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*The preparedness of librarians to undertake educational activities  
in the context of civic literacy development*

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**Summary**

*Libraries can be key players in developing activities for civic literacy. Information literacy is one of the possibly effective measures for developing civic literacy. Traditionally the development of information literacy is performed by librarians. Different researchers across the world address the issue of librarians' lack of competencies necessary for conducting information literacy activities. Lack of proficiency in conducting educational activities might be one of the obstacles hindering the development of the activities for information literacy and also civic literacy. The paper discusses research on programmes of study for professional librarians, not all of which prepare librarians to teach information literacy. Until now, no similar research has been done in Lithuania. The author's research addresses this gap. The methods employed allow establishing whether the study programmes designed for professional librarians are able to develop the entirety of competencies necessary for librarians teaching information literacy. The research analyzed the components of the study programmes designed for preparing professional librarians at three Lithuanian institutions of tertiary education, following the Standards for Proficiencies for Instruction Librarians and Coordinators. The research reveals that future Lithuanian librarians are poorly equipped for conducting educational activities. Hence study programmes require significant adjustments. If librarians would like to be seen as civic literacy developers, they must be adequately prepared to teach information literacy first.*

**Keywords:** civic literacy; librarian as educator; information literacy; professional standards; factor analysis; curriculum

## **Introduction**

Libraries can be seen as one of the primary contributors to civic literacy as they offer information freely (helping to gain necessary knowledge) and help to form skills necessary for work with information (teaching information literacy). Civic literacy is a key element for successful participation in the public sphere. Libraries become players in the public sphere by implementing means of free information access and use. The development the activities intended to increase civic literacy are closely associated with development of information literacy skills. The ability to work with information can improve the quality of civic literacy. Teaching information literacy is one of the measures that could possibly be effective in developing civic literacy. Traditionally development of information literacy is performed by librarians.

Lithuania eagerly promotes information literacy development activities; however, this development suffers from the lack of qualified library staff that would be ready to conduct educational activities. The lack of proficiency necessary for conducting educational activities might be one of the obstacles hindering the development of information literacy and also civic literacy. Prior to actively involving libraries in civic literacy development activities, assessment of the competencies of librarians ready to engage in educational activities should be carried out.

Different researchers around the world study the issue of librarians' poor competencies in relation to educational activity. This paper discusses their research on study programmes for professional librarians. They point out that not every study programme prepares librarians for educational activities. Until now, Lithuania has not had similar research. Failure of study programmes to provide librarians with adequate competencies necessary to undertake educational activities has been identified as a major issue. It should be pointed out that formal studies have the major role of having to spur the development of librarians' competencies in conducting education activities.

The paper comments on the authors' detailed research into library science educational programmes. The methods employed for the research allow establishing whether the study programmes designed for professional librarians are able to develop the entirety of competencies necessary for librarians as educators. The study is interesting in two aspects: a) it uses standards defining the entirety of competencies necessary for a librarian as an educator as developed by the professional librarian community; b) research data analysis employed factor analysis and multidimensional statistical scaling, usually used to for determining interdependencies between objects or, based on those interdependencies, for classifying attributes. The study used the study programme components of the three Lithuanian institutions of tertiary education that provide study programmes designed to train professional librarians: Informology (Klaipėda University), Library information resources management (Šiauliai State College), Library and information studies (Vilnius University). The components of study programmes have been analyzed following the *Standards for Proficiencies for Instruction Librarians and Coordinators*.

## **Civic literacy and librarianship**

The concept of the public sphere offers an especially powerful and arresting vision of the role of information literacy in a context of civic literacy. Nowadays there are plenty of problems for creating a strong public sphere. Habermas thinks that contemporary public sphere is a fake version because of public relations, which tries to hide the interests it represents by cloaking them in appeals of "public welfare" and the "national interest" (Habermas, 1989, p. 195). Webster thinks that, irrespective of people's abilities to pay for information, public information access can be regarded as closely consonant with an orientation

