IV. Nordic countries:
Finland, Denmark, Norway and Sweden
Information Literacy State-of-the Art Report
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A. Introduction

1. Nordic cooperation

The Information Literacy issues have been addressed also at a Nordic level through NordINFOLIT, which is a Nordic collaboration to encourage development, to find common solutions and to document current Nordic and national projects in the field information literacy. This collaboration was formed in 2001 with support from the Nordic Council for Scientific Information, which ceased to function as an organization in 2004.

NordINFOLIT is working mainly with three different tracks:

1. The Nordic Summer School on pedagogy for librarians
2. Seminars on standards and guidelines for implementing information literacy programs in higher education
3. The international conference Creating Knowledge

A web forum and network for discussing and documenting Nordic information literacy activities are still functioning due to efforts done among the members. The NordINF0LIT steering committee has members from all Nordic countries.

In the Nordic countries the terms used for information literacy (IL) refer to competencies. In Danish the word used is "informationskompetence", in Norweigian "informasjonskompetanse" and in Swedish "informationskompetens".

The Finnish word used is "informaatiolukutaito", which is literally information literacy.

In the Nordic countries the initiatives regarding information literacy started in institutions of higher education and delivering training in all aspects of IL has been on the agenda of several academic libraries. As examples could be mentioned Chalmers University of Technology in Sweden, which from the beginning of 1980 developed comprehensive programs in information literacy and Helsinki University of Technology in Finland, which have got their courses for students in information retrieval integrated in the curriculum of the university already in the 1970s. Today the Bologna-process or the harmonization of the structure of university education in Europe have given a opportunity to intensify the integration of IL into the university studies in the Nordic countries.

2. National policies and activities

a. *Denmark*

In the Danish university law (Lov nr 403, 28/05/2003) the libraries are mentioned very shortly and the information retrieval skills among the students and their IL capabilities are not at all referred to. In a strategic report called "Viden til tiden" for Danish university libraries issued in 2003 by the Board of University Principals (Rektorkollegiet) is the term information literacy not mentioned but the concept information retrieval is mentioned in connection with e-learning.
(http://www.dkuni.dk).

The aim of the Forum for User education at the Danish Research Library Association is to introduce the information literacy on the agenda in the educational institutions. The information literacy is a growing activity in Danish Libraries and the Danish Electronic Research Library (DEF) initiative has influenced information literacy developments in higher education.

b. *Finland*

The Finnish Ministry of Education has in its development plan "Education and Research 2003 – 2008" stated that" libraries will contribute to the development of teaching and study methods and on their part ensure that students graduating from universities have information literacy competencies" (http://www.minedu.fi/julkaisut/)

The Finnish Virtual University, which was a state funded project, prepared a Information Literacy Curriculum. The central aim of the project, which was coordinated by the University of Helsinki in 2004-2006, was to integrate information literacy as part of academic studies. The purpose of the information literacy curriculum is to define the central elements of information

literacy and assist in the development of the contents of courses in information skills. The recommendation describes the minimum level of objectives in information literacy. The integration of the recommended curriculum in the study programs of Finnish universities would greatly enhance the comparability of degrees and the transferability of credits from one university to another.
(http://www.helsinki.fi/infolukutaito/english/recommendation.pdf)

At the moment the Information Literacy Network of Finnish University Libraries, this network is coordinated by Helsinki University Library (2007-2010). http://www.helsinki.fi/infolukutaito/english/index.htm

c. *Norway*

In Norway, in the Kvalitetsreformen, which mean reforming the quality in the Norwegian higher education, the libraries were not much mentioned. But in the report issued by Universitets- og Hogskoleradet (The council for Norwegian universities and colleges) and based on this "Kvalitetsreformen" is the role of the library determined as an essential part in the learning processes of the students by guiding the students through the information flow and contribute to enhance their competency in information literacy.
(http://www.uhr.no/documents/Notat_kvalitetsreformen.pdf)

