design and

deployment and/or the design and implementation of any instruction-related programs.

Grassian and Kaplowtiz (2009) emphasize that although librarians are usually the ones who initiated IL programming discussions, an effective IL program could not and should not be created in a vacuum. The academic community should become partners in the entire endeavor to ensure the sustainability of the IL program. Collaboration and support are two sides of the same coin. That justified why respondents ranked these issues as the next two critical factors that the library leadership need focus on when planning for a potential IL program. Collaboration with schools and departments was perceived as the next critical factor with 87.5 percent of respondents highlighting it as important for the library leadership to consider while 83.3 of respondents rated support from target stakeholders as the next most critical factor (Table 5.33). The issue of lack of collaboration and support between faculty and librarians has been discussed in detail in Research Question 2. In this section, the focus would be more at the departmental level rather than at the individual level. Gaining support from academic administrators and department chairs is extremely important for a successful IL program since these entities hold power on campus and have a direct link to and influence on faculty as well as possessing the ability to commit budget and affect the curriculum. In order to gain the support from these units on campus, IL programs must become institutional initiatives rather than solely library initiatives. Respondents across the LRCs pointed out the importance of gaining support from the campus community.

> The key to the question is the leadership board. We should have good strategies to request their support for our LRC (237IL3).
>
> The key for success is how to persuade the department heads because they are decision makers in designing the training program for each major (113IA2).

271

Library administrators should take advantage of their status as middle-level leadership to speak to their colleagues at the department level to get commitment, collaboration and support from university and top department management.

> To be sustainable we should establish good relationships with affiliation universities to seek for their support and advocacy. For instance, we will easily make known our activities and their interests to a particular university; then, in regular meetings, this university will favorably tell other universities about our ILRC and what we have done. Because NGO's funding just lasts for a short-term period of 2 or 3 years, it's very important to create and sustain relationships with affiliation universities because they themselves will fund us for long-standing operation and development (241IA3).

> If we don't maintain good relationship, it would be very difficult to run smooth operation (232IL3).

> Our target should be the department/faculty heads, instead of the students and the Rector Board. The faculty/department heads are the ones who finalize the training program and courses for each major and also the ones with whom the Rector Board has to discuss if they want to make any changes to the curriculum. The Rector Board cannot interfere with every single training program (122IA1).

> Supports from higher level of leadership are crucial (241IA3).

> Regarding approaching the community, we should start with the department leaders, the decision makers who can directly influence the faculty members. When those leaders have an awareness and appreciation of something, they will request their staff to go for that. Nothing will happen if they are not made aware (114IL1).

The details of how the content of an effective IL program should be developed had been presented in the previous section. In this section, the researcher only stressed this issue in relation to the vision of the library leadership perceived by instruction librarians. In order to gain support and foster collaboration among the target stakeholders, it is essential to develop an effective IL program and demonstrate its value to the academic community. When asked, 79.2 percent of respondents reported library administrators should plan to design and develop an effective IL program in order to convince the academic community that IL is valuable (Table 5.33). The cross tabulation in Table 5.33 displays the consensus among the respondents of the four LRCs.

To sum up, as key change agents in promoting IL on campus, library

272

administrators must have a long term commitment to IL programs and its integration into the curriculum. Together with instruction librarians, they need to prove the effect of IL learning outcomes on knowledge acquisition. Library administrators who initiate all IL development and delivery must visualize all key factors involved as well as identify potential partners on campus, and then share the vision of the potential program with the instruction librarians, the implementers of the IL program.

Developing Librarians' Expertise as Educators

As the IL movement has grown, it requires instruction librarians to achieve professional skills that enable them to manage and handle demanding tasks in the ever changing teaching and learning environment. ALA (2008) developed a set of standards that instruction librarians and instruction coordinators need to equip themselves with to teach more effectively. ALA (2008) states the view that the *Standards* help instruction librarians "define and gain the skills needed to be excellent teachers in library instruction programs and to foster collaborations necessary to create and improve information literacy programs." The *Standards* also allow academic libraries to understand the scope of responsibilities for instruction librarians and coordinators of instruction programs so that library and campus administrators can employ these *Standards* as a basis and guideline to create professional development opportunities to build an effective IL program (ALA, 2008). These *Standards* include the following 12 categories: administrative skills, assessment and evaluation skills, communication skills, curriculum knowledge, information literacy integration skills, instruction design skills, leadership skills, planning skills, presentation skills, promotion skills, subject expertise, and teaching skills.

The survey item asked library administrators and instruction librarians to indicate the degree of importance of the twelve skills they thought instruction librarians needed to possess in order to create IL programs that met curricular demands. The analysis will be presented according to the degree of importance perceived by the respondents. Figure 5.2 illustrates the respondents' point of view regarding the degree of importance of these skills necessary for professional development.

Degree of Importance of Professional Skills

Skill	Degree of Importance
Leadership skills	39.6
Administrative skills	52.1
Teaching skills	68.8
Promotion skills	81.3
Planning skills	83.3
Subject expertise	83.3
Curriculum knowledge	85.4
Communication skills	91.7
Instruction design skills	95.8
Presentation skills	97.9
Assessment and evaluation skills	100
Information literacy integration skills	100

Figure 5.2. *Degree of Importance of Professional Skills*

The results show that respondents emphasized nine of these criteria as top skill areas (80 percent or more as shown in Figure 5.2). Information literacy integration skills were perceived as the most important skills for librarians responsible for teaching IL, with 64.6 percent of library administrators and instruction librarians rating this skill as "Very Important", and the other 35.4 percent rating it as "Important" (Table 5.34). According to *The Standards* (ALA, 2008), effective instruction librarians with IL integration skills need to describe the role of IL in academia, collaborate with classroom faculty to integrate appropriate IL competencies into library instruction sessions, and

communicate with faculty and library administrators in planning and implementing the

integration of IL within a subject discipline curriculum. Additionally, the *Standards* also

state that it is the instruction coordinator who needs to investigate aligning IL standards

with departmental learning objectives and accreditation standards (ALA, 2008, p.7).

Table 5.34. *IL Integration Skills*

IL integration skills		Universities				Total
		A	B	C	D	
Very important	Count	10	8	4	9	31
	% within Univ.	66.7%	66.7%	44.4%	75.0%	64.6%
Important	Count	5	4	5	3	17
	% within Univ.	33.3%	33.3%	55.6%	25.0%	35.4%

The cross tabulation in Table 5.34 showed not much difference found among

responses of the four LRCs. One item to note was that only the Very important and

Important options were chosen for the IL integration skills. It implied that there was a

high consensus among the respondent perception regarding the importance of IL

integration skills.

Assessment and evaluation skills were also recognized as the most important set

of skills for instruction librarians and instruction coordinators, at 100 percent of the

response rate (50 percent chose Very important and the other 50 percent chose Important,

as shown in Table 5.35). An effective instruction librarian needs to design assessments

of student learning and employ the data collected for teaching and professional

improvement (ALA, 2008, p.8). Data analysis in Research Question 1 showed that IL

assessment remained an issue for four LRCs where the assessment mechanism and

methods have not been effectively implemented. This fact explained why librarians

highlighted the degree of importance of this skill.

Table 5.35. *Assessment Skills*

Assessment skills		Universities				Total
		A	B	C	D	
Very important	Count	10	6	1	7	24
	% within Univ.	66.7%	50.0%	11.1%	58.3%	50.0%
Important	Count	5	6	8	5	24
	% within Univ.	33.3%	50.0%	88.9%	41.7%	50.0%

The *Standards* (ALA, 2008) defines presentation skills as the ability of the

effective instruction librarian to ensure student engagement, present instructional content

in diverse ways, select appropriate delivery methods, use classroom instructional

technologies effectively, and try new approaches and technologies in their teaching.

Presentation skills were viewed as the third most important set of skills necessary for

librarians with teaching responsibilities (Figure 5.2); 83.6 percent considered presentation

skills to be "Very important" and the other 14.6 considered them "Important" (Table

5.36). The cross tabulation table showed the responses were consistent across four LRCs

with 86.7 percent, 91.7 percent, 66.7 percent and 83.3 percent of respondents at

University A, B, C, and D, respectively, rating this set of skill as Very important (Table

5.36). Respondents recognized that presentation skills were extremely important to attract

the focus of students, especially when students have not yet recognized the importance of

IL sessions to their learning. As presented in Research question 1, students felt obligated

to attend the library instruction sessions in order to gain the right to use the library rather

than because they thought these instruction sessions were useful for their academic life.

Table 5.36. *Presentation Skills*

Presentation skill		Universities				Total
		A	B	C	D	
Very important	Count	13	11	6	10	40
	% within Univ.	86.7%	91.7%	66.7%	83.3%	83.3%
Important	Count	2	1	2	2	7
	% within Univ.	13.3%	8.3%	22.2%	16.7%	14.6%
Of little importance	Count	0	0	1	0	1
	% within Univ.	.0%	.0%	11.1%	.0%	2.1%

Instruction design skills were ranked as the fourth most important out of twelve professional skills, at a response rate of 95.8 percent (Figure 5.2). Instruction design skills include the ability to determine appropriate IL skills and resources for teaching IL to meet class needs, create learner-centered course content and activities aligning with learning outcomes, design instruction appropriate to learning characteristics of learners, as well as integrate appropriate technology into instruction (ALA, 2008, p.10). As displayed in Table 5.37, regarding the responses across four LRCs, respondents at University A, B, and D almost equally rated instructional design skills as Very important (66.7 percent, 66.7 percent and 58.3 percent, respectively) whereas none of the respondents at University C rated it as Very important. Eight of nine respondents (88.9 percent) at LRC C rated it as Important. In relation to the qualitative data, the majority of respondents at University C took charge of only basic library instruction where the content was fixed for every instruction section. This fact justifies the reason why they did not consider instruction design skills very important in comparison with the others.

277

Table 5.37. *Instructional Design Skills*

Instructional design skills		Universities				Total
		A	B	C	D	
Very important	Count	10	8		7	25
	% within Univ.	66.7%	66.7%	0	58.3%	52.1%
Important	Count	5	4	8	4	21
	% within Univ.	33.3%	33.3%	88.9%	33.3%	43.8%
Moderately important	Count			1		1
	% within Univ.	0	0	11.1%	0	2.1%
Of little importance	Count				1	1
	% within Univ.	0	0	0	8.3%	2.1%

Communication skills were recognized as the fifth most important set of skills, with 60.4 percent rating it as Very important and another 31.3 percent as Important (Table 5.38). Communication skills are necessary for instruction librarians to lead or facilitate discussion about controversial issues, as well as use communication technologies to help students in any environment, in or out of the classroom (ALA, 2008, p.9).

There was an inconsistency in responses between LRC C and the other three centers. While 60 percent of respondents at LRC A, 66.7 percent at LRC B, and 75 percent at LRC D rated communication skills as Very important, only 33.3 percent of LRC C had the same response (Table 5.38). It is worth noting that among four LRCs, LRC C has the highest rate "Of little importance" option with 22.2 percent selecting.

Table 5.38. *Communication Skills*

Communication skills		Universities				Total
		A	B	C	D	
Very important	Count	9	8	3	9	29
	% within Univ.	60.0%	66.7%	33.3%	75.0%	60.4%
Important	Count	5	4	4	2	15
	% within Univ.	33.3%	33.3%	44.4%	16.7%	31.3%
Moderately important	Count	1	0	0	0	1
	% within Univ.	6.7%	.0%	.0%	.0%	2.1%
Of little importance	Count	0	0	2	1	3
	% within Univ.	.0%	.0%	22.2%	8.3%	6.3%

Curriculum knowledge was ranked as the sixth most important issue, with 85.4 percent rating it as Very important and Important (Figure 5.2). As defined in the *Standards* (ALA, 2008), the effective instruction librarian has the ability to analyze the curriculum in assigned subject areas to identify programs appropriate for instruction, and keeps aware of student assignments and assists in completing them. Especially, the effective coordinator of instruction needs to communicate regularly with those responsible for curriculum decisions on campus. However, the fact is that librarians do not come into the profession with experience in or knowledge of curriculum development (Curzon, 2004). This can cause difficulty for librarians in examining the curriculum in subject areas in order to design appropriate instructional services. Lampert (2007) notes that instruction librarians need to pay attention to how curriculum is developed by faculty, departments, and colleges since participating in curriculum planning provides librarians with clarity about the educational objectives they wish to achieve.

It is quite interesting to examine the cross tabulation table regarding the response to curriculum knowledge since there was a disparity among the four LRCs' response rate. Fifty-three percent of respondents at LRC A rated curriculum knowledge as Very important in comparison with 25 percent at LRC B, 11 percent at LRC C, and 33.3 percent at LRC D (Table 5.39). The inconsistency in the responses reflected the fact that LRC A has conducted many advanced ILI sections which required them to tailor the content to the needs of learners. This justified why they had to examine the syllabi of the assigned subject areas in order to design the most appropriate IL content for learners.

Table 5.39. *Curriculum Knowledge*

Curriculum knowledge		Universities				Total
		A	B	C	D	
Very important	Count	8	3	1	4	16
	% within Univ.	53.3%	25.0%	11.1%	33.3%	33.3%
Important	Count	6	7	5	7	25
	% within Univ.	40.0%	58.3%	55.6%	58.3%	52.1%
Moderately important	Count	0	1	2	0	3
	% within Univ.	.0%	8.3%	22.2%	.0%	6.3%
Of little importance	Count	1	1	1	1	4
	% within Univ.	6.7%	8.3%	11.1%	8.3%	8.3%

Subject expertise was rated the seventh most important set of skills by 16 respondents (33.3 percent) marking it Very important with 24 other respondents (50 percent) marking it as Important (Table 5.40). The *Standards* stressed that the effective instruction librarian has the ability to keep current with basic topics in subject areas, incorporates those ideas when planning instruction, identifies sources within related disciplines, and promotes the use of those resources through instruction (ALA, 2008).

The cross tabulation table reflects the consistency of LRC A and B regarding rating

subject expertise as Very important (40 percent and 41.7 percent respectively), whereas,

only 22.2 percent of respondents at LRC C and 25 percent at LRC D rated it that way

(Table 5.40).

Table 5.40. *Subject Expertise*

Subject expertise		Universities				
		A	B	C	D	Total
Very important	Count	6	5	2	3	16
	% within Univ.	40.0%	41.7%	22.2%	25.0%	33.3%
Important	Count	7	7	4	6	24
	% within Univ.	46.7%	58.3%	44.4%	50.0%	50.0%
Moderately important	Count	0	0	1	0	1
	% within Univ.			11.1%	.	2.1%
Of little importance	Count	2	0	2	3	7
	% within Univ.	13.3%	.	22.2%	25.0%	14.6%

Planning skills, rated as the eighth most important set of skills, were chosen by 16

respondents (33.3 percent) as Very important, and the other 24 respondents (50 percent)

as Important (Table 5.43). As defined by the *Standards* (ALA, 2008), the effective

instruction librarian plans IL content and delivery, manages time for instruction while the

effective coordinator of instruction seeks potential partners to create new instruction

opportunities, anticipates and adapts change when planning instructional services, and

leads instructional staff in creating goals and objectives to continuously develop and

improve instruction programs.

Looking closer at the cross tabulation table (Table 5.40), it is worth pointing out

that 100 percent of respondents at LRC A reported that planning skills was Very

important or Important. In contrast, 25 percent of respondents at LRC D considered planning skills as Of little importance.

Table 5.41. *Planning Skills*

Planning skills		Universities				Total
		A	B	C	D	
Very important	Count	9	4	0	3	16
	% within Univ.	60.0%	33.3%	.0%	25.0%	33.3%
Important	Count	6	5	7	6	24
	% within Univ.	40.0%	41.7%	77.8%	50.0%	50.0%
Moderately important	Count	0	1	0	0	1
	% within Univ.	.0%	8.3%	.0%	.0%	2.1%
Of little importance	Count	0	2	2	3	7
	% within Univ.	.0%	16.7%	22.2%	25.0%	14.6%

Promotion was ranked the ninth most important of twelve skills (Table 5.41). Promotion skills is defined as the set of skills performed by an effective instruction librarian to promote library instruction opportunities and services to the academic community on campus, establish and maintain a working relationship with assigned academic departments to incorporate library instruction into the curriculum, and promote the library and the instruction program (ALA, 2008). Table 5.41 shows inconsistent responses across four LRCs concerning the degree of importance of promotion skills. While 100 percent of responding librarians at LRC A rated promotion skills as either Very important or Important, only 44.4 percent of respondents at LRC C thought this. Responses at LRC B were consistent with those at LRC A with 91.7 percent rating promotion skills as Very important or Important (Table 5.41).

Table 5.42. *Promotion Skills*

Promotion skills		Universities				Total
		A	B	C	D	
Very important	Count	12	5	1	6	24
	% within Univ.	80.0%	41.7%	11.1%	50.0%	50.0%
Important	Count	3	6	3	3	15
	% within Univ.	20.0%	50.0%	33.3%	25.0%	31.3%
Of little importance	Count	0	1	4	3	8
	% within Univ.		8.3%	44.4%	25.0%	16.7%
Unimportant	Count	0	0	1	0	1
	% within Univ.			11.1%		2.1%

Teaching skills were ranked as the tenth most important set of skills (Figure 5.2) with nearly 69 percent ranking it as Very important or Important (Table 5.43). As for teaching skills, the *Standard*s state that the effective instruction librarian has the ability to create a learner-centered teaching environment by using appropriate learning activities, modifying teaching methods and delivery to address different learning styles and the diverse needs of student learners, and linking library instruction content to course content.

Table 5.43. *Teaching Skills*

Teaching skills		Universities				Total
		A	B	C	D	
Very important	Count	14	10	1	1	26
	% within Univ.	93.3%	83.3%	11.1%	8.3%	54.2%
Important	Count	1	2	4	0	7
	% within Univ.	6.7%	16.7%	44.4%	.0%	14.6%
Of little importance	Count	0	0	1	3	4
	% within Univ.			11.1%	25.0%	8.3%
Unimportant	Count	0	0	3	8	11
	% within Univ.			33.3%	66.7%	22.9%

Administrative skills were ranked as the next to least most important on the list (Figure 5.2). ALA (2008) defines the administrative skills as a set of skills necessary for an effective instruction librarian to communicate his/her own instruction activities to the instruction coordinator; align activities with desired learning outcomes, goals and objectives of the instruction program; work well in a team environment to improve instructional services; and maintain and report statistics regarding the instruction activities. Some of the very important responsibilities of an effective coordinator of instruction is to recognize and use the skills of other instruction librarians; assign classes to those best suited for the objectives of the class; and document the activities, effectiveness, and needs of the instruction program through statistical analysis, formal reports, presentations, and data analysis.

Table 5.44 shows that there were inconsistent responses across four LRCs. Approximately 58 percent of respondents at LRC D rated this skill as Of little importance. Similarly, 41.7 percent of those at LRC B thought teaching skill of little importance. In contrast, at LRC A, 66.7 percent reported this skill Important. There was an inconsistency at LRC B with 41. 6 percent rating it as either Very important or Important, while 41.7 percent reported this skill as Of little importance.

Table 5.44. *Administrative Skills*

Administrative skills		Universities				Total
		A	B	C	D	
Very important	Count	2	1	0	1	4
	% within Univ.	13.3%	8.3%		8.3%	8.3%
Important	Count	10	4	3	4	21
	% within Univ.	66.7%	33.3%	33.3%	33.3%	43.8%
Moderately important	Count	1	1	1	0	3
	% within Univ.	6.7%	8.3%	11.1%		6.3%
Of little importance	Count	2	5	3	7	17
	% within Univ.	13.3%	41.7%	33.3%	58.3%	35.4%
Unimportant	Count	0	1	2	0	3
	% within Univ.		8.3%	22.2%		6.3%

Leadership skills were rated as least important, with only 44 percent considering leadership skills important, while the majority (56 percent) considering leadership Of little importance or Unimportant (Table 5.45). The effective instruction librarian equipped with leadership skills is the one who has the ability to demonstrate initiative by actively seeking out instruction opportunities on campus, encourage faculty to participate in discussions, and share ideas regarding instruction (ALA, 2008), whereas the effective coordinator of instruction needs to mentor librarians, provide constructive feedback to improve instruction, work effectively with the head of the library supervisors to promote and develop library instruction on campus, and advocate for improving instructional services (ALA, 2008).

Looking closer at the cross tabulation table (Table 5.45), the majority of respondents (55.6 percent) at LRC C rated leadership skill as Of little importance.

Especially, at LRC B, 41.7 percent considered this skill Of little importance while
another 25 percent rated it Unimportant.

Table 5.45. *Leadership Skills*

Leadership skills		Universities				Total
		A	B	C	D	
Important	Count	8	3	3	5	19
	% within Univ.	53.3%	25.0%	33.3%	41.7%	39.6%
Moderately important	Count	1	1	0	0	2
	% within Univ.	6.7%	8.3%	.0%	.0%	4.2%
Of little importance	Count	5	5	5	4	19
	% within Univ.	33.3%	41.7%	55.6%	33.3%	39.6%
Unimportant	Count	1	3	1	3	8
	% within Univ.	6.7%	25.0%	11.1%	25.0%	16.7%

Based on the current implementation of the IL programs, instruction librarians
recognized a need for the improvement of the quality of instructional services at the
LRCs. Given the significance of their instructional role, it is important to identify the
skills instruction librarians need to overcome the challenges of having little training in
pedagogy, instructional design, or assessment of student learning. The clearly articulated
theme of ongoing staff professional development was pervasive throughout respondents'
commentary. One respondent stated that the majority of instruction librarians had no
training in pedagogy.

> Librarians come from disciplines other than education. They need to update their skills in
> the area of instruction. Library administration should provide opportunities for instruction
> librarians to maintain needed skills levels (112GL1).

Some expressed that the workload might have caused difficulty in focusing on
teaching or design of instructional programs.

We need to improve the program in terms of the quality of the instruction librarians. We need to have qualified instructors in the field of IL instruction. The instruction librarians should not be or should be less bound by the duties outside their departments. Workload reduction and task re-assignment are necessary so that they have sufficient time to prepare their teaching content (349GL1).

More involvement of librarians in the teaching of IL was stressed by one library

administrator.

We've planned to involve more librarians in teaching IL in order to lessen the workload we have to handle now. The IS Head is requested to mobilize as many librarians as possible into the ILI program (122IA1).

Only one respondent reported that instruction librarians do not need to master

subject knowledge, rather, only the understanding of core issues of the discipline course

would be sufficient.

I think it's not necessary for us the instruction librarians to master the fields of study of the students we are going to teach. We just need to understand the core issues that they teach. The understanding will allow us to judge whether or not the resources relevant to such fields are sufficiently available at the LRC (112GL4).

The staff in charge will be professional librarians who are also expected to have a certain level of knowledge in the subject areas/disciplines they are going to teach IL (113IA2).

An important thing is that instruction librarians should have certain understanding of the students' majors and articulate the information sources relevant to different majors. With this knowledge, they can design class and introduce information sources relevant to the students' needs (353GL7).

The majority of respondents receiving a formal education abroad in LIS were

confident in interacting with faculty and students. One said:

After coming back from my LIS program in the U.S., I have performed my work more professionally; and certainly the work has improved. Then, our patrons, especially graduate students and faculty, have regarded us differently, and acknowledged our accomplishment (229IL1).

However, several respondents pointed out the need to access resources on IL

written in Vietnamese since they felt they had little knowledge about the topic.

There should be a Vietnamese book on IL so that we can understand its notion and related issues easily. We have troubles with reading professional materials in English (239GL6).

Since IL issues have not been popular in Vietnam, why don't people translate some books on this topic into Vietnamese? Right now, there are a lot of IL book in English while there is no book on IL in Vietnamese (239GL7).

More urgently, how to engage in instructional improvement activities was their

big concern. One reported:

Enhancing teaching skills for ILI staff is crucial because we are aware that an instruction librarian is good at not only IL skills but also teaching ability. We are librarians so we don't certainly have teaching experience. When instructing IL for users, we could only provide them a foundation or basic skills, and we could not teach all things in all disciplines. We could collaborate with faculty members by integrating IL in their courses. And we can do this with only one course which is Research Methodology course. In this course, there are some parts relating to searching, collecting, evaluating and presenting information or statistics. And we have done these parts for one college (229IL1).

One LRC reported that the library administration allowed time for instruction

librarians to complete continuing education programs on teaching. One library

administrator stated:

All of ILI staff was trained by experts from Educational Research Institution. It took a few months to finish the training course, and then they received a certificate from the institution. Attending this course, librarians were trained about teaching methodologies, lesson plan designing and evaluating (241IA3).

…That is a professional training program for instructors, but we still sent our staff to the program so that later they can teach IL classes in other colleges. If you don't have a qualification in pedagogy, no colleges would like to invite you to teach their students. Recently, when there has been a requirement of designing lesson plans based on given templates, we have seriously complied with the requirement (241IA3).

With novice instruction staff we initially trained them necessary steps that they should follow in ILI classes. For example, how they should organize their classes, what they should tell their students. Then, they demonstrated their teaching, and we observed and gave comments on how they should present their contents (226IA2).

Some also expressed their concerns dealing with benefits and compensation.

Although they [librarians] were trained and qualified, they still quit their job. The salary and assigned jobs should satisfy librarians at a regular basis (237IL3).

Earning a living is getting harder and harder. Whenever people can rely on their jobs to guarantee their life, they will wholeheartedly learn and make contribution to their job. In reality, several excellent librarians, especially those who graduated abroad, seek to leave the LRC. They would stay if they felt satisfied with compensation or benefits (230GL4).

When IL becomes an official course, I think the relationship between us and faculty will change. It much depends on us to make the change become positive or negative. Firstly, we ourselves have to gain more knowledge of IL and teaching capability. Secondly, we should have some knowledge of other disciplines. For instance, when we taught IL for students of the College of Economics, we had to have basic knowledge on this subject. It is not easy to do this, so it requires a librarian to inquire new knowledge. However, librarians' salary now is very low, and this factor discourages us a lot. Only when their life is guaranteed by reasonable income, and the working environment creates more opportunities for staff development, librarians will be more interested in their job and make more contributions (228IL1).

To sum up, since the demand for instruction services appears to be increasing, staff professional development becomes a significant issue in order to offer a quality IL program conducted by qualified instruction librarians. Responding librarians and library administrators stated what skills librarians perceived they needed to improve upon in the future. This requires the attention of library administrators and the head of the IL departments in an attempt to develop professional and instructional improvement programs.

Engaging Faculty in Information Literacy Instruction

Embracing Collaboration with the Academic Community

Patrick Ragains (2001) stresses that in order for curriculum or campus-wide IL initiatives to succeed, faculty and librarians must expand their individual efforts, seek improved understanding of each other's expertise and interactions with students, and support each other's educational efforts. In this research, faculty and responding librarians were asked to rate what are the essential elements for successful librarian and faculty collaboration. Table 5.46 showed that shared goals received high consensus between two groups, with a response rate of approximately 83 percent from both librarian and faculty. As displayed in Table 5.46, a similar pattern was found for partners'

competence in handling the task at hand with 66.7 percent of librarians, compared to 64.7 of faculty, responding. There was also a consistency in rating for ongoing communication as a successful factor in collaboration with 77.1 percent and 70.6 percent of librarians and faculty responding, respectively. However, it was worth noticing that the response rate was quite different in the two following items: ability to appreciate professional differences and not criticize or stereotype other's professions, and mutual respect, tolerance and trust. Approximately 85 percent of librarians compared to 53 percent of faculty perceived the appreciation of differences of each other's professions as a key for successful collaboration (Table 5.46). The discrepancy was also found in rating mutual respect, tolerance and trust with 83.3 percent of librarians versus 63.5 for responding faculty. The high response rate on these two items by librarians reflected their strong desire to be recognized as partners by faculty as well as having their efforts to improve student learning appreciated.

Table 5.46. *Key Factors for Successful Collaboration-by University*

Key factors for successful collaboration		University								Total percent	
		A		B		C		D			
		Librarians	Faculty	Librarians	Faculty	Librarians	Faculty	Librarians	Faculty	Librarians	Faculty
Shared understood goals	Count	13	18	11	16	8	16	8	21	40	71
	% within Univ.	86.7	81.8	91.7	84.2	88.9	88.9	66.7	80.8	83.3	83.5
Competence of each partner	Count	11	11	10	14	6	13	5	17	32	55
	% within Univ.	73.3	50.0	83.3	73.7	66.7	72.2	41.7	65.4	66.7	64.7
Ongoing communication	Count	11	15	10	15	6	14	10	16	37	60
	% within Univ.	73.3	68.2	83.3	78.9	66.7	77.8	83.3	61.5	77.1	70.6
Appreciating professional differences	Count	13	11	11	12	7	11	10	11	41	45
	% within Univ.	86.7	50.0%	91.7%	63.2%	77.8%	61.1	83.3	42.3	85.4	52.9
Mutual respect, tolerance, and trust	Count	15	16	11	12	6	12	8	14	40	54
	% within Univ.	100.0	72.7	91.7	63.2	66.7	66.7	66.7	53.8	83.3	63.5

Cross tabulation results for the four LRCs, with emphasis on comparing librarian

and faculty perceptions in terms of the key elements for successful collaboration, are

shown in Table 5.46. Shared goals as an element for successful collaboration received a

high level of consensus among respondents with response rates from 81 to 91 percent

with the exception of responding librarians at University D (66.7 percent). In general,

librarians tended to rate this item more highly than responding faculty. Regarding the

understanding of competence of each partner for the task at hand, there was not much

consistency between the two groups of respondents at each LRC, especially at University

A and D. For example, 50 percent of faculty compared to 73.3 percent of librarians at

University A, and approximately 42 percent of librarians in comparison with 65.4 percent

faculty at University D, perceived that understanding and appreciating each other's tasks

were essential for the success of faculty-librarian collaboration (Table 5.46). Regarding

the ongoing communication item, greater discrepancy in the response rate was found

between librarians and faculty of University D. While 83.3 percent of librarians rated

ongoing communication as a key factor for successful collaboration, only 61.5 percent of

faculty considered it a successful element. Two groups had an inconsistent response rate

regarding appreciating professional differences and showing mutual respect, tolerance

and trust. The results in the cross tabulation of Table 5.46 clearly showed the discrepancy

between two groups of respondents within each university, especially at University A, B,

and D. For example, 86.7 percent of librarians compared to 50 percent of faculty at

University A responded that appreciating professional differences was critical for faculty-

librarian collaboration. Following a similar pattern, only 42.3 percent of faculty rated the

appreciation of professional differences as important in comparison with the librarian

response rate of 83.3 percent. Regarding building trust and respect as a contribution to successful collaboration, 100 percent of librarians versus 72.7 percent of faculty at University A responded to this.

Changing Faculty Perceptions

Faculty and librarians were asked to assess the elements faculty needed to master in order to successfully integrate IL into the curriculum. These elements included understanding about IL, the recognition of the importance of IL for student learning outcomes, the recognition of the importance of integrating IL into their courses, the understanding of how to integrate IL into their courses, and collaboration with librarians. Table 5.47 displays the comparison of the perceptions of responding librarians and faculty regarding this issue. There was a high consensus on most items with the exception of the item "importance of IL integration into the courses." The literature review on IL shows that since people see teaching and learning differently (Bowden & Morton; Marton & Booth, 1997; 1998; Ramsden, 2003), people bring different perspectives to the processes of ILI (Bruce, Edwards, & Lupton, 2006). Faculty may not know what IL is or they may call IL by a different name or perceive IL differently. It would be the responsibility of librarians to help faculty master the definition of IL in the contemporary higher education environment. Both responding librarians and faculty highly agreed that faculty need to understand clearly what IL is with a response rate of 95.8 percent and 89.4 percent, respectively, as shown in Table 5.47. A similar pattern was found in the next most needed issue perceived by respondents: the necessity for faculty to know how to integrate IL into courses. Both librarians and faculty had a high consensus with a response rate of 79.2 and 76.5 percent respectively, as displayed in Table 5.47.

Approximately 83 percent of librarians compared to 74 percent of faculty reported that they were aware of the need for recognizing the importance of IL to SLOs. It is worth noting that librarians and faculty expressed a slight difference in the response rate for perceptions of faculty about the recognition of IL importance to SLOs (83.3 versus 74.1 percent, respectively) and collaboration with librarians (85.4 compared to 71.8 percent, respectively). It was surprising to observe the low response of how faculty judged whether they needed to recognize the importance of integrating ILI into their courses, with only 22 responding (25.9 percent). This could partially be explained by the fact that responding faculty considered ILI as the library's job, and that it was the librarians' responsibility to develop and implement IL activities.

Table 5.47. *Faculty-To-Do List*

Faculty-to-do list		By university								Total percent	
		A		B		C		D			
		Librarians	Faculty	Librarians	Faculty	Librarians	Faculty	Librarians	Faculty	Librarians	Faculty
Understanding about IL	Count	15	18	12	17	9	17	10	24	46	76
	% within Univ.	100.0	81.8	100.0	89.5	100.0	94.4	83.3	92.3	95.8	89.4
Importance of IL to SLO	Count	13	17	9	16	7	15	11	15	40	63
	% within Univ.	86.7	77.3	75.0	84.2	77.8	83.3	91.7	57.7	83.4	74.1
Importance of IL integration	Count	13	5	7	6	5	6	8	5	33	22
	% within Univ.	86.7	22.7	58.3	31.6	55.6	33.3	66.7	19.2	68.8	25.9
Know how to integrate IL	Count	12	13	11	13	7	15	8	24	38	65
	% within Univ.	80.0	59.1	91.7	68.4	77.8	83.3	66.7	92.3	79.2	76.5
Collaboration with librarians	Count	14	16	12	12	6	16	9	17	41	61
	% within Univ.	93.3	72.7	100.0	63.2	66.7	88.9	75.0	65.4	85.4	71.8

Table 5.47 also presented the comparison of perceptions of responding faculty and librarians across four universities. As shown in Table 5.47, there was an

inconsistency in the response rate between two groups of respondents across four

universities in terms of the understanding about the IL concept (82 to 100 percent), and

the recognition of the importance of IL to SLOs (75 to 91 percent) with the exception of

responding faculty at University D (57.7 percent). Although there was not much

discrepancy between the response rate of faculty and librarians (76.5 versus 79.2 percent)

in terms of the perception about faculty knowledge of integrating IL into the discipline

courses, there were differences among groups of responding faculty across four

universities (from 59.1 percent of faculty at University A to 92.3 percent at University D).

Regarding faculty recognition of the importance of integrating IL into courses, only a

handful of faculty across four universities reported they were aware of this issue (from

19.2 percent of faculty at University D to 33.3 percent of faculty at University A).

IL and Student Learning

To effectively teach in the current higher education environment, it is important to

understand the students we are teaching, who they are, what their learning styles are, and

their expectations for service (Oblinger, 2003). This section addresses students'

expectations for IL activities, faculty and librarian's perception of how to create

awareness of the value of IL, and how to engage them in IL learning.

Student Expectations

Responding students were asked in which environment they preferred IL classes

to take place. As shown in Table 5.48, 88 percent of students preferred online tutorials or

instruction at the library, while only 10 percent wanted classroom instruction.

Table 5.48. *Preferable Venue for IL Activities*

Where students like to have IL sessions		University				Total
		A	B	C	D	
In the library	Count	28	14	23	22	87
	% within Univ.	32.6%	32.6%	32.9%	42.3%	34.7%
In the classroom	Count	4	3	13	6	26
	% within Univ.	4.7%	7.0%	18.6%	11.5%	10.4%
Online tutorials	Count	54	23	32	24	133
	% within Univ.	62.8%	53.5%	45.7%	46.2%	53.0%
Other	Count	0	3	2	0	5
	% within Univ.	.0%	7.0%	2.9%	.0%	2.0%

The cross tabulation in Table 5.48 showed no discrepancy found across the four LRCs regarding the preferable environment where IL activities would take place. Only students at University A ranked online tutorials as the top choice with 62.8 percent. Approximately 42 percent of responding students at University D preferred to learn IL skills in the library. This response rate is not surprising given that LRC D has been in operation since 2008 and the library soon became an ideal study place for students. Students at University D are still "exploring" the potential of this newly established learning center.

When asked about preferable timing to attend ILI sessions, the responding students have different opinions. The most favorite time for them to attend IL sessions was during the first week of the school year with a response rate of 37.5 percent while another 28.7 percent rated anytime via online instruction (Table 5.49). Only twelve percent of students rated to attend IL regularly throughout the semester as compared to 6.4 percent who chose during the middle of each semester.

Table 5.49. *Preferable Timing to Attend ILI*

Preferable time to attend ILI		University				Total
		A	B	C	D	
First week of the school year	Count	36	11	31	16	94
	% within Univ.	41.9%	25.6%	44.3%	30.8%	37.5%
During the middle of each semester	Count	3	4	6	3	16
	% within Univ.	3.5%	9.3%	8.6%	5.8%	6.4%
Throughout the semester	Count	11	4	8	11	34
	% within Univ.	12.8%	9.3%	11.4%	21.2%	13.5%
During the summer time	Count	11	6	8	5	30
	% within Univ.	12.8%	14.0%	11.4%	9.6%	12.0%
Anytime via online	Count	24	17	15	16	72
	% within Univ.	27.9%	39.5%	21.4%	30.8%	28.7%
Other	Count	1	1	2	1	5
	% within Univ.	1.2%	2.3%	2.9%	1.9%	2.0%

The cross tabulation in Table 5.49 shows the discrepancy in respondents' answers. While responding students at University A and C ranked attending ILI during the first week of the school year as their first choice (41.9 and 44.3 percent, respectively), students at University B ranked anytime via online as their first choice with the response rate of 39.5 percent. This difference might be explained by geographic proximity. LRC A is located in the heart of the campus where every student can easily walk to it during break time. Although LRC C is not on any campus, it was located in the heart of the city, near many campuses such as the School of Medicine and College of Education, which would make it convenient for students to access the library. LRC B has two units, far from the other at 15 miles apart, each is located near some campuses of University B. Students find it difficult to move from place to place. That may be the reason why they prefer to attend IL online. As for University D, the response rate was distributed equally

between the option of studying during the first week of the school year and studying online (30.8 percent).

In the response to the question of describing the level of usefulness of IL activities expected to be offered in the future, students were asked to respond on a 5-point Likert type scale from 1, indicating *Not useful at all,* to 5*,* indicating *Very useful*. There were five items for responding students to rate: ILI materials in print format; online ILI tutorials; interaction with instruction librarians via chatting, email, blogging; IL as a mandatory course; and, IL as an elective course. Regarding access to IL materials in print format, Table 5.50 displays the response rate of 35.2 and 51.2 percent of students who ranked it as Very useful and Useful, respectively. Only six percent ranked it Not useful at all.

Table 5.50. *IL Materials in Print Format*

ILI materials available in print format		University				Total
		A	B	C	D	
Very useful	Count	22	18	26	22	88
	% within Univ.	25.9%	41.9%	37.1%	42.3%	35.2%
Useful	Count	43	20	39	26	128
	% within Univ.	50.6%	46.5%	55.7%	50.0%	51.2%
Not sure	Count	10	2	2	3	17
	% within Univ.	11.8%	4.7%	2.9%	5.8%	6.8%
Not Useful	Count	10	2	2	1	15
	% within Univ.	11.8%	4.7%	2.9%	1.9%	6.0%
Not useful at all	Count	0	1	1	0	2
	% within Univ.	.0%	2.3%	1.4%	.0%	.8%

Relatively speaking, not many contradictory responses were found with the responding students across the universities. University D had the highest response rate

with 92.3 percent of students who ranked the future availability of ILI materials as Very

useful and Useful (Table 5.50) as compared to 76.5 percent of responding students at

University A, having the lowest response rate. It is notable that responding students, ten

each (11.8 percent), at University A rated Not sure and Not useful. It is hard to justify

why there was such a difference in the response rate regarding respondents' judgment.

In terms of the level of usefulness of IL online tutorials, as shown in Table 5.51,

respondents ranked it first with 93.6 percent choosing Very useful and Useful options.

Only 5.6 percent were not sure whether IL online tutorials were useful. As shown in

Table 5.51, the vast majority of students judged IL online tutorials as very useful and

useful (96.5 percent at University A, 92.9 percent at University B, 95.7 percent at

University C, and 86.6 percent at University D). The Not sure response rate was slightly

high at University D in comparison with the other universities' rate (13.5 percent). This

could be due to the fact mentioned above that LRC D was opened in 2008 and students

were still unfamiliar with the services the LRC provided to users.

Table 5.51. *IL Online Tutorials*

Online tutorials		University				
		A	B	C	D	Total
Very useful	Count	52	26	35	21	134
	% within Univ.	60.5%	61.9%	50.0%	40.4%	53.6%
Useful	Count	31	13	32	24	100
	% within Univ.	36.0%	31.0%	45.7%	46.2%	40.0%
Not sure	Count	3	3	1	7	14
	% within Univ.	3.5%	7.1%	1.4%	13.5%	5.6%
Not Useful	Count	0	0	1	0	1
	% within Univ.	.0%	.0%	1.4%	.0%	.4%
Not useful at all	Count	0	0	1	0	1
	% within Univ.	.0%	.0%	1.4%	.0%	.4%

In terms of the level of usefulness of the interaction with librarians via chatting, emailing and blogging, 84.8 percent of responding students rated it as Very useful and Useful (Table 5.52). Another 9.6 percent were not sure if it would be useful and approximately 5 percent judged it as Not useful and Not useful at all.

There was a consistency among responding students across four universities. Eighty-six percent of responding students at University A, 87.7 percent at University B, 80 percent at University C, and 86.3 percent of students at University D rated the interaction with librarians via online reference as Very useful and Useful. The Not sure response rate across the universities was not considerable, at an average of ten percent (Table 5.52).