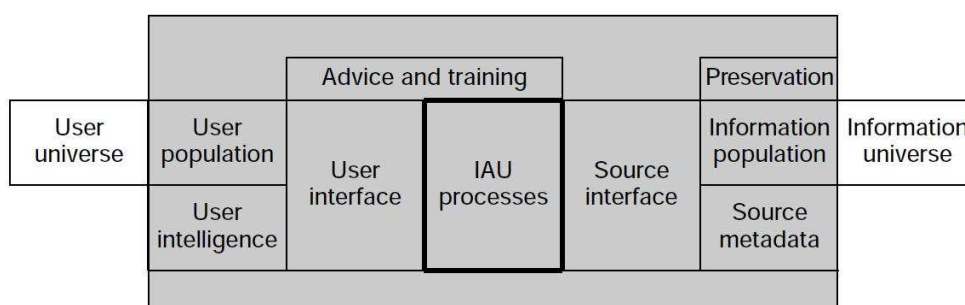
essential to the effective functioning of the public sphere (Webster, 1995, p. 104). There has been a growth in the range and complexity of information due both to new media and to the impulses from increased education and the demands of voters. The latter contributes to people’s ability to find out information for themselves, even to research and produce it, as well as compelling closer investigation of what politicians and business organizations may wish to keep secret (Webster, 1995, p. 133). The public sphere has a relationship to the availability of a wealth of information accessible to all community members.

Civic literacy is closely related to the concept of the public sphere. As Holub points out, the public sphere is where public opinion is formed (Holub, 1991:2-8), or in other words, the public sphere is the place where civic society communicates. Some kind of civic literacy is necessary for participation in civic society. As Laima Nevinskaitė points out, “civic literacy is knowledge and skills that help to understand the political world” (Nevinskaitė, 2006, p. 158). As Henry Milner encapsulates, the term “civic literacy” is closely linked with concepts of “Civic engagement” (a key component of social capital for Putnam) and “literacy” or “political knowledge” (Milner, 2001, p. 8). Civic literacy is like a tool for successful participation in the public sphere or civic society.

How can civic literacy be acquired? Milner and Putman argue that apart from education, the primary contributor to functional literacy and political knowledge is media consumption (Putnam, 2000; Milner, 2001). The library could also be one of the primary contributors to civic literacy, because libraries are one of the key players of the public sphere. We can see that today a lot of emphasis is put on public spheres as a key community asset, but the role of the library here remains undiscovered” (Glosienė, 2010, p. 109). Habermas's concept of the public sphere can be applied to libraries that provide equality and access (Habermas's “Essential Ingredient”) and encourage participation. Buschman (2005) analyzed the library as a builder of the public sphere. He said that information, its production, organization and use in an information economy and in a democracy are of paramount importance – while at the same time its foundational institutions like schools, universities and libraries are under threat (Buschman, 2005, p. 1). The public sphere so constituted relies on a highly educated, cohesive class of people. Libraries embody and enact the ideal of the democratic public sphere in the form of rational organization of human cultural production. It is similarly true that informed deliberation remains the “essence of both education and democracy and libraries play a pivotal role in both” (Buschman, 2005, p. 5). The library can be seen as one of the primary contributors to civic literacy by offering information freely (helping to gain necessary knowledge) and helping to form skills necessary for work with information (teaching information literacy).

The relevant activities of libraries are based on their being a mediator between information resources and information users. See Figure 1, where IAU means – information access and use

Figure 1. The complete generic library model (Brophy, 2000, p. 180).



“Advice and training” activities are identified in the generic model of library activities. For instance, training and advice activities must be engaged in order to effectively implement processes of information access, use and user interface symbiosis. Libraries are creating content for information search by means of mediation between information users and information resources: document – information search – information needs. Libraries’ educational activities can be understood in two ways:

1. Passive education, where the public is educated by having it accumulate some kind of information resources and by promoting reading activities (Sibrian, 2009);
2. Active education, where the public is educated by having it accumulate some kind of information resources, by promoting reading activities and by directly empowering users' information literacy skills (Tautkevičienė, 2005).

“Information literacy is a set of abilities that allows individuals to recognize when information is needed and have the ability to locate, evaluate, and effectively use the needed information” (*Information*, 2000). Information literacy is also increasingly important in the contemporary environment because it can help evaluate what sort of information there may have been in the past, how it has been transformed, and in what direction it may be moving. Individuals in the contemporary environment are faced with abundant information choices – in their academic studies, in the workplace, and in their personal lives (*Information*, 2000; Cox, 2008, Lloyd, 2010). Information is available from various sources and questions of authenticity, validity, and reliability often arise. The uncertain quality and expanding quantity of information pose large challenges for the public sphere itself and, at the same time, for civic literacy. Public sphere and civic literacy are injured without citizens having a set of abilities necessary to use information effectively. Information literacy enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning (*Information*, 2000; Hepworth, 2009).

