



# Information literacy for graduate and postgraduate students: Experiences from the University of Konstanz



1<sup>st</sup> Konstanz Workshop on Information Literacy

Konstanz, 8.11.2007

Oliver Kohl-Frey



# Table of Contents

- The framework
- The need
- The approach
- The measures
- The future



# University of Konstanz

- University:
  - Founded in 1966
  - Nearly 10.000 students, 174 professors
  - Elite University (nominated by the DFG in october)
- Library:
  - One-track, open shelves, Konstanz shelf classification
  - 2 million volumes
  - Acquisition budget 2007 about 3.5 million €
  - Opening hours (nearly) 24/7
  - 96 staff, thereof 8 subject librarians
  - Broad range of information literacy credit courses for undergraduate students (since 2002)



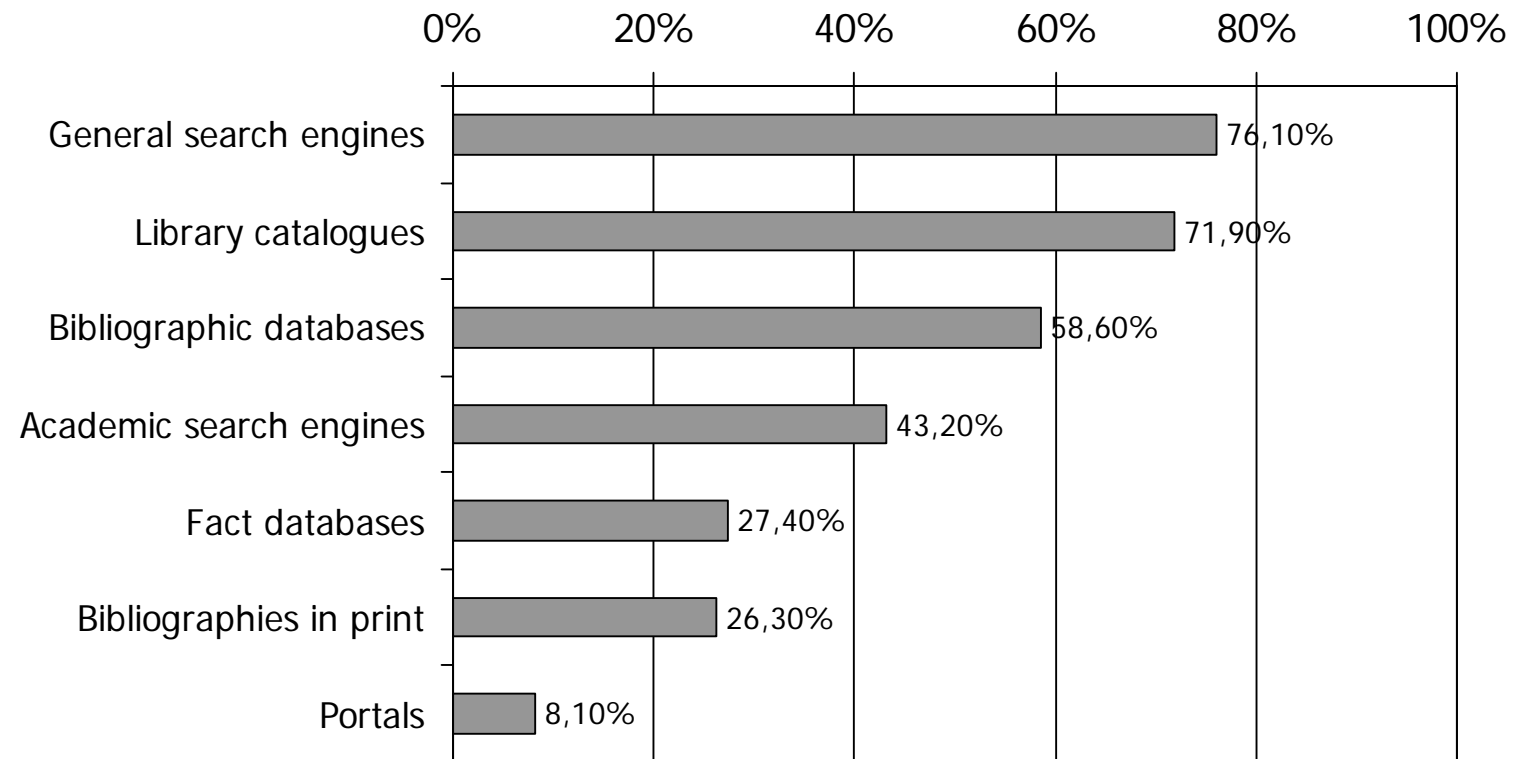
# The framework: Project Informationskompetenz II

- Funded by the DFG (2006-07)
- One project manager, travel expenses
- Aims:
  - a) to analyze graduate information competencies
  - b) to reflect on their special needs in information literacy
  - c) to find appropriate ways to inform and teach them
- Follow up project is work in progress



