

The Learning Centre Model at the University of Bergen Library

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Introduction

At the start of the new millennium, general access to a great variety of sources of information was increasing exponentially, and a concern that students acquire skills enabling them to assess the quality of these sources was being voiced by many. Another, related challenge was the growing concern of plagiarism in students' written work.

At the University of Bergen Library (UBL) the time was thus ripe for change; a new set of student services were needed. Until this time, the principal focus of the library had been the information needs of university researchers. For instance, students did not have access to all library services until they had reached the master level. However, after an official national report of higher education (Ministry of Education and Research, 2000), it became clear that our focus would in future need to include the student body in its entirety. The report described the institutional libraries and their services as vital resources in student learning – for students on all degree levels.

The report led to the Quality Reform of Norwegian higher education, accepted by parliament as Stortingsmelding 27 (Ministry of Education and Research, 2001). This reform, the Norwegian reply to the Bologna process, was to be implemented by the start of the academic year 2003 at all institutions of higher education in Norway. Central emphasises of the reform were: developing methods of learning and teaching geared towards active student participation; information and communication technology (ICT); closer supervision of students; new forms of examination and assessment; quality assurances; a new degree structure; internationalisation; and a reorganisation of the system of students' public support. Also, part of the basis for the allocation of funds to each institution would no longer be its number of registered students, but the amount of course credits accumulated by those students.

These changes affected the UBL and its services in several ways. Firstly, the institutions were required to provide a student library with services that would form an integrated part of the educational programme. Secondly, the new emphasis on active student participation in learning and teaching methods would also require adjustments. For example, by way of teaching students to

assume responsibility for their own learning process, the old set reading list would largely be replaced by self-chosen texts based on individually formulated discussion topics. Inevitably, this would entail an increased need for library services. The UBL could thus legitimise its need for change and development in terms of the Quality Reform. The library would now cooperate closely with academic staff to develop suitable learning environments for the students, and to improve their information literacy. The library could potentially become a vital pedagogical resource, contributing students in finishing their courses on time, and thus securing funding for the faculty based on the course credits produced.

So, how would the UBL in practice improve its independent student learning resources in accordance with the demands of the Quality Reform? In 2000, a group of library administrators visited the Sheffield Hallam University learning centre; for a number of us, this inspiring visit made the thought of establishing learning centres of our own an immediately attractive one. But what would our own version need to look like in concrete terms?

After having outlined the concepts of learning centre and of information literacy, the remaining of this chapter will offer a retrospective view of the process – the projects and activities undertaken – towards the development of the UBL learning centre model. The projects involved were initiated and carried out by UBL staff as bottom-up projects; they were founded on strategic documents and public reviews, and supported by the library management. Furthermore, the chapter will provide an assessment of the kinds of challenges organisational change may entail, with specific reference to the implementation of learning centre at UBL.

Learning Centre

In Europe, the term learning centre came to prominence within the higher education sector during the 1980s re-organization of this sector in Great Britain. As a consequence of the reform which turned former polytechnics into universities, as well as of rapid technological change in society at large, a clear need arose to expand students' library and learning support resources at universities nationwide. The 1990s saw an extensive co-ordination of supporting services for teachers, students and faculty members in institutional libraries; this was called a learning centre (Abson, 2003). This initiative started a new trend in library development, soon to be adopted in the Nordic countries and other European countries as well. In Norway, too, higher education libraries started to investigate different learning centre models. UBL's definition of a learning centre is based on the definition of Fagerli (2000), which focuses on the physical provision of facilities within a pedagogical framework. It emphasises the following factors:

- Library, access to workstations for individuals as well as for groups, etc.
- User support
- Pedagogical adaptation
- Cooperation between teaching staff and supportive services

From the beginning, the UBL intended to place significant emphasis on the real content of the learning centre. We did not want the learning centre to end up functioning simply as another computer room. However, this of course raised questions: which services would we prioritise, and what kind of pedagogical framework did we envisage? An important concept in this discussion was that of information literacy. This concept brought those aspects of the learning centre model especially relevant for the UBL – sifting the vast flow of information world-wide, and the problem of plagiarism threatening academic integrity – into sharp focus.

