



# **LIBRARY–FACULTY COLLABORATION IN THE LIGHT OF A BUSINESS ADMINISTRATION BACHELOR’S PROGRAM**

**“A Scientific Wave”**

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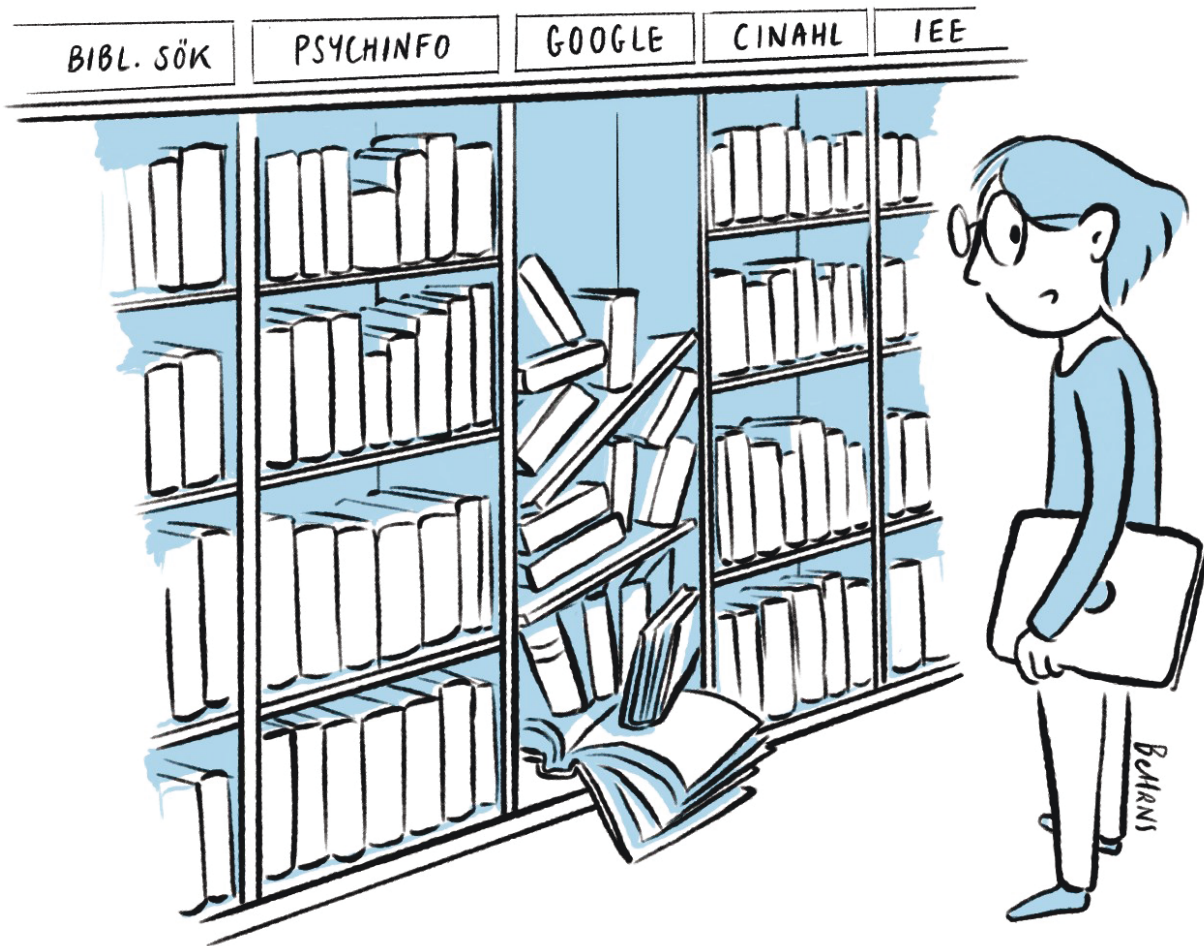
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# BACKGROUND