# The need: Information competencies

Sources for the investigation of research results  
(Konstanz graduate study, n=285)

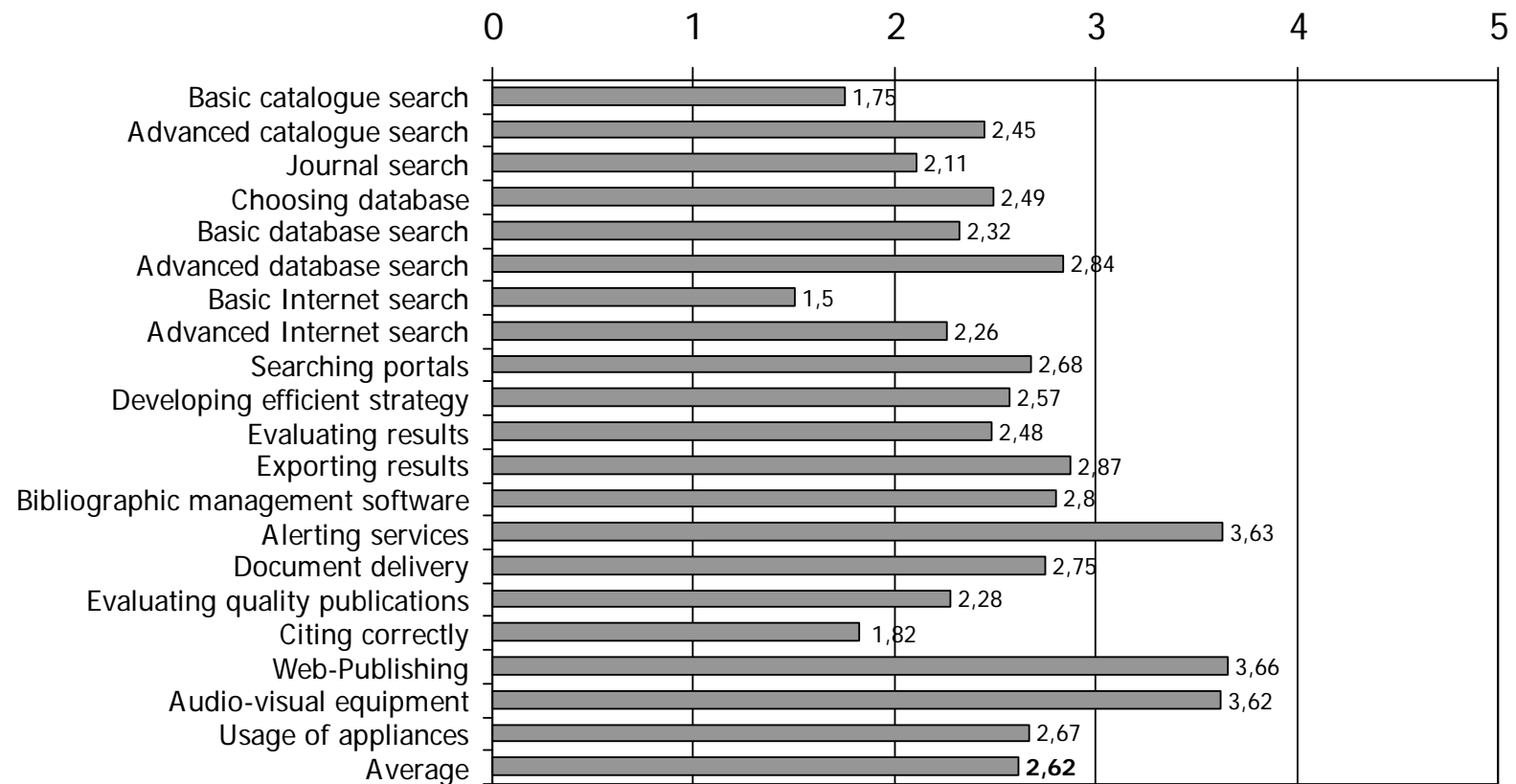




# The need: Information competencies

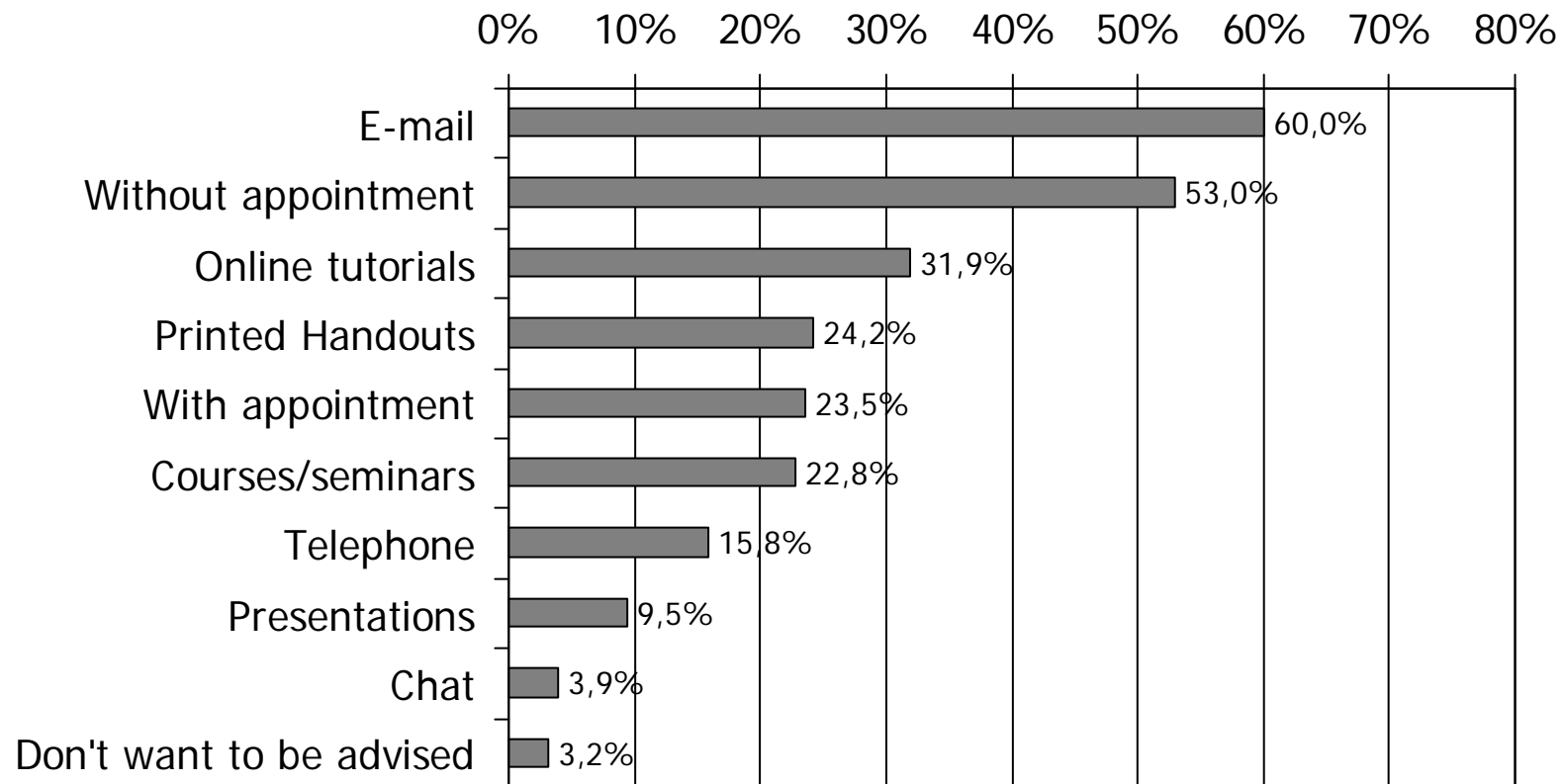
Self assessment (1=very high, 5=very low)

(Konstanz graduate study, n=285)





## The approach: Different methods? How do you want to be advised? (Konstanz graduate study, n=285)





## The approach: Different methods?

- Adult learning theory: Learner's...
  - ... experiences (as basis for further learning)
  - ... readiness to learn (subjective relevance)
  - ... self-direction (integration)
  - ... problem-centered approach

(Knowles, The adult learner)
- Different role of the librarian:  
Facilitator or moderator rather than a teacher



## The measures: What did we do?

1. Free workshops increased  
(e.g. BMS as RefWorks and Bibliographix)
2. Integration in curricula  
(Master courses in political science,  
plans for psychology and sports science)
3. Simulation of a graduate school  
(e.g. Center for junior research fellows ZWN)
  - Determination of requirements
  - Workshops (BMS, OA)
  - Consulting



# The future: What are we going to do?

1. Information literacy module for doctoral programmes (interdisciplinary and specific)
2. Extension of the graduate school simulation (Center of excellence, elite university)
3. New topics (e.g. Web of science)



## Conclusion

What have we learned?

- Level of information literacy
- Needs of graduate and postgraduate students:  
teaching and consulting
- Integration into curricula
  
- Librarian's awareness
- Library as information competence centre



## Further reading:

Kohl-Frey, O. (in print). Information literacy for advanced users: A German perspective. In G. Siegel (Ed.), *Libraries and Graduate Students: Building Connections*. Binghamton, NY: Haworth Information Press.

(Published simultaneously as *Public Services Quarterly*, Volume 3, Nos. 3/4) .

Thank you very much for your attention!

[www.ub.uni-konstanz.de/ik](http://www.ub.uni-konstanz.de/ik)  
[oliver.kohl@uni-konstanz.de](mailto:oliver.kohl@uni-konstanz.de)