As we can see, there is a close relationship between civic literacy, librarianship and information literacy – all three subjects are key elements of the public sphere. As we go by this logic: the public sphere is healthy when individuals excel in civic literacy; civic literacy is high quality when individuals have good information literacy skills. The public sphere is also healthy when libraries successfully accumulate and implement information access and use; civic literacy is of high quality when individuals are actually, and not just potentially, able to get information, that is to say, when they have skills necessary for effective information access and use; effective access and use of information is only possible when information literacy skills are developed. Librarians can be active developers of civic literacy by teaching information literacy skills (in order to implement active education). Such a slogan raises a problematic question: are librarians prepared to implement information literacy teaching activities and at the same time to improve individuals' civic literacy? In what follows an analysis will be performed of prior studies of librarians' preparedness to implement information literacy teaching activities.

### **Librarians’ preparedness to teach information literacy**

In foreign scientific research emphasis was placed on the fact that librarians are not prepared to develop students' information literacy skills, as only less than half of professional librarians have taken courses for developing their skills to teach information literacy (Albrecht, 2002; Kilcullen, 1998; Patterson, 1990; Shonrock, 1997). Some authors emphasized that librarians should develop teaching skills by themselves or that the employing organization should send them to appropriate training courses (Harris, 1992; White, 1991). Nowadays scientists believe that a lack of teaching skills for professional

librarians should be eliminated during librarianship studies (Dalrymple, 2002; Johnson, 2008). This paper assumes that professional librarians should be prepared to develop information literacy skills during their studies in librarianship. First, it would allow a unification of the process of training information literacy teachers. Second, during librarianship studies there are more opportunities to gain deeper theoretical knowledge and practical skills.

One of the ways to measure librarians' potential preparedness to implement educational activities is to analyze study programmes intended for training professional librarians. In the period from 1996 to 2008, eight different studies tried to measure how well study programmes aimed at preparing professional librarians were taking into account the need to train librarians for educational activities. The results of these different studies will now be analyzed.

Sullivan (1996) sent surveys to all of the 48 American Library Association accredited library schools in the continental United States to determine the current trends in education for library instruction in 1996. Nineteen (58%) of the 33 responding institutions offered library instruction as a separate course (Sullivan, 1996, p. 274).

Estrin (1998) examined course catalogs and course offerings of 39 library schools in the United States and Canada in 1997. It was found that 25 (62%) currently have courses in which library instruction, instructional design, and/or learning theory are present either as a separate course or integrated within the curriculum (Estrin, 1998, p. 6).

Julien (2004) explored the degree to which professional librarians were trained for teaching information literacy; the curricula at 93 schools of library and information science around the world were examined using content analysis of the schools' Web pages in 2004. More than half of the schools (51.6%, n = 48) appeared to offer no course in information literacy instruction (Julien, 2004, p. 213). Five schools of the remaining sample offered an instructional course focused only on the needs of school library media specialists.

Borup (2005) sent an electronic questionnaire to the library and information science schools in Europe in 2005. Around fifty schools answered the survey. In 45% of library and information science schools' curricula the core subject was information literacy and learning (Borup, 2005, p. 235).

Pappert (2005) made an analysis of courses focused on library instruction that was conducted for 56 American Library Association accredited master's programs in North America. Each school's website was searched for information about formal courses on either information literacy or library instruction. Based on course descriptions, 38 schools (70.4 %) offered at least some course (regardless of depth or focus) on library instruction and fifteen schools (27.8 %) offered at least one course focused on school media education (Pappert, 2006, p. 19).

Johnson et al. (2008) analyzed reference syllabi to determine whether information literacy instruction was included as part of a relevant course in the United States. By 2007 a total of 45 syllabi were gathered either by contacting the institution or Web searching for reference courses. At 39 of the 45 librarianship study programs, the reference class is required (72.2%) (Johnson et al., 2008, p. 202).