Information Literacy

No common standard of information literacy has been established either nationally or on the level of inter-Nordic cooperation. The information literacy projects at UBL therefore rely on American (American Library Association, 2000) and Australian (Council of Australian University Librarians, 2001) information literacy standards, in particular the following aspects:

- Recognising a need for information and defining the problem
- Choosing and searching sources of information
- Source criticism
- Using and quoting relevant sources
- Applying information in written work

These points also clarify the relationship between the student, the library, and the academic teacher (Bruce, 1997). The student is responsible for his or her learning process, and accordingly needs to recognize a need for information. The information specialists in the library are the specialists in information sources, gathering and retrieving information, including source criticism, the use of sources regarding reference techniques and ethics. The teachers are the specialists in supervising the student for the use he or she makes of information in his or her own texts.

These factors are also central to developing the kind of competence defined by the Programme for Digital Literacy (Ministry of Education and Research, 2004), which provides guidelines for the use of ICT in the Norwegian school

system from the primary school up to the higher education levels. The Programme obliges all Norwegian educational institutions to have established a framework for the development of digital competency by the end of the year 2007. The aim here is that digital literacy will become as self-evident a skill as reading, writing and arithmetic.

Developing our chosen learning centre model

UBL should, according to the University of Bergen strategic objective statement, 'contribute to the development of pedagogical resources and cooperate with academic staff in developing students' information literacy' (University of Bergen, 2005). During the process of development the UBL has been through, we have focused on the content side of the learning centre, whilst also making several physical changes in the library itself. It is how far we succeed in developing services which actually support the students' academic progress and dovetail with the efforts of the teachers responsible for individual courses that will be the ultimate measure of the efficacy of this project. Our areas of expertise are the learning centres, the digital library, and students' information literacy in collaboration with the academic staff.

The heads of the different faculty libraries did not all agree on which conclusions should be drawn from the parliamentary report (Ministry of Education and Research, 2000), and most therefore decided to postpone the implementation of changes until the University itself had instigated the reforms. However, the Psychology Library was given the task of developing a pilot learning centre, since this branch of the UBL had already recognised the potential for important new UBL services implicit in the Quality Reform guidelines, and had already begun to implement organisational changes.

Psychology Library – the pilot

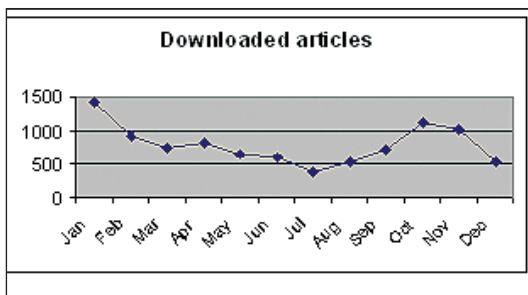
In the year 2000, the library, in cooperation with the Psychology Faculty, began developing its learning centre. Together with the UBL, the faculty granted funding for a number of new workstations for students. In order to access these, each student needed to log on to the University network using a personal password. The consequences of this move in terms of library use were very positive. There was an increase in the number of visitors, but this generated relatively little extra work for the staff, since the students generally managed fine on their own. In addition to our ordinary assistance with using reference databases etc., we provided some guidance on the subjects of logging on to and managing user

accounts, printing formats, how to relocate documents in one's allotted storage area, and so on. Students' feedback signalled satisfaction with the provision of individual workspaces, but lamented the lack of rooms for group work.

Another important factor in the development of the learning centre was the full acceptance we were granted for the principle of subscription exclusive to electronic journals. A unanimous decision of the library committee at the faculty stated that there would be no new subscriptions of any journal unable to provide electronic full-text access. Furthermore, it was decided that the library should abandon paper-based subscriptions in favour of electronic subscriptions. The committee also requested individual departments to abandon those paper subscriptions to which UBL provided electronic access.