Table 5.52. *Interaction with Librarians via Chatting, Email, Blogging*

Interaction with librarians		University				Total
		A	B	C	D	
Very useful	Count	37	20	26	21	104
	% within Univ.	43.0%	46.5%	37.1%	41.2%	41.6%
Useful	Count	37	18	30	23	108
	% within Univ.	43.0%	41.9%	42.9%	45.1%	43.2%
Not sure	Count	9	3	7	5	24
	% within Univ.	10.5%	7.0%	10.0%	9.8%	9.6%
Not Useful	Count	3	2	5	2	12
	% within Univ.	3.5%	4.7%	7.1%	3.9%	4.8%
Not useful at all	Count	0	0	2	0	2
	% within Univ.	.0%	.0%	2.9%	.0%	.8%

Regarding the degree of usefulness of IL as a credit-bearing course in the future, more than half of students (54 percent) agreed an IL credit course would be useful or very useful, while approximately 20 percent felt it would not be useful. If the course were an

elective, 76 percent rated it Useful or Very useful and 15 percent said it would not be useful (Table 5.53).

There was a big discrepancy found in the responses across the universities. Just over sixty-six percent of students at University A ranked IL as a credit course as Very useful and Useful while only 38.5 percent, 47.1 percent, and 55.8 percent of responding students at University B, C, and D, respectively, ranked it as Very useful and Useful (Table 5.53). Furthermore, there were a high percentage of respondents at University B (32.6 percent) who ranked it as Not useful compared with only 11.6 percent at University A. The Not sure option was identical across the universities with an average of 19 percent.

Table 5.53. *Offering IL as a Credit Course*

Information literacy as a credit course		University				Total
		A	B	C	D	
Very useful	Count	27	5	12	13	57
	% within Univ.	31.4%	11.6%	17.1%	25.0%	22.7%
Useful	Count	30	12	21	16	79
	% within Univ.	34.9%	27.9%	30.0%	30.8%	31.5%
Not sure	Count	16	8	14	10	48
	% within Univ.	18.6%	18.6%	20.0%	19.2%	19.1%
Not Useful	Count	10	14	18	10	52
	% within Univ.	11.6%	32.6%	25.7%	19.2%	20.7%
Not useful at all	Count	3	4	5	3	15
	% within Univ.	3.5%	9.3%	7.1%	5.8%	6.0%

In terms of the degree of usefulness of offering IL as an elective course in the curriculum, 75.5 percent of responding students ranked it Very useful and Useful (Table 5.54). Fourteen percent of students perceived that it would be Not useful to offer IL as an

elective course in the curriculum while nine percent were not sure whether it was useful or not.

Looking closer at the cross tabulation in Table 5.54, it is promising to recognize that responding students would accept IL as an elective course, with a response rate of 78.6 percent, 69.8 percent, 80 percent, and 69.3 percent at University A, B, C, and D, respectively. However, it is worth noting that responding students at University B were still the ones who have the highest rating for the Not useful option (20.9 percent). This could be explained by relating it to the previous finding where responding students at University B preferred IL online tutorials more than any other format of instruction.

Table 5.54. *Offering IL as an Elective Course*

Offering IL as an elective course		University				
		A	B	C	D	Total
Very useful	Count	21	3	10	7	41
	% within Univ.	25.0%	7.0%	14.3%	13.5%	16.5%
Useful	Count	45	27	46	29	147
	% within Univ.	53.6%	62.8%	65.7%	55.8%	59.0%
Not sure	Count	7	3	3	10	23
	% within Univ.	8.3%	7.0%	4.3%	19.2%	9.2%
Not Useful	Count	11	9	10	5	35
	% within Univ.	13.1%	20.9%	14.3%	9.6%	14.1%
Not useful at all	Count	0	1	1	1	3
	% within Univ.	.0%	2.3%	1.4%	1.9%	1.2%

To sum up, students preferred taking IL sessions online or interacting informally with librarians via online, rather than taking IL as a required or elective course. The findings could be explained by the workload students were taking at that time. The pressure of coursework might have made students feel depressed and the addition of any

course to the existing curriculum may become a burden for them. With little understanding of what IL was and how important it was to their learning, it would be hard for them to judge its importance.

Creating IL Awareness

Breivik and Gee (2006) stress the necessity of early introduction to IL skills. It is important for students to recognize that these basic library skills lay the foundation for a more successful performance at the beginning of their college experience. The key issue is how to raise their awareness to the value of IL skills. As discussed in Research Question 1, the majority of current IL teaching situations at the four LRCs included introductory library instruction sessions, which were mandatory for all incoming students, and sign-up IL classes in which students could register at their discretion at no cost. Without attending the introductory IL session, students would not be allowed to get a library card. The first few days at college, students obviously could not perceive what was useful for their academic life. As a result, attending a 60 to120 minute IL session just provided them with a general overview of what the library was going to offer. What they heard and saw could easily be forgotten as soon as they left the IL session. It is hard to create awareness in students as to the importance of ILI with one merely introductory library instruction session. No awareness would be created if students did not perceive they had a need for achieving IL skills. No matter what ones teaching situation is, student engagement in IL activities is always an issue for instruction librarians. They blamed and asked themselves why students were not motivated to learn.

Students don't know what they want (232IL2).
The problem lies in students' learning attitudes (229IL1).

302

There are many students with difficult conditions, and there are also a number of students without positive learning attitude (454GL2).

Students in the Central Vietnam have difficulties in economic condition in comparison with those in other regions of the country, and this affects their motivation and performance (237IL3).

I find the basic IL classes somewhat unsatisfactory because some students show no interest in class. Some attend the class because the class is compulsory, not because they like it or care (353GL4)

One responding librarian justified the reasons why students disengaged by saying

since there are students choosing majors that they do not like, they might wonder why

they should pay attention to something they are not interested in.

When students apply for undergraduate study, they must apply to a specific major. Unfortunately, since many of them do not reach the required grades to get admission, they would be shifted to other majors with lower grade requirements, which they do not like. It discourages them. But why do they still continue studying? Firstly, it is because of the pressure from their family and community. Secondly, low tuition fee is also a reason. Imagine that if the tuition fee was high, they would think over whether they should continue studying or just quit. If they continued studying they would pay a huge amount of money. Our educational policy always wants good things, but to some extent it shows some negative sides. Without motivation, it would be hard for students to focus on their study (237IL3).

Back to the Research Question 2 where librarians viewed that students lacked a

need for information due to the fact that the discipline faculty had not created an impetus

for students to use information effectively for their academic work, one library

administrator justified the passive learning style of Vietnamese undergraduate students:

Students just learn what their teachers require them to learn (226IA2).

Faculty does not require students to do assignments that request information skills, so why students should care about our IL classes (353GL7)?

Another library administrator noted:

It is due to the old teaching method. Students just use only one textbook/ lecture notes written by the instructor. He just holds his textbook and teaches from A to Z. That instructor assures that learning from his textbook is good enough to pass the exam. Students don't need to access other resources. That is the commonplace thinking of Vietnam instructors (240IA1).

How about the faculty perceptions regarding this issue? It is necessary to view the

issue from different perspectives in order to get a clear picture of the teaching and

learning approach in Vietnam. One faculty member commented:

> Relatively speaking, until recently, Vietnam's educational system still showed many drawbacks and relied on the old, traditional learning and teaching approach. As a result, the demand for accessing information as well as the awareness of library instruction has not been high. From now on, with the instruction reform movement, the academic community certainly has a different view on ILI (231GF1).

When asked why there was an undemanding need for information seeking, the

faculty explained that it was due to the faculty information searching capacity.

> There have been some needs for information seeking, but they are not high. As you might know, not every instructor is good at computer skills and information skills, so they do not require their students to search for information from diverse sources for student assignments. For example, when instructors require students to present and discuss a particular topic, students just follow exactly what they read from the given book, and they do not care about searching and synthesizing information from different sources. They just search for information from different sources whenever their course instructors ask them to find additional information beside the given books. Actually, instructors themselves are not sure about how to search for information effectively; also they don't have enough time to do additional research; and so, they don't highly demand students to put their effort on searching for information. They make students become "inertial" at the level of recycling information rather than creating and synthesizing information (231GF2).

Time constraint was another reason. One faculty expressed his view:

> I think that the information need of faculty members is very high, but the problem is that they don't have much chance to access to the available resources. And students' information need is even higher than that; but unfortunately, their awareness about the resources is very limited (231GF2).

> It is due to the fact that the faculty has to teach too many classes. Ideally, instructors should teach a few periods per week, and the rest of the time they should focus on preparing for their instructional content and doing research. Also, they should read a lot of materials to increase their knowledge in the field in order to teach their students better. The more frequent instructors do these things, the easier they can demand their students to find and read materials from different sources before classes. When a lecturer search and read a lot of materials or websites, he knows a lot of good materials or information sources to introduce to their students. If the lecturers don't find and read anything, how can he encourage their students to search and read any additional materials? As a result, students just learn from the given books or workbooks and they don't care much about other information sources (231GF1).

That faculty member also revealed that the discipline faculty in Vietnam has not

had a habit of doing research.

Some faculty members don't have good habits of doing research for enhancing knowledge and updating information for their teaching. So, the factors that affect student learning outcomes are rooted from the lecturers. If the faculty encourages students to access and evaluate resources of information for their learning, students will do so. So, the key issue, for me, is to change the mindset of the discipline faculty (231GF2).

The characteristics of incoming students were also a concern for the faculty.

Besides the faculty's faults, it would be fair to mention the characteristics of incoming students. For Vietnamese high school students, the most important thing in their life may be getting "a ticket" to university. As a result, during senior high school, the vast majority of them only focus on studying the three required subjects for the university exam. When they get admission to university, the sudden change of the academic environment with a different way of teaching and learning creates a gap between faculty requirements and students' adjustment. Faculty cannot ask students to actively engage in new learning environment or do the research at a glance (231GF1).

Since students' learning characteristics does not focus on research or independent study, their demands for information seeking are not high. However, at the graduate level, more or less, the teaching methods are influenced by foreign styles, so they do a lot of research. I emphasize again that the ILI program is more helpful for graduate students (231GF2).

One library administrator pessimistically responded:

So now, if we successfully design a comprehensive ILI program, students might receive it passively because they can't see its usefulness (240IA1).

Enhancing Student Motivation

How to motivate students to learn IL skills? Respondents addressed their experience in building partnerships with faculty at the English Department of the University of Foreign Languages to engage students in IL learning.

We cooperate with the University of Foreign Languages to provide IL skills for students at the English Department. However, the faculty members will be the ones that decide and specify what information sources needed to be taught to the students. For example, we have just offered more than 10 classes for the Department of English language (241IA3).

305

To gain and maintain the university leadership and faculty support toward the IL program, we have to start from the students, our targeted audience. For example, although there was no formal assessment, the University of Foreign Language has drawn a conclusion that students who make frequent use of the LRC tend to have better performance. This is an encouraging factor. This means we can, at the same time, indirectly influence the university administration through student performance achievement, and directly persuade them the necessity of the IL program for student learning (226IA2).

The recognition of what skills students lack is considered crucial in order to offer

them the right skills that they need.

Last year we held a competition named "Effective Learning" in which the assessment of the impact of our training program on student learning is addressed as one aspect (241IA3).

Senior students have greater needs for using information. When they become a 3rd or 4th year students, they recognize the necessity of IL. It is instructors that require students to search for information to accomplish their assignments (228IL1).

How to make students interested in the instructional content also depends on students' ability to acquire knowledge. Some students are very smart in understanding the instruction content, doing the exercises, and expanding the scope of the exercises. Students who are good at using computers tend to perform better than the others (112GL5).

Responding librarians also stressed the necessity to create awareness as to the

value of ILI for the faculty and students first.

The best way is to make the faculties be aware that the program can help students become information literate. If they recognize that, they are expected to encourage the students to register for the classes or request us to design IL classes for their students. (232IL2).

Thing would be much better if the discipline faculty designs and conducts class sessions in a way that encourages the use of library resources (226IA2).

We have to help students understand that the IL skills will prepare them for information-driven and independent learning required by their regular courses. The second reason is that society needs workers who are able to consume information smartly to make right decisions at work (114IL1).

I think the skills are still very valuable to them as officers who have to function effectively in the workplace. Information is updated and grows every day. Information literacy skills, therefore, will be very helpful to their job in every field, not just in the academic environment. They need to be aware of this (112GL4).

The students will need information not only for their job but also for their daily life. This means they have to be capable of evaluating information. This also means the IL skills are necessary for them during their lifetime. If they are aware of the fact, they will engage in IL classes (112GL3).

Students will be willing to register for the classes when they know what practical value IL brings to their course (113IA2).

One responding faculty commented:

It depends on the long-standing habits of the faculty and the pressure for change. In other words, the majority of faculty does not have much pressure to change, so they do not have a need for change. The role of faculty is absolutely significant, but changing students' mindset and habits are also important. We want to teach students how to effectively search for information but they are very lazy and not aware of its importance (231GF1).

One faculty suggested that the LRC should seek support from young faculty members.

The extent of the instruction reform currently depends on some young faculty members. But those in their 40s generally think that "Well, we are going to retire and we just have a few years left ... why should we bother changing?" Therefore, the burden has been put on the shoulders of the younger generation, who always strive to learn and approach new things. Whereas, the seniors still keep old lesson plans and teaching methods because they think that changing is not necessary and it takes a lot of time and effort (231GF2).

Coordination between faculty and librarians was essential (231GF1).

Actually, lecturers don't need to teach students a lot in classes. They just explain key points of the lessons, and students themselves have to search for additional materials or information from the Internet using keywords provided by lecturers. Students can ask LRC staff for help. Certainly, we have useful information to meet their needs (3231GF1).

Respondents highly recognized that planning for a campus-wide IL program would be a challenging process that requires good preparation and full involvement of the entire academic community including campus leadership, department leadership, discipline faculty, library administrators, librarians and students. The active involvement of these constituencies will definitely contribute to long term success of the future IL program.

Summary

To sum up, this chapter analyzed the development and delivery of the IL programs at four university libraries in Vietnam concerning the instructional content, teaching activities, assessment of IL sessions, as well as marketing and promotion strategies to reach out learners. The analysis shows that ILI at these four academic libraries still needs improvement to be more effective and sustainable. The respondents, especially library administrators and instruction librarians pointed out the need for an institutional-wide IL program that is aligned with the educational mission, goals and objectives of the parent organization and tied to the curriculum to attract more student and faculty engagement. Respondents expressed the desire to include IL as a credit-bearing course into the curriculum and identified what they perceived as best practices for ILI for academic libraries in Vietnam.

CHAPTER 6. DISCUSSION

This chapter discusses the findings and a conceptual framework for best practices for ILI program development in Vietnam. The chapter first highlights the key issues and suggests how a best practice framework can address them.

Major Findings

Learner-Centered Approaches

Moving mountains – Defeating Passive Teaching and Rote Memorization Learning Style

As discussed extensively in Chapter 5, despite the push from the government, the nature of teaching and learning has not changed substantially. Teaching and learning have remained passive, and heavy teaching loads make IL change initiatives difficult to implement.

Testimonies from the surveys have indicated that many obstacles impede faculty's ability to devote their expertise, time, and effort to instruction reform. In the current study, faculty recognized the value of educational reform in improving student learning. To some extent, faculty resisted change since technical resources for active teaching and learning have not been sufficient. How can they get rid of the passive way of teaching and learning when they are not equipped with the minimum teaching facilities such as projectors or computers connected to the Internet in classrooms? How can the university require them to move students away from memorizing what the instructors say in class while the lecture-textbook approach has dominated the classroom environment? How can they be asked to use the active learning approach while they have to teach four or five

class sessions of approximately 70 to 100 students per session per semester to assure that they can reach and fulfill their adequate standard credit required by the university?

In addition, MoET promotes student-centered learning, however, heavy teaching loads and large class setting are not appropriate for this approach. To truly be student-centered, these issues pose real problems. Faculty have difficulty in tailoring the instructional content to individuals or groups. Having to grade a large numbers of papers, and take charge of teaching three or more classes per semester impedes faculty from giving assignments that require an extensive amount of time to go over.

On the learning side, the rote memorization approach has had a strong impact on teaching and learning attitudes that underestimate the value of ILI. Thus attempting to change the passive teaching style and the rote memorization habit is like trying to move the mountains. Instruction reform cannot be the sole responsibility of faculty. This process needs the attention, and involvement of many constituencies on campus, and supportive policies from the ministerial level to move it forward.

Uphill Fight for Recognition of the Value of IL

Using data from the libraries under study that have benefited from better working conditions, the findings revealed that IL has been recognized by librarians as one of the library's major duties to enhance services to the academic community. The libraries initiated the IL programs to provide basic IL skills to students in the format of library orientation and introduction sessions, one-shot IL instruction, group instruction, and one-on-one IL guidance. Librarians also come to schools and colleges on and off campus to introduce the library services and organize database training workshops for faculty and

students. Two of four LRCs delivered an IL-module format to both graduate and undergraduate students.

However, teaching IL was constrained to the four walls of the library and received little attention from campus leadership and discipline faculty. The research findings showed that the existing IL programs were developed without faculty input, which was one of the reasons why faculty did not focus their attention on the existence of the IL programs. Despite the efforts of the libraries to promote these activities, the academic community has not properly evaluated or demonstrated how the mastery of information skills can help students succeed in their academic lives.

Lack of understanding about the importance of ILI was perceived by librarians as a challenging factor if IL is to be proposed as a credit-bearing course in the curriculum. To fight this uphill battle, a necessary first step would be to get faculty to embrace IL as an integral learning tool in their teaching. Since IL has been considered a library issue, the constituencies on campus including campus leadership, faculty and students have not recognized the value of IL to student achievement, and there have been no formal interactions between faculty and librarians regarding the design, delivery and learner needs assessment. Also, librarians need to reach out further to the faculty, seeking their cooperation to provide their students with necessary IL skills for their academic lives.

Recommending librarians to extend their outreach effort is a challenging task. Since libraries are traditionally not seen as potential stakeholders in the teaching and learning process, librarians have weak voices in any campus decision-making process. And this perception likely will remain unchanged at least in the near future. Any effort to

reverse the situation will help librarians improve their image, and provide opportunities to expand their role beyond the typical library services such as cataloging, classification, and reference to a more demanding responsibility including the facilitation of the teaching and learning process on campus by providing information skills to students. As argued earlier, this effort is challenging, but it is not impossible. Findings in this study suggested that new faculty members, in particular those that earned their education overseas, are more open to cooperation with librarians. Indeed, data showed that some junior instructors even took the initiative to work with librarians (cf. p. 303).

Promoting Learner-Centeredness through IL

There was ample anecdotal evidence that students who were exposed to IL instruction were able to progressively develop a self-learning style (cf. p. 201). With the newly acquired skills to research information by themselves, these students less need to rely on learning materials from their instructors.

To develop a student-centered environment, faculty and instruction librarians need to encourage students to seek new understandings by asking questions and thinking critically while teachers shift their roles from providers of information to facilitators of student learning by guiding them through the learning process.

Consistent with Oberg's (2009) work on educational reform that recommends the use of libraries as a venue for improving teaching and learning, another best practice would be to put into place a mechanism that helps librarians and faculty better understand the information needs of the students, and to engage them in the discovery of IL needs.

Using ILI to help shift toward a student-centered learning mode needs a more fundamental reform. The data gathered in this study emphasizes that an institution-wide

IL program will happen only when the MoET recognizes the value of IL and includes it in its criteria and policy. Respondents perceived that in order for the IL initiative to succeed, it must be required from the top-down, the ministerial level. However, library administrators and instruction librarians cannot just have a wait-and-see attitude. As transformational leaders (Burns, 1978), they must see a need for change (Lippitt et al., 1958), be willing to create a revolution (Burke, 2002) in IL change, and identify stages to make it feasible.

To sum up, if management changes the IL skills provision process without simultaneously shifting from the passive to the active teaching and learning style to match, the IL change initiative is not likely to be accepted by the academic community. As a result, the shift to a learner-centered approach is considered a critical condition for the success of the IL initiative.

Knowing and Engaging Learners

The Partnership for 21st Century Skills (2007) recognizes the gap between what young people need to learn and what schools need to teach to prepare them for their school work and careers in a global economy. A key component of the Partnership's framework for 21st century teaching and learning focuses on the skills students should master. In order to prepare for student success in a new global economy, as stated in the Partnership's framework, "Information literacy has a truly transformative effect, one that makes possible the acquisition of other skills necessary for 21st century life" (Partnership for 21st Century Skills, 2007). The Partnership recognizes that the ability to access information efficiently and effectively, evaluate information critically and competently,

and use information accurately and creatively are critical to prepare young people for their academic life, personal life, and career.

The findings in this study revealed that students lacked information skills necessary for them to be successful in their academic life, and faculty were uncertain about students' IL competences. Both the survey results and interview data analysis confirmed that faculty had little knowledge regarding students' IL skills. For example, 43 percent of librarians and 48 percent of faculty, reported that they were not sure or disagree that students knew how to evaluate high quality information in electronic resources (Table 5.19).

These findings can be interpreted in several ways. First, the lecture-textbook approach currently implemented in the majority of higher education institutions in Vietnam does not require students to use outside materials for completing class assignments, only lecture material and assigned textbook(s). These findings are comparable with Nelly's (2002) study in which more than 50 percent of responding undergraduate and graduate students reported that faculty members require use of only lecture materials and assigned textbooks for course requirements. In the Vietnamese higher education context, this issue is even more critical. The textbook and lecture approaches do not encourage students to spend time and effort exploring information resources besides what the faculty require. Although there has been movement towards an active learning approach, institutionalized change takes continued effort to fully develop new approaches.

Second, students are not taught how and required to do research in high school. The gap in information skills of students is influenced by the rote memorization style from high school (162 IF1). How can university faculty require students to grasp information skills when they enter college life? Students need to be provided with IL skills early in their academic lives to ensure their future success (Sullivan, 2004). It is important to make students recognize the necessity of obtaining IL skills so that they can engage more in IL sessions rather than feel obligated to take these IL sessions, as they do. One way to raise greater awareness of IL would be to encourage faculty to use the library for course work assignments and stimulate students to attend IL classes that help them recognize the usefulness of library instruction.

Another issue is that students may not know what they should learn. More seriously, instruction librarians and faculty do not know students' information skill competence. The research findings of this study showed that even though students were provided with instruction for library and ICT use, as well as basic library information resources use, they did not transfer those skills to the classroom and to their assignments. Especially, there was a big gap in computer skills between students from big cities and those from rural areas. Students need to be taught library and ICT use, information resources use, the evaluation of the reliability, credibility and quality of information resources, and the ethical use of information. The findings showed that very few IL sessions were offered to teach students to use information legally. As a result, students did not know how to cite information properly. Librarians and faculty should not assume students' IL competences (McAdoo, 2010). In the future, instruction librarians in conjunction with discipline faculty need to understand the true need for student mastery

315

of IL skills, what students may have been taught previously, what they lack, and what should improve through needs assessment before conducting IL classes. Needs assessment should be conducted to ensure that librarians can design proper instructional content for IL classes (Grassian & Kaplowitz, 2009).

To engage students in IL learning, instruction librarians and, more importantly, discipline faculty need to create awareness of the value of ILI to make their academic lives easier. Also, to motivate students to learn IL skills, instruction librarians need to tailor instructional content to discipline subjects and SLOs. Working closely with discipline faculty in designing and developing IL teaching content based on students' information needs is the responsibility of instruction librarians. Discipline faculty need to align course work projects with library use so that students can make use of resources available in different formats. By requiring students to make effective use of library resources, faculty encourage them to learn and use these information management skills in their work and their personal lives. IL is definitely not just useful for their college lives; it is needed by citizens of the 21st century to manage the volumes of information required to process and make informed decisions.

Towards an Institution-Wide ILI Program

Improvement of the Current IL Programs

The findings of this study reported that librarians were aware of the importance of equipping students with IL skills and putting much effort in planning, designing, and delivering ILI. As mentioned, two of four LRCs developed IL modules to offer students from basic to advanced level IL skills. Liaison librarians reached out the academic

community by offering database training hands-on workshops to faculty and students. One IL program coordinator reported that there were more than 400 introductory IL sessions held for approximately 4,400 first-year students, and 75 three-module IL sessions offered to senior students in the academic year of 2008-2009 (114IL1). On one library Web site, the "Guideline to implement a research topic" was posted.

However, the IL programs still need improvement. The libraries have not used any published professional IL standards in teaching IL and measuring student learning outcomes (SLOs). Students were mainly exposed to a traditional method of bibliographic instruction akin to bibliographic instruction of earlier decades in Western countries. One librarian commented: "I find the orientation sessions somewhat unsatisfactory because some students show no interest in class. They sit there because it is compulsory to get the library cards, not because they like or care. One thing I care is how to make the class interesting. For example, instead of lecturing, we can have the students watch the video clips introducing library services designed in the most fascinating way" (349GL2). Library instruction as part of a series of IL teaching modules was conducted, but still reached few students. One librarian said: "The issue is approachability: IL teaching module format has not been popular, only senior and graduate students find it necessary" (349GL1). The findings showed that individual instruction librarians worked with individual discipline faculty to help students improve performance in particular courses. However, this initiative only reached a small proportion of students. In addition, due to the lack of formal assessment of the impacts of IL mastery to student achievement, the libraries could not prove the value of IL skills to student learning, which contributed to

the underestimation of IL's importance by the academic community. Respondents consistently reported the needs for improving the existing IL programs.

It is worth noting that since the early 1990s, academic libraries in Vietnam have had several significant improvements. Academic libraries have responded actively and aligned well with the development, application and implementation of important milestones of the government on social, educational issues. It is necessary to place the issue of teaching IL skills for undergraduate students in this educational setting to see that academic libraries in Vietnam are in transition, and to recognize that libraries are supportive of the academic community and can help improve the teaching and learning process. The academic libraries in Vietnam are experiencing what academic libraries in the West went through several decades ago. By observing how the IL initiative happened in the West, academic libraries in Vietnam took the right way in planning, developing, and implementing IL initiatives.

Recognizing the drawbacks of the current implementation of the IL programs, as well as the strong need for students' IL mastery, approximately 67 percent of both library administrators and instruction librarians, and 46 percent of faculty responded that IL should be a mandatory credit course in the curriculum whereas 35 percent and 40 percent of library administrators and librarians, and faculty, respectively, perceived that IL should be proposed as an elective course (Table 5.31, p. 256). Although there was a higher response rate by administrators and librarians regarding whether IL should be proposed as a mandatory or elective course (67 percent rated as mandatory versus 35 percent as elective), during the interview and focus groups, respondent librarians expressed a desire to propose IL as an elective course in the curriculum.

Library administrators and librarians agreed that ILI would help improve student achievement. They were aware that the introduction of basic information skills and on-demand IL sessions were not sufficient and expressed the desire to include IL as a course in the curriculum. During the interview and focus group, when discussing about the pros and cons of each option, they had the tendency to choose IL as the elective option since it would be easier to get approval from the university authority.

Strategic Planning

In the current study, the goal of library administrators and instruction librarians was to provide in-depth instruction for every student on campus by proposing IL as a for-credit course in the curriculum. They realized that only if IL became a mandate on campus that it could reach the majority of the student population and remain permanent. The findings in this study are supported by Oberman (2002) who stresses that institutionalizing IL programs helps IL initiatives to succeed. In the current study, library administrators and librarians emphasized the need for planning and designing an institution-wide IL program that aligns with educational goals and objectives. This institution-wide IL also has to emphasize student-centeredness and specify the skills needed. As analyzed in Chapter 5, when planning for an ILI program, the LRCs have to incorporate IL into the strategic planning and quality processes at the institutional and departmental levels, that is, the mission, goals and objectives of an ILI program have to align with the vision and goals of the university. In addition, respondents, especially library administrators, stressed the need for sustaining an IL program by incorporating IL into the strategic planning and quality processes at the institutional and departmental levels (455IA1). The research findings showed that responding library administrators and

instruction librarians recognized that an ILI program should be articulated with the curriculum. It must be formalized, widely disseminated, and emphasize learner-centered learning. It also confirms the point of view of Eland (2008) who emphasizes that an effective and sustainable ILI program cannot go against the instructional culture of its parent institution.

Regarding instructional content development, actually, the findings showed that the content of the IL program must be linked to coursework to appeal to learners since students will have little incentive to learn IL skills if the content of the IL program is not tailored to their information needs. For example, one librarian shared an idea as follows: "In order that an IL credit course allows for more integration with content courses rather than teach skills in isolation from content, the librarians and discipline faculty must place emphasis on developing the course content tailored to majors offered on campus." (232IL2). This finding is consistent with Rader's (2008) work in which the author stresses that in order to design and implement an effective IL program, librarians need to understand course content and how information resources and information skills instruction will fit into it. Planning for instructional content development is equally important by considering which IL competencies to teach, the type of instruction, method of delivery, audience, and how to target students receiving ILI (MacDonald, 2008).

In addition, care for developing a formal process to assess IL learning was the librarians' concern. Eland (2008, p.107) states that ILI and assessment cannot be separated, more precisely, "ILI and assessment must have clear learner objectives and outcomes that are assessed consistently across the entire instructional program and curriculum." The library administrators and instruction librarians are aware of the

importance of IL assessment in improving IL teaching and learning, and proving the value of IL to student learning. For instance, respondents expressed the need for formal assessment of SLOs and the IL program in the future as follows: "Assessment leads to improvement. In the future, we need to set up a team to develop tools used for assessment" (237IL3). They express the desire to develop a formal assessment of SLOs in the future to demonstrate to campus leadership and the academic community the value of library instruction and enhance the IL program.

A need for promoting the potential IL programs to appeal to stakeholders on campus was also emphasized by library administrators and instruction librarians. The ILI program needs to reach students on every level, as well as faculty, administrators, supervisors, and coordinators across the institution. In order to gain organizational support and enhance the visibility of the potential ILI program, the library administration and core librarians must reach out to the academic community to promote the image of the library and, especially, to promote ILI initiatives. In addition to making use of personal relationships, and enhancing awareness of IL by word-of-mouth, academic librarians need to seek more professional ways such as attending academic meetings to introduce and promote the IL programs.

The examination and application of appropriate IL standards was the concern of library administrators and instruction librarians. They expressed the desire to investigate the IL standards and select one as a guideline in designing IL instructional content. However, they were only aware of ALA's IL standards and the Big6. Other standards such as SCONUL, and IFLA were unfamiliar to library administrators and instruction librarians at these libraries.

Library administrators and instruction librarians expressed the need for an IL mandate on campus. They visualized what an IL program would look like, and how the instructional content would fit the curriculum and attract students' interest. They highlighted the value of assessment of SLOs, and emphasized the need for faculty and librarian collaboration. However, steps to make it happen were not discussed. Several librarians who were new in the field, revealed that although they believed IL was crucial for student learning, they had not been thinking seriously about the IL initiative until they participated in the survey. The majority of these administrators were quite optimistic about the potential resources to deliver IL content. Some expressed a concern that in the context of a planned economy and with state-funded universities, a governmental mandate is required to launch a planning of an institution-wide ILI program. Although library administrators were quite concerned about the university mechanism and politics regarding the approval of IL as a for-credit course, they believed that it would not be impossible if they took a lead role and gained support from crucial constituencies on campus.

Dualities are forces that create and maintain community building within systems. A duality is a pair of elements that is always present in different forms and degrees, and each duality produces a tension that is both constraining and sustaining (Wenger, 1998). The interaction within a duality is necessary for action. In this study, a duality was identified between the top-down regulatory mandates of MoET and the necessity for grassroots leadership to initiate and facilitate collaborative efforts to bring about the change as envisioned by the mandates. Findings from the study confirm that building

trust for open and honest communication, a necessary prerequisite for change, will pose

organizational challenges that are complex and delicate.

Role of Library Leadership

Library administrators, as middle managers on campus, who play an important

role in increasing the library's visibility, and integrating the library into the mainstream

of campus academic activities, need to take the lead in IL initiatives. In order to succeed

in introducing ILI as a course into the curriculum, the library administrators need to help

the organization develop a powerful vision (Burke, 2002; Caldwell, 2003), one that is

positive and inspiring so that it might lead to action. In the study, the findings showed

that 87.5 percent of responding librarians and library administrators believed that library

leaders needed to share the vision of the IL initiative with potential partners on campus

by communicating and convincing them about the possibility of developing an

institution-wide IL program (Table 5.33, p. 270). The library leaders have to create a

clear and compelling vision of what an effective ILI program will look like and share that

vision with their staff so that they can understand the extent and scope of their

commitment and contribution. More importantly, sharing the vision among the campus

leadership and academic community is crucial for gaining their advocacy for the ILI

program. Approximately 79 percent of responding administrators and librarians agreed

that by supervising, monitoring, and working closely with librarians, library

administrators can develop a clear and feasible plan for the design and implementation of

an effective IL program. Also, it is crucial for library administrators, in conjunction with

core librarians, to illustrate how useful and critical the IL skills are for student

achievement in order to seek advocacy and collaboration from a variety of constituencies

on campus. Harada & Yoshina (2010, p.199) stress that "communicating evidence of what is being learned through library instruction is a valuable advocacy tool." In this study, approximately 94 percent of librarians and library administrators viewed this effort as the most important issue that library leadership needed to take into consideration (Table 5.33, p. 270). Without demonstrating how important IL is to SLOs, the LRCs would be unable to propose it as a credit course in the curriculum. More importantly, one of the priorities for library administrators is to gain support from campus leaders, departmental leaders, and faculty for the potential ILI program. Being aware that support only comes if stakeholders are aware of what IL is, why it is important, and what problem it is solving, library administrators express the need to maintain good communication and close connection with the target community on campus. Along with the development of an effective ILI program, and faculty librarian collaboration, the library administrators need to establish a mechanism to measure the influences of ILI on student performance. They need to raise instruction librarians' awareness of the IL standards such as the ACRL, SCONUL or IFLA Standards used to assess SLOs, and guide them to incorporate these principles into course assignments.

Additionally, library administrators need to create opportunities to allow instruction librarians to pursue continuing education programs for LIS professional development and English language improvement by releasing time and seeking financial support so that instruction librarians can keep abreast of advances in the field.

Consistent with the theory of change (Burns, 1978; Burke, 2002; Caldwell, 2003; Kotter, 1990; Kottler, 2001), the majority of respondents, including both librarians and

faculty, agreed that library administrators should take the lead in IL initiative. However, in this study, the library administrators were not given much authority to launch initiatives. If there was commitment from the top management and library administrators were empowered to drive the change, the IL initiative could be realized.

Staff Capacity Building

Shortage of Skilled Librarians

Both librarians and faculty viewed the lack of knowledge in a discipline by librarians as a challenging factor if IL were to be offered as a for-credit course. Approximately 75 percent of both faculty and librarians reported librarians' shortage of specialized knowledge as a challenging factor (cf. p. 277).

In reality, in Vietnam, the majority of librarians enter the library profession with either information expertise or discipline expertise. It is not typical for librarians to qualify both in subject knowledge and information skills. At the LRCs, the situation has been improved with approximately 52 percent of librarians having a master's degree in LIS from abroad and 62.5 percent earning a bachelor's degree in a subject discipline (Table 5.2, p. 157). Faculty and librarian respondents believed that librarians merely having a bachelor's degree at the university level have not been considered sufficient. Faculty will not treat librarians as partners if the latter are not able to communicate and discuss issues related to faculty's specialized understanding and knowledge. Librarians also expressed their concern regarding whether or not there is adequate professional development to support this IL initiative.

Since English proficiency was considered important for both faculty and instruction librarians in delivering IL content, and for students when accessing and evaluating information resources available in English, this section discusses English proficiency as the common issue for these three target groups. Instruction librarians and faculty, without English fluency, have difficulty in using information resources available in English to serve their teaching and, more importantly, to access professional resources in English to improve their profession. Some librarians stressed the differences in information seeking ability between faculty graduated abroad and in Vietnam.

Learning and improving foreign language proficiency, especially English, was recognized by instruction librarians as a key to helping learners evaluate reliable and relevant online resources, and keeping up with current professional literature since most is in English. Librarians expressed concerns about their English proficiency.

For English as a second language (ESL) students, the goal of mastery of English at a level that can help them select the appropriate search vocabulary terms is a challenge, let alone being able to understand specialized materials. However, being aware of this reality will help university leadership and discipline faculty set up plans to improve students' English proficiency.

The findings in the current study supported Agosto and Hughes-Hassell 2007, and Hong Sinh Nguyen 2008 study in that the lack of the ability to use English proficiently was considered an obstacle not only to students but also to librarians and faculty helping them get access to, comprehend, and evaluate the information resources in English. Being fluent in English helps broaden one's knowledge, and in the higher education setting, it

will offer students better opportunities to get scholarships to earn an education overseas. In Vietnam, individuals who get a degree from abroad usually gain more respect from colleagues than those who don't. As a result, English fluency is critical for the youth in Vietnam.

Qualified Instruction Librarians

Instruction librarians are the change agent to the ILI initiative process as suggested by Grassian and Kaplowitz (2009). In the current study, they highly recognize that they need to improve professional skills to prepare themselves as library educators. They are required to master twelve skills proposed by ALA (2008) that focus on information literacy integration, subject expertise, curriculum knowledge, instruction design, administration, assessment and evaluation, communication, leadership, planning, presentation, teaching, and promotion. Details of these skills were presented in Chapter 5.

The expanded role for librarians as educators also requires them to continually pursue their own education. Instruction librarians recognized that improving themselves would help create trust and respect from discipline faculty to build strong partnerships. They stressed the need for continuing professional development as a necessary condition to improve their capacity as teaching librarians as well as to keep up with the ever-changing information technology that greatly influences how the academic library serves users. Librarians across four libraries shared the emphasis on ongoing professional development, with priority in improving their expertise in the field, and gaining subject knowledge in order to equip themselves with necessary knowledge and professional skills.

Young librarians also expressed the desire to earn a master's degree in LIS in addition to their bachelor's degree in a discipline.

It is worth noting that both responding librarians and library administrators did not underscored the administrative skills, and leadership skills compared to other professional skills proposed by ALA (2008), as shown in Figure 5.2, p. 274. The underestimation of professional skills could be explained by the fact that librarians do not have much power and authority on campus since they have been long considered support staff rather than teaching staff. As a result, they considered themselves followers, not champions. Librarians must change the way they view themselves before they require faculty to change their view on them as support staff or followers.

Librarians expressed the desire to be recognized as equal partners with faculty in improving student learning. In Vietnam, the view of society on librarianship and librarians has been changing gradually (H. S. Nguyen, 2008), but librarians with teaching responsibility and faculty status have not been a norm. Librarians, no matter what qualification, title, and teaching responsibility they have, have not been granted faculty status if they work for the university library.

Compensation Policy

Individual benefit also remains an issue. An organization is made up of several interrelated subsystems. Change that happens in one subsystem affects another (Robbins, 2001). If modifications are not made sufficient enough in subsystems to fit the change, conflicts may occur that affect the change. Since the higher education in Vietnam has been implementing the credit system to replace the previous tightly structured subject-

based model, the number of credits has been reduced from 210 to 120 credits for the four-year undergraduate program (BGD & ĐT, 2007). The reduction of the number of credits means the reduction of the credits per individual course, as well as a reduction of teaching hours assigned for each faculty member per course. Faculty ranked as instructors have to ensure their "standard hours" of 360 hours per academic year to get the basic salary. The measure of income distribution based on the number of teaching hours discourages faculty from spending time for research and instruction preparation. Low basic salary forces faculty to have supplementary jobs outside their parent institutions to earn a living such as teaching at private universities or doing jobs related to their expertise with higher pay. This distracts them from their main job as instructors at their parent institutions, limiting their time and energy for doing research. If nothing changed, it would be hard to ensure educational quality, a motto repeatedly addressed by ministerial and university leadership. Offering a credit IL course competes with courses that faculty teach to maintain the hours they need for basic salaries.

For librarianship, there have been fewer and fewer applicants entering the profession since library jobs are not appealing to them (H. S. Nguyen, 2008). Additionally, while it is hard for the library profession to recruit more people to the field, it will be much harder to retain talented librarians. In reality, the four LRCs could attract the best graduates and recruit the best candidates thanks to the opportunities the LRCs provided them through the AP's funding such as professional development, modern working environment, etc. However, the funding ended in 2009. There would be no more grants to send staff abroad for continuing education, a crucial factor in recruiting potential applicants. The findings showed that low salary discouraged qualified librarians

from contributing more to their jobs and moving on in their careers. Additionally, it caused talented librarians to leave for other jobs in government or private sectors as instructors, information specialists. They might take jobs unrelated to their background, especially when they have a master's degree abroad and English fluency.

Culture of Collaboration

Librarian-Faculty Partnerships

Librarians expressed their concerns about the lack of support from constituencies on campus for the proposal of IL as a credit course. In fact, they emphasized that the lack of strong collaboration between faculty and librarians impeded the enhancement and ease of the information research learning process for students. McAdoo (2008) supported this finding in his study on the challenges of integrating IL into the curriculum. In McAdoo's 2008 study, responding faculty reported lack of coordination among departments as one of the most challenging factors to the integration of IL into the curriculum. Fullan (1999) stresses that the quality of relationships is central to success and comments that most schools do not have the habit of seeking outside connections due to norms and structures of privatism and hierarchical bureaucracies. In the higher education environment in Vietnam, collaboration between faculty and librarians in support for student learning is not a norm. Respondents reported that they encountered some difficulties in building relationships with lecturers.

The lack of support from different constituencies on campus could be explained by several reasons. First, the attempt to include IL into the curriculum means the redistribution of decision-making authority of faculty and librarians on campus regarding

the curriculum, the assessment of student learning, and so on. This redistribution with more active participation of librarians on campus would strongly affect the relationship between faculty and librarians.