McGuinness carried out a survey of librarians in the Irish Republic in 2006-2007. Seventy-seven librarians participated in the survey. Results show that instructional training for librarians in Ireland is extremely limited. One-third of the participants stated that they had received no training whatsoever in

instructional techniques, while 43% observed that their training had consisted of a “one or half-day course or seminar” (McGuinness, 2009, p. 270).

Edwards (2008) implemented a review of online curricular materials of 53 American Library Association accredited degree granting institutions in United States. Of the 53 institutions reviewed, only two (3.7%) included instruction-related courses in the core curriculum (Edwards, 2008, p. 16).

As we can see, only half of the schools of librarianship in United States or in Europe include subjects related to instruction, information literacy, learning etc. into the curriculum. Retrospective analysis of the studies showed that improvement is rather slow – from 58% to 70% in twelve years in the United States and Canada. In Europe the percentage does not exceed 50%. Failure of the study programmes to prepare librarians with competencies necessary to adequately undertake educational activities is a major issue. It should be pointed out that it is formal studies that have to spur the development of librarians’ competencies in conducting education activities.

Until now, Lithuania has not performed similar research for analyzing how study programmes in librarianship prepare their students to implement educational activities. It should be pointed out that none of the study methodologies used up to now give a comprehensive answer to the key question: “Does a particular study program intended to train professional librarians also prepare them to engage in educational activities?”, because none of the studies perform analyses of a study programme as a whole. Most studies targeted only specific subjects of instruction, but did not target all subjects in a curriculum. Trying to find a comprehensive answer to the key question helped create a special research methodology to study programmes for training professional librarians.

### **Research methodology to study programmes for training professional librarians**

Research methodology to study Lithuanian programmes aimed at preparing professional librarians was created to find the answer to the key question: “Does a particular study program intended to train professional librarians, also prepare them to engage in educational activities?”

Three study programmes of Lithuanian institutions that train professional librarians were analyzed:

- Vilnius University. The study programme “Librarianship and Information”, approved in 2008 (hereinafter referred to as VU);
- Klaipėda University. The study programme “Informology”, approved in 2010 (KU);
- Šiauliai State College. The study programme “Library and information resources management”, approved in 2007 (SSC).

In the descriptions of all three study programmes there is no mention that students would gain knowledge or skills related to the development of educational activities. Only in the KU study programme is a subject included which is designed to develop future librarians' information literacy skills. In the VU and SSC study programmes no subject specifically develops the ability to implement activities that promote information literacy skills. However, some aspects of the requirements of professional standards are reflected in other subjects, such as Lectology, Communication Psychology and so on. In order to fully explore the study programmes relevance to professional standards, all subjects which are presented in class with a lecturer were analyzed.

The *Standards for Proficiencies for Instruction of Librarians and Coordinators* have not yet been used in similar research. These standards were prepared for research use in this study itself. At first the *Standards* were translated into the Lithuanian language, in which the study was originally written and implemented in Lithuanian. An independent translator then retranslated the *Standards* back into the English language. Such a retranslation was necessary to evaluate the accuracy of the original translation from English to Lithuanian. If in retranslation of standards some essential discrepancies were found, that would have been a reason to review and reassess the translation from English to Lithuanian. Essential discrepancies would have meant that the meaning of the standards was not accurately conveyed.

However, no essential differences between the retranslation from Lithuanian back into English and the original version of the *Standards* were observed, despite several differences of style. These few minor discrepancies did not distort the meaning of the standards.

The *Standards for Proficiencies for Instruction of Librarians and Coordinators* consist of twelve criteria: 1. Administrative skills; 2. Assessment and evaluation skills; 3. Communication skills; 4. Curriculum knowledge skills; 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.

These standards have been adapted to carry out research on Lithuanian library science study programmes according to a three-level rating scale: 3 - conforms, 2 – conforms partly, 1 – does not conform. If the content of the subject fully fit the criterion, then the evaluation was 3 (conforms). If the content of the subject partly coincided with the criterion (subject text has at least some keywords which reflect criteria), then the evaluation was 2 (conforms partly). If the content of the subject did not coincide with the aspect described by the criterion (did not match any criteria reflecting keywords), then the evaluation was 1 (does not conform).