- Media and information literacy is a necessary life skill for all ages, social groups and professional sectors of contemporary digital society affecting approaches and strategies for higher education (Dziluma, 2016; Torres & Jansen, 2016; Wijayasundara, 2008).
- Higher education should fulfill several nationally stated learning outcomes of which one is covering students' "ability to search, collect, evaluate and critically interpret relevant information and to critically discuss phenomena, issues and situations." (Swedish Higher Education Act)
- Olsson, A.K. and Näverå, E., (2019). The Way to the Wave: To Integrate Media and Information Literacy in the "Scientific Wave" Throughout a Bachelor Program in Business Administration. In *INTED2019, 13th annual International Technology, Education and Development Conference, Valencia, 11th, 12th and 13th of March, 2019* (pp. 3536-3546).

## AIM

The aim is to illustrate the background and process of building a successful librarian-faculty partnership to enhance students' critical thinking, research skills and in particular information literacy in the field of business administration, within a three-year bachelor's program at University West, Sweden during 2011-2019.



# INFORMATION LITERACY

-“Information literacy forms the basis for lifelong learning. It 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” (The American Library Association, 2019)

-“Media and Information Literacy (MIL) is a basis for enhancing access to information and knowledge, freedom of expression, and quality education” (UNESCO, 2013)

## LIBRARY-FACULTY COLLABORATION

- ‘Embedded librarianship’ integrated in courses is vital. Students’ learning when only meeting the librarian once at an ad hoc information literacy session as ‘one-shot library instructions’, is not successful (Ellis & Beck, 2003; Ford et al., 2015; Kvenild & Calkins, 2011; Portmann & Roush, 2004)
- Information literacy skills need to be integrated in business administration courses “to prepare students for lifelong learning beyond graduation” (Wu & Lee Kendall, 2006, p. 93)

# METHODOLOGY

## EMPIRICAL SETTING AND DATA COLLECTION

- A bachelor's program in business administration at the School of Business, Economics and IT at University West in Sweden.
- Work-Integrated Learning (WIL)
- Starting point – a national quality evaluation and lack of fulfilment of learning outcomes regarding students' "ability to search, collect, evaluate and critically interpret relevant information"
- Qualitative methodology collecting data from notes, library survey, classroom observations, student evaluations, teachers' and former students' perspectives 2011-2019
- Shared framework *The Scientific Wave*

## RESULTS

# THE WAY TO THE SCIENTIFIC WAVE – THE PROCESS OF CREATING A SHARED FRAMEWORK

- The starting point in 2011
- Internal reviews and analysis 2012-2013
  - Mapping activities in the program and in courses
  - Sharing of competences and resources
  - Inter-professional pedagogical collaboration, liaison librarians and faculty members in strategical meetings and co-planning
- External benchmarking 2012-2013
  - survey among Swedish University libraries
  - visits and observations

The shared holistic framework *the Scientific Wave* was approved and anchored at University West during 2013. Business administration was approved and assessed as high quality by the Swedish Higher Education Authority in November 2013.

<https://www.hv.se/om-oss/organisation/institutioner/institutionen-for-ekonomi-och-it/avd-fek/vetenskaplig-vag/>