Second, support only comes from a clear understanding of what is happening on campus and what benefits a change initiative brings about. As analyzed in the preceding section, the findings showed that faculty lacked awareness of what IL covered and how it affected their own course content and student learning. As a result, it would be much more difficult to convince them that the inclusion of IL as a credit course was reasonable and useful for student achievement. As Kottler (2001, p. 105) suggests, one of the conditions to promote change is that people "must see clear reasons and consequences for making change." Lack of support from the constituencies could also come from the concern whether what the IL initiative would offer would be better than the status quo. Another issue was that librarians have not properly promoted the importance of IL to the academic community as analyzed in Chapter 5. In addition, as Bruce and Lupton (2006) emphasize, different views of teaching and learning would affect the relationships among stakeholders on campus. In the current study, the rote memorization approach does not encourage students to improve their information research skills. As a result, faculty have not recognized librarians as partners in the teaching and learning process.

Fullan (2001) emphasizes the importance of relationships in every successful change initiative. In fact, developing relationships among diverse people and groups in the organization, both supporters and resisters, is essential for planned change (Fullan, 2001).

In the current study, in order to be successful in initiating IL programs, academic librarians perceive that they needed to expand their relationships outside of the four walls of the libraries. Fostering collaboration between faculty and librarians is the key for a successful IL program. In order for the campus-wide IL initiative to succeed, it is essential for instruction librarians to strengthen partnerships with faculty. Regarding collaboration, Rader (2008) emphasizes that dynamic interaction between librarians and faculty is most important in order to build strong and collaborative instruction programs. For example, one library director suggested "If faculty creates assignments requiring students' use of the library, and allows librarians to provide library instruction, on one hand, faculty will shape students' perceptions about the necessity and usefulness of the library for their academic work, on the other hand, improve faculty librarian mutual understanding and collaboration" (240IA1).

In order to foster faculty-librarian collaboration, it is necessary to overcome the group inertia by being more open regarding sharing understood goals, understanding each other's tasks and responsibilities, and building relationships based on trust and respect. Approximately 83 percent of both responding faculty and librarians perceived that sharing understood goals was key for successful faculty-librarian collaboration while 83 percent of librarians and 64 percent of faculty reported collaboration would be built based on mutual respect, tolerate and trust (Table 5.46, p. 290). They also understand that building relationships with diverse people and groups on campus will take time and effort, especially when faculty has considered teaching as their territory for decades. Library leadership considered approaching faculty and students in academic meetings a best way to strengthen partnerships.

Administrative Support

One of the findings of this current study indicated that in order to successfully introduce IL as a credit course into the curriculum, it is crucial for academic libraries to gain support from campus leadership. This finding is consistent with The Best Practices (ACRL, 2003) in that the document emphasizes the need to use governance structures, that is, bodies in an organization having authority over the decision-making process, to ensure institution-wide integration into academic programs. Carnall (2003) also stresses that support at the top level of an institution is crucial to success. In addition, Breivik and Gee (1989, 2006) encourage campus leaders to make better use of their academic libraries in the enhancement of student learning to prepare for student lifelong learning. In the current study, library administrators and instruction librarians recognized that advocacy from the top university and departmental leadership is key to insure IL success. Library administrators need to garner campus leadership (including department and university leadership) in order to make IL initiative happen. University leadership needs to have knowledge about IL and understand its value to SLOs in order to support the sustainability of the IL program. The support includes the approval to implement, in the short term, an elective credit-bearing IL on campus and, in the long term, a potentially mandatory course after assessing the effectiveness of the program as well as the SLOs. The support can vary from allocating sufficient budget for acquiring specialized information resources, stopping staff cutbacks, and releasing time for the planning, development, and implementation of the program.

It is worth noting that in the current study, instruction librarians and library administrators were only interested in developing partnerships with faculty and academic

leadership. However, besides these groups of people, there are other groups on campus involved in the teaching and learning process such as the student academic affairs department, the accreditation body, the youth union, the student center, and so on. Broadening relationships with these units and gaining their support in IL initiative will create more opportunities for a successful and sustainable IL program in the future.

Summary

The preceding sections summarized, highlighted, and discussed the major research findings of ILI programs for academic libraries in Vietnam. The existing IL programs at the four LRCs showed several drawbacks regarding instructional content, the lack of student learning assessment, and the approachability to the academic community. Stakeholders expressed the desire to have an institution-wide ILI on campus, which would be aligned with the mission and goals of the institution and tied to the curriculum. Challenges in including such a credit-bearing course into the curriculum were also investigated to envision the pros and cons of the IL initiative.

Conceptual Framework of Best Practices for ILI Program Development

Integration of Research Findings into the Best Practice Framework

This section discusses how the conceptual framework of best practices (Figure 6.1, p. 336) is validated by research findings and serves three purposes: to illustrate the integrated components of an IL initiative, to illustrate the roles and interrelationships of various stakeholders and change agents in the IL planning and implementation process, and to provide the basis for understanding how a change initiative occurring in one part of the institution leads to change in another part of the institution. The findings confirm

that in order to propose an effective ILI program on campus, all stakeholders, including

library administrators, instruction librarians, faculty, and students are key to facilitating

change.

Figure 6.1. A Conceptual Framework of Best Practices for ILI Program Development in Vietnam

Campus Leadership
[Understands the academic & social significance of ILI]

Central Government
Instruction Reform
Credit system
Learner-centered approach

Department leadership

University leadership

Trust
Coordination

Provides
. Resources
. Personnel
. Release time
. Salary equity

Support

Planning an ILI Institution-Wide Program
Shared vision
Mission, Goals & Objectives
Articulation with the curriculum
Assessment of SLOs
Outreach

Library Administrators
[Leadership]

Communication

Instruction Librarians
[Information Literary Instruction]

Collaboration

Faculty
[Engaging in ILI]

Student-centered

Learners
[Understanding & application of ILI]

Developing Professional

Capacity Building

Delivery of Instruction

Integrating IL SLOs into disciplines

IL Needs

Obtains & reports evidence of IL impacts

Grant writing

Staff advancement

Staff retention

Continuing professional development

English proficiency

MLIS

IL integration
Assessment/evaluation
Instructional design
Presentation
Communication
Curriculum knowledge
Subject expertise
Planning
Promotion
Teaching
Administration
Leadership
IT skills

Understands the academic &social significance of ILI

Maps IL competency to discipline-based SLOs

Integrates IL into teaching & learning

Forms partnerships with librarians

Expands English proficiency

- Comprehends the relevance of IL to academics & employment
- Receives instruction in library & ICT use
- Uses library resources
- Evaluates the reliability, credibility & quality of info resources
- Uses info resources ethically
- Enhances student motivation
- Expands English proficiency

Figure 6.1 (p.336) is a synopsis of the discussion above. The rectangles depict the key stakeholders or players toward the development of an IL instruction in Vietnam. The critical and indispensable role of the central government is shown at the center top of the framework. As Grossman (1974) states, needs for change come from outside forces. Instruction reform is probably the first point of departure of the best practice framework. However, the dotted lines and arrows show that the government has an indirect impact on IL reform. The government initiates a learner-centered approach via the mandate of the credit-based curricula. Why do these components strengthen the rationale of the conceptual framework? The call for and directive on instruction reform requires revisiting the curriculum, the shift away from the teacher-centered to learner-centered approach, the assessment of SLOs, the distribution of personnel, and the provision of technical resources to support the change. At the time of this study, the passive teaching and learning style continued to influence faculty, and made students passively consume what instructors provided without having a need for further study or research.

As part of the academic community, academic libraries have to improve their services to respond to the call for instruction reform. Academic libraries need to create more active learning environments by providing a variety of information resources and equipping students with the IL skills necessary for their academic work and their future career. All of these factors require academic libraries to revisit the current ILI programs and plan for an institution-wide IL program. More precisely, in the top center of the framework, planning, designing, and implementing an institution-wide ILI program on campus are the key areas for academic libraries to contribute their part to student learning

337

achievements. In the context of a planned economy and with state-funded universities, a governmental mandate is required to launch plans an institution-wide ILI program.

In the framework, "planning for an institution-wide ILI program" includes a major set of components, and must be supported by key agents including library administrators, librarians, faculty, and students. The IL program has to be aligned with the educational goals and objectives of the institution, tied to the curriculum, and highly recognized by the academic community. In order for this IL initiative to be realized, it is crucial to engage the constituencies on campus including campus leadership, academic leadership, library administrators, instruction librarians, faculty, and students.

The component of library administrators is positioned at the lower left of the quadrant. Library administrators, as the front line actors, should exert and demonstrate leadership as they know best about IL. They should be responsible for communicating and sharing the IL initiative and its impact on student learning with the campus community. Library administrators in association with librarians need to obtain and report evidence of IL impacts on student achievement to the campus leadership. Most importantly, to help instruction librarians understand the benefits of the potential institution–wide IL program, library administrators need to share the vision of the IL initiative, the pros and cons, what benefits and challenges the potential IL program would bring to the library and themselves so that instruction librarians have a clear understanding of what is likely to happen on campus, and what role they would play in the process. Furthermore, securing funding to provide and improve efficient library services is a continuing concern for academic libraries (Woolls, 1986). In academic libraries in Vietnam, funding allocated from the state budget is not usually adequate. In

addition to securing funds from government budgets, library administrators need to take the initiative in developing the proposal, and be familiar with funding agencies in the field. In addition, it will be library administrators' responsibility to focus on retaining staff by creating opportunities for instruction librarians to continue their education in LIS and related fields necessary to uphold their teaching responsibilities, and provide opportunities for librarians to move up in their career. Staff retention is also at risk. The majority of talented librarians seek to leave the library for a better paying job. Without rewards, it could be hard for academic libraries to retain librarians. Library administrators need to address these issues with campus leadership to seek solutions to this problem.

The figure also highlights the necessity to increase and train instruction librarians. A set of components related to roles and responsibilities of instruction librarians is located at the lower left of the framework. Staff capacity building is of significance for instruction librarians to help them cope with the advances of information technologies and obtain professional skills needed for their role as educators. This capacity building could be achieved by establishing professional skills and creating a mechanism to support professional advancement. Regarding professional skills, all of the twelve elements of the professional skills proposed by ALA (2008) are listed in the order of importance perceived by library administrators and instruction librarians. In addition, information technology is included in the list of professional skills as a necessary skill for blended librarians (ACRL, 2008). One best practice element is the need for earning a master's degree in LIS for librarians who have a bachelor's degree in a discipline. Another best practice element is the necessity to ensure English proficiency of the learners, teachers and librarians since English proficiency was perceived as key for success in teaching,

learning and improving their jobs by coping with professional knowledge mostly available in English.

As the third group of stakeholders, the faculty should be given the mandate or opportunity to actively engage in ILI. The framework outlined here recommends the IL SLOs be integrated into academic disciplines. This could be done by promoting the academic relevance of IL and the social significance of ILI, through collaborative partnership between librarians and faculty. Based on shared common goals, mutual understanding, and respect, discipline faculty need to forge relationships with librarians to get IL initiatives implemented and integrated into teaching and learning through a campus-wide approach. In order for faculty to be willing to collaborate with instruction librarians in the IL initiative, it is important for faculty to understand what IL is, and how crucial it is to student achievement. The sub-component *integrating IL SLOs into disciplines* stressed not only faculty attention to IL issues but also the necessity of faculty engagement in ILI as a key factor for an effective IL initiative. Faculty need to focus their attention on IL and how it helps them achieve their instructional issues, needs, concerns, and goals. Creating IL awareness among the discipline faculty is crucial not only for them to inspire students to master IL skills but also to foster collaboration between faculty and librarians in terms of designing and implementing ILI. Understanding how crucial IL is to learning outcomes will encourage them to first integrate IL skills to their instructional content and then to be more open in the collaborative process with librarians to integrate IL skills to the curriculum. In addition, faculty working with instruction librarians can integrate IL into teaching and learning by creating assignments that encourage students to use library resources.

340

The most important group that would benefit most from an ILI program development is the community of learners, at the lower right of the framework. As displayed in the conceptual framework (Figure 6.1), faculty are the bridge between instruction librarians and students. By shifting to active teaching and learning, faculty cannot let students "sink or swim". It is the responsibility of faculty to encourage students to spend more time on developing independent learning and critical thinking. Students need to be taught how to learn and, in doing so, faculty and instruction librarians must know what students need to learn. As shown in the framework, students first need to be taught basic computer skills and how to use the library, which will help familiarize them with the academic library setting. In addition, they need to learn to how use information effectively and legally, a critical gap in the existing IL sessions. At this point, faculty play an important role in motivating students to master these skills by designing assignments requiring library resource use. More importantly, students need to understand how the skills they are learning not only help them in their academic journey but how they can be applied to work situations in the future. In addition to providing students with those information skills, more attention should be placed on creating student IL awareness, enhancing student motivation, and improving their English competence.

How the IL program is offered on campus will depend largely on the perceptions of the campus leadership about the value of these skills to student achievement. Campus leadership includes university and department leadership playing a crucial role in the success or failure of planning, developing, and implementing an ILI institution-wide program. In the framework, this element is situated at the upper left of the quadrant. Academic libraries need university leader's support for financial, human, and information

resources. Leaders at the departmental level are the primary group that needs to have a clear understanding about the ILI program, since they are responsible for curriculum design within their departments, and they have the right to make decisions about IL program development within the department curriculum. In addition, it is critical to have a shift in perceptions for those with positional power on campus such as department leaders so that they are willing to create opportunities for faculty to collaborate with librarians in ILI initiatives. Since department leadership has power over curriculum design and implementation, they need to recognize the importance of IL, show trust and understanding for what the library is providing for the academic community, and support academic libraries in creating opportunities for collaboration between faculty and librarians. It is crucial for library administrators to focus on communicating with these governance structures to help them understand why and how such information skills influence student learning.

To implement this framework, a change process should be initiated. The section below discusses how to implement change.

Implementing Change with the Best Practices Framework

The discussion so far has brought about the possibility to implement best practices for ILI in Vietnamese higher education institutions. This section attempts to close the discussion by focusing on a key research issue of the study, that is, how to affect changes with the hope to move forward with the ILI mission.

Given the presence of many stakeholders, and the dense and complex nature of power influences between them, attempting to figure out how to kick start the change process is perhaps the biggest challenge of this study.

Grassian and Kaplowitz (2005, p.37) argue that instruction librarians should be called upon to be leaders in IL initiative. Specifically, Caldwell (2003) suggests that library administrators, would act as initiators of IL change through sharing missions and values of IL to the campus community. The authors emphasize that whatever role librarians occupy, when they are developing or helping to develop new IL goals and initiatives, leadership is demonstrated. In this study, it was found that Vietnamese library administrators have not been given much authority to launch new initiatives. Budgeting constraints restrain the ability to fund new IL programs. Policy on education reform has not empowered librarians as change agents. It is suggested that library administrators be given more power to take the lead in the IL initiative to fulfill their roles as transformational leaders, as suggested by Burns (1978), and Caldwell (2003).

The study reveals that both the change agent (i.e., the government, library administrators, and instruction librarians) and the client system (i.e., campus and department leadership, faculty and students) recognize and accept the need for change. This finding is consistent with Noone's (1987) view that a desire for change is a prerequisite for initiating planned change, the findings of this study. Therefore, it is safe to argue that, at the time of this research, the effort to launch ILI by the libraries in Vietnam have apparently passed Lippitt et al.'s (1958) first phase of the change process. Furthermore, due to the bureaucratic nature of the state university system, the traditional obedience to central policy, and the conflict avoidant nature of stakeholders, it is

expected that the relationship between the change agent and the client system to be appropriate to establish a collaborative environment as prescribed by (Burke, 1994), and also a condition suggested by Lippitt et al. (1958) in their second phase of planned change.

This study found that the central government is the most potent agent in pushing for change. A library director in this study kept indicating that all of his initiatives had to fit in the directives of the MoET to get approved. As such, and to use Lippitt et al.'s (1958) change agent-client relationship, the government has the power and bureaucratic predisposition to play the role of change agent.

The role of change agent for the government seems, however, confined to two critical but limited roles. First, universities in Vietnam are not going to take any action if there is no directive from the central government. MoET should therefore take a stronger approach in working with the stakeholders to formulate a directive that clarifies its vision regarding ILI and their anticipated deliverables. Currently, MoET has played the role of supporter rather than champion. Second, with limited resources, libraries are forced to find external sources of funding that are in reality, by their very nature, unstable and unpredictable.

A possible solution is to suggest the government to empower the library administrators so that the latter can take charge of the change process, as Caldwell (2003) suggests. This move would require a radical shift in understanding how power operates in a knowledge base system. The field study provides ample evidence that all stakeholders see the value of ILI, and, almost unanimously, support any actions to move forward. It

would be library administrator and instruction librarians' responsibilities, in collaboration

with faculty, to define the directions of and support intentions to change by identifying

the best practices of an institution-wide IL program on campus. One can argue therefore,

that the Vietnamese libraries have to date gathered sufficient momentum to move to

phase 2, 3, and 4 of Lippitt et al.'s (1958) model.

The challenge that Vietnamese libraries now face is how to navigate through

change (Lippitt et al., 1958). Phase 5 of the Stages of Planned Change involves the

transformation of intentions into actual change efforts (Lippitt et al., 1958). If mapped in

the context of this study, this phase could be viewed as the possibility of implementing

the proposed IL initiative on campus. Instruction librarians, who are rather low on the

university organization chart, should become active members trying to put into effect IL

initiatives developed in collaboration with faculty. One important point that Lippitt and

his colleagues emphasize is that "change could begin most effectively when a team of

strategically located individuals has worked in close collaboration with the change agent"

(p. 226). As the four leading libraries in this study are staffed with foreign-educated

instruction librarians, it remains to be seen whether or not these actors will take an

unprecedented move to trigger change, or if they would just reset their aspirations to fit in

the current mode of operations.

It is obviously too early to discuss generalization and stabilization of change.

However, it would be possible to discuss institutionalization as part of the best practices

in promoting ILI in emerging economies. In this phase, the change would be

"incorporated systematically into the client's structure and ongoing process" (Lippitt et

al., 1958, p. 227). In the case of the IL initiative, the assumption was that course-

integrated instruction in the disciplines would be a critical step before spreading the framework to the entire system. In addition, evaluation of the impact of IL programs on student learning by the academic community would be a crucial factor in order to maintain its sustainability.

In this case study, change is not a linear process that proceeds from one phase to the next. The complexity of the economic and socio-political environment dictates a series of simultaneous, self-initiated effort from all the stakeholders. This effort, as pictured in the best practice framework, requires tactful moves with mutual understanding, collaboration, support, and commitment to the creation and sustainability of a shared vision from the central government, campus leadership, and the learning community at large.

From this perspective, a key theoretical contribution of this research is a best practice framework that is universal enough to embrace all the requisite elements, and the interaction processes, that are needed to promote an effective development for ILI program.

Significance of the Best Practice Framework

This study expands the body of literature on planning and teaching IL skills to undergraduate students in higher education institutions in developing countries. What makes this study unique is, for the first time, a framework of best practices of ILI for academic libraries in Vietnam has been developed by synthesizing all key aspects of ILI that have been reviewed in the Western literature and scarcely discussed in the literature from Vietnam. Another unique aspect of this study is that it touches many facets of ILI

346

and involves all related stakeholders on campus including library administrators, instruction librarians, discipline faculty, and students.

The creation of the best practice framework comes at a propitious time for Vietnam where the government's IT initiative, the instruction reform, the implementation of a credit system, and the assessment of SLOs have been of interest to those who work in the educational field, ranging from ministerial leaders and campus leaders to faculty, librarians and other constituencies. This framework can be considered a road map for academic librarians in planning and implementing an effective and sustainable IL program on campus. This framework reinforces the body of literature on IL in the West as it proves that no matter what one's social, cultural, or educational background, IL-related concepts remain valid and relevant. Also, the study contextualized by investigating ILI issues in a developing country, will help Western academic librarians interested in international librarianship gain a better idea of how IL has been implemented in an academic environment different from their own.

The following chapter presents the limitations, provides the recommendations based upon the findings, proposes suggestions for further research, and draws conclusions for this study.

347

CHAPTER 7. LIMITATIONS, RECOMMENDATIONS, FURTHER RESEARCH,

AND CONCLUSIONS

Limitations

There are several limitations identified in this study. First, since the interviews, focus groups, and surveys were conducted in Vietnamese, the researcher had to have the instruments translated into Vietnamese and then translated back into English for data analyses. The translation and back translation process could cause meaning loss. To minimize meaning loss, the researcher had two librarians having a degree both in English and LIS do the translation for what the researcher coded. The researcher also double checked the Vietnamese and the English versions to ensure the comprehensiveness and accuracy.

Second, due to the Internet connectivity during the time of the study, the researcher could not conduct the online survey for students at University D. That could cause data loss since the respondents could easily skip some answers on the hardcopy version. Besides, the drop-off rate may be high. To overcome these drawbacks, the researcher had the librarians at University D invite the student respondents to do the survey on site, with a set time, reminded them to answer all questions, and collected the surveys once they completed them.

Third, due to time constraint, the researcher did not interview faculty at University D as she did at the other three institutions. Hence, the perspectives of faculty at University D were not addressed in the study.

Fourth, focus groups were not conducted for students, an important stakeholder. Although students were the largest population in the study with 251 surveys completed, the results may have been more comprehensive with students' perceptions via focus group interviews.

Fifth, examining the benefits in the attempt to include IL as a credit-bearing course in the curriculum was not the focus of this study. As a result, during the interviews and focus groups, although respondents addressed the need for integrating an IL credit course in the curriculum, its advantageous sides were not clearly identified.

<center>Recommendations for Stakeholders</center>

The following recommendations are based on the findings that emerged from the research and the proposed best practice framework for information literacy instruction (ILI) programs. Since the findings are of significance to several stakeholders, the recommendations will be addressed to decision makers at ministerial and institutional levels, academic libraries, library administrators, instruction librarians, faculty, and students.

<center>*Recommendations for Decision Makers at the Ministerial Level*</center>

Formulation of a Directive on Improving Student Learning by Enhancing IL Skills

Recognized as the most powerful change agent coping with change, MoET, as transformational leadership, should set a direction, motivating and inspiring followers as suggested by Kotter (1990). Currently, MoET has played the role of the supporter rather than the champion. In the future, MoET should be willing to use their power in the best interest of higher education institutions by focusing more on imaginative and

revolutionary ideas in improving the quality of education. It is recommended that

leadership at the ministerial level, with the campus leadership's consultancy, and library

administrators as the lead in the client system (Lippitt et al., 1958), clarify their visions

on the value of IL for improving student achievement. With that clear vision, MoET

should formulate a directive on planning and delivering ILI with the anticipated

deliverables and distribute them in higher education institutions. By doing so, MoET

would "develop their people to higher levels of potentials" (Kuhnert, 1994), stimulate

constituencies on campus to work hard, and "create a new reality from those ideas" as

suggested by Yammarino (1994, p. 27).

Inclusion of ILI-Related Concepts in Accreditation Standards

Since information literacy (IL) has an impact on educational quality and student

achievement (Bangert, 2007), mastery of IL skills must be included as an indicator of

student learning outcomes (SLOs) in the accreditation process of higher education

institutions in Vietnam. As shown in Chapter 5, IL has not been recognized as an

indicator of SLOs. Regarding the institutional view of libraries as a support service for

the teaching and learning process, only few indicators such as the number of books,

computers per student, Internet connectivity, and/or study space were listed in

accreditation documents. As discussed in Chapter 6, the central agent plays the role of the

agent that makes change happen. Burke (2002) emphasizes that transformational leaders

need to foresee the need for change and be willing to create a revolution in the

organization. In relation to this study, experts from MoET who take charge of

educational quality insurance should have an "understanding of the role and impact of

accreditation on IL as well as the role and impact of IL on education quality and student

learning outcomes" (Curzon & Lampert, 2007, p. 212) and need to include mastering IL

skills as an indicator of SLOs in accreditation standards. The accrediting bodies in

Vietnam that set standards for higher education institutions first need to review the

research that shows academic achievement tied to IL, they need that evidence to add ILI

to accreditation standards. Then, they need to examine the documents published by the

Middle States Commission on Higher Education (2002, 2003), and the Western

Association of Schools and Colleges (2001) to gain an awareness of the importance of IL

and gain understanding for why and how Western accreditation agencies recognize and

require IL as a SLO in its accreditation standards. Then, considerations should be taken to

include some form of IL competency in accreditation standards in the higher education

setting.

Faculty Status for Instruction Librarians

One core question is whether instruction librarians should have faculty status and,

more importantly, if the answer is positive, how can they achieve it in the current

university mechanism? Grassian and Kaplowitz (2009) state that, in institutions where

librarians have faculty status, ILI might have a better chance of being established as a

credit course on its own merit. Since instruction librarians take on more campus service

responsibilities and are involved more actively in the teaching and learning process, they

should be granted faculty status (Breivik & Gee, 2006). Having faculty status will help

instruction librarians have an equal professional opportunity and viewed as discipline

faculty, a motivation for them to continue in their jobs. Additionally, they will be more

aware of their responsibility as being formally recognized by others as classroom faculty

members. More importantly, as English (1984, as cited in Breivik & Gee, 2006, p. 244)

states, faculty status is believed to open the way for librarians to participate in curriculum development, and thus understand the course and direction of university academic policy. For the preceding reasons discussed, the decision makers at the ministerial level should empower instruction librarians by granting those that have both a master's degree in LIS or related fields and a bachelor's degree in a subject discipline faculty status so that they can demonstrate leadership as Grassian and Kaplwitz (2009) suggest and encourage them to engage more fully in the campus learning environment.

Recommendations for Decision Makers at the Institutional Level

Campus leaders need to make better use of academic libraries in enhancing student learning. Eland (2008) stresses the fact that the administration at most institutions usually viewed librarians as support staff and would never allow them to play a significant role in the teaching and assessment of knowledge. The findings of this study also revealed that IL is still being conducted by librarians via bibliographic instruction and one-shot IL sessions. Campus leadership (Burke, 2002; Burns, 1978) needs to be supportive of the value of libraries on campus by acknowledging and appreciating the role they play in promoting institutional goals and objectives and treating IL as an institutional learning outcome. Library administrators, instruction librarians in collaboration with faculty could define the directions of and support intentions to change by identifying the best practices of an IL program on campus. One can say that academic libraries could move to stage 2, 3, and 4 of Lippitt et al.'s (1958) model. How could these stakeholders move to the next stage, Stage 5, the transformation of intentions into actual actions? There is a need for the full commitment of top management to make the IL initiative happen, including:

- Restructure the learning process to include IL issues. Make IL a campus issue that will ensure IL to be of importance to campus leadership, faculty members, librarians, and students (Rockman, 2004).

- Establish an Information Literacy Initiative Committee on campus, which is made up of representatives from academic campus leadership, department leadership, computing services professionals, faculty members, library administrators, heads of library divisions, IL program coordinators, and instruction librarians to take charge of directing, coordinating, and implementing IL initiative.

- Reallocate budget for the library to include IL as a course in the curriculum.

- Allow library administrators and key instruction librarians having a master's degree in LIS and a bachelor's degree in a subject discipline to be involved in curriculum development.

- Encourage the inclusion of instruction librarians in academic faculty meetings because this will benefit them in providing IL learning opportunities for students.

- Maintain the department's liaison librarian position since it will forge faculty-librarian partnerships.

- Be supportive of granting qualified instruction librarians faculty status (ACRL, 2003) and propose this to the ministerial leadership.

- Retain talented faculty and librarians by improving salaries and benefits.

Library educators in LIS programs should consider including a course on teaching IL and address instruction as a core responsibility for LIS graduates. Actually, teaching IL for LIS students is part of the LIS program at University A. However, this is not typical in LIS programs in Vietnam. In order for LIS graduates to have knowledge on how to design, plan, and deliver an effective IL program to prepare themselves as teaching librarians in the future, IL instructional design should become a course in every LIS program. Library educators in Vietnam need to examine ILI courses offered by LIS programs in the U.S. For example, LIS 665 Teaching Information Technology Literacy is a course covering "introduction to the history, rationale, theories, principles and concepts of library and information technology literacy instruction, including, learning theories and user-based research methods; examines program design, administration, and evaluation; provides practical experience in instructional design, implementation, and outcomes assessment; and includes field research component" (Nahl, 2010). Library educators in Vietnam may use LIS 665 as a model in designing a course on ILI for LIS students. In this course, students study and apply the ACRL IL Competency Standards in designing instruction for a group of undergraduate students in an upper-division psychology course. They teach their lesson, assess the student learning and write reports of their results and recommendations for improvement. Thus, standards-based instruction provides mechanisms for assessment of IL SLOs.

Master's Program in LIS for Library Staff without a Library Background

In Vietnam, many library practitioners come into the profession without qualification in either subject knowledge or information expertise. This results from the fact that an individual having a bachelor's degree in LIS or any discipline can apply for a library job. Unlike in other countries, such as the U.S., where librarians usually have a bachelor's degree in a particular subject, a master's degree in LIS and another master's degree in a separate discipline as a common standard. In Vietnam, to pursue professional development, only undergraduates in LIS can get a master's degree in LIS. It results in the lack of librarians qualified in both subject knowledge and information expertise. The findings suggested that this reality was a barrier for instruction librarians in the process of teaching IL skills and collaborating with discipline faculty. In the future, LIS programs should allow current library practitioners having a bachelor's degree in any subject discipline to pursue the master's program in LIS to ensure that potential librarians are provided with both information expertise and subject knowledge to carry out their job. In addition, instruction librarians should be allowed to pursue a second master's in a subject discipline along with that in LIS since understanding the information structure of a discipline helps with collection management, and more importantly, having subject knowledge helps librarians feel more confident when communicating with discipline faculty and helps gain respect from them.

Recommendations for Academic Libraries

How can academic libraries in Vietnam support educational quality? Breivik and Gee (1989) stress that the active involvement and support of academic libraries will be

key for achieving instruction reform. In order to make it happen, academic libraries should take a lead in initiating IL endeavors by transforming existing library instruction skills sessions into an IL credit course.

Examining and Applying IL Standards

The research findings revealed that instruction librarians had little knowledge of IL standards and that none of the LRCs formally used any IL standards or frameworks as a guideline when designing their IL instructional content. Instruction librarians should have basic knowledge of major IL standards and models including ACRL's *Information Literacy Competency Standards* (2000), and IFLA's *Guidelines on Information Literacy Standards for Lifelong Learning* (Lau, 2006). Care should be taken to examine and consider an appropriate IL standard and properly apply it in academic libraries in Vietnam. Academic libraries need to hold a series of workshops to introduce these IL standards to librarians and key faculty members to provide them with an understanding of information competency standards in order to select an appropriate set of IL standards implemented for academic libraries in Vietnam. Based on ALA's (1989) definition of IL, and the IL framework participants choose as a guideline, they need to develop a working definition for IL for their own context (UNESCO, 2006) and outline a set of IL skills that align with the institutional educational goals and objectives (ACRL, 2003). The follow-up workshop could involve the practice of developing course assignments to articulate and demonstrate the information competencies aligned with learning outcomes in the attempt to use them to assess SLOs, as well as the level of information competency.

Planning and designing an IL program is crucial for academic libraries (Grassian & Kaplowitz, 2009). To make it happen, it is necessary to obtain an IL Action Plan to direct IL endeavors. The Action Plan should address the following issues:

- Prepare an IL initiative proposal by examining the IL standards and frameworks suggested as guidelines. Focus should be placed on the following factors: student IL competency level, teaching and learning styles, faculty and librarian expertise, staffing, quantity and quality of resources (information resources, Internet connectivity, software, teaching and learning space), budget, and other institution-related issues (Cardwell & Boff, 2010).

- Conduct needs assessment to examine the learners' needs.

- Create an IL Committee with the involvement of library administrators, the head of Information Services department, IL program coordinator, representatives of key instruction librarians, academic leaders and dynamic discipline faculty. Clearly defining responsibilities of individuals in the committee. An IL Subcommittee needs to be established consisting of a library administrator, faculty members and instruction librarians to oversee the IL initiative.

- Implement a pilot program at certain departments by offering IL as a one-credit course with SLOs included.

- Promote this IL initiative to the learning community and make sure that the marketing messages hit the intended audience.

- Develop valid assessment tools to evaluate the results of this initiative and suggesting for improvement.

- Report periodically to campus leadership.

In this stage, if mapped into Lippitt et al.'s (1958) Stages of Planned Change, the change agents move from the description and analysis into the formulation of action initiatives. The change agents would generate solutions ideas for the IL change suggested by diagnosis (Stage 3). The development of an IL action plan with the involvement of essential constituencies on campus is critical to start planning concrete tasks, assign responsibilities to each unit on campus, and help individuals understand their duties in the IL initiative process. Developing an action plan for an IL initiative is important in directing and supervising ILI activities. It would help facilitate the monitoring process, identify functions of members in the IL committee, and make IL a central issue on campus.

Enhancing University/ High School Library Relations

Studies point out that high schools students lack information seeking skills and are not prepared for lifelong learning (Katz, 2007; Lippincott, 2005; Nahl & Harada, 1996; OCLC, 2005a, 2005b; Rockman, 2004). Carr (2006) states that differences in course expectations, learning materials, assigned resources, and assignments lead to differences in the engagement of students in K-12 and higher education. In the current study, faculty and instruction librarians consistently reported that the great majority of students, especially those from the rural areas, enter college without adequate skills to succeed in completing their academic responsibilities. To overcome this gap, reaching

out to high school communities to ensure that students are exposed to IL principles prior to entering colleges or universities is an important activity for academic libraries. University librarians could foster relationships with school librarians by first creating a communication channel with them. Then, academic libraries could make use of career orientation events held by the universities twice a year for high schools to approach students to introduce fundamentals of services provided by libraries and librarians, and present research expectations at the university, which would be helpful in preparing them for new learning environment at university level. One effective way could be developing an outreach program to high schools to provide hands-on IL workshop for improving students' IL mastery. More importantly, academic libraries should care provide appropriate training on ILI skills for school librarians so that they can provide basic ICT skills to high school students. Academic libraries could hold a development program for school librarians and selected classroom teachers to expose them to IL principles, introduce them to the IL program implemented on campus, and provide hands-on training sessions in locating, using, and evaluating information resources.

<center>*Recommendations for Library Administrators*</center>

Staff Development

One critical issue on the path to creating IL initiative will be the shortage of qualified instruction librarians. If IL becomes a credit course in the future, there would be a need for more instruction librarians with more specialized skills. In fact, the four LRCs paid great attention to staff capacity building. Through AP's grant, the majority of library staff was sent abroad to get a master's degree in LIS and related fields. The findings also

showed that there was an increasing proportion of librarians seeking continuing education opportunities. As the grant has ended, instruction librarians have had fewer chances to get scholarships to study abroad. As leaders, library administrators' responsibilities are to maintain, monitor, and provide developmental opportunities for instruction librarians. Librarians' pursuit of a higher degree could be encouraged and facilitated by providing them with flexibility in release time and having policies that offer more challenging tasks, and greater compensation and benefits (Olson & Singer, 2004; Singer & Griffith, 2010). Also, library administrators should recognize the need for staff development programs for short term and long term periods (Singer & Griffith, 2010). In addition, focus should be placed on giving authority to IL coordinators since, in reality, librarians designated as IL coordinators do not have actual authority over their colleagues. Since they are not in a position to set policy or give orders, it is hard for them to operate well within the IL program.

Bringing out Dynamic Leadership

The study showed that the academic libraries in Vietnam faced many challenges in implementing the current ILI programs, and proposing IL as an institution-wide course in the curriculum. The libraries have had to cope with existing processes, structures, and norms of the institutions. In that complex institutional environment, the library administrators need to recognize whether the issues lie in the system/mechanism-level, meaning the organizational or governmental issues, or in the group or the individual level, that is, within the library itself. Two examples of the system/mechanism issue are the faculty status and the compensation policy for instruction librarians. Library administrators are aware of the issues and express the need to focus effort on removing

system-level barriers. However, they will have to recognize that only their effort could not make things happen. This also depends on the perceptions and visions of campus and ministerial leadership. In conjunction with librarians, they have to create acceptance for change among the academic community by removing the campus leadership, and faculty from patterns of behavior, and procedures that impede them from accepting IL initiatives.

More precisely, in order to actualize the IL initiative, library administrators need to be knowledgeable about the culture of the organization, and align the goals and objectives of the IL initiative with those of the university. Dennis and Meola (2009) stressed the importance of communicating direction with stakeholders on campus. Library administrators need to clearly talk about the IL initiative with key stakeholders on campus. These key persons include university leadership who take charge of education affairs, department leaders who are responsible for curriculum development, senior staff of the university accreditation body, senior staff of the student affairs department, and senior faculty members who are interested in the IL initiative. Library administrators need to clearly address what needs to be altered, why the delivery of ILI must be changed, how things will be changed if IL becomes an institution-wide course, and who will be affected and benefited. Such issues need to be discussed formally in academic meetings with the presence of key persons mentioned above.

Building trust with stakeholders is a key issue for leadership (Dennis & Meola, 2009). Fairholm and Fairholm (2009) emphasize that leadership success depends on achieving positive, trusting relations with others. Library administrators need to develop trust not only with their staff but also with other constituencies on campus. Specifically, in order to gain trust and support from the campus leadership and the academic

community regarding the acceptance of IL as a course in the curriculum, library administrators need to obtain and report evidence of IL impacts on student achievement since the university administration needs data and evidence to make decisions whether IL should become a campus mandate. Gaining trust from the academic community comes from the fact that library administrators, with their knowledge and competence, create professional development activities with discipline faculty so that they can buy into it.

In an effort to increase the library's visibility, the role of the library administrators is to integrate the library into the mainstream of campus activities, to change the library from an internally to an externally focused organization. Grassian and Kaplowitz (2005) provide examples of effective practices for IL managers and leaders to "promote, foster, and create integrative learning environments on the campus, while supporting IL principles and programs" (p. ix, foreword by Ilene F. Rockman). In order to make this happen, it is necessary to create a positive image of the library by expanding connections on campus. As library administrators, they are middle managers within a university system, who have to ensure the library is represented in key academic meetings, raise the awareness of academic groups on campus about the effect of ILI on SLOs, and improve faculty attitudes toward ILI and instruction librarians.

<div align="center">Recommendations for Instruction Librarians</div>

Understanding Curriculum Development

Librarians do not come to into the profession with knowledge of curriculum development (Curzon, 2004). Due to their lack of formal training and experience in creating curricula, they fail to analyze how curriculum should be developed within

libraries. So, understanding curriculum structures and relationships and increasing

awareness of curriculum content will be instruction librarians' responsibility in planning

an institution-wide IL program. ACRL (2003), Category 8, Staffing, stressed that

instruction librarians need to "develop experience in curriculum development". In order

to become familiar with the curriculum, instruction librarians need to review the

curriculum requirements and syllabi and engage in meetings with faculty involved in

creating new courses. Lampert (2004) suggests that it is critical to the success of IL

programs for librarians to participate in university committees that work with curricular

policies. Since academic librarians in Vietnam have not been allowed to participate in

curriculum planning, libraries need to be aware of the campus curriculum development

process and its current issues.

Continuous Professional Development

A rapidly changing library environment due to technological advances leaves

librarians in great need of professional preparation and development. ACRL (2003),

Category 8, Staffing, states that staff for an IL program need to "receive and actively

engage in systematic and continual professional development and training." Instruction

librarians in this study expressed the need for equipping themselves with the core

competencies to help them perform their demanding teaching responsibilities. These

skills require the pursuit of ongoing professional development. Besides formal continuing

education opportunities, which become more and more challenging, instruction librarians

could think of less expensive training and development opportunities such as on-the-job

training, in-house retreats, mentoring and coaching programs, and professional

workshops.

Recommendations for Faculty

Changing Faculty Mindset

In order to make the IL initiative happen, faculty need to partner with librarians to move things forward. This could be done by the following solutions:

- Encourage young, dynamic faculty members to collaborate with instruction librarians in the IL Initiative.

- Raise awareness of faculty about the need for student mastery of IL by encouraging them to let instruction librarians offer free IL classes for their students and co-evaluate student learning (even without a funding mechanism for librarians to recapture the cost of their instruction services).

- Demonstrate to faculty how ILI improves academic achievement in their discipline.

- Engage faculty in the process of incorporating IL into their teaching.

- Create and participate in professional development activities with faculty (McAdoo, 2010). By attending faculty retreats, and being a presenter on IL and related issues in faculty academic meetings, gradually, faculty can get insight into the need for providing ILI for students.

- Gain support from academic leaders to add IL as a credit course into their academic program.

Building Strong Collegial Partnerships

Throughout the study, the concept of partnership and collaboration was emphasized – partnerships between university leaders and library administrators, department leaders and library administrators, discipline faculty and instruction librarians, and the academic community and the library. Fullan (2001) emphasized the importance of relationships in every successful change initiative. The sustainability of these relationships depends on each individual's effort (Breivik & Gee, 2006). A new partnership must blossom among academic leaders, faculty, and librarians in Vietnam. Library administration needs to structure a framework for maintaining and flourishing these relationships by identifying the network of partners and involving all constituencies during the implementation of the IL program. It is recommended that library administrators learn more about the related constituencies on campus by actively listening to and understanding their needs and concerns in relation to the IL initiative. Some strategies to build and develop relationships include getting themselves, the IL program coordinator, and senior instruction librarians involved in interdepartmental projects, and having them participate in academic meetings, where they may clearly state how the library can support the academic community to improve student learning.

In addition, the findings revealed that library resources did not adequately meet faculty's research interests, while the librarians reported that the faculty showed no interest in library resources. This led to students showing little need to use library resources for their class assignments since they were not required to do so. Breivik (2005) points out that faculty have to create assignments that thoughtfully use library resources and services in order to increase library use. This literature confirms the

research findings that faculty who regularly visited the library had a close personal relationship with librarians, and those that based their teaching on library services better understood the contributions of librarians and the importance of IL to student learning. The findings also indicated that senior faculty members tended to resist instruction reform, lacked the skills to cope with the wealth of information resources available, and failed to be aware of and use document delivery services. This issue can be addressed by strengthening a more active partnership between librarians and discipline faculty. Cultivating collaboration with faculty can start with curriculum mapping (Lampert, 2004) in order to build the collection to support the curriculum and adjust collection development policies and library services to meet the tailored needs of faculty and students. Also, faculty-librarian partnerships could be forged by a variety of activities, such as enhancing the liaison work, using the information expertise of the librarian to complement the subject expertise of the discipline faculty to improve faculty research productivity, and designing instruction activities that team teach information skills.