Nine subjects of the “Library information resources management” study programme, four subjects of the “Informology” study programme and three subjects of the “Librarianship and Information” study programme, which were related to professional practice, preparation of thesis or physical education, were not included in this study due to lack of relevance.

### **Evaluation of research result reliability and factor formulation**

In order to evaluate the optimality of research structure for analysis of study programmes, statistical analyses were performed using the SPSS 19 licensed program. Rank variable correlation coefficients were calculated using Kendall's tau-b coefficient calculation method. Factor analysis was used to investigate the structure of the variables, based on the correlation matrix formed by use of the Kaiser-Meyer-Olkin (KMO) coefficient and Bartlett's test of Sphericity significance level (Sig.). The factor coefficients were calculated after rotation performed by means of Varimax along with the Kaiser Normalization method. The Kruskal-Wallis test was used to determine the differences between the factors. The factor estimate of study programme distribution was assessed by use of box plot diagrams and factor estimate medians and means.

There were no statistically significant negative correlations in the intercorrelation matrix. This indicates that there are no certain criteria which are mutually exclusive. Most of the positive correlation was significantly above zero. Calculation of correlation coefficients showed which structure of evaluation criteria is optimal, because the criteria reflect different aspects of the research on study programmes.

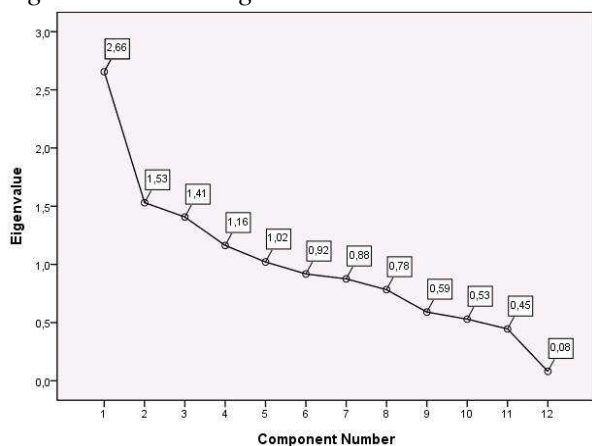
There is a statistically significant correlation between the criteria for “Planning skills” and “Presentation skills“ ( $r = 0.916$ ). This means that the results of these criteria are very similar, reflecting closely related sets of skills. Their connection is logical – delivery is associated with planning. However, these two criteria indicate different aspects, thus removing one of the criteria is not possible.

Factor analysis was used in order to divide the twelve criteria into the wider group-factors. Factor analysis was based on the correlation matrix, with factor rotation done by means of Varimax and the Kaiser Normalization method. Factor analysis reveals the strength of statistical correlation between several features and allows highlighting of hidden signs, patterns of causality and interdependence (Field, 2000). The Kaiser-Meyer-Olkin (KMO) coefficient shows how the correlation matrix can be applied for factor analysis. The correlation matrix is more suitable for factor analysis when the KMO coefficient is closer to 1. When the KMO is lower than 0.5, factor analysis is not acceptable. The KMO coefficient of the study programmes correlation matrix research is greater than 0.5 and almost reaches 0.6 – the result is 0.597. The standards are therefore suitable for factor analysis. The null hypothesis was that the correlation matrix is unitary – variables are unrelated to one another. The null hypothesis was rejected. Bartlett's Test of Sphericity significance level (Sig.) is 0.0001. This result along with the correlation matrix showed that the study variables are significantly related to each other.

In fact it was found that five factors explain 64.8 percent of spread of all the variables. After the initial rotation of factors (the optimization of structure for maximizing the diffusion of factor weight), the first factor decreased from 22.129 percent to 18.043 percent and the second factor has decreased from 12.754 percent to 12.668 percent, the third increased from 11.725 percent to 12.562 percent, the fourth factor increased from 9.690 percent to 12.508 percent, the fifth – from 8.508 percent to 9.024 percent, but the overall portion of all variable spread explained by factors remained the same.

The factor eigenvalue diagram (see Figure 2) shows the eigenvalues. This allows deciding how many factors describe the data best. One of the options is to examine only those factors which have eigenvalues greater than 1. Factors which have an eigenvalue greater than 1 imply that there is at least one unknown value, which can be described in a relatively large dispersion of all the variables. In the present case, this criterion implies that five of the factors should be studied, since their eigenvalues are greater than 1.