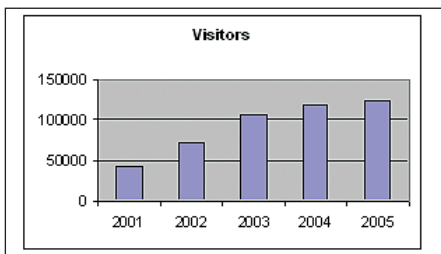
In 2002, a central provider of psychological journals offered electronic access to all its titles, with most of them providing access as far back as 1988. We were already subscribing to the paper versions of ca. 70 % of these (about 10 % of the total number of library's titles); which subscriptions were terminated. The paper issues of the volumes included in the package-subscription were stacked. In November we sent out an electronic questionnaire via e-mail to all academic staff and students at the Psychology Faculty; the number of answers were divided about equally between these groups. The most surprising and positive figure was that 75% of respondents felt they are 'often or always' able to access the electronic journals/articles they seek. About 75% gave 'not subscribed to' as the reason why they could not access the journal they wanted. Furthermore, individual comments mostly focused on suggesting titles of journals which it would be desirable to access online.

Unfortunately, there is no access to user statistics for the journal package mentioned above before April 2004. However, the 2005 figures show that twice as many articles were downloaded in the course of this year as during the final 8 months of 2004. Figure 1 shows a clear peak in downloading during the students' take-home exam period (January) and dead-line for submission of thesis (October), which may indicate that students make extensive use of electronic journals during these periods.

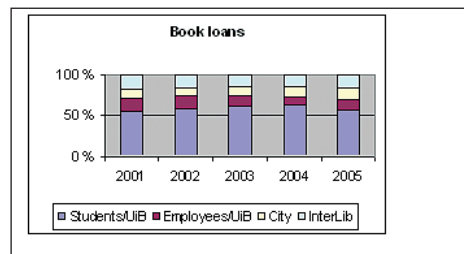


*Downloaded full text article
from PsycArticles during 2005.
(PsycArticles Statistics)*

In a revised budget connected with the Quality Reform, the UBL was allotted extra funding. This money was granted the Psychology Library in full to enable us to finalise the physical aspect of the learning centre. We were thus able to expand students' workspace and learning environment. At the end of 2002/ beginning of 2003 we emptied the library mezzanine of the current journal issues traditionally on display there. This area would provide group workspace, which were increasingly in demand following the shift towards group-based teaching emphasised by the Quality Reform. We also decided that all paper issues of journals in combined subscriptions (paper *and* electronic full-text) were to be stacked, and only the online full text articles would be accessible to our users, so that more shelf-space would become available in the library. Furthermore, the staff lunch-corner was replaced by a teaching corner equipped for hands-on courses. In addition, network outlets were attached to all individual readers' desks, and a WIFI network was installed. This widened access to digital library resources completed the physical basis of the learning centre.



Visitors in the Psychology Library (UBL Statistics)



Student's proportional share of total book loans in the Psychology Library (Bibsys Statistics)

The library was now in the process of becoming the kind of student-friendly higher education library required by the Quality Reform. One indicator of this was the increase in the number of visitors (Figure 2), which has kept rising steadily. Another number is the students' proportional share of total book loans (Figure 3); which shows that their percentage of total loans has remained stable at ca. 60% after we established the learning centre. These figures thus demonstrate an overall increase in library activity after our programme and the Quality Reform itself were instigated. Another figure which underlines this development is the increase in the number of information literacy courses held in the library (Figure 4).

At the beginning of the academic year 2003, UBL officially opened its first learning centre, the expressed aim of which was to develop a new kind of pedagogical resource able to support the courses given at the Psychology Faculty.

There were still a number of unfinished tasks regarding the content side of the learning centre. But at this point, the institution was ready to direct further resources towards developing a learning centre model which could increase learning and teaching quality at the University of Bergen according to the requirements of the Quality Reform.

Project Learning Centre 2003

Based upon the Psychology Library's positive results as mentioned above, the UBL was allocated more funds for the further development of learning centres in the 2003 University budget. Several projects were instigated by different branches of the UBL. These funds were allocated partly towards establishing learning centres in the different faculty libraries, but also towards three common projects called Learning Centre 2003 (University of Bergen Library, 2003). One of these subprojects was the e-book access project, which is discussed by Mikki & Stangeland in this volume. The second was the Information Literacy project, which was designed to provide information literacy program through course modules; both on the internet and on campus. The background for this project was the expected increase in the number of lower-degree students needing to use the library due to the restructuring of teaching methods in the wake of the reform, involving essay-writing from the very first term onward. The third subproject was called UBL as Learning Centre; its aim was to review and recommend a learning centre model suitable for the UBL. Further in this section the aims and results of the Information Literacy subproject and the conclusion of UBL as Learning Centre review will be outlined.