One of the best ways to facilitate collaboration of faculty and librarians is incorporating the principles of professional published standards into the course assignments whenever possible. As presented in the preceding section, it is necessary to have workshops to introduce professional standards such as ACRL's (2000) *Information Literacy Competency Standards,* SCONUL's (1999) *Seven Pillars Model for Information Literacy,* and IFLA's IL Standards so that librarians can decide which set of standards is more applicable. Then, instruction librarians in collaboration with faculty will incorporate standards into course assignments to assess SLOs. At the beginning, it

366

may be difficult since it depends on the instruction mode, nature of assignments, and faculty's expectations and needs for the assignments.

<div align="center">*Recommendations for Students*</div>

Promoting Active Learning

Students will need to be taught how to learn on their own (Grassian & Kaplowitz, 2009, p. 339). The findings showed that students were still accustomed to the traditional styles of learning based on memorizing and using a single textbook compiled by discipline faculty for a specific course. The lecture-textbook approach has impeded students from becoming independent learners. They have had little or no opportunity for critical thinking and independent study and research. Students also had little familiarity with computer and information skills. In order for students to be independent learners, faculty should move beyond the passive teaching approach to become facilitators of learning, and help students to make effective use of library information resources. Students need to adjust themselves in a new academic environment and be willing to learn how to learn.

Academic Integrity

The Center for Academic Integrity (CAI, 1999) identifies five values of academic integrity including honesty, trust, fairness, respect, and responsibility. Lampert (2008) points out that issues of academic integrity correlate to students' lack of IL. Rockman (2004) states that students have not learned how to effectively locate, evaluate, and synthesize information, and give proper credit for information used. Breivik and Gee (2006) share this idea by confirming that undergraduate and even graduate students lack

the ability to evaluate the quality of information. The research findings indicated that students lack competence in IL and that faculty and librarians were uncertain about the extent of students' IL competence. Faculty expressed great concern about students' academic integrity. Copying papers was an undetectable form of cheating. How to address these issues in the future? Raising awareness about academic integrity on campus is the responsibility of instruction librarians. Several recommendations follow:

- The university should focus attention on policies for enforcing academic integrity.

- In association with faculty, instruction librarians should place a high priority on educating students and making them aware of how to cite sources properly, how to respect copyright laws, and how to avoid unethical behavior.

- The academic libraries should introduce online tutorials regarding how to use research resources in an ethical manner.

- Faculty and librarians should help students recognize the ethical usage of information and familiarize themselves with academic conduct to avoid academic integrity violations.

This section presents the significant and practical recommendations for potential stakeholders in order to ease the journey to embrace IL endeavors. The following section identifies suggestions for further research.

Suggestions for Further Research

The current study raises issues for further examination in terms of ILI across Vietnam, and the implications of ILI on learning and SLOs. In addition, this work could

be used as the foundation for the planning and development of an IL initiative for the four academic libraries under study. Further research should focus on putting the plan for an institution-wide ILI program into action by conducting a longitudinal study with the same groups of respondents to investigate the actual implementation of the plan. More precisely, further research could be using Caldwell's (2003) Model of Change Agency to identify roles and responsibilities of change agents involved in the IL initiative. In addition, Lippitt et al.'s (1958) Stages of Planned Change could be used to facilitate and track the IL change process. The findings from the study could be utilized to design IL change by putting and mapping each stage of the planned change into practice for the IL development project. For example, the first stage would be the investigation of the need for IL change. This could be done by librarians as change agents and the client system, may include not only faculty but can be extended to other constituencies on campus such as campus leadership, departmental leaderships, senior staff of the accreditation body, staff of the student affairs department, and students. The second stage would be clarifying the collaboration relationship between change agents and the client system. At that stage, the theory of collaboration for teachers and librarians can be integrated in this phase by investigating what the "enablers" and "inhabitors" are (Montiel-Overall, 2005). The problems undergoing change would be identified by change agents and the client system in the next phase. Fourth, the alternative possibilities for change need to be explored and goals will be established, that is, a plan for an institution-wide ILI program. Stage 5 would be the transformation of IL planning into actual achievement. In this case, an IL program aligned with the mission, goals and objectives of the institution and tied with the

369

curriculum could be taught as a course in the curriculum. Finally, when IL effort is achieved, it would spread throughout campus, and must continuously evolve and develop.

Second, the current study may be extended to other academic libraries in Vietnam and in the region. This study focused on stakeholders' perceptions including library administrators, instruction librarians, faculty and students about the implementation of IL in the four academic libraries that received funding to improve resources, services, and upgrade library staff. The study needs to be replicated in other academic library environments in Vietnam to develop a fuller picture of the implementation of ILI programs in Vietnamese academic libraries. Additional research might be conducted in several other universities with similar groups of stakeholders where results might be compared and contrasted with the current study to highlight the similarities and differences in developing and delivering ILI in different university settings in Vietnam. In addition, it would be useful to conduct a similar study to learn how ILI is going on in the region. Although the researcher expects that the conceptual framework is universal since it was built based on the literature from the West, contextualized in the Vietnamese academic library setting, and vas validated by the data, further study is crucial to investigate whether this framework could be universal, applicable, and fits other libraries in the regional countries regardless of social, cultural, and educational differences.

Third, the conceptual framework for best practices in ILI was built based on the literature review and validated by the data collected from four LRCs. A further study could be expanded to other academic libraries in Vietnam by using this conceptual framework as a guideline to design the study and using the Web-based Delphi polling technique (ACRL, 2003) to collect data.

Further research is also needed to examine student attitudes toward learning IL skills in relation to their academic achievement. The findings in this study revealed that students undervalued IL. However, the study did not investigate how this attitude affected their academic achievement. In addition, all four academic libraries failed to illustrate to the campus community the effectiveness of IL mastery skills. It would be essential to examine how students' attitudes towards ILI affect their achievement of the SLOs.

One area for research will be the investigation of how teaching and learning approaches influence the adoption of ILI. Although this topic was not the focus of this study, during the interviews and focus groups, faculty, librarians, and library administrators repeatedly reported that the passive teaching and learning approach was a barrier to the IL initiative. Such an empirical study would help propose ways to actively engage students in the learning process as well as encourage faculty to place their importance on student learning by integrating IL skills and assessment in their course content.

More research is needed on whether differences exist regarding the IL competences between students from rural areas and those from urban areas who have been in college and taken ILI. The findings of this study indicated that there was a discrepancy in IL skills between students coming from rural areas versus those from big cities when they first attended the IL introductory section. No evidence shows whether during their college life, this difference still exists or not, and how this difference might be addressed. Additional study on this issue will help faculty and instruction librarians understand the characteristics of these two populations of students and how to bridge their gaps in IL mastery during their college life.

The preceding suggested research might lead to a case study at several research sites to investigate how campuses can create greater student engagement. The research needs to focus on examining related practices and policies for student engagement that universities develop and implement. This research can be conducted in diverse higher education institutions including public and private, those with different proximity, varying enrollment sizes, and variety of student demographics.

More research is needed on examining the relationship between faculty's expectation and student performance. The findings of this research showed that faculty who studied abroad and those who did not had different perceptions toward ILI and library services. The focus group interview findings showed faculty who studied abroad had the tendency to encourage and require students to use library resources for their course assignments (239GL6, 353GL7, 353GL2, 112GL4, 454GL5, 353GL7). They were also frequent users of the LRCs. Additional study will help investigate how these perceptions affect students' information seeking behaviors and their performance.

Another area to focus on for further study is the development of assessment tools for IL skills appropriate to the context of higher education in Vietnam. Research is needed to examine and adapt the existing assessment tools developed by Neely et al. (2006), and Burkhardt and MacDonald (2010) to provide criteria to assess the outcomes of IL. The similar direction of study should be to investigate which set of published professional standards is most applicable and how to integrate it into instructional programs in Vietnam.

Conclusion

Information literacy (IL) and its related issues have been widely addressed in higher education environments since the release of ALA's *Final Report* in 1989. In association with the academic community on campus, academic librarians have actively contributed to the success of instruction reform and education quality.

Vietnam is recognized as a dynamic player in the region and expects to speed up the development and improvement of its higher education system. According to Harman, Hayden, and Pham (2010), Vietnam expects that by 2020, the higher education system will be competitive internationally. The authors argue that Vietnam's current approach to reform the higher education system is very ambitious. In order to achieve this ambitious and optimistic vision, it requires the effort, strong determination, dynamics, and feasible steps not only from the ministerial authority level, but also from the institutional level. More importantly, according to Kottler (2001, p. 105), one of the factors that contribute to the commitment to change is that it must come from "the client's own decision to change". The campus leadership wants to respond actively to the call for instruction reform from the MoET. Faculty express the need to improve the quality of student work, increase student research capacity, and enhance their self-directed learning skills. The improvement of the teaching and learning quality is not merely the responsibility of teaching faculty and the campus leadership. It requires the engagement of all constituencies on campus to create a new learning environment for students with a great emphasis on "student-centered learning, collaborative work, critical thinking, data-driven decision making, analytical problem solving, and the ability of individuals to function as continual learners" (Rockman, 2004, p.238). In that context, this study comes at a crucial

time for Vietnamese higher education organizations. A stakeholder analysis was conducted to understand the complex nature of information literacy instruction (ILI) development. The study portrays the roles and functions of the key stakeholders in a best practice framework. Librarians, faculty, and other constituencies on campus must recognize the potential of IL in improving the quality of student learning and preparing students to be successful after their graduation to become lifelong learners. The constituencies must be committed to actively engage in IL initiatives and make it a mandate so that it can be integrated across the campus and become an institutionalized practice.

As presented earlier, ILI programs in Vietnam higher education institutions exist in complex academic environments where the Vietnamese government, especially MoET, focuses on improving the quality of higher education, instruction reform, and measurement of SLOs. In that context, the intention of this study is to contribute to the development and improvement of instruction in academic libraries in Vietnam. The progression of this study began with the investigation of the current implementation of the ILI programs at four academic libraries, proceeded through the identification of the benefits and challenges in the attempt to propose IL as a credit-bearing course into the curriculum, and concluded with the proposal of a best practice framework for ILI programs. The conceptual framework of best practices for ILI program development is grounded in the literature-based framework and supported by the research findings. The researcher explored the current implementation of the existing IL programs at four universities to understand where they were in the IL movement, identified the challenges in the attempt to include IL as a credit-bearing course in the curriculum, identified the

elements of best practices of an IL program contextualized in the higher education setting

perceived by stakeholders and, most importantly, employed the findings to build the best

practice framework of ILI programs in Vietnam. This study provides a road map for

academic libraries in Vietnam that either expect to develop an effective and successful

ILI program, or revisit and reframe an existing ILI program for improvement.

In order to make IL become routine on campus, it is crucial to have a concrete

plan for making the IL initiative go forward in Vietnam. The IL initiative is about

planned change, not spontaneous change per se, which is different if people are not

involved in planning and implementing a change strategy, where change just happens and

they have to deal with it. One of the challenges that the academic libraries in Vietnam

have to face is to flexibly apply Lippitt et al.'s theory of Stages of Planned Change in the

context of Vietnamese higher education with its own characteristics. The IL project could

occur only if it engages all potential stakeholders on campus with the directive from the

ministerial authority as an impetus for change. Library administrators must take the lead,

and play critical roles in the IL initiative success as well as identify the essential

characteristics and responsibilities of change agents in the process of planning and

implementing ILI. The success of the IL initiative will depend on the coordinated efforts

of all change agents.

Oberg (2009) stresses that in educational reform, libraries must be a venue for

change since their core mandate is to improve the teaching and learning process on

campus. As part of the library service system, the ILI program is affected by changes

initiated at the organizational and ministerial levels. MoET should play the role of

transformational leaders (Burns, 1978) by taking on the responsibility for re-vitalizing

higher education institutions with a vision on improving student achievement by engaging them in ILI. It is recommended that MoET empower higher education institutions to mobilize commitment to the vision by investigating strategy, structure and people to implement it (Leigh, 1988). The success of the IL initiative depends on whether all stakeholders play the role of change agents, master the instruction reform process, and engage in working with one another to bring about positive changes.

ACRL's (2003) stresses that "no program is expected to be exemplary with respect to all characteristics", rather, "individuals are encouraged to consider the characteristics as well as library and institutional contexts in establishing information literacy program goals and strategies." This statement implies that the ACRL's Best Practices could be applicable to any academic library, and it is the responsibility of individuals who plan, develop, and/or improve an IL program to tailor the approach to fit its library and institution's unique mission, culture, and needs. Obviously, each single organization has its own cultural, political, and system issues. Figuring out, judging, compromising, and deciding which pathways best suit one's environment and circumstances are the responsibility of library administrators and instruction librarians in collaboration with discipline faculty. Whatever title and level within the institution they hold, they need to translate their knowledge, ideas, energy, expertise, and enthusiasm into clear, solid actions to accomplish their goals: success with ILI endeavors.

APPENDICES

Appendix A: ACRL Information Literacy Standards, Performance Indicators, and Outcomes

The following text was excerpted from the full ACRL *Information Literacy Competency Standards for Higher Education* available at http://www.ala.org/acrl/ilcomstan.html

1. The information literate student determines the nature and extent of the information needed.
2. The information literate student accesses needed information effectively and efficiently.
3. The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.
4. The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.
5. The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

Standard One: The information literate student determines the nature and extent of the information needed.

Performance Indicators:

1. The information literate student defines and articulates the need for information.

   Outcomes include:

   a. Confers with instructors and participates in class discussions, peer workgroups, and electronic discussions to identify a research topic, or other information need
   b. Develops a thesis statement and formulates questions based on the information need
   c. Explores general information sources to increase familiarity with the topic
   d. Defines or modifies the information need to achieve a manageable focus
   e. Identifies key concepts and terms that describe the information need
   f. Recognizes that existing information can be combined with original thought, experimentation, and/or analysis to produce new information
2. The information literate student identifies a variety of types and formats of potential sources for information.

Outcomes include:

    a. Knows how information is formally and informally produced, organized, and disseminated
    b. Recognizes that knowledge can be organized into disciplines that influence the way information is accessed
    c. Identifies the value and differences of potential resources in a variety of formats (e.g., multimedia, database, website, data set, audio/visual, book)
    d. Identifies the purpose and audience of potential resources (e.g., popular vs. scholarly, current vs. historical)
    e. Differentiates between primary and secondary sources, recognizing how their use and importance vary with each discipline
    f. Realizes that information may need to be constructed with raw data from primary sources

3. The information literate student considers the costs and benefits of acquiring the needed information.

Outcomes include:

    a. Determines the availability of needed information and makes decisions on broadening the information seeking process beyond local resources (e.g., interlibrary loan; using resources at their locations; obtaining images, videos, text, or sound)
    b. Considers the feasibility of acquiring a new language or skill (e.g., foreign or discipline-based) in order to gather needed information and to understand its context
    c. Defines a realistic overall plan and timeline to acquire the needed information

4. The information literate student reevaluates the nature and extent of the information need.

Outcomes include:

    a. Reviews the initial information need to clarify, revise, or refine the question
    b. Describes criteria used to make information decisions and choices

Standard Two: The information literate student accesses needed information effectively and efficiently.

Performance Indicators:

1. The information literate student selects the most appropriate investigative methods or information retrieval systems for accessing the needed information.

    Outcomes include:

    a. Identifies appropriate investigative methods (e.g., laboratory experiment, simulation, fieldwork)
    b. Investigates benefits and applicability of various investigative methods
    c. Investigates the scope, content, and organization of information retrieval systems
    d. Selects efficient and effective approaches for accessing the information needed from the investigative method or information retrieval system

2. The information literate student constructs and implements effectively-designed search strategies.

    Outcomes include:

    a. Develops a research plan appropriate to the investigative method
    b. Identifies keywords, synonyms and related terms for the information needed
    c. Selects controlled vocabulary specific to the discipline or information retrieval source
    d. Constructs a search strategy using appropriate commands for the information retrieval system selected (e.g., Boolean operators, truncation, and proximity for search engines; internal organizers such as indexes for books)
    e. Implements the search strategy in various information retrieval systems using different user interfaces and search engines, with different command languages, protocols, and search parameters
    f. Implements the search using investigative protocols appropriate to the discipline

3. The information literate student retrieves information online or in person using a variety of methods.

    Outcomes include:

    a. Uses various search systems to retrieve information in a variety of formats
    b. Uses various classification schemes and other systems (e.g., call number systems or indexes) to locate information resources within the library or to identify specific sites for physical exploration
    c. Uses specialized online or in person services available at the institution to retrieve information needed (e.g., interlibrary loan/document delivery,

379

professional associations, institutional research offices, community resources, experts and practitioners)

    d. Uses surveys, letters, interviews, and other forms of inquiry to retrieve primary information

4. The information literate student refines the search strategy if necessary.

Outcomes include:

    a. Assesses the quantity, quality, and relevance of the search results to determine whether alternative information retrieval systems or investigative methods should be utilized

    b. Identifies gaps in the information retrieved and determines if the search strategy should be revised

    c. Repeats the search using the revised strategy as necessary

5. The information literate student extracts, records, and manages the information and its sources.

Outcomes include:

    a. Selects among various technologies the most appropriate one for the task of extracting the needed information (e.g., copy/paste software functions, photocopier, scanner, audio/visual equipment, or exploratory instruments)

    b. Creates a system for organizing the information

    c. Differentiates between the types of sources cited and understands the elements and correct syntax of a citation for a wide range of resources

    d. Records all pertinent citation information for future reference

    e. Uses various technologies to manage the information selected and organized

Standard Three: The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.

Performance Indicators:

1. The information literate student summarizes the main ideas to be extracted from the information gathered.

Outcomes include:

    a. Reads the text and selects main ideas

    b. Restates textual concepts in his/her own words and selects data accurately

    c. Identifies verbatim material that can be then appropriately quoted

2. The information literate student articulates and applies initial criteria for evaluating both the information and its sources.

Outcomes include:

    a. Examines and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias
    b. Analyzes the structure and logic of supporting arguments or methods
    c. Recognizes prejudice, deception, or manipulation
    d. Recognizes the cultural, physical, or other context within which the information was created and understands the impact of context on interpreting the information

3. The information literate student synthesizes main ideas to construct new concepts.

Outcomes include:

    a. Recognizes interrelationships among concepts and combines them into potentially useful primary statements with supporting evidence
    b. Extends initial synthesis, when possible, at a higher level of abstraction to construct new hypotheses that may require additional information
    c. Utilizes computer and other technologies (e.g. spreadsheets, databases, multimedia, and audio or visual equipment) for studying the interaction of ideas and other phenomena

4. The information literate student compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.

Outcomes include:

    a. Determines whether information satisfies the research or other information need
    b. Uses consciously selected criteria to determine whether the information contradicts or verifies information used from other sources
    c. Draws conclusions based upon information gathered
    d. Tests theories with discipline-appropriate techniques (e.g., simulators, experiments)
    e. Determines probable accuracy by questioning the source of the data, the limitations of the information gathering tools or strategies, and the reasonableness of the conclusions
    f. Integrates new information with previous information or knowledge

g. Selects information that provides evidence for the topic
5. The information literate student determines whether the new knowledge has an impact on the individual's value system and takes steps to reconcile differences.

Outcomes include:

a. Investigates differing viewpoints encountered in the literature
b. Determines whether to incorporate or reject viewpoints encountered
6. The information literate student validates understanding and interpretation of the information through discourse with other individuals, subject-area experts, and/or practitioners.

Outcomes include:

a. Participates in classroom and other discussions
b. Participates in class-sponsored electronic communication forums designed to encourage discourse on the topic (e.g., email, bulletin boards, chat rooms)
c. Seeks expert opinion through a variety of mechanisms (e.g., interviews, email, listservs)
7. The information literate student determines whether the initial query should be revised.

Outcomes include:

a. Determines if original information need has been satisfied or if additional information is needed
b. Reviews search strategy and incorporates additional concepts as necessary
c. Reviews information retrieval sources used and expands to include others as needed

Standard Four: The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.

Performance Indicators:

1. The information literate student applies new and prior information to the planning and creation of a particular product or performance.

Outcomes include:

a. Organizes the content in a manner that supports the purposes and format of the product or performance (e.g. outlines, drafts, storyboards)
b. Articulates knowledge and skills transferred from prior experiences to planning and creating the product or performance
c. Integrates the new and prior information, including quotations and paraphrasings, in a manner that supports the purposes of the product or performance
d. Manipulates digital text, images, and data, as needed, transferring them from their original locations and formats to a new context

2. The information literate student revises the development process for the product or performance.

Outcomes include:

a. Maintains a journal or log of activities related to the information seeking, evaluating, and communicating process
b. Reflects on past successes, failures, and alternative strategies

3. The information literate student communicates the product or performance effectively to others.

Outcomes include:

a. Chooses a communication medium and format that best supports the purposes of the product or performance and the intended audience
b. Uses a range of information technology applications in creating the product or performance
c. Incorporates principles of design and communication
d. Communicates clearly and with a style that supports the purposes of the intended audience

Standard Five: The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

Performance Indicators:

1. The information literate student understands many of the ethical, legal and socio-economic issues surrounding information and information technology.

Outcomes include:

a. Identifies and discusses issues related to privacy and security in both the print and electronic environments
b. Identifies and discusses issues related to free vs. fee-based access to information
c. Identifies and discusses issues related to censorship and freedom of speech

d. Demonstrates an understanding of intellectual property, copyright, and fair use of copyrighted material
2. The information literate student follows laws, regulations, institutional policies, and etiquette related to the access and use of information resources.

    Outcomes include:

    a. Participates in electronic discussions following accepted practices (e.g. "Netiquette")
    b. Uses approved passwords and other forms of ID for access to information resources
    c. Complies with institutional policies on access to information resources
    d. Preserves the integrity of information resources, equipment, systems and facilities
    e. Legally obtains, stores, and disseminates text, data, images, or sounds
    f. Demonstrates an understanding of what constitutes plagiarism and does not represent work attributable to others as his/her own
    g. Demonstrates an understanding of institutional policies related to human subjects research
3. The information literate student acknowledges the use of information sources in communicating the product or performance.

    Outcomes include:

    1. Selects an appropriate documentation style and uses it consistently to cite sources
    2. Posts permission granted notices, as needed, for copyrighted material

Appendix B: Accreditation Document Related to the Library Section

Source: Ministry of Education, Vietnam

Criterion 9.1

> The university's library has adequate documents, equipment, and internet connection to effectively support teaching, learning and scientific research activities.

Key terms: size and accessibility of library

Examples of sources of evidence for this Criterion

- Statistics on library: collection, provisions for customers (reading rooms, seats, study places, opening hours, all in relation to demand)
- Documents (in university plans?) on collection policy, vision on service to students and lecturers, etc.

Examples of questions to be answered for this Criterion

- Panel must visit the library; in case of more libraries per university, e.g. a reading room or such facility per study program, the panel must also visit a representative sample of these.
- Sufficient and relevant opening hours?
- Sufficient copies per title in view of number of students?
- Reading/study facilities: for study of books that cannot be taken out of the library?
- Can library staff assist students and researchers sufficiently in searching in the (computerized?) catalogue?
- Has the university a meaningful policy on the required number of books per study program?
- Is funding sufficient for replacement of books and supplementing the collection to keep it up to date?
- Check accessibility in interviews with staff, students
- Is there a computerized catalogue?
- Is library staff sufficiently trained in the upkeep of the computerized catalogue?
- Can library staff assist students and researchers sufficiently in searching in the computerized catalogue?
- Is the ICT-system at the university sufficiently robust?
- On-line access for students and research staff to relevant literature?
- Sufficient number of terminals in the library?
- Is there evidence of valid records of library-users? Note: in case students have their own computers, do they need the central library's computers to access the library catalogue, or can they log in individually?

Examples of Audit Team actions

- Does the library have a sufficient collection?
- Can it be used sufficiently by students and staff of the university?

Quality improvement issues

- *identify areas with too few books/journals/other media.*
- *Indicate plans/activities for improvement. Identify good practice.*

Appendix C: Syllabus of the Information Literacy Instruction Program at LRC A

(Source: Planning document of the Information Services Department, 2008 – 2009).

Session	Instruction Contents	Time alloted
1. Library orientations.	– General introduction video about the LRC, its services and information resources. – The LRC policy, regulations and rules. – Tour of the LRC.	1 period = 50 min.
2. Bibliographic Instruction.	– The LRC's resouces, products and services overview and how-to. – The LRC policy, regulations and rules. – DDC classification areas and stack arrangement. – Hands-on practices on searching OPAC and electronic resources via CTU and LRC local network.	3 periods
3. Internet Searching.	– Overview of the Internet and its information resources. – Searching techniques using specific search engines (Google, Google Scholar). – Effective Internet searching hands-on practices. – Criteria for assessing information content and its sources.	3 periods
4. Specific electronic database searching.	– Overview of a specific electronic database (ProQuest, TEEAL, AGORA, or HINARI) and its function and coverage. – Searching techniques using database search interfaces. – Effective electronic database searching hands-on practices . – Criteria for assessing information content and its sources.	3 periods

5. Subject-based Information Literacy Instruction.	– Overview of subject-based electronic information resouces.
	– Searching techniques using search engines or search interfaces.
	– Strategy for information retrieval.
	  • Defining information needs;
	  • Selecting appropriate information sources;
	  • Understanding how these sources function
		3 periods

	and operate; • Locating and accessing information from these sources; • Evaluating the process and revising search strategies. – Criteria for assessing information content and its sources.	

Appendix D: Sample of an Information Literacy Instruction Lesson Plan at LRC A

Session 5: Subject-based Information Literacy Instruction

Purpose: Prepare users with knowledge and skills necessary for effective searching, evaluating and using information related to their subject matters.

Time alloted: 3 periods (150 minutes)

Participants: Students from a specific discipline.

Learning objectives:

After the class, participants will be able to:

- Recognize potential information sources, especially scholarly electronic databases which are related to their discipline;

- Understand how their search interfaces or search engines work;

- Plan strategies for searching information on a specific discipline; and apply searching techniques to search information from these sources;

- Understand criteria for assessing information content and its sources.

Objectives	Contents	Approaches	Time
1. Recognize potential information sources, especially scholarly electronic databases which are related to their discipline.	** Overview of e-resources. - What is Internet? - What is scholarly journal? - Comparison of scholarly journals with other resources of the Internet - Potential information sources, especially scholarly electronic databases which are related to their discipline.	Lecture & discussion	20'

2. Understand how their search interfaces or search engines work.	1. Electronic search tools
	  - help you sift through the huge range of information available
	  - use keywords to browse or perform simple or advanced searches
	  - all function slightly differently
	
	2. How they function?
	
	  - Electronic search tools may interpret your search terms using
	  - Boolean operators
	  - Phrase and proximity searching
	  - Truncation or wildcard functions
		Lecture & demonstration	30'

	- Case sensitivity - Fields - Stop words - Relevance sorting		

3. Plan strategies for searching information on a specific discipline, and apply searching techniques to search information from these sources.	** *Why effective search?*
	
	Effective searching can allow us to:
	
	▪ find the materials we want amongst the huge number of online resources available
	▪ make efficient use of limited access to PCs and bandwidth
	▪ save time and money
	
	** *Planning a search strategy*
	
	    1. Define your information need
	    2. Decide which sources to use
	    3. Find out how they function
	    4. Run your search
	    5. Review and refine you search
	This process can be started away from the computer.
	
	1. Define your information need
	▪ What sort of information are you looking for? (specific information, e.g. a fact or date; or General information, e.g. research areas)
	▪ Who is going to use the information?
	▪ Careful choice of search term(s) is *vital*
	 - What key words do you think will appear on the site/article you want?
	 - What key concepts is it a part of or related to?
	 - Are there any synonyms for these keywords or concepts?
	 - Are there any alternative spellings for your keywords/concepts
	 - Are plurals or capitalisation involved?
	
	2. Decide which sources to use
	   What sources are appropriate for your
		Demostration,
		
		Discussion &
		
		Hands-on practices
			90'

	information need?		
	- Individuals' and organisations' home pages - Newspapers and magazines - Subject gateways, databases, catalogues - Journals—titles, abstracts or full text - Reference resources, e.g., encyclopaedias, dictionaries - Books - Grey literature, e.g. government publications - Print or electronic **3.** Find out how they function - How a specific resources or search tool function? - *Reminder:* o possible to do both simple and advanced searches - -> they are appropriate in different circumstances. - Quick, simple searches may be good for an overview -> but they can produce thousands of results and are not suitable in many electronic environments. **4.** Run your search - Take the terms/keywords you have decided on - Find the sources you are going to search - Read the 'Help' page to find out how that particular source uses Boolean commands, wildcards, etc - Run the search **5.** Review and revise your search - Be prepared to review and revise your search scope and strategy - Try new sources of information (familiarity is sometimes too easy) - Start again near the beginning of this process if you need to		
4. Understand criteria for assessing	** *Collect the information* ▪ Evaluate the information to ensure it is	Lecture & Demonstration	30'

| information content and its sources. | relevant, accurate, of high enough quality, etc
▪ Collect it either via printing, pen and paper, floppy disk, email, saved searches
▪ Ensure you keep a complete record of the source of the information for citing later
** *Practical steps that can be taken to evaluate quality on the Internet*

  - Be clear about your purpose
  - Define your information needs
  - Know your orientation within an Internet site
  - Use URLs as clues to quality
     Ex. '.ac' indicates an academic web site

  - Identifying the type of resource you are looking at
** *Quality criteria that can be used to evaluate an Internet resource, including criteria for*

   • Content - the information itself
   • Form - the format of the resource
   • Process - the systems that support the integrity of the resource over time
1. Content criteria:
  - Validity – is it reliable?
  - Accuracy – is it accurate?
  - Authority and reputation of the source
  - Uniqueness – is it original?
  - Completeness – is any info missing?
  - Coverage – what depth does it go into?
  - Timeliness – is it up-to-date?

2. Form criteria:
  - Navigation Features
    => The ease with which users can orientate themselves within a resource and find their way around | | |

	it.		

	- User Support
	=> The support that is offered to users to help them answer queries and problems that arise whilst using the resource.
	
	- Appropriate Technologies
	
	3. Process criteria
	  - Information Integrity
	    => Value of the information content over time—usually relates to the work of the author or creator.
	
	  - Site Integrity
	    => Stability of the site over time. This usually relates to the work of the site manager or Webmaster.
	
	  - System Integrity
	    => Stability and accessibility of the server hosting the resource over time. This usually refers to the work of system administrators.
	
	    Summary		

FACILITIES

- For instructor's use: a computer or laptop connected with the Internet, projector, white-board and pens, brochures and flyers, and other supplies.
- For participants: computers with Internet connections, hand-outs.

EVALUATION

- In-class assignments: designed and delivered by instructors.
- Evaluation of effectiveness of the class: participants will take a five-minute survey on SurveyMonkey.

Source: INASP Training Activities and Materials. http://inasp.info/file/634/inasp-training-activities-and-materials.html

Appendix E: The Evolution of ILI at LRC A, 2006-2009

	Former IL program	Current IL program
Periods	06/2006 – 08/2008	09/2008 – present
Content and delivery	2006 **1.** Library orientation: -Introducing the library regulations, the use of library catalog (OPAC), library resources and services - Conducted at the beginning of school year - Obligatory for all undergraduate and graduate students - Giving lecture to large classes 2.Sessions on demand: - Basic sessions: OPAC information searching skills + other functions of the ILMS -Advanced sessions: online database searching skills (EBSCO, Blackwell)	2008 1.Library orientation: What is new? -Review the instruction content and propose a unified content delivery -Using power point to deliver the instruction content 2.Sessions on demand -Basic sessions: What is new: intranet information searching, use of online databases developed by the library (i.e. thesis databases, specialized databases of the Mekong Delta) -Advanced sessions: what is new: Information resources: how to locate, access and evaluate information resources effectively and efficiently. Participants: sign up freely in person or by groups/ classes. Based on the goals and objectives of individuals, the library will design appropriate content and assignments
	2007 1. Library orientation: What is new? -video introducing the library services - library staff give a tour of the library -coordinate with volunteer students in the LIM program in	2009 1.Library orientation: Content will be revised and updated

	guiding new coming students. 2.Sessions on demand: What is new? Internet use Specialized online database searching instruction conducted at required schools and departments.	2.Sessions on demand: Basic session: -What is new: Copyright issue is introduced Assessment of the learning outcomes by surveys Advanced sessions: What is new: Introduction and instruction of ProQuest at each school on campus.
Strengths	-Create a foundation for the development of content delivery of IL for the future. - Instruction librarians gain more experiences in teaching skills and how to teach students locate information efficiently.	-general plan for ILI is proposed -content is more advanced, focus more on how to access and evaluate the effectiveness of information resources - assessment method: survey - prepare to post the survey on the web using Survey Monkey.
Weaknesses	-No plan in ILI design, content, modes of delivery as well as staffing -all of the instruction sessions start at the beginning of school year - instruction content is still simplistic, incoherent: focus on certain existing tools such as OPAC, Google, Ebsco, Blackwell, etc. - No assessment for learning outcomes and student performance	-Not really a formal IL program as it should be. -no detailed agreement on content delivery among instruction librarians - no formal approval for content delivery. - no assessment for student performance and learning outcomes. -no formal instruction librarian team that is in charge of designing, planning, developing, conducting and improving ILI
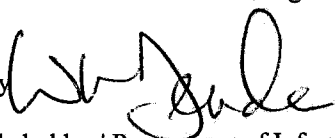
U N I V E R S I T Y   O F   H A W A I ʻ I

Committee on Human Studies

MEMORANDUM

August 18, 2009

TO: Chi Kim Diep
Principal Investigator
Communication and Information Sciences Program

FROM: William H. Dendle
Executive Secretary

SUBJECT: CHS #17322- "Stakeholders' Perceptions of Information Literacy Instruction Programs and a Best Practice Model for Academic Libraries in Vietnam: An Exploratory Embedded Qualitative Case Study"

Your project identified above was reviewed and has been determined to be exempt from Department of Health and Human Services (DHHS) regulations, 45 CFR Part 46. Specifically, the authority for this exemption is section 46.101(b)(2). Your certificate of exemption (Optional Form 310) is enclosed. This certificate is your record of CHS review of this study and will be effective as of the date shown on the certificate.

An exempt status signifies that you will not be required to submit renewal applications for full Committee review <u>as long as that portion of your project involving human subjects remains unchanged.</u> If, during the course of your project, you intend to make changes which may significantly affect the human subjects involved, you should contact this office for guidance prior to implementing these changes.

Any unanticipated problems related to your use of human subjects in this project must be promptly reported to the CHS through this office. This is required so that the CHS can institute or update protective measures for human subjects as may be necessary. In addition, under the University's Assurance with the U.S. Department of Health and Human Services, the University must report certain situations to the federal government. Examples of these reportable situations include deaths, injuries, adverse reactions or unforeseen risks to human subjects. These reports must be made regardless of the source funding or exempt status of your project.

University policy requires you to maintain as an essential part of your project records, any documents pertaining to the use of humans as subjects in your research. This includes any information or materials conveyed to, and received from, the subjects, as well as any executed consent forms, data and analysis results. These records must be maintained for at least three years after project completion or termination. If this is a funded project, you should be aware that these records are subject to inspection and review by authorized representatives of the University, State and Federal governments.

<u>Please notify this office when your project is completed.</u> We may ask that you provide information regarding your experiences with human subjects and with the CHS review process. Upon notification, we will close our files pertaining to your project. Any subsequent reactivation of the project will require a new CHS application. **Please be aware that unless we are notified otherwise, this will automatically expire 5 years from the approval date.**

Please do not hesitate to contact me if you have any questions or require assistance. I will be happy to assist you in any way I can.

Thank you for your cooperation and efforts throughout this review process. I wish you success in this endeavor.

Enclosure

INFORMED CONSENT

UNIVERSITY OF HAWAII

Communication and Information Sciences Program

AGREEMENT TO PARTICIPE IN A RESEARCH STUDY

TITLE OF THE STUDY: Stakeholders' Perceptions of Information Literacy Instruction Programs and a Best Practice Model for Academic Libraries in Vietnam

RESEARCHER: Chi Kim Diep, PhD. Student

                (808)-545-5476

                kimchi@hawaii.edu

Advisor: Dr. Diane Nahl

        nahl@hawaii.edu

This research project is being conducted as a component of a dissertation for a doctoral degree at the University of Hawaii-Manoa, Communication and Information Science Program. The purpose of this exploratory qualitative case study in Vietnam is threefold:

(1) To obtain and understand the perceptions of library administrators, instruction librarians, faculty and students towards the current implementation of information literacy instruction programs in university libraries for undergraduate studies;
(2) To identify challenges to implementing information literacy;
(3) To determine the components of a best practice model for teaching information literacy skills to undergraduate students in academic libraries.

Participation in the project will involve surveys, semi-structured interviews and focus group discussions. Questions will focus on an intensive account of perceptions of different stakeholders including library administrators, faculty, instruction librarians, and 3rd-year students regarding the current implementation of the information literacy programs, major challenges of the integration of IL into the curriculum, what characteristics of the ILI programs that courage students and discourage them from improving their IL skills,, and propose a set of best practices of ILI programs perceived by stakeholders at four public universities in Vietnam.

Data from the surveys, interviews and discussions will be summarized into broad categories. No personal identifying information will be included in the report and with the research results. Each focus group discussion will last between 1.5 to 2 hours. Each interview will last between 0.5 to 1 hours. Each survey will take 15 to 20 minutes to complete. Approximately 300 people will participate in the study. Interviews will not be digitally recorded for the purpose of transcription without your agreement.

The investigator believes there is little or no risk for you to participating in this research project. Participating in this research may be of no direct benefit to you. It is believed, however, that the results from this project will shed light on the importance of taking actions in planning, programming, developing, and enhancing the information literacy programs in academic libraries in Vietnam.

Research data will be confidential to the extent allowed by law. Agencies with research oversight, such as the UH Committee on Human Studies, have the authority to review research data. Digital recordings of all interviews, interview notes, and transcriptions will be stored in the primary investigator's office and on their laptop computer for the duration of the research project. Audio tapes will be destroyed immediately following transcription. All other research records will be destroyed upon completion of the project.

Participation in this research project is completely voluntary. You are free to withdraw from participation at any time during the duration of the project with no penalty, or loss of benefit to which you would otherwise be entitled.

If you have any questions regarding this research project, please contact the researcher/the principle investigator of the research, Chi Kim Diep, at 808-545-5476

If you have any questions regarding your rights as a research participant, please contact the UH Committee on Human Studies at (808) 956-5007, or uhirb@hawaii.edu

CONSENT FORM

Participant:

I have read and understand the above information, and agree to participate in this research project.

_____

Name (printed)

_____   _____

Signature   Date

Đồng ý tham gia vào công trình nghiên cứu

"Quan điểm của các đối tác về chương trình giảng dạy Kiến thức Thông tin và đề

xuất mô hình chuẩn giảng dạy Kiến thức Thông tin

cho thư viện đại học Việt nam"

Chi Kim Diệp, cán bộ nghiên cứu

Khoa Truyền thông và Khoa học Thông tin

Trường Đại học Hawaii tại Manoa

Điện thoại: 808 545 5476

Email: kimchi@hawaii.edu

Hawaii, HI 96822

Nghiên cứu khoa học này là một hợp phần của đề án nghiên cứu Tiến sĩ chuyên ngành Truyền thông và Thông tin, Đại học Tổng hợp Hawaii, Hoa kỳ. Mục đích nghiên cứu của đề án này nhằm:

1. Tìm hiểu quan điểm của cán bộ lãnh đạo thư viện, cán bộ thư viện giảng dạy chương trình Kiến thức thông tin, cán bộ giảng dạy và sinh viên về việc thực hiện chương trình giảng dạy Kiến thức thông tin cho sinh viên các trường đại học Việt Nam;
2. Nghiên cứu các thách thức trong việc thực hiện chương trình Kiến thức thông tin tại các thư viện đại học;
3. Xác định các yếu tố và đặc điểm của một mô hình chuẩn để giảng dạy Kiến thức thông tin cho sinh viên các trường đại học Việt Nam

Nghiên cứu này sẽ sử dụng phương pháp trả lời phiếu điều tra, phỏng vấn sâu và phỏng vấn nhóm tập trung để thu thập thông tin. Các cuộc phỏng vấn tập trung vào vấn đề tìm hiểu về nhận thức của các đối tác bao gồm cán bộ lãnh đạo thư viện, cán bộ thư viện giảng dạy Kiến thức thông tin, cán bộ giảng dạy, sinh viên năm thứ ba tại bốn trường đại học công lập Việt nam về thực trạng chương trình Kiến thức thông tin, các thách thức trong việc tích hợp Kiến thức thông tin vào chương trình giảng dạy đại học, đặc điểm của chương trình Kiến thức thông tin hiện hành đã khuyến khích hoặc cản trở sinh viên hoàn thiện Kiến thức thông tin, và đề xuất một mô hình chương trình

giảng dạy Kiến thức thông tin phù hợp với môi trường đại học Việt nam.