Regarding the role of school libraries there is an other committee (Kirke-, utdannings- og forskningskomiteen om kultur for laering) indicating that it is natural for these libraries to take a part as a learning arena in the work to develop learning strategies, information literacy and digital competency.
(http://www.stortinget.no/no/Saker-og-Publikasjoner/Publikasjoner/Innstillinger/Stortinget/2003-2004/inns-200304-268/).

d. *Sweden*

In the Swedish Law for Higher Education (Hogskolelagen 2002), Chapter 1 Section 9 is stated that the higher education shall also develop the students' abiblity to seek and evaluate knowledge on a scientific level and to follow the development of knowledge. This is a part of what is today often expressed by the concept "information literacy".

Most of the IL-projects in the library sector is initiated by BIBSAM, a department within the Royal Library (National Library of Sweden), with the main objective to enhance and increase the efficiency of information provision for higher education and research. (http://www.kb.se/BIBSAM)

One of the IL-projects commissioned by BIBSAM is a national survey concerning the implementation of IL.The project was aimed at giving a description of the implementation of the IL as described in the Chapter 1,

sect. 9 in the Swedish Law of Higher Education and it produced a publication "Someone else´s job".

B. IL Products for Users

In all the Nordic countries different kinds of tutorials have been developed. In Denmark, the Metro –project was an example of a project developed as a joint venture between the Library and the Faculty at the Arhus School of Business. The METRO-project was a virtual learning resources centre using a metro map metaphor to guide students to quality information and learning resources.

Another project, which has been very successful, is the SWIM – Streaming Web-based Information Modules – project developed by the Aalborg University Library, which use streaming-server technology, in which the tutorial enables the student to make a number of choices about search strategy and problem solving. SWIM is based on Carol Kuhlthau's (1994) model of the information searching process. The SWIM modules link together project work, information searching and the student's emotional state while working. (http://www.swiminfo.dk).
The SWIM-program is also used at Chalmers University of Technology in Sweden and adapted and translated to the needs of the Business School in Bergen, Norway. (http://www.ub.uib.no/felles/IK/index.htm)

Search & Write is an online course which was developed in Norway and it aims to help students with thesis writing and one of the goals of the Search & Write course is to help become information literate. http://sokogskriv.no/english/

VIKO is an interactive E-learning tool, developed at the NTNU Library. The VIKO concept is based on information literacy, focusing on problems and solutions. (http://www.ntnu.no/viko/)

A catalogue of virtual courses and tutorials in information retrieval and management at Finnish university libraries could be accessed at http://www.helsinki.fi/opiskelijakirjasto/hankkeet/arkisto/tiedonhallinta/oppimateria alit.html. The catalogue includes also courses, which have been translated in English and it gives a comprehensive picture of what has been done in Finland.

C. Publications

This is not an exhaustive list.

1. Reviews

a. Skaerbak, H. 2005. Informationskompetence i politisk planlaegning i Norden. DF-Revy 2005, vol 28, nr. 3. pp. 14-16.

b. Virkus, S. 2003. Information literacy in Europe: a literature review. *Information Research 8(4), paper no. 159.* [Available at http://informationr.net/ir/8-4/paper159.html]

c. Sinikara, K. & Jarvelainen, L. 2003. Information literacy development in Finland. *Library Review 52(7) 333-339.*

d. Skov, A & Skaerbak, H. 2003. Fighting an uphill battle: teaching information literacy in Danish institutions of higher education. *Library Review 52(7) 326-332*