Following an assessment of various established course modules and web-based instruction in information literacy, the Information Literacy project began cooperating with the University of Aalborg Library, Denmark, aiming to adapt their SWIM-programme for the UBL (University of Aalborg Library, 2002). This programme emphasises the connections between developing information literacy and academic writing, and attempts to address processes arising from this conjunction. The principal focus would not be the sources, but the students and their needs during the writing process. SWIM is based, among other sources, upon Kulthau's (2004) theorisation of the information-seeking process. For example, she demonstrates that a variety of emotions generally arise in the course of this process, and discusses how these may affect behaviour. Her research has shown a wide discrepancy between the strategies of information-seeking and processing employed by beginner and expert, respectively. The aim of the UBL Information Literacy project was to provide students pursuing lower-level degrees an information literacy e-learning programme. The website for this programme

(University of Bergen Library, 2004) was made available at the beginning of the 2004 autumn term, and was used as a basis for information literacy training in many of the courses offered by some faculty libraries. The SWIM-modules had been translated into Norwegian, and separate modules had been developed on the subjects of reference techniques and ethics as well as source criticism.

The UBL as Learning Centre review (Tønning, 2003) underlined the importance of combining form and content in the UBL learning centre model. It is vital to coordinate the resources of the traditional library, ICT, and other means of student-learning support within a pedagogical framework offering optimal overall learning conditions. The review is based on the available literature on the topic as well as insights gained through experience. Its conclusion has six main points;

- Individual and group workspaces and workstations, as well as course rooms, should be provided, and that network coverage should be made as complete as possible. These physical changes are necessary to provide an adequate learning environment for the students.
- Further development of the digital library, since this increases access to quality-controlled literature and eases the task of selecting from the multitude of all-too-easily available information.
- The guiding role of the librarian needs to be extended, and that library staff accordingly require training in information literacy and information literacy teaching.
- The necessity of systematising, planning and continuously updating cooperation with academic staff; this is described as the very foundation stone of achieving UBL's aim of introducing the learning centre as a pedagogical resource with a concrete bearing on individual courses.
- User surveys should be employed as a prominent tool in continuous quality assurances and to direct the learning centre and its supporting resources towards the real needs of users.
- Core areas and functions should be organised according to the needs of students as one primary target group, so that the competence of the UBL may be exploited across faculty boundaries.

As the coordinator of the Learning Centre project, I missed the organisational structure able to pursue and develop the services which had been made available through the project. It remained up to each faculty librarian to decide whether or not the faculty library would direct its own resources towards developing the learning centre scheme and the related information literacy courses. A decision was therefore made to develop the learning centre project further. The Learning

Centre 2003 projects, and the recommendations of the review, formed the basis of another project, Developing UBL learning centres further, called Learning Centre 2004.

Project Learning Centre 2004

The aims of this project were the further development of existing information literacy courses for lower and higher degree students, to provide the SWIM-programme with instructions spoken in Norwegian, and to produce an English version of the entire course. Furthermore, the project would map the need to train staff in information literacy and information literacy teaching; this effort was in turn intended to form the basis of a general training programme for library staff.

One of the tasks of the Learning Centre 2004 project was accordingly to evaluate the autumn 2004 experiences with the information literacy programme and its relevance to actual coursework. It was concluded that revisions of the programme were needed; such as a clear framework of learning goals relevant to individual courses and degree programmes. These frameworks were integrated into a general plan to develop information literacy program for students at University of Bergen. This plan, which included suggestions as to how to integrate information literacy in students' coursework on different levels (University of Bergen Library, 2005a), was delivered to the University Education Sector Committee and the Vice-chancellor for education. The Committee discussed the plan in a December 2005 meeting, and passed it on to all faculties and placed it to local activities.