Số liệu thu thập từ cuộc nghiên cứu sẽ được tập hợp và xử lý. Thông tin cá nhân của người tham gia sẽ không được đưa vào báo cáo kết quả đề án dưới bất kỳ hình thức nào. Mỗi cuộc phỏng vấn nhóm tập trung sẽ kéo dài từ 90 đến 120 phút. Mỗi cuộc phỏng vấn cá nhân sẽ kéo dài từ 30 đến 60 phút. Mỗi phiếu điều tra sẽ mất 30 đến 40 phút để trả lời. Sẽ có khoảng 300 người tham gia vào đề tài nghiên cứu. Các cuộc phỏng vấn sẽ không được ghi âm nếu không nhận được sự đồng ý của người được phỏng vấn.

Cán bộ phụ trách nghiên cứu này tin rằng hầu như không có bất cứ rủi ro nào xảy ra đối với người được phỏng vấn. Sự tham gia vào nghiên cứu này có thể không mang lại lợi ích trực tiếp cho ông/bà. Tuy nhiên, kết quả của nghiên cứu này có thể tác động tích cực trong việc lập chương trình, kế hoạch, phát triển và hoàn thiện chương trình Kiến thức thông tin ở các thư viện đại học Việt nam.

 Ông/bà có toàn quyền từ chối cuộc phỏng vấn bất cứ khi nào trong quá trình dự án nghiên cứu được triển khai mà không chịu ràng buộc gì hay chịu ảnh hưởng liên quan đến lợi ích.

Nếu ông/bà có thắc mắc gì liên quan đến nghiên cứu này, xin liên hệ với người phụ trách chính: Chi Kim Diệp tại số 808-545-5476.

Nếu ông/bà có thắc mắc gì liên quan đến quyền tham gia, xin liên hệ với cơ quan chịu trách nhiệm về vấn đề nghiên cứu con người tại đại học Tổng hợp Hawaii tại số (808) 956-5007 hoặc uhirb@hawaii.edu
----
Người được phỏng vấn:
Tôi đã đọc thông tin trên và Đồng ý tham gia vào cuộc phỏng vấn này.

Ký tên, Ngày

_____   _____

Appendix I: Letter of Inquiry to Participate in an Online Survey

Letter of Inquiry by Email

Chi Kim Diep
Doctoral Candidate
Communication and Information Sciences Program
University of Hawaii
Tel: 808-545-5476
Email: kimchi@hawaii.edu

Dear Participant,

I am Chi Kim Diep, a currently doctoral candidate at the University of Hawaii, pursuing a Doctor of Communication and Information Sciences program. Enclosed is the Letter of Inquiry to participate in a research study entitled: "Stakeholders' Perceptions of Information Literacy Instruction Programs and a Best Practice Model for Academic Libraries in Vietnam".

If you are interested in participating in this study, please reply this email with the subject heading "Confirmation" no later than one week from today's date. I will then forward additional information on the study.

Thank you very much for your attention to this matter.

Sincerely,

Chi Kim Diep
Doctoral candidate
Email: kimchi@hawaii.edu
Phone: 808-545-5476

Letter of Inquiry to Participate in an Online Survey

Chi Kim Diep
Doctoral Candidate
Communication and Information Sciences Program
University of Hawaii
Tel: 808-545-5476
Email: kimchi@hawaii.edu

Dear Participant,

I am Chi Kim Diep, a currently doctoral candidate at the University of Hawaii, pursuing a Doctor of Communication and Information Sciences program. I am currently seeking volunteers to participate in a research study entitled: "Stakeholders' Perceptions of Information Literacy Instruction Programs and a Best Practice Model for Academic Libraries in Vietnam".

The purpose of this study is threefold:
1. To investigate how library administrators, instruction librarians, faculty and students perceive the current implementation of information literacy instruction (ILI) programs for undergraduate studies in university libraries in Vietnam;
2. To examine the obstacles in the attempt to include information literacy as a credit-bearing course into the curriculum perceived by library administrators, instruction librarians, and faculty;
3. To identify the characteristics of IL programs that library administrators, instruction librarians, and faculty consider best practices.

This letter of inquiry is to invite your participation in this research study. Your involvement will include conducting an online survey which could last 20-30 minutes to complete. If you are interested in participating in this study, please respond this email with the subject heading "Confirmation" no later than one week from today's date. The link to the survey will be sent to you by email after the researcher receives your confirmation email. Both you and your university will remain anonymous, and your confidentiality will be guaranteed.

Your participation in this study is greatly appreciated. Thank you very much for considering this invitation.

Yours sincerely,

Chi Kim Diep

Appendix G: Letter of Inquiry to Participate in an Interview or Focus Group Discussion

Chi Kim Diep
Doctoral Candidate
Communication and Information Sciences Program
University of Hawaii
Tel: 808-545-5476
Email: kimchi@hawaii.edu

Dear Participant,

I am Chi Kim Diep, a currently doctoral candidate at the University of Hawaii, pursuing a Doctor of Communication and Information Sciences program. I am currently seeking volunteers to participate in a research study entitled: "Stakeholders' Perceptions of Information Literacy Instruction Programs and a Best Practice Model for Academic Libraries in Vietnam".

The purpose of this study is threefold:
1. To investigate how library administrators, instruction librarians, faculty and students perceive the current implementation of information literacy instruction (ILI) programs for undergraduate studies in university libraries in Vietnam;
2. To examine the obstacles in the attempt to include information literacy as a credit-bearing course into the curriculum perceived by library administrators, instruction librarians, and faculty;
3. To identify the characteristics of IL programs that library administrators, instruction librarians, and faculty consider best practices.

Thank you very much for completing the online survey. This letter of inquiry is to invite your continuing participation in this research study. Your involvement will include either a one-on-one interview or focus group discussion which is expected to last 30 minutes to an hour. The interview will be recorded for the purpose of the study. The date, time, and location of the interview/focus group discussion will be at your choice.

If you are interested in participating in this study, please respond this email with the subject heading "Confirmation" no later than one week from today's date. Both you and your university will remain anonymous, and your confidentiality will be guaranteed.

Your participation in this study is greatly appreciated. Thank you very much for considering this invitation.

Yours sincerely,

Chi Kim Diep

Appendix K: Interview and Focus Group Protocols

Stakeholders' Perceptions of Information Literacy Instruction Programs and a Best Practice
Model for Academic Libraries in Vietnam

Thank you very much for participating in this research study on the perceptions of
library administrators, instruction librarians, faculty, and students concerning the
implementation of the information literacy instruction programs conducted at the four
universities, and the investigation of a best practice model of teaching information
literacy for academic libraries in Vietnam.
Your participation in this interview/focus group discussion will be of significant to the
research in gaining a variety of points of views of stakeholders on the best practices of
information literacy instruction in Vietnam.

The entire interview will be recorded and transcribed for the purpose of this study.
The recoded data will be destroyed after the research process is complete. Your
anonymity will be insured. Your name and your institution will not be disclosed in any
circumstances.
At any time during the interview, you are welcome to withdraw from the study or
interrupt me to clarify the questions or include additional thoughts that are crucial to the
study. Please feel free to ask any questions before the interview.

Appendix L: A Survey of Administrators

1. Consent form (in the Online survey form)
2. What is the best translation for the term "Information Literacy" into Vietnamese?
   - ☐ Ky nang thong tin
   - ☐ Kien thuc thong tin
   - ☐ Ky nang su dung tin
   - ☐ Other (specify).
3. Has your library used any information literacy standards?
   - ☐ American Library Association (ALA)
   - ☐ Association of College & Research Libraries (ACRL)
   - ☐ Society of College, National, and University Libraries (SCONUL)
   - ☐ Australian and New Zealand Institute for Information Literacy (ANZIIL)
   - ☐ The International Federation of Library Associations (IFLA)
   - ☐ Aware of them, but not using
   - ☐ Do not know about them
4. There are many definitions and interpretations of information literacy. If you were to develop a definition of information literacy for your institution, please indicate the relative priority of each element from the list below. Number a "1" as highest priority through "7" as lowest priority. Please only use each number once.
   - ☐ Determines the nature and extent of information needed.
   - ☐ Accesses needed information effectively and efficiently.
   - ☐ Evaluates information and its sources critically.
   - ☐ Uses information effectively to accomplish a specific purpose.
   - ☐ Understands the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.
   - ☐ Lifelong learning, independent and continuous learning.
   - ☐ Being aware of information sources and the organization of information; choosing appropriate sources.
5. Has your institution been through the process of accreditation lately?
   - ☐ Yes, go to question 6.
   - ☐ No
6. Please note which accreditation body:
   - ☐ Accreditation Board of Ministry of Education
   - ☐ AUN (ASEAN University Network)
   - ☐ ABET (Accreditation Board for Engineering and Technology)
   - ☐ The institution self-study
   - ☐ Other (specify)
7. In the accreditation standards applied by the university, is information literacy considered a standard for assessing student learning?
   - ☐ Yes
   - ☐ No

8.   Is there a formal document that mandates the teaching of information literacy at your institution or library? (For example, is it part of the university strategic plan, or the library committee mandate?)

- ☐ Yes (specify)
- ☐ No

9.   In your institution, what groups have discussed and are involved in information literacy? Please check all that apply.

- ☐ Librarians
- ☐ Faculty
- ☐ Campus accreditation committee
- ☐ Curriculum committee
- ☐ Other (specify)

10.   Does your library have a clear definition of information literacy available in any formal library documents (i.e. the library Website, the library mission statement)?

- ☐ Yes. Please go to question 10
- ☐ No. Please go to question 11

11.   Does the written mission statement for the information literacy program clearly reflect the contributions of and expected benefits to all institutional constituencies including the library, faculty and students?

- ☐ Yes
- ☐ No

12.   Your institution has a specific information literacy requirement for which of the following target groups? Please check all that apply.

- ☐ Undergraduate students
- ☐ Graduate students
- ☐ General Education
- ☐ Within the major
- ☐ Other (specify)

13.   How long has your library been involved in the information literacy program development?

- ☐ 0-3 years
- ☐ 4-7 years
- ☐ Over 8 years

14.   Who is responsible for teaching information literacy content at your institution?

- ☐ Instruction librarians only
- ☐ Faculty only
- ☐ Team composed of librarians and faculty
- ☐ Instruction librarians coordinated with librarians at schools, colleges

15.   Who designs information literacy instruction programs and services?

- ☐ Each instruction librarian designs his/her own
- ☐ The Head of Information Services (IS) Division
- ☐ Instruction librarians with the supervision of the Head of IS Division
- ☐ Other (specify)

16.   Which division is responsible for supporting technical issues in teaching information literacy?

☐ The Information Technology division

☐ The Information Services division

☐ The Information Services division with the support from the Information Technology division

17. Please specify how the other divisions in the LRC and the branch libraries advocate for information literacy instruction?

18. How do these factors challenge the integration of information literacy into the curriculum?

	Great challenge	Challenge	Moderate challenge	Slight challenge	Not a challenge
a. Limited budget	☐	☐	☐	☐	☐
b. Lack of support from the university authorities	☐	☐	☐	☐	☐
c. Overload of the current packed curriculum	☐	☐	☐	☐	☐
d. Instructional librarians with limited expertise in pedagogy	☐	☐	☐	☐	☐
e. Instructional librarians with limited expertise in librarianship	☐	☐	☐	☐	☐
f. Instructional librarians without having the background in subject knowledge	☐	☐	☐	☐	☐
g. Other mandatory general education courses such as English as a Second Language considered more important than information literacy courses	☐	☐	☐	☐	☐
h. Lack of an understanding of the importance of information literacy to student learning outcomes	☐	☐	☐	☐	☐
i. Lack of collaboration between librarians and faculty	☐	☐	☐	☐	☐

19. How important is information literacy instruction compared to other curricular needs at your institution?

☐ Information literacy compared to information technology literacy

☐ Information literacy compared to English as a Second Language

☐ Information literacy as a requirement for General Education compared to all other subjects for General Education requirements

☐ Information literacy instruction to students compared to information literacy instruction to faculty

□   Information literacy instruction for undergraduate students compared to information literacy instruction for graduate students

20.   I believe that a good model of providing IL is:

□   Information literacy needs to be designed for every course in each discipline on campus.

□   Information literacy needs to be integrated into GE courses

□   Information literacy needs to be assigned as a mandatory course in the curriculum.

□   Information literacy needs to be assigned as an elective course in the curriculum.

21.   In the future, which of the following information literacy activities would be available?

□   Online information literacy instruction tutorials

□   Interaction with instruction librarians via chatting, email, blogging

□   Information literacy as a one-credit course

□   Information literacy as an elective course in General Education

22.   In order to integrate information literacy into the curriculum, faculty need to (check all that apply):

□   Understand what information literacy is

□   Recognize the importance of IL for students learning outcomes

□   Recognize the importance of integrating information literacy into their course

□   Understand how to integrate information literacy into their course

□   Collaborate with lib staff

□   Other (specify)

23.   In order to integrate information literacy into the curriculum, instructional librarians need to (check all that apply):

□   Have the background in subject knowledge

□   Have more time for course planning and design

□   Show that they have the capacity to be in charge of it

□   Involve in the curriculum planning on campus

□   Collaborate with faculty

□   Other (specify)

24.   In order to integrate information literacy into the curriculum, the library administrators need to (check all that apply):

□   Share visions with target stakeholders

□   Get the support from different target stakeholders

□   Coordinate well with schools and departments

□   Plan, design and develop an effective information literacy program

□   Prove that the information literacy program is really effective for student learning outcomes

□   Upgrade the professional skills of instruction librarians

□   Other (specify)

25.   What are the essential elements for successful librarian faculty collaboration? Check all that apply.

□   Shared understood goals

- □ Competence for the task at hand by each of the partners
- □ Ongoing communication
- □ Ability to appreciate differences and not criticize or stereotype others' professions
- □ Mutual respect, tolerate and trust
- □ Other (specify)

26. Please tell the degree of importance of the following skills do you think instruction librarians need to possess in order to create information literacy programs that meet curricular demands?

	Very important	Important	Not sure	Of little importance	Unimportant
Administrative skills	□	□	□	□	□
Assessment and evaluation skills	□	□	□	□	□
Communication skills	□	□	□	□	□
Curriculum knowledge	□	□	□	□	□
Information literacy integration skills	□	□	□	□	□
Instruction design skills	□	□	□	□	□
Leadership skills	□	□	□	□	□
Planning skills	□	□	□	□	□
Presentation skills	□	□	□	□	□
Promotion skills	□	□	□	□	□
Subject expertise	□	□	□	□	□
Teaching skills	□	□	□	□	□

27. Gender: Male   Female
28. Organization:

- □ CTU
- □ DNU
- □ HU
- □ TNU

29. You got your highest degree: in Vietnam □   Abroad □
30. Your highest degree earned: Bachelor □   Masters □   Doctorate □
31. Major:
- □ Library and Information Science

◻   Other(Specify)

32.   In addition to the issues listed in the survey, please feel free to address any issues related to information literacy instruction in which you are interested.

33.   Please fill out a 3-digit code of your choice to get a chance for a souvenir. This code is also used for data management.

1. Giới thiệu

Bảng Khảo sát là một hợp phần của đề tài nghiên cứu Tiến sĩ về Kỹ năng Thông tin. Mục đích của đề tài nhằm tìm hiểu quan điểm của cán bộ lãnh đạo thư viện, cán bộ thư viện, cán bộ giảng dạy và sinh viên về việc thực hiện chương trình hướng dẫn Kỹ năng Thông tin; nghiên cứu các khó khăn trong việc thực hiện chương trình tại các thư viện đại học; đồng thời xác định các yếu tố và đặc điểm của một mô hình chuẩn để hướng dẫn Kỹ năng Thông tin cho sinh viên các trường đại học Việt Nam.

Nếu anh /chị cần trao đổi thêm về đề tài, xin vui lòng liên hệ Diệp Kim Chi, nghiên cứu sinh trường Đại học Hawaii, Hoa kỳ.
Email: kimchi@hawaii.edu

2. Đồng ý tham gia **đề** tài nghiên cứu

Trả lời của anh/ chị trong Bảng Khảo sát sau đây sẽ chỉ được sử dụng cho mục đích phân tích số liệu.

Thông tin cá nhân sẽ không được tiết lộ dưới bất kỳ hình thức nào.

Cán bộ nghiên cứu tin rằng sẽ không có bất kỳ rủi ro nào xảy ra đối với người được phỏng vấn. Sự tham gia vào đề tài nghiên cứu là hoàn toàn tự nguyện.

Kết quả nghiên cứu sẽ tác động tích cực trong việc lập chương trình, kế hoạch, phát triển và hoàn thiện chương trình Kỹ năng Thông tin ở các thư viện đại học Việt nam.

Mời anh/chị dành khoảng 30 phút để trả lời 33 câu hỏi cho Bảng Khảo sát về Kỹ năng Thông tin.

* 1. Xin vui lòng đánh dấu ô thích hợp dưới đây để chứng tỏ anh/chị đồng ý hoặc không đồng ý tham gia vào đề tài nghiên cứu

jn   Tôi hiểu rõ ý kiến nêu trên và ĐỒNG Ý cung cấp thông tin để sử dụng cho mục đích nghiên cứu của đề tài.

jn   Tôi hiểu rõ ý kiến nêu trên và KHÔNG đồng ý cung cấp thông tin để sử dụng cho mục đích nghiên cứu của đề tài.

3. Ý kiến về Kỹ năng Thông tin

Định nghĩa về Kỹ năng Thông tin:

Kỹ năng Thông tin là kiến thức và khả năng giúp mỗi cá nhân nhận biết nhu cầu thông tin, biết cách tìm, khai thác, đánh giá cũng như sử dụng một cách hiệu quả và hợp lý nhất các nguồn thông tin hiện có để phục vụ quá trình học tập và công tác (ALA, 1989).

* 2. Thuật ngữ "Information Literacy" nên dịch sang tiếng Việt như sau:

- ⊙ Kiến thức thông tin

- ⊙ Kỹ năng sử dụng tin

- ⊙ Kỹ năng thông tin

- ⊙ Khác

  [   ]

* 3. Trung tâm hiện sử dụng chuẩn KỸ NĂNG THÔNG TIN nào sau đây:

- ⊙ Hiệp hội Thư viện Hoa kỳ (ALA)

- ⊙ Hiệp hội Thư viện Đại học và Viện Nghiên cứu Hoa kỳ (ACRL)

- ⊙ Hiệp hội Thư viện Quốc gia và Đại học Vương quốc Anh (SCONUL)

- ⊙ Viện Nghiên cứu về KNTT của Úc và New Zealand (ANZIIL)

- ⊙ Hội liên hiệp Thư viện Quốc tế (IFLA)

- ⊙ Nhận thức về các bộ chuẩn quốc tế, nhưng không sử dụng

- ⊙ Không biết về các bộ chuẩn quốc tế

* 4. Nếu được yêu cầu định nghĩa khái niệm KỸ NĂNG THÔNG TIN, anh / chị sẽ sắp xếp thứ tự (từ 1 đến 7) cho các kỹ năng sau đây như thế nào? Anh /chị đánh dấu vào các số cho sẵn để thể hiện trình tự xuất hiện của các kỹ năng. Chỉ sử dụng mỗi số một lần.

	1	2	3	4	5	6	7
Xác định bản chất và phạm vi của thông tin cần tìm.	⊙	⊙	⊙	⊙	⊙	⊙	⊙
Truy cập thông tin một cách hiệu quả và có năng suất.	⊙	⊙	⊙	⊙	⊙	⊙	⊙
Đánh giá thông tin và nguồn thông tin từ nhiều phương diện.	⊙	⊙	⊙	⊙	⊙	⊙	⊙
Sử dụng thông tin một cách hiệu quả để hoàn thành một mục đích cụ thể.	⊙	⊙	⊙	⊙	⊙	⊙	⊙
Am hiểu vấn đề kinh tế, pháp lý và xã hội có liên quan đến việc sử dụng thông tin, qua đó tiếp cận và sử dụng thông tin đúng pháp luật và phù hợp với các chuẩn mực đạo đức.	⊙	⊙	⊙	⊙	⊙	⊙	⊙
Học tập suốt đời, học tập độc lập và học tập thường xuyên.	⊙	⊙	⊙	⊙	⊙	⊙	⊙
Nhận thức về các nguồn thông tin và cách thức tổ chức thông tin; chọn các nguồn thông tin thích hợp.	⊙	⊙	⊙	⊙	⊙	⊙	⊙

* 5. Trường có áp dụng quy trình kiểm định chất lượng?

- Có. Vui lòng chuyển sang câu 6

- Không. Vui lòng chuyển sang câu 7

6. Trường đang áp dụng chuẩn kiểm định chất lượng ban hành bởi:

- Ban kiểm định chất lượng Bộ Giáo dục

- AUN (Mạng lưới các trường Đại học Đông Nam Á)

- ABET (Ủy ban kiểm định chất lượng dành cho khối Kỹ thuật và Công nghệ)

- Ban kiểm định chất lượng trường

- Khác

  [   ]

* 7. Trong văn bản kiểm định chất lượng đại học mà trường đang áp dụng, Kỹ năng Thông tin có phải là một tiêu chí đánh giá kết quả học tập sinh viên?

- Có

- Không

* 8. Trường có văn bản chính thức chỉ đạo công tác hướng dẫn KỸ NĂNG THÔNG TIN không? (Ví dụ, KNTT có phải là một tiêu chí trong kế hoạch chiến lược của trường?)

- Không

- Có. Vui lòng nêu rõ

  [   ]

* 9. Tại trường của anh/chị, các nhóm đối tượng nào có liên quan với chương trình hướng dẫn KỸ NĂNG THÔNG TIN? (Anh / chị có thể chọn nhiều hơn một tùy chọn):

- Cán bộ thư viện

- Cán bộ giảng dạy

- Ủy ban kiểm định chất lượng đào tạo trường

- Ban xây dựng chương trình đào tạo

- Khác

  [   ]

* 10. Trung tâm Học liệu có nêu định nghĩa cụ thể về KỸ NĂNG THÔNG TIN trong các văn bản chính thức không (ví dụ, trên trang web của Trung tâm)?

jn Có. Vui lòng chuyển sang câu 11.

jn Không. Vui lòng chuyển sang câu 12.

11. Sứ mệnh của chương trình hướng dẫn KỸ NĂNG THÔNG TIN có phản ánh cụ thể những lợi ích của KỸ NĂNG THÔNG TIN đến giảng viên và sinh viên?

jn Có

jn Không

* 12. Trung tâm Học liệu hướng dẫn KỸ NĂNG THÔNG TIN cho đối tượng nào sau đây (Anh / chị có thể chọn nhiều hơn một tùy chọn):

∈ Sinh viên đại học

∈ Học viên cao học

∈ Các môn học trong khối kiến thức đại cương

∈ Từng chuyên ngành cụ thể

∈ Khác

[   ]

* 13. Việc hướng dẫn KỸ NĂNG THÔNG TIN đã thực hiện tại Trung tâm được bao nhiêu năm?

jn 0-3 năm

jn 4-7 năm

jn Trên 8 năm

* 14. Ai chịu trách nhiệm hướng dẫn nội dung KỸ NĂNG THÔNG TIN?

jn Cán bộ Phòng Dịch vụ Thông tin

jn Cán bộ giảng dạy

jn Cán bộ Phòng Dịch vụ Thông tin phối hợp với cán bộ giảng dạy

jn Cán bộ Phòng Dịch vụ Thông tin phối hợp với cán bộ thư viện các khoa/ bộ môn

* 15. Ai thiết kế dịch vụ và chương trình hướng dẫn KỸ NĂNG THÔNG TIN?

jn Cán bộ hướng dẫn tự thiết kế

jn Trưởng phòng/ Trưởng nhóm Dịch vụ thông tin

jn Cán bộ hướng dẫn thiết kế với sự giám sát của Trưởng nhóm Dịch vụ thông tin

jn Khác

[   ]

* 16. Bộ phận nào chịu trách nhiệm tích hợp và áp dụng công nghệ thông tin vào hoạt động giảng dạy KỸ NĂNG THÔNG TIN?

jn Phòng Công nghệ Thông tin (CNTT)

jn Phòng Dịch vụ Thông tin (DVTT)

jn Phòng DVTT với sự hỗ trợ của Phòng CNTT

* 17. Anh / chị vui lòng nêu cụ thể sự hỗ trợ của các phòng chức năng trong đơn vị (Phòng CNTT, Phòng DVTT, Phòng Tài nguyên Thông tin) và các Thư viện các Khoa/ Bộ môn trong trường đối với chương trình hướng dẫn KỸ NĂNG THÔNG TIN?

```
                                                              5


                                                              6
```

* 18. Anh/chị vui lòng cho biết mức độ ảnh hưởng của những nhân tố sau đây đối với việc tích hợp KỸ NĂNG THÔNG TIN vào chương trình đào tạo đại cương?

	1 - Rất ảnh hưởng	2 - Ảnh hưởng	3 - Không biết	4 - Ít ảnh hưởng	5 - Không ảnh hưởng
Ngân sách hạn chế	j͡	j͡	j͡	j͡	j͡
Thiếu sự ủng hộ của ban lãnh đạo trường	j͡	j͡	j͡	j͡	j͡
Sự quá tải của chương trình đào tạo	j͡	j͡	j͡	j͡	j͡
Cán bộ thư viện hạn chế về phương pháp sư phạm	j͡	j͡	j͡	j͡	j͡
Cán bộ thư viện hạn chế về chuyên môn thư viện	j͡	j͡	j͡	j͡	j͡
Cán bộ thư viện hạn chế về các lĩnh vực chuyên ngành	j͡	j͡	j͡	j͡	j͡
Sự ưu tiên cho những môn học đại cương khác như Anh văn	j͡	j͡	j͡	j͡	j͡
Thiếu sự hiểu biết về tầm quan trọng của KỸ NĂNG THÔNG TIN với kết quả học tập của sinh viên	j͡	j͡	j͡	j͡	j͡
Thiếu sự phối hợp giữa cán bộ thư viện và cán bộ giảng dạy	j͡	j͡	j͡	j͡	j͡

* 19. Anh/ chị vui lòng cho biết ý kiến về tầm quan trọng của việc hướng dẫn KỸ NĂNG THÔNG TIN:

	1 - Hoàn toàn đồng ý	2 - Đồng ý	3 - Không biết	4 - Không đồng ý	5 - Hoàn toàn không đồng ý
Hướng dẫn KỸ NĂNG THÔNG TIN quan trọng hơn kỹ năng công nghệ thông tin.	jก	jก	jก	jก	jก
Hướng dẫn KỸ NĂNG THÔNG TIN quan trọng hơn việc học tiếng Anh như ngôn ngữ thứ hai.	jก	jก	jก	jก	jก
Hướng dẫn KỸ NĂNG THÔNG TIN quan trọng hơn các môn học khác trong chương trình đào tạo đại cương.	jก	jก	jก	jก	jก
Hướng dẫn KỸ NĂNG THÔNG TIN cho sinh viên quan trọng hơn hướng dẫn KỸ NĂNG THÔNG TIN cho cán bộ giảng dạy.	jก	jก	jก	jก	jก
Hướng dẫn KỸ NĂNG THÔNG TIN cho sinh viên đại học quan trọng hơn cho sinh viên sau đại học.	jก	jก	jก	jก	jก

7. Đề xuất mô hình hướng dẫn Kỹ năng Thông tin

* 20. Theo anh/chị, mô hình hướng dẫn KỸ NĂNG THÔNG TIN hiệu quả là (Anh / chị có thể chọn nhiều hơn một tùy chọn):

- KỸ NĂNG THÔNG TIN được thiết kế bám sát các môn học trong từng ngành học.

- Tích hợp giảng dạy KỸ NĂNG THÔNG TIN vào môn học trong chương trình đào tạo đại cương.

- Đưa KỸ NĂNG THÔNG TIN thành môn học bắt buộc trong chương trình đào tạo đại cương.

- Đưa KỸ NĂNG THÔNG TIN thành môn học tự chọn trong chương trình đào tạo đại cương.

- Khác

```
[                                    ]
```

* 21. Trong tương lai, anh/chị dự kiến các hoạt động hướng dẫn KỸ NĂNG THÔNG TIN nào sau đây sẽ được triển khai? (Anh / chị có thể chọn nhiều hơn một tùy chọn):

- Tài liệu hướng dẫn KỸ NĂNG THÔNG TIN được thiết kế trực tuyến (online).

- Sinh viên liên hệ qua hình thức chat, email, blog với cán bộ thư viện.

- KỸ NĂNG THÔNG TIN được giảng dạy như môn học bắt buộc 1 tín chỉ.

- KỸ NĂNG THÔNG TIN được giảng dạy như môn tự chọn trong chương trình đào tạo đại cương.

- Khác

```
[                                    ]
```

* 22. Để thực hiện tích hợp KỸ NĂNG THÔNG TIN vào chương trình đào tạo, cán bộ giảng dạy cần (Anh / chị có thể chọn nhiều hơn một tùy chọn):

- Hiểu biết về KỸ NĂNG THÔNG TIN.

- Nhận thức tầm quan trọng của KỸ NĂNG THÔNG TIN đối với kết quả học tập của sinh viên.

- Nhận thức tầm quan trọng của việc tích hợp KỸ NĂNG THÔNG TIN vào môn học đại cương.

- Biết cách tích hợp KỸ NĂNG THÔNG TIN vào các môn học.

- Phối hợp với cán bộ thư viện.

- Khác

```
[                                    ]
```

23. Để thực hiện tích hợp KỸ NĂNG THÔNG TIN vào chương trình đào tạo, cán bộ thư viện cần (Anh / chị có thể chọn nhiều hơn một tùy chọn):

- Có kiến thức về một lĩnh vực chuyên ngành, bên cạnh nghiệp vụ thư viện.
- Đầu tư cho việc lập kế hoạch và thiết kế chương trình đào tạo KỸ NĂNG THÔNG TIN.
- Thể hiện được khả năng thực hiện đào tạo KỸ NĂNG THÔNG TIN.
- Tham gia vào việc thiết kế chương trình đào tạo.
- Hợp tác với cán bộ giảng dạy.
- Khác

24. Để thực hiện tích hợp KỸ NĂNG THÔNG TIN vào chương trình đào tạo, Ban lãnh đạo Trung tâm cần (Anh / chị có thể chọn nhiều hơn một tùy chọn):

- Chia sẻ với các thành viên trong ban lãnh đạo trường về tầm quan trọng của KỸ NĂNG THÔNG TIN.
- Được sự ủng hộ của ban lãnh đạo trường.
- Phối hợp tốt với các khoa và bộ môn.
- Lập kế hoạch, thiết kế và xây dựng một chương trình hướng dẫn KỸ NĂNG THÔNG TIN hiệu quả.
- Chứng minh chương trình hướng dẫn KỸ NĂNG THÔNG TIN góp phần nâng cao chất lượng học tập của sinh viên.
- Quan tâm nâng cao kỹ năng nghiệp vụ cho cán bộ thư viện.
- Khác

25. Những yếu tố nào sau đây cần thiết cho sự hợp tác thành công giữa cán bộ thư viện và cán bộ giảng dạy (Anh / chị có thể chọn nhiều hơn một tùy chọn):

- Hiểu và chia sẻ những mục tiêu chung cho việc hợp tác.
- Năng lực chuyên môn của cán bộ giảng dạy và cán bộ thư viện.
- Quá trình thông tin/giao tiếp giữa hai bên có hiệu quả.
- Tôn trọng sự khác biệt về kiến thức chuyên ngành.
- Khả năng thông cảm và sự sẵn lòng học hỏi lẫn nhau.
- Khác

* 26. Anh/chị hãy cho biết mức độ quan trọng của các kỹ năng cán bộ hướng dẫn KỸ NĂNG THÔNG TIN cần trang bị:

	1 - Rất quan trọng	2 - Quan trọng	3 - Không biết	4 - Ít quan trọng	5 - Hoàn toàn không quan trọng
Kỹ năng quản lý	jn	jn	jn	jn	jn
Kỹ năng đánh giá	jn	jn	jn	jn	jn
Kỹ năng giao tiếp	jn	jn	jn	jn	jn
Hiểu biết về khung chương trình đào tạo	jn	jn	jn	jn	jn
Kỹ năng tích hợp KỸ NĂNG THÔNG TIN	jn	jn	jn	jn	jn
Kỹ năng thiết kế bài giảng	jn	jn	jn	jn	jn
Kỹ năng lãnh đạo	jn	jn	jn	jn	jn
Kỹ năng lập kế hoạch	jn	jn	jn	jn	jn
Kỹ năng trình bày	jn	jn	jn	jn	jn
Kỹ năng quảng bá	jn	jn	jn	jn	jn
Kiến thức về một chuyên ngành	jn	jn	jn	jn	jn
Kỹ năng giảng dạy	jn	jn	jn	jn	jn

8. Thông tin cá nhân

* 27. Giới tính:

jn Nam

jn Nữ

* 28. Đơn vị công tác:

jn Đại học Cần thơ

jn Đại học Đà nẵng

jn Đại học Huế

jn Đại học Thái Nguyên

* 29. Bằng cấp cao nhất:

jn Trong nước

jn Nước ngoài

* 30. Học vị:

jn Cử nhân

jn Thạc sĩ

jn Tiến sĩ

* 31. Chuyên ngành:

jn Khoa học Thông tin Thư viện

jn Khác

32. Ngoài các vấn đề đã nêu trong Bảng Khảo sát, anh/ chị vui lòng cho biết thêm ý kiến anh /chị quan tâm về việc hướng dẫn Kỹ năng Thông tin:

* 33. Anh chị vui lòng điền mã số tự chọn gồm 3 chữ số vào ô trống dưới đây.
Mã số được sử dụng để quản lý dữ liệu và bốc thăm may mắn.
Ngoài ra, xin gửi mã số đã chọn qua email: infolit.lrc@gmail.com

9. Lời cảm ơn

Cảm ơn anh /chị đã dành thời gian tham gia cuộc khảo sát.

Appendix N: A Survey of Instruction Librarians

1. Consent form
2. What is the best translation for the term "Information Literacy" into Vietnamese?
   ☐ Ky nang thong tin
   ☐ Kien thuc thong tin
   ☐ Ky nang su dung tin
   ☐ Other
3. Has your library used any information literacy standards?
   ☐ American Library Association (ALA)
   ☐ Association of College & Research Libraries (ACRL)
   ☐ Society of College, National, and University Libraries (SCONUL)
   ☐ Australian and New Zealand Institute for Information Literacy (ANZIIL)
   ☐ The International Federation of Library Associations (IFLA)
   ☐ Aware of them, but not using
   ☐ Do not know about them
4. There are many definitions and interpretations of information literacy. If you were to develop a definition of information literacy for your institution, please indicate the relative priority of each element from the list below. Number a "1" as highest priority through "7" as lowest priority. Please only use each number once.
   ☐ Determines the nature and extent of information needed.
   ☐ Accesses needed information effectively and efficiently.
   ☐ Evaluates information and its sources critically.
   ☐ Uses information effectively to accomplish a specific purpose.
   ☐ Understands the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.
   ☐ Lifelong learning, independent and continuous learning.
   ☐ Being aware of information sources and the organization of information; choosing appropriate sources.
5. Is there a formal document that mandates the teaching of information literacy at your institution or library? (For example, is it part of the university strategic plan, or the library committee mandate?)
   ☐ No
   ☐ Yes. Please specify.
6. Your institution has a specific information literacy requirement for which of the following target groups?
   ☐ All undergraduate students
   ☐ All graduate students
   ☐ General Education
   ☐ Within the major
   ☐ Other. Specify
7. How long has this requirement in existence?
   ☐ 0-3 years
   ☐ 4-7 years

☐ Over 8 years

8.　　Does your library have a clear definition of information literacy available in any formal library documents (i.e. the library Website, the library mission statement)?

　　☐ Yes. Please go to question 9
　　☐ No. Please go to question 10

9.　　Does the written mission statement for the information literacy program clearly reflect the contributions of and expected benefits to all institutional constituencies including the library, faculty and students?

　　☐ Yes
　　☐ No

10.　　Who is responsible for teaching information literacy content at your institution?

　　☐ Librarians only
　　☐ Faculty only
　　☐ Team composed of librarians and faculty
　　☐ Instruction Librarians coordinated with librarians at schools, colleges

11.　　Who designs information literacy instruction programs and services?

　　☐ Each instruction librarian designs his/her own
　　☐ The Head of Information Services (IS) Division
　　☐ Instruction librarians with the supervision of the Head of IS Division
　　☐ Other (specify)

12.　　What are the teaching formats that you have been using in information literacy instruction? Please select all that apply.

　　☐ Library tour and orientation
　　☐ General education core requirements
　　☐ One-on-one consultations
　　☐ Group instruction in traditional classrooms
　　☐ In-depth research consultations and appointments
　　☐ Print instruction aids
　　☐ Web tutorials
　　☐ Other (specify)

13. What have you taught during the information literacy instruction session? Check all that apply.

　　☐ General library instruction
　　☐ Internet Searching
　　☐ How to use the Online Public Access Catalog (OPAC)
　　☐ How to locate, use and evaluate the quality and usefulness of resources databases
　　☐ How to use encyclopedias and other reference resources
　　☐ How to use information legally
　　☐ How to design and structure a research paper
　　☐ How to develop a research topic
　　☐ Other, please specify

14.   Which of the following teaching activities do you use in your information literacy program? Check all that apply.
- ☐ Lecturing
- ☐ Small group or paired problem solving
- ☐ Search exercises
- ☐ Development of research paper
- ☐ Project-based instruction
- ☐ Other (specify)

15.   Which of the following types of assessment methods do you use to know that your students have obtained information literacy skills?
- ☐ Objective tests
- ☐ Surveys
- ☐ Product assessment
- ☐ Classroom assessment techniques (i.e. in-class exercises, hands-on practice)
- ☐ Other (specify)

PLEASE CHECK ONE RESPONSE TO THE ITEMS LISTED BELOW:

16. I believe that my students	1 Strongly agree	2 Agree	3 Not sure	4 Disagree	5 Strongly disagree
a. Are comfortable using information technology for information gathering.	☐	☐	☐	☐	☐
b. Consult instructors in my field to identify information resources used in the field.	☐	☐	☐	☐	☐
c. Consult instruction librarians to identify information resources used in the field.	☐	☐	☐	☐	☐
d. Know how to find high-quality information using traditional print library resources.	☐	☐	☐	☐	☐
e. Know how to evaluate and select high quality information from subscribed library databases.	☐	☐	☐	☐	☐
f. Distinguish between scholarly and non-scholarly information resources.	☐	☐	☐	☐	☐
g. Know how to cite materials	☐	☐	☐	☐	☐

using an appropriate citation style.					
h. Know about the intellectual property and copy right law	☐	☐	☐	☐	☐

17. How do these factors challenge the integration of information literacy into the curriculum?

	Great challenge	Challenge	Moderate challenge	Slight challenge	Not a challenge
a.Limited budget	☐	☐	☐	☐	☐
b.Lack of support from the university authorities	☐	☐	☐	☐	☐
c.Overload of the current packed curriculum	☐	☐	☐	☐	☐
d.Instructional librarians with limited expertise in pedagogy	☐	☐	☐	☐	☐
e.Instructional librarians with limited expertise in librarianship	☐	☐	☐	☐	☐
f.Instructional librarians without having the background in subject knowledge	☐	☐	☐	☐	☐
g.Other mandatory general education courses considered more important than information literacy courses	☐	☐	☐	☐	☐
h.Lack of an understanding of the importance of information literacy to student learning outcomes	☐	☐	☐	☐	☐
i.Lack of collaboration between librarians and faculty	☐	☐	☐	☐	☐

18. How important is information literacy instruction compared to other curricular needs at your institution?	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
a. Information literacy is more important than information technology literacy	☐	☐	☐	☐	☐

b. Information literacy is more important than English as a Second Language	☐	☐	☐	☐	☐
c. IL as a requirement for General Education is more important than all other subjects for General Education requirements	☐	☐	☐	☐	☐
d. ILI to students is more important than ILI to faculty	☐	☐	☐	☐	☐
e. ILI for undergraduate students compared to ILI for graduate students	☐	☐	☐	☐	☐

19. I believe that a good model of providing IL is:
    - ☐ Information literacy needs to be designed for every course in each discipline on campus.
    - ☐ Information literacy needs to be integrated into GE courses
    - ☐ Information literacy needs to be assigned as a mandatory course in the curriculum.
    - ☐ Information literacy needs to be assigned as an elective course in the curriculum.

20. In the future, which of the following information literacy activities would be available?

    - ☐ Online information literacy instruction tutorials
    - ☐ Interaction with instruction librarians via chatting, email, blogging
    - ☐ Information literacy as a one-credit course
    - ☐ Information literacy as an elective course in General Education

21. In order to integrate information literacy into the curriculum, the **faculty** need to (Please check all that apply):
    - ☐ Understand what information literacy is
    - ☐ Recognize the importance of IL for students learning outcomes
    - ☐ Recognize the importance of integrating information literacy into their course
    - ☐ Understand how to integrate information literacy into their course
    - ☐ Collaborate with lib staff
    - ☐ Other (specify).

22. In order to integrate information literacy into the curriculum, instructional librarians need to (check all that apply):
    - ☐ Have the background in subject knowledge
    - ☐ Have more time for course planning and design

    ☐   Show that they have the capacity to be in charge of it

    ☐   Involve in the curriculum planning on campus

    ☐   Collaborate with faculty

    ☐   Other (specify)

23.   In order to integrate information literacy into the curriculum, the library administrators need to (check all that apply):

    ☐   Share visions with target stakeholders

    ☐   Get the support from different target stakeholders

    ☐   Coordinate well with schools and departments

    ☐   Plan, design and develop an effective information literacy program

    ☐   Prove that the information literacy program is effective for student learning outcomes

    ☐   Upgrade the professional skills of instruction librarians

    ☐   Other

24.   What are the essential elements for successful librarian faculty collaboration? Check all that apply.

    ☐   Shared understood goals

    ☐   Competence for the task at hand by each of the partners

    ☐   Ongoing communication

    ☐   Ability to appreciate differences and not criticize or stereotype others' professions

    ☐   Mutual respect, tolerate and trust

    ☐   Other (specify)

25.   Please tell the degree of importance of the following skills do you think instruction librarians need to possess in order to create information literacy programs that meet curricular demands?