2. *Other publications:*

a. Blaabjerg, N.J- 2005. User centered information literacy education – applications of multimedia in e-learning and blended learning. The 3rd international conference on Education and Information Systems: EISTA 2005. Orlando, Florida, USA [accessed in March 2006 at http://www.swiminfo.dk/pdf/EISTA05_E721YC.pdf)

b. Bang, T., Groenbaek, K. & Steen Hansen, P. Using a metro map metaphor organizing web-based learning resources. Aarhus School of Business [accessed in March 2005 at:
    http://www.daimi.au.dk/~kgronbak/homepage/pubs/Bang-Gronbak-Hansen.pdf

c. Heinstroem, J. 2003. Five personality dimensions and their influence on information behaviour. *Information Research 9(1) paper 165.* [Available at http://InformationR.net/ir/9-1/paper165.html]

d. Juntunen, A., Lehto A., Saarti J. & Tevaniemi, J. 2008. Supporting Information Literacy Learning in Finnish Universities: Standards, Projects, and Online Education - 2008 Information Literacy: International Perspectives 117-132 IFLA publications 131

e. Mäkinen, O., Mikola, M. & Holmlund, S. 2010. Good and Bad in Information Retrieval: Information Literacy and Ethics. Book: Technological Developments in Education and Automation.

f. Perselli, Ann-Katrin. 2002. Technology students and information management – a study of information literacy at Linköping Institute of Technology influenced by grounded theory). Uppsats. Borås.(Teknologistudenter och informationshantering – en studie om informationskompetens vid Linköpings Tekniska högskola influerad av grounded theory)
    [accessed in March 2006 at http://www.hb.se/bhs/slutversioner/2002/02-25.pdf]

g. Talja, S. & Lloyd A. (eds.). 2009. Practising information literacy bringing theories of learning, practice and information literacy together.

h. Torras, M-C. & Pemmer Sætre, T. 2008. Information literacy education: a process approach: professionalizing the pedagogical role of academic libraries.

i. Nordic Journal of Information Literacy in Higher Education (NORIL) is a peer reviewed open access journal. Information literacy is a multidisciplinary field as it is the subject of both academic research, as well as of library pedagogical practice https://noril.uib.no/index.php/noril

3. Standards

The ACRL information literacy standards have been translated to Finnish and Swedish. The Finnish translation is accessible at: http://www.helsinki.fi/opiskelijakirjasto/hankkeet/arkisto/infoluku/osaamistavoitteet.htm, and the Swedish preliminary version is available in a printed version.

D. Organizations

All the national library organizations have working groups dealing with information literacy issues. As an example already mentioned in the introduction is the Forum for User education at the Danish Research Library Association is to introduce the information literacy on the agenda in the educational institutions. At the Nordic level the activities is channeled through NordINFOLIT.

E. Training the trainers

The Nordic Summer Schools have been arranged yearly since 2002 by NordINFOLIT and a local working group from the arranging Nordic country, which changes every year. The aim of the summer schools is to promote the competence and to strengthen the Nordic network of librarians interested in information literacy and learning processes.

Also the national library organizations and their working groups are arranging seminars and training sessions.

F. Communication

E-mail lists

All the national library associations have their list serves, which also can be used for IL-issues. In addition to these there are also specific list-serves meant only for

IL-discussions. As an example could the Swedish list for librarians responsible for learning issues in the Swedish technical universities. All these list are restricted and could be used only by their members, who would have to be approved by the list operator.

Websites

The NordINFOLIT
http://www.nordinfolit.org/default.asp?nid=59

Information Literacy Network of Finnish University Libraries
http://www.helsinki.fi/infolukutaito/english/index.htm

The Finnish Research Library Association
http://www.stks.fi/tyoryhmat/informaatiolukutaito

Forthcoming conferences

Creating Knowledge VI in Bergen September 8 - September 10, 2010 Bergen, Norway. Information literacy and diversity in higher education. Mapping the Learning Environment.

Past conferences

Creating Knowledge V Åbo, Finland 20. - 22. August 2008 Information behaviour on the Internet – challenges for the libraries

Creating Knowledge IV: Empowering the student through cross-institutional collaboration. International conference in Copenhagen, August 16-18, 2006

G. Conclusions

H. References