The practical impact of this plan on individual courses remains to be seen. Each faculty librarian, in association with the local sub-dean for education, here needs to actively push for the integration of information literacy with actual coursework through the faculty course committee. In this way, the concept of such integration will be more easily accepted when the academic librarian and the faculty course officer come together to plan individual programmes. In my opinion, the information literacy plan is the most important document produced by the Learning Centre 2004 project, in that it could form a basis for preserving a holistic perspective in developing information literacy in accordance with the student-activity based learning and teaching forms outlined in the Quality Reform. The plan would also be according to the emphasis in the national Program for Digital Literacy which is to be implemented within 2008.

During this project period, a UBL application was granted funds for developing the project Digital Literacy through Flexible Learning: Information searching and use of information sources in writing thesis (see Skagen & Torras in

this volume). It was agreed among these two projects and their steering committees that Digital Literacy through Flexible Learning would manage the development of the information literacy course for higher-degree students. Furthermore, the Aalborg University Library decided to produce an English version of SWIM, in the context of a general revision of the programme itself. This led to a decision by the Learning Centre 2004 project to postpone translation of SWIM into Norwegian until the new version is finished. However, the reference techniques and ethics module and the source criticism module within the information literacy course were developed further, and their translation into English is currently being carried out.

The Learning Centre 2004 project ended in October 2005. In the end report (University of Bergen Library, 2005b) the following issues were recommended;

- To use pilot groups to facilitate the integration of the information literacy programme into courses and degree programmes; and to integrate the information literacy programme and the University's learning management system.
- Internal coordination of UBL branches: the faculty libraries, the Library portal group, and the Acquisition department (which is in charge of the digital library).
- To carry out the suggested UBL staff training programme.
- UBL should formalize evaluation programme for information literacy courses offered by the faculty libraries.

So, how should one assess the implementation of the UBL learning centre model, and what lessons may be drawn from the process?

Challenges regarding the implementation

A knowledge-based institution such as University of Bergen is engaged in three core areas: research, education and the public dissemination of knowledge. When major changes occur in any one of these areas, this will naturally have consequences for the UBL as well, since the library's role is to provide library and information services that will assist the University in reaching its goals.

The UBL has taken major steps towards fulfilling the requirements of the Quality Reform by means of its development of a learning centre model involving the physical adaptation of the library to accommodate more student work areas, as well as extended access to digital resources and the provision of information literacy teaching in cooperation with academic staff. However, some challenges arose during the process; these were the organisational structure, the motivation and development of skills within the librarian staff, and the cooperation with academic staff.

Organisational structure

Traditionally the UBL organisational structure has been flat; nine departments at the same level directly connected to the director, in addition to an administration department. From my point of view the heads of each faculty library are responsible only for individual libraries, and are under no obligation to follow up UBL's overall strategies and yearly statement of objectives beyond their own personal interpretations of these documents. When we were to implement the learning centre projects, this became a real challenge.

The UBL is now involved in a phase of reorganisation. In my opinion, several structural operations are necessary, not least in order to increase our ability to focus on core areas and central functional aspects of the organisation as a whole; our perspective should widen beyond the confines of established faculty and departmental structures.

However, some things can be accomplished even within the current system. For example, the Director of the UBL has appointed an Education group to coordinate the implementation and further development of information literacy teaching at UBL. All visitor-serving sections are represented on this group. I think this was a wise decision given the lack of structural flexibility within the UBL demonstrated by the Learning Centre 2003 project. The Education group also serves as an example of one kind of cross-branch organisation in a core area.

The process of developing the learning centre programme and related services has been an educative one. Some experiences, such as the overwhelmingly positive feedback from students using the learning centre as their place of work, have been very good ones. However, changes also at times encounter resistance. The learning centre idea did provoke negative reactions amongst UBL staff on many levels; the level of support along the way was low in some quarters. At the Psychology Library, the first of the faculty libraries to implement major changes, this was certainly the case. The provision of new services necessitated a re-structuring of the library's priorities, and accordingly also a re-distribution of tasks. Firstly, as mentioned earlier, the emphasis on e-journals, which led to less copying work and less work regarding the journal's paper issues. Furthermore, when the learning centre – with its many computers – had been established, we received requests which required a higher level of ICT competence. Around the same time, the number of subjects and courses at the Psychology Faculty increased; this led to increased need for academic librarian work, for which purpose we were able to re-define one of our posts. Several staff members participated in the Learning Centre projects, and we employed additional temporary staff during several periods. There were considerable grey areas and differences of opinion regarding the distribution of tasks, responsibilities, and the boundaries between

different areas of competence. Re-structuring moves were made which aimed to establish a framework for how to balance and distribute tasks related to the day-to-day running of the library versus academic librarian tasks. In my opinion; in a transitional period, such changes must be strictly adhered to in order to firmly establish new routines. Thereafter, it becomes gradually more natural to work with a more flexible structure based on a mutual understanding of a clear framework of responsibility and cooperation, as is the case in the library today.