	Very important	Important	Not sure	Of little importance	Unimportant
Administrative skills	☐	☐	☐	☐	☐
Assessment and evaluation skills	☐	☐	☐	☐	☐
Communication skills	☐	☐	☐	☐	☐
Curriculum knowledge	☐	☐	☐	☐	☐
Information literacy integration skills	☐	☐	☐	☐	☐
Instruction design skills	☐	☐	☐	☐	☐
Leadership skills	☐	☐	☐	☐	☐
Planning skills	☐	☐	☐	☐	☐

Presentation skills	☐	☐	☐	☐	☐
Promotion skills	☐	☐	☐	☐	☐
Subject expertise	☐	☐	☐	☐	☐
Teaching skills	☐	☐	☐	☐	☐

26. Gender: Male ☐   Female ☐
27.   Institution
    ☐ CTU
    ☐ DNU
    ☐ HU
    ☐ TNU

28.   You got your highest degree: in Vietnam ☐   Abroad ☐

29.   Your highest degree earned: Bachelor ☐   Masters ☐   Doctorate ☐

30. Major: Library and Information Science ☐ther: ☐……………
31.   How long have you been teaching information literacy?
    ☐ 1 year
    ☐ 2 - 3 years
    ☐ More than 3 years

32.   Is instruction your full time job?   Yes ☐   No ☐   Go to question 33
33.   What academic responsibilities do you have besides teaching
        information literacy? Please specify.
34.   Have you experienced any conflicts between your interests in teaching
        information literacy and your current responsibilities?
    ☐ No
    ☐ Yes. Please specify.
35.   How much time for each session do you spend on preparation, teaching, and
course management?
    ☐ 2 hours or less
    ☐ 3- 5 hours
    ☐ More than 5 hours
36. The majority of your students are:
    ☐ Undergraduate students
    ☐ Graduate students
    ☐ Other (specify)
37.   How long does an information literacy session last? Please check all that apply.
    ☐ Less than 60 minutes
    ☐ 61-120 minutes

- 121-180 minutes
- Other

38.   With the time period as you stated in question 38, in the past year on average, how many information literacy instruction sessions have you offered?
- Less than 10 sessions
- 11- 20 sessions
- More than 20 sessions

39.   How many students attend each session according to what you stated in question 38?
- Less than 20 students
- 21-29 students
- 30-39 students
- 40 students or more
- Other

40.   In addition to the issues listed in the survey, please feel free to address any issues related to information literacy instruction in which you are interested.

41.   Please fill out a 3-digit code of your choice to get a chance for a souvenir. This code is also used for data management.

1. Giới thiệu

Bảng Khảo sát là một hợp phần của đề tài nghiên cứu Tiến sĩ về Kỹ năng Thông tin. Mục đích của đề tài nhằm tìm hiểu quan điểm của cán bộ lãnh đạo thư viện, cán bộ thư viện, cán bộ giảng dạy và sinh viên về việc thực hiện chương trình hướng dẫn Kỹ năng Thông tin; nghiên cứu các khó khăn trong việc thực hiện chương trình tại các thư viện đại học; đồng thời xác định các yếu tố và đặc điểm của một mô hình chuẩn để hướng dẫn Kỹ năng Thông tin cho sinh viên các trường đại học Việt Nam.

Nếu anh /chị cần trao đổi thêm về đề tài, xin vui lòng liên hệ Diệp Kim Chi, nghiên cứu sinh trường Đại học Hawaii, Hoa kỳ.
Email: kimchi@hawaii.edu

2. Đồng ý tham gia đề tài nghiên cứu

Trả lời của anh/ chị trong Bảng Khảo sát sau đây sẽ chỉ được sử dụng cho mục đích phân tích số liệu.

Thông tin cá nhân sẽ không được tiết lộ dưới bất kỳ hình thức nào.

Cán bộ nghiên cứu tin rằng sẽ không có bất kỳ rủi ro nào xảy ra đối với người được phỏng vấn. Sự tham gia vào đề tài nghiên cứu là hoàn toàn tự nguyện.

Kết quả nghiên cứu sẽ tác động tích cực trong việc lập chương trình, kế hoạch, phát triển và hoàn thiện chương trình Kỹ năng Thông tin ở các thư viện đại học Việt nam.

Mời anh/chị dành khoảng 40 phút để trả lời 41 câu hỏi cho Bảng Khảo sát về Kỹ năng Thông tin.

* 1. Xin vui lòng đánh dấu ô thích hợp dưới đây để chứng tỏ anh/chị đồng ý hoặc không đồng ý tham gia vào đề tài nghiên cứu:

jn Tôi hiểu rõ ý kiến nêu trên và ĐỒNG Ý cung cấp thông tin để sử dụng cho mục đích nghiên cứu đề tài.

jn Tôi hiểu rõ ý kiến nêu trên và KHÔNG đồng ý cung cấp thông tin để sử dụng cho mục đích nghiên cứu đề tài.

435

3. Ý kiến về Kỹ năng Thông tin

Định nghĩa về Kỹ năng Thông tin:

Kỹ năng Thông tin là kiến thức và khả năng giúp mỗi cá nhân nhận biết nhu cầu thông tin, biết cách tìm, khai thác, đánh giá cũng như sử dụng một cách hiệu quả và hợp lý nhất các nguồn thông tin hiện có để phục vụ quá trình học tập và công tác (ALA, 1989).

* 2. Thuật ngữ "Information Literacy" nên dịch sang tiếng Việt như sau:

     jn a. Kiến thức thông tin

     jn b. Kỹ năng sử dụng tin

     jn c. Kỹ năng thông tin

     jn d. Khác

     [   ]

* 3. Trung tâm hiện sử dụng chuẩn KỸ NĂNG THÔNG TIN nào sau đây:

     jn a. Hiệp hội Thư viện Hoa kỳ (ALA)

     jn b. Hiệp hội Thư viện Đại học và Viện Nghiên cứu Hoa kỳ (ACRL)

     jn c. Hiệp hội Thư viện Quốc gia và Đại học Vương quốc Anh (SCONUL)

     jn d. Viện Nghiên cứu về KNTT của Úc và New Zealand (ANZIIL)

     jn e. Hội liên hiệp Thư viện Quốc tế (IFLA)

     jn f. Nhận thức về các bộ chuẩn quốc tế, nhưng không sử dụng

     jn g. Không biết về các bộ chuẩn quốc tế

*4. Nếu được yêu cầu định nghĩa khái niệm KỸ NĂNG THÔNG TIN, anh / chị sẽ sắp xếp thứ tự (từ 1 đến 7) cho các kỹ năng sau đây như thế nào? Anh /chị đánh dấu vào các số cho sẵn để thể hiện trình tự xuất hiện của các kỹ năng. Chỉ sử dụng mỗi số một lần.

	1	2	3	4	5	6	7
a. Xác định bản chất và phạm vi của thông tin cần tìm.	jn	jn	jn	jn	jn	jn	jn
b. Truy cập thông tin một cách hiệu quả và có năng suất.	jn	jn	jn	jn	jn	jn	jn
c. Đánh giá thông tin và nguồn thông tin từ nhiều phương diện.	jn	jn	jn	jn	jn	jn	jn
d. Sử dụng thông tin một cách hiệu quả để hoàn thành một mục đích cụ thể.	jn	jn	jn	jn	jn	jn	jn
e. Am hiểu vấn đề kinh tế, pháp lý và xã hội có liên quan đến việc sử dụng thông tin, qua đó tiếp cận và sử dụng thông tin đúng pháp luật và phù hợp với các chuẩn mực đạo đức.	jn	jn	jn	jn	jn	jn	jn
f. Học tập suốt đời, học tập độc lập và học tập thường xuyên.	jn	jn	jn	jn	jn	jn	jn
g. Nhận thức về các nguồn thông tin và cách thức tổ chức thông tin; chọn các nguồn thông tin thích hợp.	jn	jn	jn	jn	jn	jn	jn

*5. Trường có ban hành văn bản chính thức chỉ đạo công tác hướng dẫn KỸ NĂNG THÔNG TIN không? (Ví dụ, KNTT có phải là một tiêu chí trong kế hoạch chiến lược của trường?)

jn   a. Không

jn   b. Có

[   ]

*6. Trung tâm Học liệu hướng dẫn KỸ NĂNG THÔNG TIN cho đối tượng nào sau đây (Anh / chị có thể chọn nhiều hơn một tùy chọn):

∈   a. Sinh viên đại học

∈   b. Học viên cao học

∈   c. Các môn học trong khối kiến thức đại cương

∈   d. Từng chuyên ngành cụ thể

∈   e. Khác

[   ]

*7. Việc hướng dẫn KỸ NĂNG THÔNG TIN đã thực hiện tại Trung tâm được bao nhiêu năm?

jn   a. 0-3 năm

jn   b. 4-7 năm

jn   c. Trên 8 năm

437

* 8. Trung tâm có nêu định nghĩa cụ thể về KỸ NĂNG THÔNG TIN trong các văn bản chính thức không (ví dụ, trên trang web của Trung tâm)?

jn a. Có. Vui lòng chuyển sang câu 9.

jn b. Không. Vui lòng chuyển sang câu 10.

9. Sứ mệnh của chương trình hướng dẫn KỸ NĂNG THÔNG TIN có phản ánh lợi ích của KỸ NĂNG THÔNG TIN đến giảng viên và sinh viên?

jn a. Có

jn b. Không

* 10. Ai chịu trách nhiệm hướng dẫn nội dung KỸ NĂNG THÔNG TIN?

jn a. Cán bộ phòng Dịch vụ Thông tin (DVTT)

jn b. Cán bộ giảng dạy

jn c. Cán bộ phòng DVTT phối hợp với cán bộ giảng dạy

* 11. Ai thiết kế dịch vụ và chương trình hướng dẫn KỸ NĂNG THÔNG TIN?

jn a. Cán bộ hướng dẫn tự thiết kế

jn b. Trưởng phòng/ Trưởng nhóm Dịch vụ thông tin

jn c. Cán bộ hướng dẫn thiết kế với sự giám sát của Trưởng phòng/nhóm Dịch vụ thông tin

jn d. Khác

_____

* 12. Anh / chị hướng dẫn KỸ NĂNG THÔNG TIN theo phương thức nào dưới đây? (Anh / chị có thể chọn nhiều hơn một tùy chọn):

€ a. Tham quan và định hướng sử dụng thư viện

€ b. Các buổi sinh hoạt chuyên đề dành cho sinh viên năm nhất

€ c. Bám sát yêu cầu cốt lõi trong nội dung giáo dục đại cương

€ d. Tư vấn trực tiếp cho một cá nhân

€ e. Hướng dẫn theo nhóm qua các lớp học truyền thống

€ f. Các cuộc hẹn tư vấn nghiên cứu chuyên sâu

€ g. Các tài liệu hướng dẫn dạng in ấn

€ h. Hướng dẫn tự học trực tuyến

€ i. Khác

_____

* 13. Anh /chị hướng dẫn KỸ NĂNG THÔNG TIN theo nội dung nào dưới đây? (Anh/chị có thể chọn nhiều hơn một tùy chọn):

- a. Cách sử dụng Trung tâm Học liệu

- b. Cách tìm tin trên Internet

- c. Cách tìm tài liệu bằng thư mục trực tuyến (OPAC)

- d. Cách tìm, khai thác, đánh giá và sử dụng thông tin từ các cơ sở dữ liệu chuyên ngành

- e. Cách sử dụng các loại tài liệu tham khảo

- f. Cách sử dụng thông tin một cách hợp pháp

- g. Cách thiết kế và cấu trúc của một đề tài nghiên cứu

- h. Cách phát triển một đề tài nghiên cứu

- i. Khác

* 14. Anh/chị thực hiện những hoạt động giảng dạy nào dưới đây khi hướng dẫn KỸ NĂNG THÔNG TIN? (Anh / chị có thể chọn nhiều hơn một tùy chọn):

- a. Thuyết trình

- b. Thực hành trong nhóm

- c. Bai tap tim kiem thong tin

- d. Hướng dẫn thực hiện đề tài nghiên cứu

- e. Dạy bằng phương pháp đặt vấn đề/ giải quyết tình huống

- f. Khác

* 15. Anh/chị sử dụng phương pháp nào để đánh giá KỸ NĂNG THÔNG TIN của sinh viên? (Anh / chị có thể chọn nhiều hơn một tùy chọn):

- a. Bài kiểm tra
- b. Khảo sát
- c. Đánh giá sản phẩm/bài tập/bài nghiên cứu của sinh viên
- d. Đánh giá các biểu hiện trên lớp (qua các bài tập nhỏ, bài thực hành trên lớp)
- e. Khác

* 16. Anh/chị vui lòng cho biết ý kiến về KỸ NĂNG THÔNG TIN của sinh viên sau khi hoàn thành các lớp hướng dẫn:

	1 - Hoàn toàn đồng ý	2 - Đồng ý	3 - Không biết	4 - Không đồng ý	5 - Hoàn toàn không đồng ý
a. Tôi cảm thấy sinh viên tự tin khi sử dụng công nghệ thông tin để khai thác và tổng hợp thông tin.					
b. Sinh viên biết tham khảo ý kiến của cán bộ giảng dạy trong bộ môn/khoa về những nguồn thông tin chuyên ngành.					
c. Sinh viên biết tham khảo ý kiến của cán bộ thư viện về những nguồn thông tin chuyên ngành.					
d. Sinh viên biết cách tìm kiếm thông tin chất lượng cao trong các nguồn thông tin in ấn.					
e. Sinh viên biết cách đánh giá và chọn lọc thông tin chất lượng cao trong các cơ sở dữ liệu chuyên ngành.					
f. Sinh viên biết phân biệt giữa các nguồn thông tin mang tính chất học thuật với các nguồn mang tính phổ thông.					
g. Sinh viên biết cách trích dẫn tài liệu sử dụng các chuẩn trích dẫn thích hợp.					
h. Sinh viên ý thức về quyền sở hữu trí tuệ và bản quyền.					

* 17. Anh/chị vui lòng cho biết mức độ ảnh hưởng của những nhân tố sau đây đối với việc tích hợp KỸ NĂNG THÔNG TIN vào chương trình đào tạo đại cương?

	1 - Rất ảnh hưởng	2 - Ảnh hưởng	3 - Không biết	4 - Ít ảnh hưởng	5 - Không ảnh hưởng
a. Ngân sách hạn chế	j⌐	j⌐	j⌐	j⌐	j⌐
b. Thiếu sự ủng hộ của ban lãnh đạo trường	j⌐	j⌐	j⌐	j⌐	j⌐
c. Sự quá tải của chương trình đào tạo	j⌐	j⌐	j⌐	j⌐	j⌐
d. Cán bộ thư viện hạn chế về phương pháp sư phạm	j⌐	j⌐	j⌐	j⌐	j⌐
e. Cán bộ thư viện hạn chế về chuyên môn thư viện	j⌐	j⌐	j⌐	j⌐	j⌐
f. Cán bộ thư viện hạn chế về các lĩnh vực chuyên ngành	j⌐	j⌐	j⌐	j⌐	j⌐
g. Sự ưu tiên hơn cho những môn học đại cương khác (v.d.: Anh văn)	j⌐	j⌐	j⌐	j⌐	j⌐
h. Thiếu sự hiểu biết về tầm quan trọng của KỸ NĂNG THÔNG TIN với kết quả học tập của sinh viên	j⌐	j⌐	j⌐	j⌐	j⌐
i. Thiếu sự phối hợp giữa cán bộ thư viện và cán bộ giảng dạy	j⌐	j⌐	j⌐	j⌐	j⌐

7. Tầm quan trọng của Kỹ năng Thông tin

* 18. Anh / chị vui lòng cho biết ý kiến về tầm quan trọng của việc hướng dẫn KỸ NĂNG THÔNG TIN:

	1 - Hoàn toàn đồng ý	2 - Đồng ý	3 - Không biết	4 - Không đồng ý	5 - Hoàn toàn không đồng ý
a. Hướng dẫn KỸ NĂNG THÔNG TIN quan trọng hơn kỹ năng công nghệ thông tin.	jn	jn	jn	jn	jn
b. Hướng dẫn KỸ NĂNG THÔNG TIN quan trọng hơn việc học tiếng Anh như ngôn ngữ thứ hai.	jn	jn	jn	jn	jn
c. Hướng dẫn KỸ NĂNG THÔNG TIN quan trọng hơn các môn học khác trong chương trình đào tạo đại cương.	jn	jn	jn	jn	jn
d. Hướng dẫn KỸ NĂNG THÔNG TIN cho sinh viên quan trọng hơn hướng dẫn KỸ NĂNG THÔNG TIN cho cán bộ giảng dạy.	jn	jn	jn	jn	jn
e. Hướng dẫn KỸ NĂNG THÔNG TIN cho sinh viên quan trọng hơn hướng dẫn KỸ NĂNG THÔNG TIN cho học viên cao học.	jn	jn	jn	jn	jn

* 19. Theo anh/chị, mô hình hướng dẫn KỸ NĂNG THÔNG TIN hiệu quả là (Anh / chị có thể chọn nhiều hơn một tùy chọn):

∈ a. KỸ NĂNG THÔNG TIN được thiết kế bám sát các môn học trong từng ngành học.

∈ b. Tích hợp giảng dạy KỸ NĂNG THÔNG TIN vào môn học trong chương trình đào tạo đại cương.

∈ c. Đưa KỸ NĂNG THÔNG TIN thành môn học bắt buộc trong chương trình đào tạo đại cương.

∈ d. Đưa KỸ NĂNG THÔNG TIN thành môn học tự chọn trong chương trình đào tạo đại cương.

∈ e. Khác

<!-- text input box -->

* 20. Trong tương lai, anh/chị dự kiến các hoạt động hướng dẫn KỸ NĂNG THÔNG TIN nào sau đây sẽ được triển khai? (Anh / chị có thể chọn nhiều hơn một tùy chọn):

∈ a. Tài liệu hướng dẫn KỸ NĂNG THÔNG TIN được thiết kế trực tuyến (online).

∈ b. Sinh viên liên hệ qua hình thức chat, email, blog với cán bộ thư viện.

∈ c. KỸ NĂNG THÔNG TIN được giảng dạy như môn học bắt buộc 1 tín chỉ.

∈ d. KỸ NĂNG THÔNG TIN được giảng dạy như môn tự chọn trong chương trình đào tạo đại cương.

∈ e. Khác

<!-- text input box -->

* 21. Để thực hiện tích hợp KỸ NĂNG THÔNG TIN vào chương trình đào tạo, cán bộ giảng dạy cần (Anh / chị có thể chọn nhiều hơn một tùy chọn):

∈ a. Hiểu biết về KỸ NĂNG THÔNG TIN.

∈ b. Nhận thức tầm quan trọng của KỸ NĂNG THÔNG TIN đối với kết quả học tập của sinh viên.

∈ c. Nhận thức tầm quan trọng của việc tích hợp KỸ NĂNG THÔNG TIN vào môn học đại cương.

∈ d. Biết cách tích hợp KỸ NĂNG THÔNG TIN vào môn học.

∈ Phối hợp với cán bộ thư viện.

∈ e. Khác

<!-- text input box -->

* 22. Để thực hiện tích hợp KỸ NĂNG THÔNG TIN vào chương trình đào tạo, cán bộ thư viện cần (Anh / chị có thể chọn nhiều hơn một tùy chọn):

⊜   a. Có kiến thức về một lĩnh vực chuyên ngành, bên cạnh nghiệp vụ thư viện.

⊜   b. Đầu tư cho việc lập kế hoạch và thiết kế chương trình đào tạo KỸ NĂNG THÔNG TIN.

⊜   c. Thể hiện được khả năng thực hiện đào tạo KỸ NĂNG THÔNG TIN.

⊜   d. Tham gia vào việc thiết kế khung chương trình đào tạo của trường.

⊜   e. Hợp tác với cán bộ giảng dạy.

⊜   f. Khác

```
                                        
```

* 23. Để thực hiện tích hợp KỸ NĂNG THÔNG TIN vào chương trình đào tạo, lãnh đạo thư viện cần (Anh / chị có thể chọn nhiều hơn một tùy chọn):

⊜   a. Chia sẻ với các thành viên trong ban lãnh đạo trường về tầm quan trọng của KỸ NĂNG THÔNG TIN.

⊜   b. Được sự ủng hộ của ban lãnh đạo trường.

⊜   c. Phối hợp tốt với các khoa và bộ môn.

⊜   d. Lập kế hoạch, thiết kế và xây dựng một chương trình hướng dẫn KỸ NĂNG THÔNG TIN hiệu quả.

⊜   e. Chứng minh chương trình hướng dẫn KỸ NĂNG THÔNG TIN góp phần nâng cao chất lượng học tập của sinh viên.

⊜   f. Quan tâm nâng cao kỹ năng nghiệp vụ cho cán bộ thư viện.

⊜   g. Khác

```
                                        
```

* 24. Những yếu tố nào sau đây cần thiết cho sự hợp tác thành công giữa cán bộ thư viện và cán bộ giảng dạy (Anh / chị có thể chọn nhiều hơn một tùy chọn):

⊜   a. Hiểu và chia sẻ những mục tiêu chung cho việc hợp tác.

⊜   b. Năng lực chuyên môn của cán bộ giảng dạy và cán bộ thư viện.

⊜   c. Quá trình thông tin/giao tiếp giữa hai bên có hiệu quả.

⊜   d. Tôn trọng sự khác biệt về kiến thức chuyên ngành giữa hai bên.

⊜   e. Khả năng thông cảm và sự sẵn lòng học hỏi lẫn nhau.

⊜   f. Khác

```
                                        
```

* 25. Anh/chị vui lòng cho biết mức độ quan trọng của các kỹ năng cán bộ phụ trách hướng dẫn chương trình KỸ NĂNG THÔNG TIN cần trang bị:

	1 - Rất quan trọng	2 - Quan trọng	3 - Không biết	4 - Ít quan trọng	5 - Hoàn toàn không quan trọng
a. Kỹ năng quản lý	jn	jn	jn	jn	jn
b. Kỹ năng đánh giá	jn	jn	jn	jn	jn
c. Kỹ năng giao tiếp	jn	jn	jn	jn	jn
d. Hiểu biết về khung chương trình đào tạo	jn	jn	jn	jn	jn
e. Kỹ năng tích hợp KỸ NĂNG THÔNG TIN	jn	jn	jn	jn	jn
f. Kỹ năng thiết kế bài giảng	jn	jn	jn	jn	jn
g. Kỹ năng lãnh đạo	jn	jn	jn	jn	jn
h. Kỹ năng lập kế hoạch	jn	jn	jn	jn	jn
i. Kỹ năng trình bày	jn	jn	jn	jn	jn
j. Kỹ năng quảng bá	jn	jn	jn	jn	jn
k. Kiến thức về một chuyên ngành	jn	jn	jn	jn	jn
l. Kỹ năng giảng dạy	jn	jn	jn	jn	jn

9. Thông tin cá nhân

* 26. Giới tính:

j a. Nam

j b. Nữ

* 27. Đơn vị công tác:

j a. Đại học Cần thơ

j b. Đại học Đà nẵng

j c. Đại học Huế

j d. Đại học Thái Nguyên

* 28. Bằng cấp cao nhất:

j a. Trong nước

j b. Nước ngoài

* 29. Học vị:

j a. Cử nhân

j b. Thạc sĩ

j c. Tiến sĩ

* 30. Chuyên ngành:

j a. Khoa học Thông tin Thư viện

j b. Khác

* 31. Anh/chị hướng dẫn KỸ NĂNG THÔNG TIN được bao nhiêu năm?

j a. 1 năm

j b. 2 - 3 năm

j c. Trên 3 năm

* 32. Việc hướng dẫn KỸ NĂNG THÔNG TIN có phải là công việc toàn thời gian của anh/chị?

j a. Có

j b. Không. Chuyển đến câu 33

* 33. Anh/chị đảm nhận công tác nào khác ngoài hướng dẫn KỸ NĂNG THÔNG TIN?

> 5
> 6

* 34. Việc hướng dẫn KỸ NĂNG THÔNG TIN có gây khó khăn cho nhiệm vụ chính mà anh/chị đang đảm nhận?

ʝ⋔ a. Không

ʝ⋔ b. Có

* 35. Anh/chị dành bao nhiêu thời gian để chuẩn bị bài giảng cho một buổi dạy KỸ NĂNG THÔNG TIN?

ʝ⋔ a. 2 giờ hoặc ít hơn

ʝ⋔ b. 3- 5 giờ

ʝ⋔ c. Trên 5 giờ

* 36. Đối tượng người học chủ yếu là:

∈ a. Sinh viên đại học

∈ b. Học viên cao học

∈ c. Khác

* 37. Mỗi buổi hướng dẫn KỸ NĂNG THÔNG TIN trung bình kéo dài bao nhiêu phút? (Anh / chị có thể chọn nhiều hơn một tùy chọn):

∈ a. 60 phút hoặc ít hơn

∈ b. 61 - 120 phút

∈ c. 121 - 180 phút

∈ d. Khác

* 38. Với thời lượng đã nêu ở câu 37, trong năm qua, anh/chị đã dạy trung bình bao nhiêu lớp hướng dẫn KỸ NĂNG THÔNG TIN?

- a. Dưới 10 lớp
- b. 11- 20 lớp
- c. Hơn 20 lớp

* 39. Có bao nhiêu sinh viên tham dự lớp hướng dẫn tương ứng với thời lượng đã nêu ở câu 37? (Anh / chị có thể chọn hơn một tùy chọn)

- a. 20 sinh viên hoặc ít hơn
- b. 21-29 sinh viên
- c. 30-39 sinh viên
- d. Hơn 40 sinh viên
- e. Khác

40. Ngoài các vấn đề đã nêu trong Bảng Khảo sát, anh/ chị vui lòng cho biết thêm ý kiến mà anh /chị quan tâm về việc hướng dẫn Kỹ năng Thông tin:

* 41. Anh / chị vui lòng điền mã số tự chọn gồm 3 chữ số vào ô trống dưới đây. Ngoài ra, xin gửi mã số đã chọn qua email: infolit.lrc@gmail.com để tham gia chương trình bốc thăm.

10. Lời cảm ơn

Cảm ơn anh / chị đã dành thời gian tham gia cuộc khảo sát.

Appendix P: A Survey of Faculty

1. Consent form
2. I teach my students information literacy skills in the following ways (Please check all that apply):
   - ☐ a. Requiring a research paper or project
   - ☐ b. Showing students how to use, access, evaluate and cite specific resources
   - ☐ c. Asking instruction librarians to provide instructional sessions
   - ☐ d. Allowing a librarian to contribute assignment/ activity development
   - ☐ e. Other (specify)

3. Please give your opinion for the following statements	1 Strongly Agree	2 Agree	3 Not sure	4 Disagree	5 Strongly Disagree
a. I think the library should take the lead in implementing information literacy instruction.	☐	☐	☐	☐	☐
b. I believe that the librarians at my campus teach the students information literacy skills that complement my academic area.	☐	☐	☐	☐	☐
c. I encourage my students to seek assistance from professional librarians with their course projects.	☐	☐	☐	☐	☐
d. It is important for faculty in my field to assign projects for their students that require library research skills.	☐	☐	☐	☐	☐
e. I design my course assignments so I can coordinate with instruction librarians in teaching students research skills.	☐	☐	☐	☐	☐
f. I believe I can teach my students about information literacy skills embedded in my courses without seeking assistance from librarians.	☐	☐	☐	☐	☐
g. I do not have time to integrate	☐	☐	☐	☐	☐

library related assignments into my courses.					
h. I believe that only students in certain disciplines need to learn information literacy skills, rather than all students.	☐	☐	☐	☐	☐

4.   I use the following **types of assessment methods** to know that my students have obtained information literacy skills (Please check all that apply):

      ☐   a. Objective tests

      ☐   b. Surveys

      ☐   c. Product assessment

      ☐   d. Classroom assessment techniques (i.e. in-class exercises, hands-on practice)

      ☐   e. Other (specify)

5. I believe that my students	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
a. Are comfortable using information technology for information gathering.	☐	☐	☐	☐	☐
b. Consult instructors in my field to identify information resources used in the field.	☐	☐	☐	☐	☐
c. Consult instruction librarians to identify information resources used in the field.	☐	☐	☐	☐	☐
d. Know how to find high-quality information using traditional print library resources.	☐	☐	☐	☐	☐
e. Know how to evaluate and select high quality information from subscribed library databases.	☐	☐	☐	☐	☐
f. Distinguish between scholarly and non-scholarly information resources.	☐	☐	☐	☐	☐
g. Know how to cite materials using an appropriate citation style.	☐	☐	☐	☐	☐

h. Know about the intellectual property and copy right law	☐	☐	☐	☐	☐

6. How do these factors challenge the integration of information literacy into the curriculum?

	Great challenge	Challenge	Moderate challenge	Slight challenge	Not a challenge
a.Limited budget	☐	☐	☐	☐	☐
b.Lack of support from the university authorities	☐	☐	☐	☐	☐
c.Overload of the current packed curriculum	☐	☐	☐	☐	☐
d.Instructional librarians with limited expertise in pedagogy	☐	☐	☐	☐	☐
e.Instructional librarians with limited expertise in librarianship	☐	☐	☐	☐	☐
f.Instructional librarians without having the background in subject knowledge	☐	☐	☐	☐	☐
g.Other mandatory general education courses considered more important than information literacy courses	☐	☐	☐	☐	☐
h.Lack of an understanding of the importance of information literacy to student learning outcomes	☐	☐	☐	☐	☐
i.Lack of collaboration between librarians and faculty	☐	☐	☐	☐	☐

7. How important is information literacy instruction compared to other curricular needs at your institution?	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
a. Information literacy is more important than information technology literacy	☐	☐	☐	☐	☐
b. Information literacy is more important than English as a Second Language	☐	☐	☐	☐	☐
c. IL as a requirement for General Education is more important than all	☐	☐	☐	☐	☐

other subjects for General Education requirements					
d. ILI to students is more important than ILI to faculty	☐	☐	☐	☐	☐
e. ILI for undergraduate students compared to ILI for graduate students	☐	☐	☐	☐	☐

8. Who should be **responsible** for information literacy instruction:
   - ☐ Faculty
   - ☐ Instructional librarians
   - ☐ Team composed of a librarian and faculty
9. I believe that a good model of providing IL is:

   - ☐ Information literacy needs to be designed for every course in each discipline on campus.
   - ☐ Information literacy needs to be integrated into GE courses
   - ☐ Information literacy needs to be assigned as a mandatory course in the curriculum.
   - ☐ Information literacy needs to be assigned as an elective course in the curriculum.

10. In the future, which of the following information literacy activities would be available?

    - ☐ Online information literacy instruction tutorials
    - ☐ Interaction with instruction librarians via chatting, email, blogging
    - ☐ Information literacy as a one-credit course
    - ☐ Information literacy as an elective course in General Education

11. In order to integrate information literacy into the curriculum, the faculty need to (Please check all that apply):
    - ☐ Understand what information literacy is
    - ☐ Recognize the importance of IL for students learning outcomes
    - ☐ Recognize the importance of integrating information literacy into their course
    - ☐ Understand how to integrate information literacy into their course
    - ☐ Collaborate with lib staff
    - ☐ Other (specify)
12. In order to integrate information literacy into the curriculum, the instructional librarians need to (Please check all that apply):
    - ☐ Have the background in subject knowledge in addition to background in the library field

☐ Have more time for course planning and design
☐ Show that they have the capacity to be in charge of it
☐ Involve in the curriculum planning on campus
☐ Collaborate with faculty
☐ Other (specify)

13. What are the essential elements for successful librarian and faculty collaboration? Check all that apply.

☐ Shared understood goals
☐ Competence for the task at hand by each of the partners
☐ Ongoing communication
☐ Ability to appreciate differences and not criticize or stereotype others' professions
☐ Mutual respect, tolerate and trust
☐ Other (specify)

14. Gender: Male ☐ Female ☐

15. Institution:
☐ CTU
☐ DNU
☐ HU
☐ TNU

16. Please enter the academic discipline in which you teach:
………………………………………………………………………………………

17. You got your highest degree: in Vietnam ☐   Abroad ☐

18. Your highest degree earned: Bachelor ☐Masters ☐Doctorate

19. Your current rank:
☐ Professor
☐ Associate professor
☐ Senior instructor
☐ Instructor

20. Is instruction your full time job? Yes ☐ No ☐

21. The majority of your students are:
☐ Undergraduate students
☐ Graduate students
☐ Other (specify)

22. How long have you been teaching?
☐ 1 - 5 years

☐   6-10 years
☐   11-15 years
☐   More than 15 years

23.   How long have you been incorporating ILI into your course?
    ☐   1 year
    ☐   2 - 3 years
    ☐   More than 3 years

24.   In addition to the issues listed in the survey, please feel free to address any issues related to information literacy instruction in which you are interested.

25.   Please fill out a 3-digit code of your choice to get a chance for a souvenir. This code is also used for data management.

1. Giới thiệu

Bảng Khảo sát là một hợp phần của đề tài nghiên cứu Tiến sĩ về Kỹ năng Thông tin.

Kỹ năng Thông tin là kiến thức và khả năng giúp mỗi cá nhân nhận biết nhu cầu thông tin, biết cách tìm, khai thác, đánh giá cũng như sử dụng một cách hiệu quả và hợp lý nhất các nguồn thông tin hiện có để phục vụ quá trình học tập và công tác (ALA, 1989).

Mục đích của đề tài nhằm tìm hiểu quan điểm của cán bộ lãnh đạo thư viện, cán bộ thư viện, cán bộ giảng dạy và sinh viên về việc thực hiện chương trình hướng dẫn Kỹ năng Thông tin; nghiên cứu các khó khăn trong việc thực hiện chương trình tại các thư viện đại học; đồng thời xác định các yếu tố và đặc điểm của một mô hình chuẩn để hướng dẫn Kỹ năng Thông tin cho sinh viên các trường đại học Việt Nam.

Nếu anh /chị cần trao đổi thêm về đề tài, xin vui lòng liên hệ Diệp Kim Chi, nghiên cứu sinh trường Đại học Hawaii, Hoa kỳ.
Email: kimchi@hawaii.edu

457

2. Đồng ý tham gia **đề** tài nghiên cứu

Trả lời của anh/ chị trong Bảng Khảo sát sau đây sẽ chỉ được sử dụng cho mục đích phân tích số liệu.

Thông tin cá nhân sẽ không được tiết lộ dưới bất kỳ hình thức nào.

Cán bộ nghiên cứu tin rằng sẽ không có bất kỳ rủi ro nào xảy ra đối với người được phỏng vấn. Sự tham gia vào đề tài nghiên cứu là hoàn toàn tự nguyện.

Kết quả nghiên cứu sẽ tác động tích cực trong việc lập chương trình, kế hoạch, phát triển và hoàn thiện chương trình Kỹ năng Thông tin ở các thư viện đại học Việt nam.

Mời anh/chị dành khoảng 25 phút để trả lời 25 câu hỏi cho Bảng Khảo sát về Kỹ năng Thông tin.

* 1. Xin vui lòng đánh dấu ô thích hợp dưới đây để chứng tỏ anh/chị đồng ý hoặc không đồng ý tham gia vào đề tài nghiên cứu:

jn Tôi hiểu rõ ý kiến nêu trên và ĐỒNG Ý cung cấp thông tin để sử dụng cho mục đích nghiên cứu của đề tài.

jn Tôi hiểu rõ ý kiến nêu trên và KHÔNG đồng ý cung cấp thông tin để sử dụng cho mục đích nghiên cứu của đề tài.

3. Ý kiến về hướng dẫn Kỹ năng Thông tin

Định nghĩa về Kỹ năng Thông tin:

Kỹ năng Thông tin là kiến thức và khả năng mỗi cá nhân có được để giúp họ nhận biết nhu cầu thông tin, biết cách tìm, khai thác, đánh giá cũng như sử dụng một cách hiệu quả và hợp lý nhất các nguồn thông tin hiện có để phục vụ quá trình học tập và công tác (ALA, 1989).

* 2. Tôi hướng dẫn KỸ NĂNG THÔNG TIN cho sinh viên theo phương thức sau (Anh / chị có thể chọn nhiều hơn một tùy chọn):

- ∈ a. Thiết kế các bài tập dạng đề án hay đề tài nghiên cứu.

- ∈ b. Hướng dẫn sinh viên cách truy cập, đánh giá, sử dụng, trích dẫn nguồn thông tin.

- ∈ c. Yêu cầu Trung tâm Học liệu (TTHL) mở lớp hướng dẫn KỸ NĂNG THÔNG TIN.

- ∈ d. Yêu cầu cán bộ TTHL đóng góp vào quá trình thiết kế bài tập/hoạt động.

- ∈ e. Khác

  [   ]

* 3. Anh / chị vui lòng cho biết ý kiến bằng cách đánh dấu vào các ô tương ứng:

	1 - Hoàn toàn đồng ý	2 - Đồng ý	3 - Không biết	4 - Không đồng ý	5 - Hoàn toàn không đồng ý
a. TTHL nên giữ vai trò chủ động trong việc triển khai chương trình đào tạo KỸ NĂNG THÔNG TIN.	◌	◌	◌	◌	◌
b. Cán bộ TTHL đã hướng dẫn cho sinh viên chuyên ngành tôi giảng dạy những KỸ NĂNG THÔNG TIN cần thiết và hữu ích.	◌	◌	◌	◌	◌
c. Tôi khuyến khích sinh viên tham khảo ý kiến cán bộ nghiệp vụ TTHL giúp các em hoàn thành những bài tập nghiên cứu.	◌	◌	◌	◌	◌
d. Cán bộ giảng dạy cần thiết kế bài tập đòi hỏi sử dụng KỸ NĂNG THÔNG TIN cho sinh viên.	◌	◌	◌	◌	◌
e. Khi dạy về kĩ năng nghiên cứu cho sinh viên, tôi thiết kế các bài tập theo hướng có thể liên kết với cán bộ TTHL.	◌	◌	◌	◌	◌
f. Tôi có thể tích hợp KỸ NĂNG THÔNG TIN vào môn học tôi phụ trách một cách hiệu quả mà không cần sự trợ giúp của cán bộ TTHL.	◌	◌	◌	◌	◌
g. Tôi không có đủ thời gian để thiết kế và tích hợp bài tập về KỸ NĂNG THÔNG TIN vào môn học.	◌	◌	◌	◌	◌
h. Chỉ một số ngành học cần trang bị KỸ NĂNG THÔNG TIN cho sinh viên.	◌	◌	◌	◌	◌

* 4. Anh/chị sử dụng phương pháp đánh giá nào để kiểm chứng khả năng phát triển KỸ NĂNG THÔNG TIN của sinh viên? (Anh / chị có thể chọn nhiều hơn một tùy chọn):

⊜ a. Bài kiểm tra

⊜ b. Khảo sát

⊜ c. Đánh giá sản phẩm/bài tập/bài nghiên cứu của sinh viên

⊜ d. Đánh giá các biểu hiện trên lớp (qua các bài tập nhỏ, bài thực hành trên lớp)

⊜ e. Khác

[   ]

* 5. Anh/chị vui lòng cho biết ý kiến về KỸ NĂNG THÔNG TIN của sinh viên:

	1 - Hoàn toàn đồng ý	2 - Đồng ý	3 - Không biết	4 - Không đồng ý	5 - Hoàn toàn không đồng ý
a. Tôi cảm thấy sinh viên tự tin khi sử dụng công nghệ thông tin để khai thác và tổng hợp thông tin.	j⌒	j⌒	j⌒	j⌒	j⌒
b. Sinh viên biết tham khảo ý kiến của cán bộ giảng dạy về những nguồn thông tin chuyên ngành.	j⌒	j⌒	j⌒	j⌒	j⌒
c. Sinh viên biết tham khảo ý kiến cán bộ TTHL về những nguồn thông tin chuyên ngành	j⌒	j⌒	j⌒	j⌒	j⌒
d. Sinh viên biết cách tìm kiếm thông tin chất lượng cao trong các nguồn thông tin in ấn.	j⌒	j⌒	j⌒	j⌒	j⌒
e. Sinh viên biết cách đánh giá và chọn lọc thông tin chất lượng cao trong các cơ sở dữ liệu chuyên ngành.	j⌒	j⌒	j⌒	j⌒	j⌒
f. Sinh viên biết phân biệt giữa các nguồn thông tin mang tính chất học thuật với các nguồn mang tính phổ thông.	j⌒	j⌒	j⌒	j⌒	j⌒
g. Sinh viên biết cách trích dẫn tài liệu sử dụng các chuẩn trích dẫn thích hợp.	j⌒	j⌒	j⌒	j⌒	j⌒
h. Sinh viên ý thức về quyền sở hữu trí tuệ và bản quyền.	j⌒	j⌒	j⌒	j⌒	j⌒

* 6. Theo anh/chị, những nhân tố sau đây ảnh hưởng như thế nào đến việc tích hợp KỸ NĂNG THÔNG TIN vào chương trình đào tạo đại cương?