*Table 1. Examples of embedded information literacy sessions*

<b>Courses in business administration</b>	<b>Learning outcomes related to information literacy.</b> <b>Skills and abilities to:</b>	<b>Assessments related to information literacy</b>	<b>Information literacy sessions focused on:</b>
<b>First year</b> Marketing I - 7.5 HE credits	-search, collect, evaluate and analyze market information and present own analysis of marketing phenomena	written reports presented and discussed at seminars	-introduction to media and information literacy, introduction to scientific publications, basic search technique, subject terms, library discovery tool, introduction to referencing (Harvard system), copyright -Workshop
<b>Second year</b> Organization and leadership 7.5 HE credits	-search, collect, evaluate and interpret critically relevant information from several different theoretical perspectives, by conducting and documenting a field study of an organization according to given instructions; academic requirements regarding language and form; qualitative research methods	a qualitative field study in small groups, presented and defended, and a critical review of other students' field studies during a final seminar	-in-depth studies of scientific articles, more advanced introduction to search techniques and searches in subject databases, referencing (Harvard system), copyright -Workshop
<b>Third year</b> Bachelor's Thesis in Business Administration, 15 HE credits	-required for performing research and development work; -search, critically interpret and systematically analyze information and discuss complex phenomena, issues and cases; -to report and discuss conclusions and arguments in dialogue with other students, by following academic requirements and guidelines; -demonstrate the ability to identify the personal need for further knowledge	The students carry out a scientific study, a bachelor's thesis, individually or in groups of two students. The thesis is presented and defended at a final seminar.	-advanced search technique, advanced searches in databases, use of thesaurus, copyright, referencing (Harvard system) -Workshop



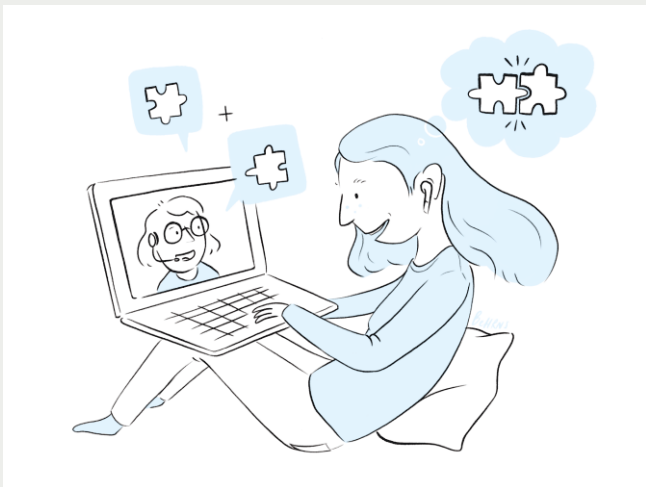
## RESULTS

### IMPLEMENTATION AND USE OF THE SCIENTIFIC WAVE

#### Impacts and the teachers' experiences

- Positive impact on students' achievements
- Pedagogical and subject-related advantages, synergies; overview of the courses
- Improved bachelor's thesis in which students are using high-quality sources and demonstrate abilities to search, critically reflect and discuss their search strategies,
- the students acknowledge the importance of the continuous sessions as parts of their thesis skills.
- Teachers state that the Scientific Wave resulted in enhancing students' research skills, information literacy, academic writing and critical thinking related to current research in the field of business administration

## Students' views



- “Good thing about this is in connection to our assignment. Otherwise, I would have thought it all was unnecessary!” (Bachelor’s student, 2014)
- “This, that you teach us new things on different levels is so good! It’s so strange, though, you are so distinct about that every occasion is more in depth and yet not everyone gets that!” (Master’s student, 2016)
- “I can really benefit from what we practiced when it comes to finding information and getting it relevant and doing it with a critical approach.” (Former bachelor’s student, 2019)
- “Praise Scientific Wave! It is so good, it gives a great deal of security in the bachelor’s thesis which as a student one takes for granted that all other students at other universities also have access to.” (Former bachelor’s student, 2019)

# CONCLUSIONS

The major conclusion is that librarians and teachers can no longer act in separate arenas isolated from each other since there are ways to build a successful library-faculty collaboration in order to successfully integrate and embed information literacy throughout courses and programs in higher education applying a WIL approach.

The process has been characterized by transparency, inclusion, shared visions, and a step-by-step transformation of the program as well as the work of committed colleagues.