In retrospect it seems to me that the challenges faced by the Psychology Library mirror the challenges encountered in connection with the implementation of Learning Centre projects at other levels of the UBL organisational structure. When a project is given funding for, say, developing an information literacy course, this should go along with unambiguous instructions to individual branches to make use of the products developed. Because, in my opinion, the students should have approximately the same library and information services whatever subject they are studying.

In the information society of today, wherein truths are disputed as quickly as they are asserted, we need to constantly update and process new information in order to keep up. And the second challenge in term of developing library and information services is therefore to motivate the library staff continuously to develop the skills needed according to the aims in the UBL's strategic plans.

Motivation and the development of skills

The UBL as an institution needs a clear strategy regarding the development of the kind of competencies that will prove necessary in the near and farther future. This in turn depends on overall long-term aims. Such a strategy will be useful in filling gaps which clearly need filling. The UBL has drawn up such a plan for 2006 based on the recommendations which emerged from the Learning Centre 2004 project, and are now in the process of carrying out the requisite staff training.

The learning centre focuses on the student and his or her learning environment. UBL intend to provide increased guidance and teaching in information literacy, both in the form of courses integrated into individual courses, and as one of the prime tasks of our visitor contact services. All staff who are in contact with students in the library should therefore be given the necessary training in information literacy and information literacy teaching. Practical pedagogical competency is required to provide courses which are in line with relevant educational theories, and it is of course vital to maintain a high level of information literacy within one's own subject area.

A major challenge during this phase will be to motivate staff to implement changes. Kaufmann & Kaufmann (2003) emphasise the importance of all parties

implied realising the nature and necessity of the changes to be undertaken so that people are able to properly coordinate their resources.

The UBL training programme emphasises the difference between the skills required of staff involved with visitor services, and those responsible for planning and conducting information literacy courses. A differentiated effort here is vital, not least because a sense of individual accomplishment is decisive in strengthening our intrinsic motivation for a particular task (Deci and Ryan, 1994, Deci et al., 2001). Staff motivation may thus be higher if a training programme is designed to enable one to adequately perform the specific tasks relating to one's actual function; as the UBL training programme is aiming to do. It is important to assimilate the pedagogical principles necessary to teach information literacy; one also needs to be able to practice such teaching skills under expert guidance. Examples of how to accomplish this are the use of work-shops and inspiration groups encouraging the best practice, guidance from experienced colleagues, and continuous evaluation of the training courses themselves (Hook et al., 2003).

Academic staff

The third great challenge for the UBL in terms of developing its library and information services in the direction of increased educational relevance is clearly the systematisation of collaboration between library and academic staff. The faculty libraries have to cooperate at the administration level, the programme committee level, as well as the course and degree programme level, within their individual faculties.

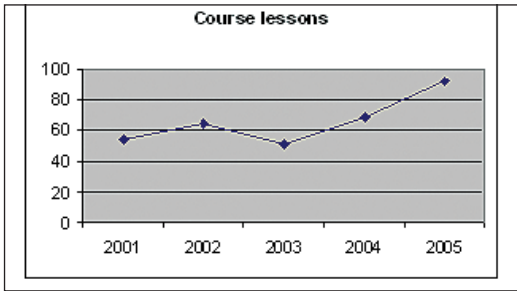
We need to actively press for the systematic integration of information literacy teaching in individual courses on different levels. As mentioned above, a UBL proposal (prepared through the Learning Centre 2004 project) for an information literacy strategy has already been discussed by the University Education Committee, and was sent on to individual faculties with a recommendation that means of local cooperation are further developed. We know by now that if the information literacy training programme for students; is to succeed, a full integration into individual courses and degree programmes is needed; this must be based on agreement between faculty library and academic staff on the subject of student needs in each course.