	1 - Rất ảnh hưởng	2 - Ảnh hưởng	3 - Không biết	4 - Ít ảnh hưởng	5 - Không ảnh hưởng
a. Ngân sách hạn chế	j	j	j	j	j
b. Thiếu sự ủng hộ của ban lãnh đạo trường	j	j	j	j	j
c. Sự quá tải của chương trình đào tạo	j	j	j	j	j
d. Cán bộ TTHL hạn chế về phương pháp sư phạm	j	j	j	j	j
e. Cán bộ TTHL hạn chế về chuyên môn nghiệp vụ thư viện	j	j	j	j	j
f. Cán bộ TTHL thiếu am hiểu về kiến thức các lĩnh vực chuyên ngành	j	j	j	j	j
g. Sự ưu tiên cho những môn học đại cương khác như Anh văn	j	j	j	j	j
h. Thiếu sự hiểu biết về tầm quan trọng của KỸ NĂNG THÔNG TIN với kết quả học tập của sinh viên	j	j	j	j	j
i. Thiếu sự phối hợp giữa cán bộ TTHL và cán bộ giảng dạy	j	j	j	j	j

6. Tầm quan trọng của Kỹ năng Thông tin

*7. Anh/ chị vui lòng cho biết ý kiến về tầm quan trọng của việc hướng dẫn KỸ NĂNG THÔNG TIN:

	1 - Hoàn toàn đồng ý	2 - Đồng ý	3 - Không biết	4 - Không đồng ý	5 - Hoàn toàn không đồng ý
a. Hướng dẫn KỸ NĂNG THÔNG TIN quan trọng hơn kỹ năng công nghệ thông tin.	jn	jn	jn	jn	jn
b. Hướng dẫn KỸ NĂNG THÔNG TIN quan trọng hơn việc học tiếng Anh như ngôn ngữ thứ hai.	jn	jn	jn	jn	jn
c. Hướng dẫn KỸ NĂNG THÔNG TIN quan trọng hơn các môn học khác trong chương trình đào tạo đại cương.	jn	jn	jn	jn	jn
d. Hướng dẫn KỸ NĂNG THÔNG TIN cho sinh viên quan trọng hơn hướng dẫn KỸ NĂNG THÔNG TIN cho cán bộ giảng dạy.	jn	jn	jn	jn	jn
e. Hướng dẫn KỸ NĂNG THÔNG TIN cho sinh viên đại học quan trọng hơn cho học viên cao học.	jn	jn	jn	jn	jn

462

* 8. Theo anh/chị, đối tượng nào sau đây nên giữ vai trò chính trong việc đào tạo KỸ NĂNG THÔNG TIN?

     jn a. Cán bộ giảng dạy

     jn b. Cán bộ TTHL

     jn c. Cán bộ TTHL phối hợp với cán bộ giảng dạy

* 9. Theo anh/chị, mô hình hướng dẫn KỸ NĂNG THÔNG TIN hiệu quả là (Anh / chị có thể chọn nhiều hơn một tùy chọn):

     € a. KỸ NĂNG THÔNG TIN được thiết kế bám sát các môn học trong từng ngành học.

     € b. Tích hợp giảng dạy KỸ NĂNG THÔNG TIN vào môn học trong chương trình đào tạo đại cương.

     € c. Đưa KỸ NĂNG THÔNG TIN thành môn học bắt buộc trong chương trình đào tạo đại cương.

     € d. Đưa KỸ NĂNG THÔNG TIN thành môn học tự chọn trong chương trình đào tạo đại cương.

     € e. Khác

       [   ]

* 10. Trong tương lai, anh/chị mong muốn các hoạt động hướng dẫn KỸ NĂNG THÔNG TIN nào sau đây sẽ được triển khai? (Anh / chị có thể chọn nhiều hơn một tùy chọn):

     € a. Tài liệu hướng dẫn KỸ NĂNG THÔNG TIN được thiết kế trực tuyến (online).

     € b. Sinh viên liên hệ qua hình thức chat, email, blog với cán bộ TTHL.

     € c. KỸ NĂNG THÔNG TIN được giảng dạy như môn học bắt buộc 1 tín chỉ.

     € d. KỸ NĂNG THÔNG TIN được giảng dạy như môn tự chọn trong chương trình đào tạo đại cương.

     € e. Khác

       [   ]

* 11. Để thực hiện tích hợp KỸ NĂNG THÔNG TIN vào chương trình đào tạo, cán bộ giảng dạy cần (Anh / chị có thể chọn nhiều hơn một tùy chọn):

∈ a. Hiểu biết về KỸ NĂNG THÔNG TIN.

∈ b. Nhận thức tầm quan trọng của KỸ NĂNG THÔNG TIN đối với kết quả học tập của sinh viên.

∈ c. Nhận thức tầm quan trọng của việc tích hợp KỸ NĂNG THÔNG TIN vào môn học đại cương.

∈ d. Biết cách tích hợp KỸ NĂNG THÔNG TIN vào các môn học.

∈ e. Phối hợp với cán bộ TTHL.

∈ f. Khác

* 12. Để thực hiện tích hợp KỸ NĂNG THÔNG TIN vào chương trình đào tạo, cán bộ TTHL cần (Anh / chị có thể chọn nhiều hơn một tùy chọn):

∈ a. Có kiến thức về một lĩnh vực chuyên ngành, bên cạnh nghiệp vụ thư viện.

∈ b. Đầu tư cho việc lập kế hoạch và thiết kế chương trình đào tạo KỸ NĂNG THÔNG TIN.

∈ c. Thể hiện được khả năng thực hiện đào tạo KỸ NĂNG THÔNG TIN.

∈ d. Tham gia vào việc thiết kế chương trình đào tạo của trường.

∈ e. Hợp tác với cán bộ giảng dạy.

∈ f. Khác

* 13. Những yếu tố nào sau đây cần thiết cho sự hợp tác thành công giữa cán bộ TTHL và cán bộ giảng dạy (Anh / chị có thể chọn nhiều hơn một tùy chọn):

∈ a. Hiểu và chia sẻ những mục tiêu chung cho việc hợp tác.

∈ b. Năng lực chuyên môn của cán bộ giảng dạy và cán bộ TTHL.

∈ c. Quá trình thông tin/giao tiếp giữa hai bên có hiệu quả.

∈ Tôn trọng sự khác biệt về kiến thức chuyên ngành giữa hai bên.

∈ d. Khả năng thông cảm và sự sẵn lòng học hỏi lẫn nhau.

∈ e. Khác

8. Thông tin cá nhân

* 14. Giới tính:

○ a. Nam

○ b. Nữ

* 15. Đơn vị công tác:

○ a. Đại học Cần Thơ

○ b. Đại học Đà Nẵng

○ c. Đại học Huế

○ d. Đại học Thái Nguyên

* 16. Chuyên ngành:

* 17. Bằng cấp cao nhất:

○ a. Trong nước

○ b. Nước ngoài

* 18. Học vị:

○ a. Cử nhân

○ b. Thạc sĩ

○ c. Tiến sĩ

* 19. Chức danh:

○ a. Giáo sư

○ b. Phó Giáo sư

○ c. Giảng viên chính

○ d. Giảng viên

* 20. Giảng dạy và nghiên cứu có phải là công việc toàn thời gian của anh/chị?

○ a. Có

○ b. Không

* 21. Đối tượng người học chủ yếu là:

    ⊜ a. Sinh viên đại học

    ⊜ b. Học viên cao học

    ⊜ c. Khác

    [   ]

* 22. Anh /chị đã tham gia công tác giảng dạy được bao nhiêu năm?

    ⌐ a. 1-5 năm

    ⌐ b. 6-10 năm

    ⌐ c. 11-15 năm

    ⌐ d. Hơn 15 năm

* 23. Anh / chị đã thực hiện việc tích hợp hướng dẫn Kỹ năng Thông tin vào nội dung giảng dạy được bao nhiêu năm?

    ⌐ a. 1 năm

    ⌐ b. 2-3 năm

    ⌐ c. Hơn 3 năm

* 24. Anh/ chị vui lòng góp ý cho Trung tâm Học liệu về việc hướng dẫn Kỹ năng Thông tin cho sinh viên:

[   ]

* 25. Anh chị vui lòng điền mã số tự chọn gồm 3 chữ số vào ô trống dưới đây. Mã số này sẽ được sử dụng để quản lý dữ liệu và bốc thăm.

Ngoài ra, xin gửi mã số đã chọn qua email: infolit.lrc@gmail.com

[   ]

9. Lời cảm ơn

Cảm ơn anh /chị đã dành thời gian tham gia cuộc khảo sát.

Appendix R: A Survey of Students

1. Consent form
2. How often do you use the library?
   - ☐　a. Daily
   - ☐　b. Weekly
   - ☐　c. Monthly
   - ☐　d. Several times a year

3. What do you **use the library** for? Please check all that apply.
   - ☐　a. For course related work
   - ☐　b. For pleasure reading
   - ☐　c. For computer access
   - ☐　d. For searching the library catalogue
   - ☐　e. Other. Please specify

4. How often do you come to the library to:	1 Daily	2 Weekly	3 Monthly	4 Several times a year	5 Used to use, but no longer do
Borrow print books	☐	☐	☐	☐	☐
Read print books/ journals	☐	☐	☐	☐	☐
Seek assistance from librarians	☐	☐	☐	☐	☐
Get copies of articles/ journals	☐	☐	☐	☐	☐
Research specific reference books	☐	☐	☐	☐	☐
Do assignments/ self study	☐	☐	☐	☐	☐
Study in groups	☐	☐	☐	☐	☐
Use computers/ Internet	☐	☐	☐	☐	☐

5. How often do you use the:	1 Daily	2 Weekly	3 Monthly	4 Several times a year	5 Used to use, but no longer do
Online library catalog	☐	☐	☐	☐	☐
Library Website	☐	☐	☐	☐	☐
Electronic journals/ magazines	☐	☐	☐	☐	☐
Online databases	☐	☐	☐	☐	☐
Electronic books	☐	☐	☐	☐	☐
University dissertation database	☐	☐	☐	☐	☐

6. What **encourages** you to use the library? Please check all that apply.

    ☐   a. The opening hour is convenient
    ☐   b. The library environment is friendly
    ☐   c. The layout of the library is suitable for individual and group studies
       d. The library collections meet my information needs
    ☐   e. The library services are very useful for my study
    ☐   f. The librarians are helpful and knowledgeable
    ☐   g. The information literacy instruction sessions help me know how to find information I need
    ☐   h. Other. Please specify

7. What **discourages** you from using the library? Please check all that apply.

    ☐   a. I cannot find materials of interest
    ☐   b. I do not know how to get access to online databases
    ☐   c. I do not know how to search the library online catalog
    ☐   d. The instructors do not give assignments that require me to search resources at the library
    ☐   e. The Internet speed is slow. I cannot download full text articles
    ☐   f. The restriction of computer access time per semester
    ☐   g. The librarians are not friendly and helpful
    ☐   h. The librarians do not address well my information needs regarding the location and access of information

    ☐   i. Other. Please specify……………………

8. What have you **learned** during the information literacy instruction session? Check all that apply.

☐ a. Library services   ☐ f. How to use materials legally

☐ b. Internet Searching   ☐ g. How to design and structure a research paper

☐ c. How to use the Online Public Access Catalog (OPAC)   ☐ h. How to develop a research topic.

☐ d. How to locate, use and evaluate the quality ☐   i. . Other, please specify
and usefulness of resources databases

☐ e. How to use encyclopedias and other
reference resources

9. How **useful** to you are each of the following?	1 Very useful	2 Useful	3 Not sure	4 Not useful	5 Not useful at all
Library tour and orientation	☐	☐	☐	☐	☐
How to use the Online Public Access Catalog (OPAC)	☐	☐	☐	☐	☐
Electronic database searching	☐	☐	☐	☐	☐
Subject-based information literacy instruction	☐	☐	☐	☐	☐
Information literacy sessions on demand	☐	☐	☐	☐	☐
Regular ILI sessions	☐	☐	☐	☐	☐
Advanced course in information literacy for senior students	☐	☐	☐	☐	☐

10. How **useful** are the following ways that information literacy instruction might be offered?	1 Very useful	2 Useful	3 Not sure	4 Not useful	5 Not useful at all
One-on-one consultations	☐	☐	☐	☐	☐
Group on demand	☐	☐	☐	☐	☐
By course –specific guides	☐	☐	☐	☐	☐
In-depth research consultations	☐	☐	☐	☐	☐
Print instruction aids	☐	☐	☐	☐	☐
Electronic instruction aids	☐	☐	☐	☐	☐
Group instruction in traditional classrooms	☐	☐	☐	☐	☐
Group instruction in electronic classrooms	☐	☐	☐	☐	☐

11. Which of the following **teaching activities** have you experienced in information
literacy instruction? Check all that apply.

☐ Lecture

☐ Small group or paired problem solving

☐ Search exercises

☐ Project-based instruction

☐ Other (specify)

12. In which setting do you prefer to have IL sessions?

☐ In the library

☐ In the classroom

☐ Online access

☐ Other, please specify

13. When is it the most convenient for you to attend information literacy instruction sessions?

☐ During the first week of the school year

☐ During the middle of each semester

☐ Regularly throughout the semester

☐ During the summer time

☐ Anytime via online instruction sessions

☐ Other. Please specify

PLEASE CHECK ONE RESPONSE TO THE ITEMS LISTED BELOW:

14. I **believe** that I	1 Strongly agree	2 Agree	3 Not sure	4 Disagree	5 Strongly disagree
a. Am comfortable using information technology for information gathering.	☐	☐	☐	☐	☐
b. Am able to discuss with my teachers about information resources used in specific fields.	☐	☐	☐	☐	☐
c. I am able to discuss with librarians about information resources used in specific fields.	☐	☐	☐	☐	☐
d. Know how to find high-quality information using traditional print library resources.	☐	☐	☐	☐	☐
e. Know how to evaluate and select high quality information from subscribed library databases.	☐	☐	☐	☐	☐
f. Am able to distinguish between scholarly and non-scholarly information resources.	☐	☐	☐	☐	☐
g. Know how to cite materials using an appropriate citation style.	☐	☐	☐	☐	☐

h. Know about copyright, intellectual property	☐	☐	☐	☐	☐

15. Compared to **other curricular needs** at your institution, how important is information literacy instruction?	1 Strongly agree	2 Agree	3 Not sure	4 Disagree	5 Strongly disagree
a. Information literacy compared to information technology literacy	☐	☐	☐	☐	☐
b. Information literacy compared to English as a Second Language	☐	☐	☐	☐	☐
c. Information literacy as a requirement for General Education compared to all other subjects for General Education requirements	☐	☐	☐	☐	☐

16. Describe the **level of usefulness** to you if the following information literacy activities were available:	1 Very useful	2 Useful	3 Not sure	4 Not useful	5 Not useful at all
a. ILI materials available in print format	☐	☐	☐	☐	☐
b. Online information literacy instruction tutorials	☐	☐	☐	☐	☐
c. Interaction with instruction librarians via chatting, email, blogging	☐	☐	☐	☐	☐
d. Information literacy as a one-credit course	☐	☐	☐	☐	☐
e. Information literacy as an elective course in General Education	☐	☐	☐	☐	☐

17. Gender:　　　Male ☐　　　　　　Female ☐

18. University

    ☐ CTU

    ☐ DNU

    ☐ HU

    ☐ TNU

19. You are in your:
    - ☐ First year
    - ☐ Second year
    - ☐ Third year
    - ☐ Fourth year
    - ☐ Other
20. Your major: ………………………………………………………………………………
21. How many ILI sessions did you attend last year?
    - ☐ 1-3 sessions
    - ☐ 4-6 sessions
    - ☐ More than 6 sessions
22. In addition to the issues listed in the survey, please feel free to address any issues related to information literacy instruction in which you are interested.
23. Please fill out a 3-digit code of your choice to get a chance for a souvenir. This code is also used for data management.

1. Giới thiệu

Bảng Khảo sát là một hợp phần của đề tài nghiên cứu Tiến sĩ về Kỹ năng Thông tin.

Kỹ năng Thông tin là kiến thức và khả năng giúp mỗi cá nhân nhận biết nhu cầu thông tin, biết cách tìm, khai thác, đánh giá cũng như sử dụng một cách hiệu quả và hợp lý nhất các nguồn thông tin hiện có để phục vụ quá trình học tập và công tác (ALA, 1989).

Mục đích của đề tài nhằm tìm hiểu quan điểm của cán bộ lãnh đạo thư viện, cán bộ thư viện, cán bộ giảng dạy và sinh viên về việc thực hiện chương trình hướng dẫn Kỹ năng Thông tin; nghiên cứu các khó khăn trong việc thực hiện chương trình tại các thư viện đại học; đồng thời xác định các yếu tố và đặc điểm của một mô hình chuẩn để hướng dẫn Kỹ năng Thông tin cho sinh viên các trường đại học Việt Nam.

Nếu bạn cần trao đổi thêm về đề tài, xin vui lòng liên hệ Cô Diệp Kim Chi, nghiên cứu sinh trường Đại học Hawaii, Hoa kỳ.
Email: kimchi@hawaii.edu

2. Đồng ý tham gia **đề** tài nghiên cứu

Trả lời của bạn trong Bảng Khảo sát sau đây sẽ chỉ được sử dụng cho mục đích phân tích số liệu.

Thông tin cá nhân sẽ không được tiết lộ dưới bất kỳ hình thức nào.

Cán bộ nghiên cứu tin rằng sẽ không có bất kỳ rủi ro nào xảy ra đối với người được phỏng vấn. Sự tham gia vào đề tài nghiên cứu là hoàn toàn tự nguyện.

Kết quả nghiên cứu sẽ tác động tích cực trong việc lập chương trình, kế hoạch, phát triển và hoàn thiện chương trình hướng dẫn Kỹ năng Thông tin ở các thư viện đại học Việt nam.

Mời bạn dành khoảng 25 phút để trả lời 23 câu hỏi cho Bảng Khảo sát về Kỹ năng Thông tin.

*** 1. Xin vui lòng đánh dấu ô thích hợp dưới đây để chứng tỏ bạn đồng ý hoặc không đồng ý tham gia đề tài nghiên cứu:**

jn Tôi hiểu rõ ý kiến nêu trên và ĐỒNG Ý cung cấp thông tin để sử dụng cho mục đích nghiên cứu đề tài.

jn Tôi hiểu rõ ý kiến nêu trên và KHÔNG đồng ý cung cấp thông tin để sử dụng cho mục đích nghiên cứu đề tài.

3. Ý kiến về việc sử dụng Trung tâm Học liệu

* 2. Bạn thường sử dụng Trung tâm Học liệu:

- ○ a. Hàng ngày
- ○ b. Hàng tuần
- ○ c. Hàng tháng
- ○ d. Vài lần trong năm

* 3. Mục đích sử dụng Trung tâm Học liệu (bạn có thể chọn nhiều hơn một tùy chọn):

- ○ a. Giải quyết những công việc liên quan đến môn học
- ○ b. Đọc sách giải trí
- ○ c. Sử dụng máy tính cho công việc cá nhân
- ○ d. Tìm tài liệu
- ○ e. Khác

[   ]

* 4. Bạn vui lòng cho biết mức độ thường xuyên của việc sử dụng Trung tâm Học liệu cho những mục đích sau:

	1 - Hàng ngày	2 - Hàng tuần	3 - Hàng tháng	4 - Vài lần trong năm	5 - Đã từng sử dụng, hiện nay không còn
a. Mượn sách	○	○	○	○	○
b. Đọc sách/tạp chí	○	○	○	○	○
c. Cần sự hướng dẫn của cán bộ Trung tâm Học liệu	○	○	○	○	○
d. Photo các bài báo, tạp chí chuyên ngành	○	○	○	○	○
e. Nghiên cứu tài liệu tham khảo	○	○	○	○	○
f. Tự học/làm bài tập	○	○	○	○	○
g. Học nhóm	○	○	○	○	○
h. Sử dụng máy tính/Internet	○	○	○	○	○

* 5. Bạn vui lòng cho biết mức độ thường xuyên bạn khai thác các phương tiện sau:

	1 - Hàng ngày	2 - Hàng tuần	3 - Hàng tháng	4 - Vài lần trong năm	5 - Chưa từng sử dụng
a. Thư mục trực tuyến (OPAC)	○	○	○	○	○
b. Web site thư viện	○	○	○	○	○
c. Báo, tạp chí điện tử	○	○	○	○	○
d. Cơ sở dữ liệu điện tử chuyên ngành	○	○	○	○	○
e. Sách điện tử	○	○	○	○	○
f. Cơ sở dữ liệu luận văn, luận án	○	○	○	○	○

* 6. Những điều sau đây khuyến khích bạn sử dụng Trung tâm Học liệu (bạn có thể chọn nhiều hơn một tùy chọn):

- ○ a. Thời gian phục vụ thuận tiện

- ○ b. Môi trường học tập thân thiện

- ○ c. Cách bố trí phù hợp cho việc học cá nhân và học nhóm

- ○ d. Tài liệu đáp ứng nhu cầu tìm thông tin

- ○ e. Dịch vụ của Trung tâm hữu ích cho việc học tập

- ○ f. Đội ngũ cán bộ Trung tâm tận tình và am hiểu nghiệp vụ

- ○ g. Các lớp hướng dẫn KỸ NĂNG THÔNG TIN giúp người học biết cách khai thác thông tin

- ○ h. Khác

[   ]

* 7. Những điều sau đây cản trở bạn sử dụng Trung tâm Học liệu (bạn có thể chọn nhiều hơn một tùy chọn):

ⅇ   a. Không tìm được tài liệu cần tìm.

ⅇ   b. Không biết cách truy cập các cơ sở dữ liệu điện tử.

ⅇ   c. Không biết cách tìm tài liệu trên mục lục trực tuyến (OPAC).

ⅇ   d. Cán bộ giảng dạy không yêu cầu những bài tập đòi hỏi phải sử dụng Trung tâm Học liệu.

ⅇ   e. Tốc độ Internet chậm, không thể tải các bài báo toàn văn (full text).

ⅇ   f. Việc hạn chế thời lượng sử dụng máy tính theo từng học kỳ.

ⅇ   g. Cán bộ Trung tâm Học liệu thiếu thân thiện và tận tình.

ⅇ   h. Cán bộ Trung tâm Học liệu không giải đáp thỏa đáng những vấn đề liên quan đến việc tìm và khai thác các nguồn thông tin.

ⅇ   i. Khác

4. Ý kiến về việc tham gia các lớp hướng dẫn Kỹ năng Thông tin

Định nghĩa về Kỹ năng Thông tin:

Kỹ năng Thông tin là kiến thức và khả năng giúp mỗi cá nhân nhận biết nhu cầu thông tin, biết cách tìm, khai thác, đánh giá cũng như sử dụng một cách hiệu quả và hợp lý nhất các nguồn thông tin hiện có để phục vụ quá trình học tập và công tác (ALA, 1989).

* 8. Bạn đã tiếp thu từ những buổi hướng dẫn KỸ NĂNG THÔNG TIN (bạn có thể chọn nhiều hơn một tùy chọn):

- ℮ a. Cách sử dụng các dịch vụ của Trung tâm Học liệu

- ℮ b. Cách tìm tin trên Internet

- ℮ c. Cách tìm sách qua tra cứu thư mục trực tuyến (OPAC)

- ℮ d. Cách tìm, khai thác, đánh giá và sử dụng thông tin từ các cơ sở dữ liệu chuyên ngành

- ℮ e. Cách sử dụng các loại tài liệu tham khảo (tự điển, bách khoa toàn thư, v.v.) dạng in ấn

- ℮ f. Cách sử dụng thông tin một cách hợp pháp (quyền sở hữu trí tuệ, bản quyền v.v.)

- ℮ g. Cách thiết kế và cấu trúc của một đề tài nghiên cứu

- ℮ h. Cách phát triển một đề tài nghiên cứu

- ℮ i. Khác

* 9. Bạn vui lòng cho biết mức độ hữu ích của những nội dung hướng dẫn Kỹ năng Thông tin sau:

	1 - Rất hữu ích	2 - Hữu ích	3 - Không biết	4 - Không hữu ích	5 - Hoàn toàn không hữu ích
a. Tham quan và làm quen môi trường Trung tâm Học liệu	j℩	j℩	j℩	j℩	j℩
b. Cách tìm tài liệu qua thư mục trực tuyến (OPAC)	j℩	j℩	j℩	j℩	j℩
c. Tìm tài liệu trên các cơ sở dữ liệu điện tử	j℩	j℩	j℩	j℩	j℩
d. Hướng dẫn KỸ NĂNG THÔNG TIN theo chuyên ngành	j℩	j℩	j℩	j℩	j℩
e. Hướng dẫn KỸ NĂNG THÔNG TIN theo yêu cầu người học	j℩	j℩	j℩	j℩	j℩
f. Các lớp tập huấn KỸ NĂNG THÔNG TIN định kỳ	j℩	j℩	j℩	j℩	j℩
g. Các lớp KỸ NĂNG THÔNG TIN nâng cao cho sinh viên các năm cuối	j℩	j℩	j℩	j℩	j℩

* 10. Bạn vui lòng cho biết mức độ hữu ích của những phương thức hướng dẫn KỸ NĂNG THÔNG TIN sau đây:

	1 - Hoàn toàn hữu ích	2 - Hữu ích	3 - Không biết	4 - Không hữu ích	5 - Hoàn toàn không hữu ích
a. Theo nhu cầu cá nhân	jn	jn	jn	jn	jn
b. Theo nhu cầu nhóm	jn	jn	jn	jn	jn
c. Bám sát nội dung môn học	jn	jn	jn	jn	jn
d. Tư vấn theo chuyên ngành	jn	jn	jn	jn	jn
e. Thiết kế tài liệu hướng dẫn KỸ NĂNG THÔNG TIN dạng in ấn	jn	jn	jn	jn	jn
f. Thiết kế tài liệu hướng dẫn KỸ NĂNG THÔNG TIN trên mạng	jn	jn	jn	jn	jn
g. Tổ chức lớp hướng dẫn truyền thống (cán bộ Trung tâm Học liệu hướng dẫn sinh viên)	jn	jn	jn	jn	jn
h. Hướng dẫn trực tuyến (online)	jn	jn	jn	jn	jn

* 11. Bạn vui lòng cho biết các hoạt động giảng dạy cán bộ Trung tâm Học liệu tiến hành trong các buổi hướng dẫn KỸ NĂNG THÔNG TIN (bạn có thể chọn nhiều hơn một tùy chọn):

- ⊜ a. Thuyết trình
- ⊜ b. Thực hành trong nhóm
- ⊜ c. Bài tập tìm kiếm thông tin
- ⊜ d. Dạy bằng phương pháp đặt vấn đề/ giải quyết tình huống
- ⊜ e. Khác

[_____]

* 12. Bạn thích học KỸ NĂNG THÔNG TIN trong môi trường:

- jn a. Thư viện
- jn b. Lớp học truyền thống
- jn c. Trực tuyến (online)
- jn d. Khác

[_____]

* 13. Bạn cho biết thời điểm thuận tiện nhất mà bạn có thể tham gia các lớp KỸ NĂNG THÔNG TIN:

　ｊＮ　a. Tuần đầu tiên trong năm học

　ｊＮ　b. Giữa mỗi học kì

　ｊＮ　c. Thường xuyên trong suốt học kì

　ｊＮ　d. Dịp hè

　ｊＮ　e. Bất kì thời điểm nào bằng hình thức học trực tuyến (online)

　ｊＮ　f. Khác

　　　┌────────────────────────┐
　　　└────────────────────────┘

* 14. Bạn vui lòng cho biết ý kiến đánh giá về KỸ NĂNG THÔNG TIN của bản thân sau khi hoàn thành các lớp hướng dẫn:

	1 - Hoàn toàn đồng ý	2 - Đồng ý	3 - Không biết	4 - Không đồng ý	5 - Hoàn toàn không đồng ý
a. Tôi cảm thấy tự tin khi sử dụng công nghệ thông tin để khai thác và tổng hợp thông tin.	j⌒	j⌒	j⌒	j⌒	j⌒
b. Tôi biết tham khảo ý kiến của cán bộ giảng dạy về những nguồn thông tin chuyên ngành.	j⌒	j⌒	j⌒	j⌒	j⌒
c. Tôi biết tham khảo ý kiến của cán bộ thư viện về những nguồn thông tin chuyên ngành.	j⌒	j⌒	j⌒	j⌒	j⌒
d. Tôi biết cách tìm kiếm thông tin chất lượng cao trong các nguồn thông tin in ấn.	j⌒	j⌒	j⌒	j⌒	j⌒
e. Tôi biết cách đánh giá và chọn lọc thông tin chất lượng cao trong các cơ sở dữ liệu chuyên ngành.	j⌒	j⌒	j⌒	j⌒	j⌒
f. Tôi biết phân biệt giữa các nguồn thông tin mang tính chất học thuật với các nguồn mang tính phổ thông.	j⌒	j⌒	j⌒	j⌒	j⌒
g. Tôi biết cách trích dẫn tài liệu sử dụng các chuẩn trích dẫn thích hợp.	j⌒	j⌒	j⌒	j⌒	j⌒
h. Tôi ý thức về quyền sở hữu trí tuệ và bản quyền.	j⌒	j⌒	j⌒	j⌒	j⌒

* 15. Bạn vui lòng cho biết ý kiến về tầm quan trọng của việc học KỸ NĂNG THÔNG TIN so với các môn học khác:

	1 - Hoàn toàn đồng ý	2 - Đồng ý	3 - Không biết	4 - Không đồng ý	5 - Hoàn toàn không đồng ý
a. Học KỸ NĂNG THÔNG TIN quan trọng hơn kỹ năng công nghệ thông tin.	jn	jn	jn	jn	jn
b. Học KỸ NĂNG THÔNG TIN quan trọng hơn học tiếng Anh như ngôn ngữ thứ hai.	jn	jn	jn	jn	jn
c. Học KỸ NĂNG THÔNG TIN quan trọng hơn các môn học trong chương trình đào tạo đại cương.	jn	jn	jn	jn	jn

*16. Bạn vui lòng cho biết mức độ hữu ích của những hoạt động đào tạo KỸ NĂNG THÔNG TIN sau, nếu được triển khai trong tương lai:

	1 - Rất hữu ích	2 - Hữu ích	3 - Không biết	4 - Không hữu ích	5 - Hoàn toàn không hữu ích
a. Tài liệu hướng dẫn KỸ NĂNG THÔNG TIN được thiết kế dạng in ấn và phổ biến rộng rãi.	j	j	j	j	j
b. Tài liệu hướng dẫn KỸ NĂNG THÔNG TIN được thiết kế trực tuyến (online).	j	j	j	j	j
c. Sinh viên liên hệ qua hình thức chat, email, blog với cán bộ Trung tâm Học liệu.	j	j	j	j	j
d. KỸ NĂNG THÔNG TIN được giảng dạy như môn học bắt buộc 1 tín chỉ.	j	j	j	j	j
e. KỸ NĂNG THÔNG TIN được giảng dạy như môn tự chọn trong chương trình đào tạo đại cương.	j	j	j	j	j

8. Thông tin cá nhân

* 17. Giới tính:

    ◌ a. Nam

    ◌ b. Nữ

* 18. Đơn vị công tác:

    ◌ a. Đại học Cần thơ

    ◌ b. Đại học Đà nẵng

    ◌ c. Đại học Huế

    ◌ d. Đại học Thái Nguyên

* 19. Sinh viên:

    ◌ a. Năm thứ nhất

    ◌ b. Năm thứ hai

    ◌ c. Năm thứ ba

    ◌ d. Năm thứ tư

    ◌ Khác

* 20. Chuyên ngành:

* 21. Trong năm qua, bạn đã tham gia bao nhiêu buổi hướng dẫn KỸ NĂNG THÔNG TIN?

    ◌ a. 1 - 3 buổi

    ◌ b. 4 - 6 buổi

    ◌ c. Hơn 6 buổi

22. Ngoài các vấn đề đã nêu trong Bảng Khảo sát, bạn vui lòng cho biết thêm ý kiến mà bạn quan tâm về việc hướng dẫn Kỹ năng Thông tin:

* 23. Bạn vui lòng điền mã số sinh viên (MSSV) vào ô trống dưới đây. Ngoài ra, xin gửi MSSV qua email: infolit.lrcs@gmail.com để tham gia chương trình bốc thăm.

9. Lời cảm ơn

Cảm ơn bạn đã dành thời gian tham gia cuộc khảo sát.

Appendix T: Interview Questions for Focus Group of Instruction Librarians

1. What has been the influence of the current information literacy program on campus?
2. What are the instructional facilities available for ILI?
   a. Which online databases are available for ILI?
   b. Is the Internet speed fast enough to download the full texts?
   c. In what way do the facilities provide individual hands –on experience for those being instructed?
3. In what ways does the information literacy program support diverse approaches to teaching?
   a. Does the curriculum of the information literacy program identify the scope (i.e., depth and complexity) of competencies to be acquired? Please specify.
   b. In what way does the curriculum of the information literacy program integrate competencies throughout a student's academic career?
   c. In what way do the IL activities include active, collaborative activities and encompass critical thinking? Please give some examples.
   d. In what way does information literacy link to ongoing coursework and real-life experiences?
   e. How do you excite your students about their learning information literacy skills?
   f. If you have had little activity in these areas, could you speak of your vision of the future regarding these teaching aspects?

4. How would you like to supplement, enhance the current method of information literacy instruction (ILI)?
   a. Do you know any other approaches that might work better than the current ILI program? Please specify.
   b. How would you like to modify the current information literacy instruction based on the feedback from students?
5. How do you promote, market, manage, and coordinate diverse information literacy instruction activities on campus?
   a. How have you communicated with the academic community to gain support for the program?
   b. How have you coordinated your efforts with other faculty/ instructional librarians to maximize the effects of IL program?
   c. How often does the library offer workshops and programs relating to information literacy for faculty and staff?
   d. In what way do you share information, methods and plans with peers from other institutions?
   e. How do you market the IL program to students?
6. What do you think about the possibility of integrating IL into the institutional-wide curriculum?
   a. How do you think that your role has changed when you take charge in the ILI program?

    b.   In what way do you think your teaching will change as a result of incorporating IL into the curriculum?

    c.   Have you experienced any nonacademic problems (collaboration with other partners on campus, etc.) when teaching IL?

7. How do you know your students have learned information skills?

    a.   How do you assess student learning outcomes?

    b. How will assessment data be collected?

    c. Do you report student learning outcomes to the library administrators and other units on campus?

Appendix U: Interview Questions for Library Administrators

1. What has been the influence of the current information literacy program on campus?
a. How does the information literacy (IL) program relate to other programs and services on campus?
b. How has IL affected the undergraduate curriculum design at your institution?
c. How has IL impacted staffing, resources, and scheduling?
d. Does the ILI program participate in the university accreditation process?

2. Which unit is in charge of integrating and applying instructional technologies into learning activities? IT department or Information Services (IS) department? What kind of coordination exists between two units?

3. How do you support instruction librarians in planning and designing the information literacy program?
a. Who designs the information literacy instruction program in your library?
b. Are published IL standards and competencies used in designing IL instruction?
c. How have you supported instruction librarians in their teaching of information literacy?
d. Could you describe the process of ongoing planning/improvement of the information literacy instruction?

4. How does the library evaluate the performance of the information literacy program?
a. What outcomes are important? How do you collect data to evaluate and update instruction programs and services?
b. Has the library reported assessment data to other units on campus?

5. How do you promote and coordinate diverse IL instruction activities on campus?
a. How do you ensure ongoing support for information literacy programs from the university and departmental leadership?
b. How does the library communicate a clear definition and description of the program and its value to faculty and students?
c. How does your library collaborate with faculty in planning, implementing, and assessing information literacy programming?

6. How might IL become a course that is an integral part of the institutional-wide curriculum?
a. How might this initiative relate to other programs and services on campus?
b. How might it affect the undergraduate curriculum design at your institution?
c. How might it impact staffing, resources, and scheduling?
d. If this approach is not a feasible one, what might be other approaches to providing information literacy on campus?

Appendix V: Interview Questions for Faculty

1. What do you think about student's ability to locate, evaluate and use information?

2. How do you help students in their self-directed learning?

3. Do you encounter any issues during the transformation of curriculum from a tightly structured subject-based model to a credit-based system?

4. Do you have anything else that you would like to address?

Appendix W: Sample of Coding Scheme for Challenging Factors

Themes (Tree nodes)	Definition	Example
Influence of the teacher-centered model	Impact of the current way of teaching	Since the implementation of the credit system, when students are asked to equip with self-directed learning skills, and have more time for independent research, lecturers should reexamine their syllabi, lesson plans and teaching methods in order to enhance student's independent research capability.
Challenges inherent to perceptions	Little understanding about the importance of IL to student learning outcomes perceived by stakeholders	The university managing board has not even had a clear understanding about our current ILI program and that's a big problem when we propose it as a credit course.
Insufficient support	The absence of support from different university levels	The most difficulty is to obtain the support from faculty members at schools and departments of CTU. We are afraid that faculty members would object it if these subjects/ courses became prerequisites for their majors.
Lack of collaboration	The absence of collaboration among stakeholders	They come to us, or we get to them, in both cases we work on an interpersonal standing. […]. Building a personal relationship is a key for improving professional partnership.

Lack of resources	Inadequate resources regarding human capital, financial, and information resources	When IL becomes a compulsory subject or an elective one, instruction librarians should obtain general knowledge about a specific discipline besides professional librarianship.

Appendix X: Sample of Coding in NVivo Software

Tree Nodes

Name	Sources	References	Created On	Cre	Modified On	Modified
CHALLENGES in integrating IL into the	10	74	3/9/2010 9:25 AM	D	6/25/2010 10:34 AM	D

Name	Sources	References	Created On	Cre	Modified On	Modified
Challenges inherent to perceptions	6	31	3/17/2010 5:00 PM	D	6/25/2010 10:34 AM	D

Name	Sources	References	Created On	Creat	Modified On	Modified By
Falculty	5	14	3/17/2010 5:01 PM	D	6/25/2010 9:51 AM	D
Students	5	10	3/17/2010 5:01 PM	D	6/25/2010 9:51 AM	D
Univ	4	12	3/17/2010 5:01 PM	D	6/25/2010 9:51 AM	D

Name	Sources	References	Created On	Cre	Modified On	Modified
Collaboration	8	17	3/16/2010 2:03 PM	D	6/25/2010 9:51 AM	D
Credit bearing system	5	14	3/18/2010 4:18 PM	D	6/25/2010 10:26 AM	D
Facilities	4	5	3/17/2010 4:11 PM	D	4/2/2010 4:28 PM	D
Finance	2	6	3/18/2010 12:40 PM	D	4/2/2010 1:30 PM	D
Mechanism	3	11	3/18/2010 12:36 PM	D	6/25/2010 10:21 AM	D
Overload of curriculum	5	9	3/17/2010 4:07 PM	D	6/25/2010 10:26 AM	D
Staffing	6	14	3/9/2010 9:26 AM	D	6/25/2010 10:28 AM	D
Support	9	29	3/9/2010 9:41 AM	D	6/25/2010 9:51 AM	D
Teacher -centered approach	4	12	3/9/2010 9:26 AM	D	6/25/2010 10:19 AM	D

REFERENCES

Agosto, D. E., & Hughes-Hassell, S. (2007). Language, culture, and the school library. In
S. Hughes-Hassell, & V. H. Harada (Eds.) *School reform and the school library
media specialist* (pp. 145-157). Westport, CT: Libraries Unlimited.

American Library Association. (1989). *Presidential committee on information literacy:
Final report*. Chicago: American Library Association. Retrieved from
http://www.ala.org/ala/mgrps/divs/acrl/publications/whitepapers/presidential.cfm

American Library Association. (2008). *Standards for proficiencies for instruction
librarians and coordinators: A practical guide*. Chicago, Illinois: American
Library Association, Association of College and Research Libraries. Retrieved
from http://www.ala.org/ala/mgrps/divs/acrl/standards/profstandards.pdf

Andretta, S. (2009). *Transliteracy: Take the walk on the wild side*. Retrieved from
http://www.ifla.org/files/hq/papers/ifla75/94-andretta-en.pdf

Arp, L. (1987). Model statement of objectives for academic bibliographic instruction:
draft revision. *C&RL News*, 256-261. Retrieved from
http://www.ala.org/ala/mgrps/divs/acrl/about/sections/is/projpubs/modelstatement
.cfm

Asia Pacific Special Interest Group (APSIG). (2005). Retrieved from APSIG newsletter
No. 59 http://www.alia.org.au/groups/apsig/newsletter/59/rmit.in.vietnam.html

Associated Colleges of the South. (n.d.). *Information fluency working definition*.
Retrieved from http://www.colleges.org/techcenter/if/if_definition.html

Association of College and Research Libraries. (2000). *Information literacy competency standards for higher education*. Chicago: Association of College and Research Libraries, American Library Association. Retrieved from http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm

Association of College and Research Libraries. (2001). *Information literacy survey instrument*. Retrieved from http://www.ala.org/ala/mgrps/divs/acrl/issues/infolit/professactivity/survey/surveyscan.pdf

Association of College and Research Libraries. (2003a). *Characteristics of programs of information literacy that illustrate best practices: A guideline.* Chicago: Association of College and Research Libraries, American Library Association. Retrieved from http://www.ala.org/ala/mgrps/divs/acrl/standards/characteristics.cfm

Association of College and Research Libraries. (2003b). *Guidelines for Instruction Programs in Academic Libraries.* Retrieved from http://www.ala.org/ala/mgrps/divs/acrl/standards/guidelinesinstruction.cfm

Association of College and Research Libraries. (2008). *Environmental scan 2007*. Chicago: Association of College and Research Libraries, American Library Association. Retrieved from http://www.ala.org/ala/mgrps/divs/acrl/publications/whitepapers/Environmental_Scan_200%20FINAL.pdf

Australia and New Zealand Institute for Information Literacy (ANZIIL). Retrieved from
http://www.anziil.org/

Avery, E. F. (2003). *Assessing student learning outcomes for information literacy instruction in academic institutions*. Chicago: Association of College and Research Libraries, American Library Association.

Bainton, T. (2001). *Information literacy and academic libraries: The SCONUL approach*. Paper presented at the International Federation of Library Associations, 67th IFLA Council and General Conference.

Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W.H. Freeman.

Bangert, S. R. (2007). *Understanding accreditation: Student learning and information literacy*. New York: Neal Shuman.

Bass, B. M. (1985). *Leadership and performance beyond expectations*. New York: Free Press.