**Challenges** – person-dependent, students overrating their abilities. Need to develop and keep the framework dynamic and vibrant



**Collaboration  
rocks!**

**THANK YOU!**

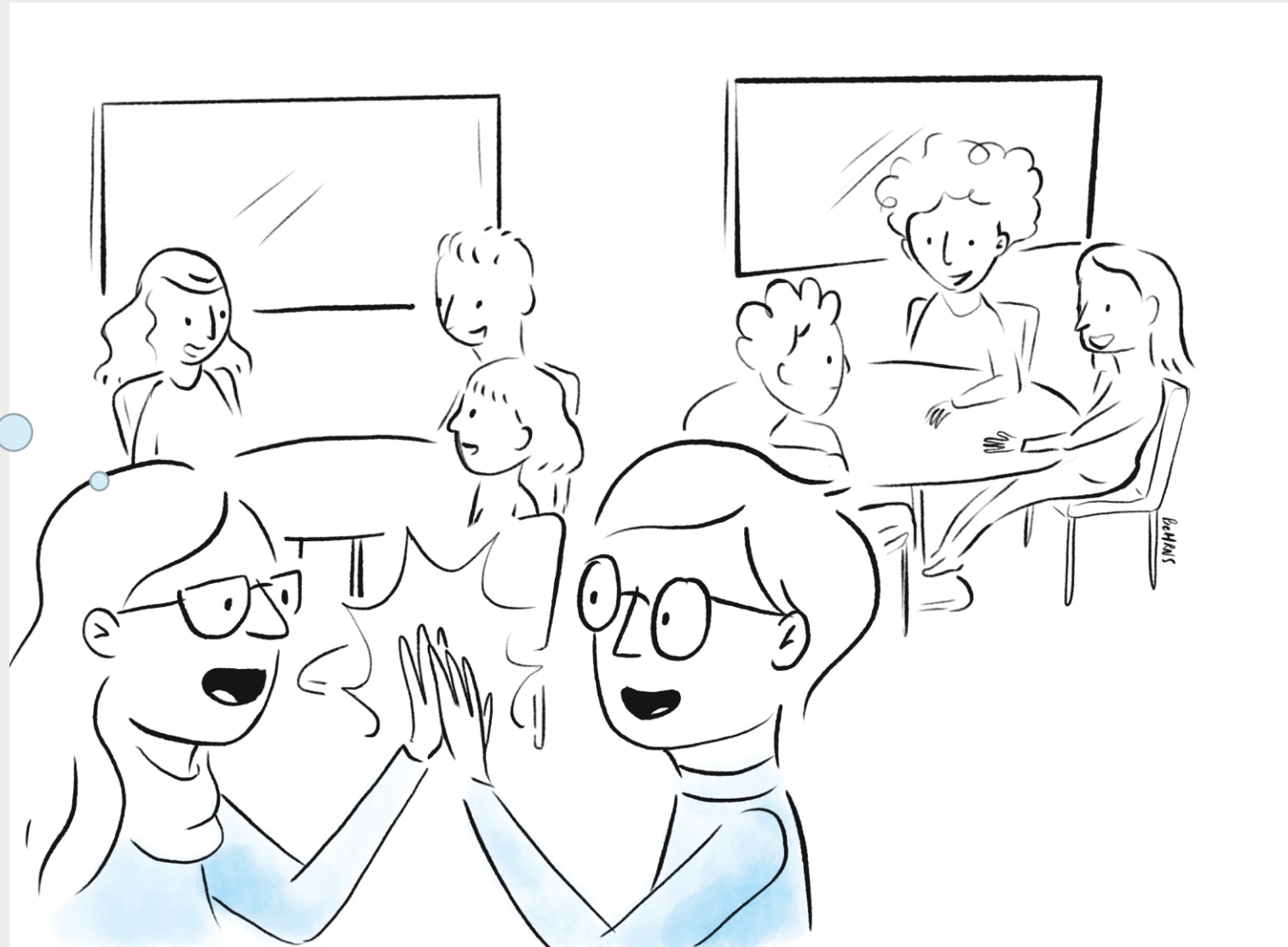
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Illustrations: Elin Behrns, University West

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