Many would say that academic and faculty staffs already have their hands full adapting to the demands of the Quality Reform regarding student activity based teaching, closer supervision of students, new forms of learning and assessment. It is of course reasonable to assume that some time was needed to adapt here. However, our experience in the Psychology Library with many

new subjects and courses shows that the usefulness of integrating information literacy teaching into courses is immediately recognizable. For example, one teacher stated in an e-mail after a series of courses that: 'It is quite evident from the quality of students' work who has participated in library workshops and who has not'. In several cases in all our faculty libraries, teachers have told us that our work significantly eases their job. Indeed, Bruce (1997) emphasises precisely this point: close cooperation between library and academic staff will enable the different aspects of information literacy to become fully integrated, and the teaching roles of the parties involved will be distributed in a natural way.

One local example of this is the success in integration of information literacy programme; from the lowest to the highest degree level; into the courses in health-promotion; which are singular in their use of the method of problem-based learning. The information literacy programmes on different levels are now in their curricula with its own learning objectives, and will be taught in parallel with emphasis on individual learning and text-production within the health-promotion programmes. Interestingly, this close integration process got started because library representatives happened to attend a seminar where the planning of these courses was being discussed during a break! The academic librarian was subsequently invited to participate in the entire course planning process. In this case, then, our success in integrating the information literacy program into the courses started by coincidence. However, we must go far beyond chance encounters when it comes to promoting our expertise to academic staff. Indeed, permanent features of the organisational structure facilitating and systematising such contacts should be established across the University.

We are currently promoting this kind of integration vis-à-vis other subjects areas within the Psychology Faculty, and hope that given the evidence from its pioneering success within the health-promotion course, this approach will gradually become a widely accepted part of the planning process of a range of other courses as well. The feedback from students and teachers will make very interesting reading here; this may well constitute a powerful argument for the practical value of integrating information literacy program into ever more individual courses. The information literacy courses offered by the faculty libraries are based on our course catalogue and its specific learning goals. This catalogue is in turn based on the strategic recommendations concerning information literacy developed by the Learning Centre 2004 project. Figure 4 shows a significant increase of the number of lessons provided by the Psychology library since the University implemented the Quality Reform. And the great increase in lessons held is not unique to the Psychology Library; these figures are increasing in the other faculty libraries as well.



Numbers of course lessons given in the Psychology Library (UBL Statistics)

The management, marketing, evaluation and promotion of library and information services, based on statistics, analyses and feedback regarding library usage is becoming an increasingly important trend in academic libraries worldwide. The UBL, too, has begun to collect such data; as they accumulate, they may be used to document the efficiency of present services and to provide arguments for the development of new ones; but the UBL needs an evaluation strategy.

When communicating the advantages of utilising the library's expertise and information literacy courses to academics, an ability to show that our services are based on ongoing empirical research may prove crucial. In my opinion, the need for such evidence based research and development at UBL should only grow in the years to come. In the case of UBL, its entire budget derives from the University; nevertheless, this budget may well be substantially increased if we are able to document how our library and information services contribute to getting students through their courses efficiently, and to providing easy access to relevant information for researchers.

Conclusion

The higher education Quality Reform legitimated and allocated resources for a necessary development of UBL's services through our Learning Centre projects. The Learning Centre 2003 projects showed that the UBL organisational structure was not flexible enough to make proper use of the products developed. Today, however, at least one such structure has been established in the UBL's Education group. This will be able to function across the different branches to ensure a common profile for the different faculty libraries and to prepare the ground for cross-branch coordination of the information literacy teaching.

The UBL has increased its information literacy teaching and guidance efforts. However, even more resources will need to be directed towards these tasks in the future if we are to succeed in integrating our information literacy programmes fully into individual courses. Other factors crucial to further success

will be the establishment of channels of systematic cooperation with faculties and academic staff, and the integration of information literacy teaching into individual courses on all levels. This will require UBL staff to update their information literacy, information literacy teaching methods, guidance and communication techniques. Furthermore, services should be actively based upon evidence-based research.

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