Bawden, D. (2001). Progress in documentation, information and digital literacies: A review of concepts. *Journal of Documentation, 57*(2), 218-352.

Bazeley, P. (2009). *Qualitative data analysis with NVivo*. Los Angeles, California: Sage Publications.

Bennett, S. (2007). Campus cultures fostering information literacy. *Project Muse, 7*(2), 147-167.

Bowden, J. & Marton, F. (1998). The university of learning, beyond quality and competence in higher education. USA: Stylus Publishing.

497

Bộ Giáo Dục và Đào Tạo (BGD & ĐT). (2007). Quyết định 43/2007/QĐ-BGD&ĐT: Quy chế đào tạo đại học và cao đẳng hệ chính quy theo hệ thống tín chỉ. Retrieved from http://www.moet.gov.vn/?page=6.12&type=documents&view=17083

Breivik, P. S. (1985). Putting libraries back in the information society. *American Libraries, 16*(10), 723.

Breivik, P. S. (1991). Information literacy. *Bulletin of the Medical Library Association*, *79*(2), 226-229.

Breivik, P. S. (2005). 21st century learning and information literacy. *Change, 37*(2), 20.

Breivik, P. S., & Gee, E. G. (1989). *Information literacy: Revolution in the library*. New York; London: American Council on Education: Macmillan; Collier Macmillan.

Breivik, P. S., & Gee, E. G. (2006). *Higher education in the Internet age: Libraries creating a strategic edge*. Westport, Conn.: Praeger Publishers.

Brislin, R. W. (1970). Back-translation for cross-cultural research. *Journal of Cross-Cultural Psychology, 1*(3), 185-216.

Brislin, R. W. (1976). *Translation: Applications and research*. New York, NY: Gardner Press.

Bruce, C. S. (1997). *The seven faces of information literacy*. Adelaide: Auslib Press.

Bruce, C. S. (1999). Workplace experiences of information literacy. *International Journal of Information Management, 19*(1), 33-47.

Bruce, C. S., Edwards, S., & Lupton, M. (2006). Six frames for information literacy education: A conceptual framework for interpreting the relationships between

theory and practice. *Journal 2006, 5*(1), 1-18. Retrieved from

http://www.ics.heacademy.ac.uk/italics/vol5-1/pdf/sixframes_final%20_1_.pdf

Bui, L. Th. (2008). Thư viện đại học phục vụ hoạt động đào tạo, nghiên cứu khoa học và

 chuyển giao công nghệ, đáp ứng các yêu cầu của học chế tín chỉ [Academic

libraries serving research, education and technology transfer to meet the

requirements of the credit system]. *Tap chi Thong tin-Tu lieu*, 8.

Bundy, A. (2004). *Australian and New Zealand information literacy framework:*

Principles, standards and practice (2nd. ed.). Adelaide: Australian and New

Zealand Institute for Information Literacy.

Burke, W. W. (1994). *Organization development: A process of learning and changing.*

Massachusetts: Addison-Wesley Publishing Company.

Burke, W. W. (2002). *Organization change: Theory and practice*. Thousand Oaks, Calif.:

Sage Publications.

Burkhardt, J. M., MacDonald, M. C., & Rathemacher, A. J. (2010). *Teaching information*

literacy: 50 standards-based exercises for college students. Chicago: American

Library Association.

Burns, J. M. (1978). *Leadership*. New York: Harper & Row.

Caldwell, R. (2003). Models of change agency: A fourfold classification. *British Journal*

of Management 14(2), 131-142.

Cantho University. (2010). Retrieved from http://www.lrc.ctu.edu.vn

Cardwell, C., & Boff, C. (2010). Creating the credit IL course in a university setting. In C.V. Hollister *Best practices for credit-bearing information literacy courses* (pp. 10-24). Chicago: Association of College and Research Libraries.

Carnall, C. A. (2003). *Managing change in organizations*. Harlow, England; New York: Financial Times/Prentice Hall.

Carr, J. A. (2006). Engaging the future: Meeting the needs of NetGen. In C. Gibson (Ed.), *Student engagement and information literacy* (pp. 104-119). Chicago: Association of College and Research Libraries, American Library Association.

Cawsey, T. F., & Deszca, G. (2007). *Toolkit for organizational change*. Los Angeles: Sage Publications.

Center for Academic Integrity. (1999). *The fundamental values of academic integrity*. Retrieved from

http://www.academicintegrity.org/fundamental_values_project/pdf/FVProject.pdf

Chang, A.M., & Holroyd, E. (1999). Translation of questionnaires and issues of equivalence. *Journal of Advanced Nursing*, 29(2), p.316-322.

Chartered Institute of Library and Information Professionals (CLIP, 2004). Retrieved from http://www.cilip.org.uk/get-involved/advocacy/learning/information-literacy/Pages/definition.aspx

Cohen, M. (2008). Improving college preparation lessons from the American Diploma Project. *The New England Journal of Higher Education, Spring 2008*, 21-23.

Comer, C. H. (2003). Assessing student learning in sociology. In E. F. Avery (Eds.), *Assessing student learning outcomes for information literacy instruction in*

academic institutions (pp. 89-102). Chicago: Association of College and Research Libraries, American Library Association.

Communist Party of Vietnam. (2001). *The document of the ninth Congress of the Communist Party of Vietnam.* National Political Publishing House: Hanoi.

Conley, D. T. (2003).*Understanding university success: A report from Standards for Success:* A project of the Association of American Universities and the Pew Charitable Trusts. Eugene, OR: Center for Educational Policy Research.

Conley, D. T. (2008). Rethinking college readiness. *New Directions for Higher Education, 144*, 3-13.

Corrall, S.M. (2007). Benchmarking strategic engagement with information literacy in higher education: Towards a working model. *Information Research*, *12*(4) paper 328. Retrieved from http://InformationR.net/ir/12-4/paper328.html

Corrall, S. (2008). Information literacy strategy development in higher education: An exploratory study. *Science Direct, 28*, 26-37.

Creswell, J. W. (1997). *Qualitative inquiry and research design: Choosing among five approaches*. Thousand Oaks: Sage Publications.

Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches.* Thousand Oaks: Sage Publications.

Creswell, J. W. (2008). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research.* Upper Saddle River, N.J.: Pearson/Merrill Prentice Hall.

Creswell, J. W., & Plano Clark, V. L. (2007). *Designing and conducting mixed methods*

research. Thousand Oaks, Calif.: SAGE Publications.

Cullen, R. J., & Calvert, P. J. (1995). Stakeholder perceptions of university library effectiveness. *Journal of Academic Librarianship, 21*(6), 438-448.

Curzon, S. C. (2004). Developing faculty-librarian partnerships in information literacy. In I. F. Rockman (Ed.), *Integrating information literacy into the higher education curriculum: Practical models for transformation* (pp. 29-46). San Francisco: Jossey-Bass.

Curzon, S. C., & Lampert, L. D. (2007). *Proven strategies for building an information literacy program*. New York: Neal-Schuman Publishers.

Danang University (2010). Retrieved from http://www.lrc-tnu.edu.vn/bantin/en/tongket/lirc-da-nang

Dang, X. H. (2006). Đào tạo theo hệ thống tín chỉ ở Việt Nam: Đặc điểm và điều kiện triển khai [The credit-based system in Vietnam: Characteristics and implementation]. *Khoa học Giáo dục.13(*10), 36-37.

Dealy, M. D., & Thomas, A. R. (2006). *Change or die: How to transform your organization from the inside out*. Westport, Conn.: Praeger.

Denison, T., & Robinson, M. (2004). *Breaking ground: Library systems implementation in Vietnam*. CanTho, Vietnam: University of CanTho, Viet Nam.

Dennis, D. J., & Meola, D. D. (2009). Preparing for leadership: What it takes to take the lead. New York: American Management Association.

Dorner, D. G., & Gorman, G. E. (2006). Information literacy education in Asian developing countries: Cultural factors affecting curriculum development and

program delivery. *IFLA Journal, 32*(4), 281-293.

Douglas, S. P., & Craig, C. S. (2007). Collaborative and iterative translation: An alternative approach to back translation. *Journal of International Marketing*, *15*(1), 30-43.

Doyle, C. S. (1992). *Outcome measures for information literacy within the national education goals of 1990*: *Final report to National Forum on Information Literacy, June 24, 1992.* Washington, D.C.: Prepared by ERIC Document Reproduction Service [for] U.S. Department of Education, Office of Educational Research and Improvement.

Dusenbury, C., & Association of College and Research Libraries. Bibliographic Instruction Section. (1991). *Read this first: An owner's guide to the new model statement of objectives for academic bibliographic instruction*. Chicago, IL: Bibliographic Instruction Section, Association of College and Research Libraries, American Library Association.

Eisenberg, M. (2007). Teaching information literacy: Context, context, context. In S. C. Curzon & L. D. Lampert (Eds.), *Proven strategies for building an information literacy program* (pp. 163-176). New York: Neal-Schuman Publishers.

Eisenberg, M., & Berkowitz, R. E. (1990). *Information problem-solving: The Big Six Skills approach to library and information skills instruction*. Norwood, N.J.: Ablex Pub. Corp.

Eland, T. W. (2008). A curriculum-integrated approach to information literacy. In C. N. Cox & E. B. Lindsay (Eds.), *Information literacy instruction handbook* (pp. 103-

112). Chicago: Association of College and Research Libraries.

Fairholm, G. W., & Fairholm, M. R. (2009). *Understanding leadership perspectives theoretical and practical approaches.* New York: Springer.

Farquharson, P. (2009). *The perception of information technology investment and its impact on productivity at small private colleges.* D.B.A. dissertation, University of Phoenix, United States -- Arizona. Retrieved from Dissertations & Theses: Full Text. (Publication No. AAT 3364167).

Feehan, P. E. (1991). *State library agency youth services consultants: Their potential as agents of change.* Ph.D. dissertation, The University of North Carolina at Chapel Hill, United States -- North Carolina. Retrieved from Dissertations & Theses: Full Text. (Publication No. AAT 9207946).

Foo, S. (2007). *Building an information society for all: The library environment and stakeholder roles.* Paper presented at the Proc. International Conference on Libraries, Information and Society (ICoLIS 2007), Petaling Jaya, Malaysia, June, 26-27.

Fullan, M. (1999). *Change forces: The sequel.* London: Falmer Press.

Fullan, M. (2001). *Leading in a culture of change.* San Francisco: Jossey-Bass.

Gagnon, G. W., & Collay, M. (2001). *Designing for learning: Six elements in constructivist classrooms.* Thousand Oaks: Corwin Press, Calif.

Garner, S.D. (2006). *High-level colloquium on information literacy and lifelong learning.* Report of a meeting sponsored by the United Nations Education, Scientific, and Cultural organization (UNESCO), National Forum on Information Literacy

(NFIL) and the International Federation of Library Associations and Institutions (IFLA) (Bibliotheca Alexandrina, Alexandria, Egypt, November 6-9, 2005). Retrieved from IFLA website http://archive.ifla.org/III/wsis/High-Level-Colloquium.pdf

Gelbwasser, Sherry E. (2004). *Information literacy for lifelong learning institute students: Determining a best-practice model.* Ed.D. dissertation, Johnson & Wales University, United States -- Rhode Island. Retrieved from Dissertations & Theses: Full Text. (Publication No. AAT 3124559).

Gibbs, G. (2007). *Analyzing qualitative data*. Los Angeles: Sage Publications.

Gibson, G. (2006). *Student engagement and information literacy.* Chicago: Association of College and Research Libraries.

Glaser, B. G., & Strauss, A. L. (1967). *The discovery of grounded theory: Strategies for qualitative research*. Hawthorne, N.Y: Aldine de Gruyter.

Glesne, C. (1999). *Becoming qualitative researchers: An introduction*. New York: Longman.

Goethals, G. R., Sorenson, G. J., & Burns, J. M. (2004). *Encyclopedia of leadership* (Vol. 4). Thousand Oaks, Calif.: Sage Publications.

Goetz, J. P., & LeCompte, M. D. (1981). Ethnographic research and the problem of data reduction. *Anthropology & Education Quarterly, 12*(1), 51-70.

Grassian, E. S., & Kaplowitz, J. R. (2001). *Information literacy instruction: Theory and practice*. New York: Neal-Schuman.

Grassian, E. S., & Kaplowitz, J. R. (2005). *Learning to lead and manage information*

literacy instruction. New York: Neal-Schuman Publishers.

Grassian, E. S., & Kaplowitz, J. R. (2009). *Information literacy instruction: Theory and practice*. New York: Neal-Schuman.

Griffiths, J. R., & Brophy, P. (2005). From information to commercial highway- Student searching behavior and the Web: Use of academic resources and Google. *Library Trends, 53*(4), 539.

Grossman, L. (1974). *The change agent*. New York: AMACOM.

Harada, V. H., & Hughes-Hassell, S. (2007). Facing the reform challenge: Teacher-librarians as change agents. *Teacher Librarian, 35*(2), 8-13.

Harada, V. H., & Yoshina, J. M. (2010). *Assessing for learning: Librarians and teachers as partners*. Santa, CA: Libraries Unlimited.

Hardesty, L. (1995). Faculty culture and bibliographic instruction: An exploratory analysis. *Library Trends, 44*(2), 339-367.

Harkness, J. A., & Schoua-Gluberg, A. (1998). *Questionnaires in translation*. ZUMA: Nachrichten Special. Retrieved from http://isites.harvard.edu/fs/docs/icb.topic506406.files/znspez3_04_Harkness_Glusberg.pdf

Harman, G., Hayden, M., & Pham, T. N. (2010). *Reforming higher education in Vietnam*. London: Springer.

Hart, G. (2006). Educators and public librarians: Unwitting partners in the information literacy education of South African youth? *Innovation, 32*, 74-94.

Hayden, M., & Lam, Q. T. (2006). A 2020 vision for higher education in Vietnam. Retrieved from http://www.bc.edu/bc_org/avp/soe/cihe/newsletter/Number44/p11_Hayden_Thiep.htm

Hinchliffe, L. J., & Woodard, B. S. (2001). Instruction. In R. E. Bopp & L. C. Smith (Eds.), *Reference and information services: An introduction* (pp. 210-244). Englewood, Colo.: Libraries Unlimited.

Hollister, C. V. (2010). *Best practices for credit-bearing information literacy courses*. Chicago: Association of College and Research Libraries.

Hord, S. M., Rutherford, W.L., Huling-Austin, L., & Hall, G.E. (1987). *Taking charge of change.* Virginia: Association for Supervision and Curriculum Development.

Hue University. (2010). Retrieved from http://www.lrc-hueuni.edu.vn/

Hughes, S. M., & Mancall, J. C. (1999). Developing a collaborative access environment: meeting the resource needs of the learning community. In B. K. Stripling (Ed.), *Learning and libraries in an information age: principles and practice* (pp. 231-258). Englewood, Colo.: Libraries Unlimited and its Division Teacher Ideas Press.

Hughes-Hassell, S., & Harada, V. H. (2007). Librarian as change agent. *School Reform and the School Library Media Specialist*. Westport, CT: Libraries Unlimited.

Ivey, R. (2003). Information literacy: How do librarians and academics work in partnership to deliver effective learning programs. *Australian Academic and Research Libraries: AARL, 34*, 100-113.

Jacobson, T. E., & Xu, L. (2002). Motivating students in credit-based information literacy courses: Theories and practice. *Portal: Libraries and the Academy, 2*(3), 423-441.

Jacso, P. (2005). As we may search--Comparison of major features of the Web of Science, Scopus, and Google Scholar citation-based and citation-enhanced databases. *Current Science, 89*(9), 1537-1547.

Jarrett, H. H., Jr. (1973). Change agent qualities and situation feasibility in higher education. *Liberal Education, 59*(4), 442-448.

Jones, A. J., & Gardner, C. (1999). Student learning: Linking research and practice. In B. K. Stripling (Ed.), *Learning and libraries in an information age: Principles and practice* (pp. 327-359). Englewood, Colo.: Libraries Unlimited and its Division Teacher Ideas Press.

Kaplowitz, J. (2008). The psychology of learning: Connecting theory to practice. In C. N. Cox & E. B. Lindsay (Eds.), *Information literacy instruction handbook* (pp. 26-49). Chicago: Association of College and Research Libraries.

Katz, I. R. (2007). Scholarly Communication - ETS research finds college students fall short in demonstrating ICT literacy - National Policy Council to create national standards. *College & Research Libraries News, 68*(1), 35.

Keeler, D. (2007). *A mixed method study of organizational culture dimensions of community college faculty library use and perceptions*. Ed.D. dissertation, Florida International University, United States -- Florida. Retrieved from Dissertations & Theses: Full Text. (Publication No. AAT 3279229).

Keller, J. M. (1987). Strategies for Stimulating the Motivation to Learn. *Performance and Instruction, 26*(8), 1-7.

Kellogg Commission on the Future of State and Land-Grant Universities, & National Association of State Universities and Land-Grant Colleges. (2000). *Returning to our roots: toward a coherent campus culture*. Washington, D.C.: National Association of State Universities and Land-Grant Colleges, Office of Public Affairs. Retrieved from http://www.nasulgc.org/publications/kellogg/culture.pdf

Kelly, K. (2000). The higher education system in Vietnam. *World Education News and Reviews, 13*(3).

Kempcke, K. (2002). The art of war for librarians: Academic culture, curriculum reform, and wisdom from Sun Tzu. *Libraries and the Academy, 2*(4), 529-551.

Kempcke, K. (2003). Montana State University: Information literacy assessment project. In E. F. Avery (Eds.), *Assessing student learning outcomes for information literacy instruction in academic institutions* (pp. 185-191). Chicago: Association of College and Research Libraries, American Library Association.

Kendall, J. S., Pollack, C., Schwols, A., & Snyder, C. (2007). *High school standards and expectations for college and the workplace (Issues & Answers Reports-REL 2007- -No. 001)*. Washington, DC: U.S. Department of Education, Institution of Education Sciences. Retrieved from http://ies.ed.gov/ncee/edlabs/regions/central/pdf/REL_2007001_sum.pdf

King, M. B., & Newmann, F. M. (January 01, 2000). Will teacher learning advance school goals? *Phi Delta Kappan, 81,* 576-580.

Kirk, J. (2004). *Information and work: Extending the roles of information professionals*. Paper presented at the ALIA 2004, Challenging Ideas. Retrieved from http://www.conferences.alia.org.au/alia2004/pdfs/kirk.j.paper.pdf

Kohler, W., & Winter, E. (1925). *The mentality of apes*. New York: Harcourt Brace.

Kotter, J. P. (1990). *A force for change: How leadership differs from management*. New York; London: Free Press; Collier Macmillan.

Kottler, J. A. (2001). *Making changes last*. Philadelphia, PA: Brunner-Routledge.

Kuhn, T. S. (1962). *Structure of scientific revolutions*. Chicago: University of Chicago Press.

Kuhnert, K. W. (1994). Transforming leadership: Developing people through delegation. In *Improving o*r*ganization effectiveness through transformational leadership* by B. M. Bass & B. J. Avolio (Eds.). Thousand Oaks, Calif.: Sage Publications.

Lam, Q. T. (2006). Về việc áp dụng học chế tín chỉ trên thế giới và ở Việt Nam [The implementation of the credit system in the world and in Vietnam]. Retrieved from http://news.vnu.edu.vn/ttsk/Vietnamese/

Lampert, L. D. (2004). Integrating discipline-based anti-plagiarism instruction into the information literacy curriculum. *Reference Services Review, 32,* 4, 347-355.

Lampert, L. D. (2007). Searching for respect: Academic librarians' role in curriculum development. In S. C. Curzon & L. D. Lampert (Eds.), *Proven strategies for building an information literacy program* (pp. 95-112). New York: Neal-Schuman Publishers.

Lampert, L. D. (2008). Student academic integrity. In C. N. Cox & E. B. Lindsay (Eds.),
510

Information literacy instruction handbook (pp. 149-163). Chicago: Association of College and Research Libraries.

Lau, J. (2006). *Guidelines on information literacy for lifelong learning.* The Hague: International Federation of Library Associations and Institutions. Retrieved from http://www.ifla.org/VII/s42/pub/IL-Guidelines2006.pdf

Le, V. V. (2008). Đẩy mạnh công tác nghiên cứu và phổ biến kiến thức thông tin ở Việt Nam [Promoting the research on information literacy in Vietnam]. Retrieved from http://db.vista.gov:2056/

Leigh, A. (1988). *Effective change: Twenty ways to make it happen*. London: Institute of Personnel and Development.

Leonard, D. C. (2002). *Learning theories, A to Z.* Westport, Conn.: Oryx Press.

Lewin, K. (1951). *Field theory in social science: Selected theoretical papers*. New York: Harper.

Lewins, A., & Silver, C. (2007). *Using software in qualitative research: A step-by-step guide*. Los Angeles; London: SAGE.

Liles, J. (2007). Librarian readiness and pedagogy. In S. C. Curzon & L. D. Lampert (Eds.), *Proven strategies for building an information literacy program* (pp. 113-132). New York: Neal-Schuman Publishers.

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage Publications, Inc.

511

Lippincott, J. K. (2000). Librarians and cross-sector teamwork. *ARL Bimonthly Report on Research Library Issues and Actions for ARL, CNI, and SPARC,* 208/209, 22-23. Retrieved from http://www.arl.org/bm~doc/team.pdf

Lippincott, J. K. (2005). Net generation students and libraries. *EDUCAUSE review, 40*(2), 56-66.

Lippincott, S., & Kyrillidou, M. (2004). How ARL university communities access information: Highlights from LibQUAL+TM. *ARL, 236*(October 2004), 7-8.

Lippert, S. K & Davis, M. A. (2006). Conceptual model integrating trust into planned change activities to enhance technology adoption behavior. *Journal of Information Sciences. 32*(5), 434-448.

Lippitt, G. L. (1973). *Visualizing change: Model building and the change process*. La Jolla: University Associates, Inc.

Lippitt, R., Watson, J., & Westley, B. (1958). *The dynamics of planned change: A comparative study of principles and techniques*. New York: Harcourt, Brace.

McAdoo, M. L. (2008). *A case study of faculty perceptions of information literacy and its integration into the curriculum.* D.Ed. dissertation, Indiana University of Pennsylvania, United States -- Pennsylvania. Retrieved from Dissertations & Theses: Full Text. (Publication No. AAT 3320033).

McAdoo, M. L. (2010). *Building bridges: Connecting faculty, students, and the college library*. Chicago: American Library Association.

McDaniel, S. (2007). *Defining information literacy: Conceptual models and practice*. In S. C. Curzon & L. D. Lampert (Eds.), *Proven strategies for building an*

information literacy program (pp. 13-28). New York: Neal-Schuman Publishers.

MacDonald, M. (2008). Program management. In C. N. Cox & E. B. Lindsay (Eds.),
Information Literacy Instruction Handbook (pp. 113-138). Chicago: Association
of College and Research Libraries.

Marton, F. & Booth, S. (1997). Learning and awareness. Lawrence Erlbaum Associates,
New Jersey.

Maxwell, J. A. (1996). *Qualitative research design: An interactive approach*. Thousand
Oaks, CA: Sage Publications.

Maxwell, J. A. (2005). *Qualitative research design: An interactive approach*. Thousand
Oaks, CA: Sage Publications.

Maykut, P. S., & Morehouse, R. (1994). *Beginning qualitative research: a philosophic
and practical guide*. London; Washington, D.C.: Falmer Press.

Merriam, S. (1998). *Qualitative research and case study application in education*. San
Francisco, CA: Jones-Bassey.

Merriam, S. (2001). *Qualitative research and case study application in education*. San
Francisco, CA: Jones-Bassey.

Middle States Association of Colleges and Schools, & Education. (2002). *Characteristics
of excellence in higher education: Standards for accreditation*. Philadelphia, PA:
The Commission on Higher Education, Middle States Association of Colleges and
Schools.

Middle States Association of Colleges and Schools Commission on Higher Education
(2003). *Developing research & communication skills: Guidelines for information*

literacy in the curriculum. Philadelphia, PA: The Commission on Higher

Education, Middle States Association of Colleges and Schools. Also retrieved

from http://www.msche.org/publications/devskill050208135642.pdf

Miles, M. B., & Huberman, A. M. (1987). *Qualitative data analysis: A sourcebook of*

new methods. Beverly Hills: Sage.

Mills, C. C (2009). *Graduate students' perceptions of academic integrity policies,*

practices, observations, engagement, and seriousness of behaviors. Ph.D.

dissertation, Clemson University, United States -- South Carolina. Retrieved from

Dissertations & Theses: Full Text. (Publication No. AAT 3355120).

Montiel-Overall, P. (2005). *Toward a theory of collaboration for teachers and librarians*.

Retrieved from

http://www.ala.org/ala/mgrps/divs/aasl/aaslpubsandjournals/slmrb/slmrcontents/v

olume82005/theory.cfm

Nahl, D. (1999). Creating user-centered instructions for novice end-users. *Reference*

Services Review, 27(3), 280-286.

Nahl, D. (2010). *LIS 665: Teaching information technology literacy*. Retrieved from

http://www2.hawaii.edu/~nahl/courses665.html

Nahl, D., & Harada, V. H. (1996). Composing Boolean search statements: Self-

confidence, concept analysis, search logic, and errors. *School Library Media*

Quarterly, 24(4), 199-207.

Nahl, D., & Tenopir, C. (1996). Affective and cognitive searching behavior of novice

end-users of a full text database. *Journal of the American Society for Information*

Science, 47(4), 276-286.

Nahl-Jakobovits, D., & Jakobovits, L. (1987). Learning the library: Taxonomy of skills and errors. *College & Research Libraries, 48*, 203-214.

Nahl-Jakobovits, D., & Jakobovits, L. (1990). Learning principles and the library environments. *Research Strategies, 8*(2), 74-81.

Nahl-Jakobovits, D., & Jakobovits, L. (1993). Bibliographic instructional design for information literacy: Integrating affective and cognitive objectives. *Research Strategies, 11*(2), 73-88.

National Commission on Excellence in Education. (1983). *A nation at risk: The imperative for educational reform: A report to the Nation and the Secretary of Education, United States Department of Education*. Washington, D.C.: National Commission on Excellence in Education: [Supt. of Docs., U.S. G.P.O. distributor]. Retrieved from http://teachertenure.procon.org/sourcefiles/a-nation-at-risk-tenure-april-1983.pdf

Neely, T. Y. (2006). *Information literacy assessment: Standards-based tools and assignments.* Chicago: American Library Association.

Neimeyer, B.C. (2009). *An examination of native and immigrant students' social networking using the college search and selection process.* Ph.D. dissertation, University of Pittsburgh, United States -- Pennsylvania. Retrieved from Dissertations & Theses: Full Text. (Publication No. AAT 3375319).

Nghị Quyết Chính Phủ [NQCP]. (2005). Về đổi mới cơ bản và toàn diện giáo dục đại học Việt Nam giai đoạn 2006-2020 [Towards radical change in higher education in

Vietnam in the period of 2006-2020]. Retrieved from

http://www.thuvienluat.com.vn/chitiet.asp?id=22722

Nguyen, H. S. (2008). *A contextual model for planning continuing education
programmes for university library practitioners in Vietnam*. Ph.D. dissertation,
University of Wellington, New Zealand). Retrieved from
http://researcharchive.vuw.ac.nz/bitstream/handle/10063/821/thesis.pdf?sequence
=3.

Nguyen, L. (2006). *Viet Nam's education in the transitional period*. Paper presented at
the 28th Human Resources Development, Working Group Meeting at Ho Chi
Minh City, Vietnam, 22-26 May 2006.

Nguyen, M. (2006). *The role of the librarian in online learning: Learning Resource
Centres in Vietnam.* Paper presented at the World Library and Information
Congress: 72nd IFLA General Conference and Council, 20-24 August, 2006.
Retrieved from http://www.ifla.org/IV/ifla72/index.htm

Nguyen, M. H. (2003). *Chiến lược đào tạo ngành Thư viện - Thông tin ở Việt Nam*
[Strategies for Library and Information education in Vietnam]. Paper presented at
the workshop on "Nâng cao chất lượng đào tạo cán bộ thư viện thông tin, Ha Noi,
29-30/4/2003" [Enhancing the quality of education for library and information
staff, Hanoi, April 29-30, 2003].Hanoi, Vietnam.

Nguyen, T. H. (2007). Một số biện pháp nâng cao chất lượng dạy và học đáp ứng yêu cầu học chế tín chỉ [Several solutions to enhance the quality of teaching and learning and meet the needs of the credit system]. *Education Journal*, 168, 17-18.

Nguyen, T. L. H. (2008). *Vietnam higher education: Reform for the nation's development.* In Asia-Pacific sub-regional preparatory conference for the 2009 World Conference on Higher Education.

Nguyen, T. L. T. (2001). *Đổi mới chương trình và phương pháp đào tạo: Những giải pháp chủ yếu để phát triển giáo dục đại học ngành Thư viện-Thông tin [Renewing curriculums and methods: Main solutions for library and information education].* Paper presented at the Dam bao chat luong dao tao chuyen nganh khoa hoc Thong tin - Thu vien, Ha Noi, 12/12/2001 [The quality of library and information education, Hanoi, December 12, 2001], Hanoi, Vietnam.

Noone, J. (1987). Planned change: Putting theory into practice. *Clinical Nurse Specialist, 1*(1), 25-29.

Oberg, D. (2009). Libraries in schools: Essential contexts for studying organizational change and culture. *Library Trends, 58*(1), 9-25.

Oberman, C. (2002). *What the ACRL Institute for Information Literacy Best Practices Initiative tells us about the librarian as teacher*. Paper presented at the 68th IFLA Council and General Conference, August 18-24, 2002.

Oblinger, D. (2003). Boomers, Gen-Xers, and Millennials: Understanding the "new students". *EDUCAUSE Review, 38*(4), 37-47.

Online Dictionary for Library and Information Science [ODLIS]. (2010). Retrieved from

http://lu.com/odlis/

Online Computer Library Center (OCLC). (2005a). *College students' perceptions of libraries and information resources*. Dublin, Ohio USA: OCLC Online Computer Library Center, Inc. Retrieved from

http://www.oclc.org/reports/perceptionscollege.htm

Online Computer Library Center (OCLC). (2005b). *Perceptions of libraries and information resources*. Retrieved from

http://www.oclc.org/reports/pdfs/Percept_all.pdf

Olson, C. A., & Singer, P. M. (2004). *Winning with library leadership: Enhancing services with connection, contribution, and collaboration*. Chicago: American Library Association.

Owens, I. (2002). Marketing in library and information science: a selected review of related literature. In I. Owens (Ed.), *Strategic marketing in library and information science* (pp. 5-31). Binghamton, NY: Haworth Information Press.

Owusu-Ansah, E. K. (2003). Information Literacy and the Academic Library: A Critical Look at a Concept and the Controversies Surrounding It. *Journal of Academic Librarianship, 29*(4), 223.

Palmer, C. L., Teffeau, L. C., & Pirmann, C. M. (2009). *Scholarly information practices in the online environment: Themes for the literature and implications for library service development.* Report commissioned by OCLC Research. Retrieved from

http://www.oclc.org/research/publications/library/2009/2009-02.pdf

518

Pasadas, C. (2007). Personal communication with Lau in UNESCO, 2008, *Towards indicators for information literacy: Conceptual framework*. Paper prepared by Ralph Catts and Jesus Lau.

Partnership for 21st Century Skills. (2007). *Framework for 21st century learning*. Retrieved from http://www.p21.org/index.php

Patton, M. Q. (1990). *Qualitative evaluation and research methods*. Newbury Park, California: Sage Publications.

Patton, M. Q. (1999). Enhancing the quality and credibility of qualitative analysis. *Health Services Research, 34*(5), 1189-1208.

Peterson, D. L. (1999). Collaboration in teaching and learning. In B. K. Stripling (Ed.), *Learning and libraries in an information age: principles and practice* (133-160). Englewood, Colo.: Libraries Unlimited and its Division Teacher Ideas Press.

Pham, M. H. (2002). *Vietnam's education on the threshold of the 21st century*. Hanoi: National Political Publishing House.

Pham, X. H. (2008). Challenges facing the implementation of information literacy programs in Vietnamese universities. In IFLA/ALP Indonesian Workshop on Information Literacy (WIL), 07 – 11 July, 2008, Bogor, Jakarta, Indonesia.

Piaget, J.P. (1952). *The origins of intelligence in children*. International Universities Press, New York.

Pierce, D. (2004). Incorporating information literacy into the music curriculum: A look at ACRL's Best Practices Initiative and successful music programs. *Music Reference Services Quarterly, 8*(4), 57-76.

Potwin, C., & Stedman, N. (2008). *Dos and don'ts in Vietnam*. Bangkok: Book

      Promotion and Services Co., Ltd.

Rader, H. (1990). Bibliographic instruction or information literacy. *College & Research*

      Libraries News, 51(January 1990), 18-20.

Rader, H. (1991). Information literacy: A revolution in the library. *RQ, 31*(Fall 1991), 25-

      29.

Rader, H., & Coons, W. (1992). Information literacy: One response to the new decade. In

      B. Baker, M. E. Litzinger, R. Hensley, & B. Sandore (Eds.), *The Evolving*

      educational mission of the library. Chicago: Bibliographic Instruction Section,

      Association of College and Research Libraries.

Rader, H. B. (1995). Information literacy and the undergraduate curriculum. *Library*

      Trends, 44(2), 270-278.

Rader, H. B. (2004). Building faculty-librarian partnerships to prepare students for

      information fluency. *College and Research Libraries News, 65*, 74-77.

Rader, H. B. (2008). Collaboration. In C. N. Cox & E. B. Lindsay (Eds.), *Information*

      literacy instruction handbook (pp. 84-93). Chicago: Association of College and

      Research Libraries.

Ragains, P. (2001). Infusing information literacy into the core curriculum: A pilot project

      at the University of Nevada, Reno. *Portal: Libraries and the Academy, 1*(4), 391-

      407.

Ramsden, P. (2003). Learning to lead in higher education. London: Routledge Falmer.

Richards, L. (2002). *Using NVivo in qualitative research*. Bundoora: Qualitive Solutions

and Research.

Richards, L., & Morse, J. M. (2007). *Readme first for a user's guide to qualitative methods*. Thousand Oaks Calif.: Sage Publications.

Robbins, S. P. (2001). Organizational change and stress management. *Organizational behavior*. Upper Saddle River, New Jersey: Prentice Hall.

Robinson, M., & Huynh, D. C. (2006). *Multi-functional library design and sustainability: Designing multi-functional learning resource centres in Vietnam*. Paper presented at the World Library and Information Congress 2006: 72nd IFLA General Conference and Council: Libraries: Dynamic Engines for the Knowledge and Information Society.

Rockman, I. F. (2004). *Integrating information literacy into the higher education curriculum: Practical models for transformation*. San Francisco: Jossey-Bass.

Rogers, E. M. (2003). *Diffusion of innovations*. New York: Free Press.

SCONUL. (1999). *Information skills in higher education: A SCONUL position paper*. Paper presented at the Society of College, National and University Libraries (SCONUL).

Sacks, P. A., & Whildin, S. L. (1993). *Preparing for accreditation: A handbook for academic librarians*.

Sadler, P. (2003). *Leadership*. London; Sterling, VA: Kogan Page Ltd.

Saldana, J. (2009). *The coding manual for qualitative researchers*. London; Thousand Oaks, Calif.: Sage.

Schroeder, R. (2003). Assessing information literacy in community college Human

    Services courses. In E. F. Avery (Eds.), *Assessing student learning outcomes for*

    information literacy instruction in academic institutions (223-231). Chicago:

    Association of College and Research Libraries, American Library Association.

Seamans, N. H. (2001). *Information literacy: A study of freshman students' perceptions,*

    with recommendations. Ph.D. dissertation, Virginia Polytechnic Institute and State

    University, United States -- Virginia. Retrieved from Dissertations & Theses: Full

    Text. (Publication No. AAT 3006086).

Senge, P. M. (1990). *The fifth discipline: the art and practice of the learning*

    organization. London: Random House.

Shenk, D. (1997). *Data smog: Surviving the information glut*. San Francisco: Harper

    Edge.

Singer, P. M., & Griffith, G. (2010). *Succession planning in the library: Developing*

    leaders, managing change. Chicago: American Library Association.

Small, R. V. (2008). Surviving in the Information Age. *Threshold, Winter 2008*, 23-27.

Snavely, L. (2008). Global educational goals, technology, and information literacy in

    higher education. *New Directions for Teaching and Learning, 114*, 35-46.

Stake, R. (1995). *The art of case study research*. Thousand Oaks: Sage Publications, Inc.

Strauss, A., & Corbin, J. (1990). *Basics of qualitative research: Grounded theory*

    procedures and techniques. Newbury Park, CA: Sage Publications, Inc.

Strong American Schools. (2008). *Diploma to nowhere*. Retrieved from

    http://www.deltacostproject.org/resources/pdf/DiplomaToNowhere.pdf

Sullivan, P. (2004). Developing freshman-level tutorials to promote information literacy. In I. F. Rockman (Ed.), *Integrating information literacy into the higher education curriculum: Practical models for transformation* (pp. 71-92). San Francisco: Jossey-Bass.

Tashakkori, A., & Teddlie., C. (2003). *Handbook of mixed methods in social and behavioral research*. Thousand Oaks: Sage Publications.

Taylor, S. J., & Bogdan, R. (1984). *Introduction to qualitative research methods: The search for meanings*. New York: Wiley.

Teddlie, C., & Tashakkori, A. (2009). *Foundations of mixed methods research: Integrating quantitative and qualitative approaches in the social and behavioral sciences*. Los Angeles: Sage Publications, Inc.

Tenopir, C., Hitchcock, B., & Pillow, S. A. (2003). *Use and users of electronic library resources an overview and analysis of recent research studies*. Retrieved from http://bibpurl.oclc.org/web/5394

Thomas S., et al. (2007). Transliteracy: Crossing divides. *First Monday*, *12*(12). Retrieved from http://www.uic.edu/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/2060/1908

Tichy, N. M., & Devanna, M. A. (1986). *The Transformational Leader*. New York: Wiley.

Town, S. (2003). Information literacy: definition, measurement, impact. In A. Martin & H. Rader (Eds.), *Information and IT literacy: enabling learning in the 21st Century* (pp. 53-65). London: Fact.

Tran, M. T. (2006). Một số vấn đề về kiến thức thông tin [Information literacy issues]. *Thông tin Khoa Học Xã Hội.(6).*

Tran, L. A., & Gorman, G. (1999). Library and information science education in Vietnam. *Asian Libraries, 8*(3*),* 65-82.

Travis, T. (2008). Librarians as agents of change: Working with curriculum committees using Change Agency theory. *New Directions for Teaching and Learning, 114*, 17-33.

UNESCO. (2005). *The Prague Declaration - Towards an information literate society.* (2003). Prague, Czech Republic, 20-23 September 2003. Retrieved from http://portal.unesco.org/ci/en/ev.php-URL_ID=19636&URL_DO=DO_TOPIC&URL_SECTION=201.html

UNESCO. (2006). *Development of information literacy through school libraries in South-East Asian countries (IFAP Project 461RAS5027)*: UNESCO Bangkok. Asia and Pacific Regional Bureau for Education. Retrieved from http://eric.ed.gov/ERICWebPortal/

University of Hawaii Libraries Information Literacy Committees. (2006). Retrieved from http://www.hawaii.edu/lilo/index/SU10_index_day.php

VietnamNet. (2006). *Đào tạo tín chỉ vì sao thiếu hiệu quả? [Credit-based system: Why inefficient?]* . Retrieved from http://vietnamnet.vn/giaoduc/vande/2006/08/605425/

Walker, D., & Lamber, L. (1995). Learning and leading theories: A century in the making. In L. Lamper et al., *The constructivist leader*. New York: Teachers College Press.

Warner, D. A. (2003). Programmatic assessment: Turning process into practice by teaching for learning. *Journal of the Academic Librarianship, (29)*3, 169-176.

Watkins, T. (n.d.). The Political and economic history of Vietnam.   Retrieved from http://www.sjsu.edu/faculty/watkins/vietnam.htm#DOIMOI

Webber, S., & Johnston, B. (2000). Conceptions of information literacy: New perspectives and implications. *Journal of Information Science, 26*(6), 381-398.

Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity.* Cambridge, MA: Cambridge University Press.

Western Association of Schools and Colleges (WASC). (2001). *Handbook of Accreditation, Standard 2.* Retrieved from http://www.wascsenior.org/wasc/Doc_Lib/2001%20Handbook.pdf

Williams, K. (2008). Leadership. In C. N. Cox & E. B. Lindsay (Eds.), *Information literacy instruction handbook* (pp. 139-148). Chicago: Association of College and Research Libraries.

Winegardner, K.E. (n.d.). *The case study method of scholarly research.*

Winer, M. B., & Ray, K. L. (1994). *Collaboration handbook: Creating, sustaining, and enjoying the journey*. Saint Paul, Minn.: Amherst H. Wilder Foundation.

Winner, M. C. (1998). Librarians as partners in the classroom: An increasing imperative. *RSR: Reference Services Review, 26*(1), 25-30.

Wittrock, M. (1986). *Students' thought process.* New York: Macmillan.

Wools, B. (1986). *Grant proposal writing: A handbook for school library media specialists.* New York: Greenwood Press.

Yammarino, F. J. (1994). Indirect leadership: Transformational leadership at a distance. In B. M. Bass & B. J. Avolio (Eds.), *Improving organization effectiveness through transformational leadership*. Thousand Oaks, Calif.: Sage Publications.

Yin, R. K. (1994). *Case study research: Design and methods*. Thousand Oaks, Calif.: Sage.

Yin, R. K. (2003). *Case study research: Design and methods*. Thousand Oaks, Calif.: Sage.

Zjhra, M. L. (2008). A shift to a credit-based system: Necessary changes in curriculum and the role of teachers. *Vietnam Educational Review, 11*.