Figure 2. Factor eigenvalues





In Table 1 the matrix of rotated criteria is presented as coefficients of these five factors after rotation. The Varimax rotation along with the Kaiser Normalization method was used for rotation purposes. Rotation of factors was done so that the lowest results of variable correlation which were not rotated would drop, while the highest would increase.

Table 1. Matrix of rotated criteria

	Factors				
	1. Presentation preparation and delivery skills	2. Content creation skills	3. Leadership and communication skills	4. Educational activity development skills	5. Analytical skills
Planning skills	<b>,948</b>	,126			
Presentation skills	<b>,948</b>	,111			
Subject expertise skills		<b>,817</b>			
Instruction design skills	,238	<b>,767</b>			-,113
Promotion skills	,135	,195	<b>,658</b>		-,136
Communication skills		-,128	<b>,594</b>	,195	
Leadership skills	-,132		<b>,552</b>	-,169	,292
Administrative skills	,506		<b>,513</b>	,164	
Information literacy integration skills		,122		<b>,839</b>	
Teaching skills				<b>,833</b>	
Curriculum knowledge skills		-,173	-,147		<b>,851</b>
Assessment and evaluation skills	,118	,355	,339		<b>,484</b>

The factors in librarians’ preparedness for educational activities are described by importance in the table. The first factor correlates with the criteria that are generally characterized as “Presentation preparation and delivery skills” (explains 22.12 percent of variable dispersion), consisting of two criteria: “Planning skills” and “Presentation skills”. These two criteria are closely related, because they reflect a complex process – the creation and presentation of content. The fact that these two criteria are joined by the same factor is plausible, although it should be noted that the criterion of “Administrative skills” is also relatively highly correlated with the first factor ( $r = 0.506$ ).

The second factor in the table correlates with the criteria which make up “Content creation skills” (explains 12.7 percent of variable dispersion), which are: “Curriculum knowledge skills” and “Instructional design skills”. These two criteria are combined into a single factor, because subject development is closely related to the matter of subject knowledge and ability to apply knowledge in developing content in a given context and for a particular audience.

There are no doubts regarding the third factor, which we call “Leadership and communication skills” (explains 11.7 percent of variable dispersion). This groups four criteria: “Promotion skills”, “Communication skills”, “Leadership skills” and “Administrative skills”. The contents of the third factor are linked by a common denominator – communication and leadership skills.

The fourth factor, “Educational activity development skills” (explains 9.6 percent of variable dispersion), connects the criteria of “Information literacy integration skills” and “Teaching skills”. The fourth factor is linked by a common denominator – educational activity development skills.

The fifth factor in the analysis, “Analytical skills” (explains 8.5 percent of the variable dispersion), connects the criteria “Curriculum knowledge skills” and “Assessment and evaluation skills”. These abilities are linked by a common denominator – analytical skills.

Finally, the Kruskal-Wallis test was used to identify the significance of differences between the factors. A  $p < 0.05$  significance threshold was selected. The test was formulated by a null hypothesis that the means between factors did not differ. Null hypothesis was denied – all factor means significantly differ: “Presentation preparation and delivery skills ( $p < 0.000$ )”, “Content creation skills” ( $p < 0.001$ ), “Leadership and communication skills” ( $p < 0.048$ ); “Educational activity development skills” ( $p < 0.002$ ), “Analytical skills” ( $p < 0.000$ ).

Thus the statistical factor analysis based on the adapted *Standards for Proficiencies for Instruction Librarians and Coordinators* forms a theoretically meaningful structure of independent variables, showing that the derived criteria are suitable to analyze how the Lithuanian study programmes in librarianship correspond with standards defining the skills of the librarian as educator.

### **Compliance of professional study programmes for librarians with the key question**

Study programmes were evaluated by means of a three level grading scale, where 3 means “conforms”, 2 means “conforms partly”, and 1 – “does not conform” to the *Standards for Proficiencies for Instruction Librarians and Coordinators*. In this case, the lowest possible average of the unit is 1, while the highest is 3. An average value of 1 would mean that the subjects in the study programme do not meet any of the criteria. Average values greater than 1 indicate that some of the subjects meet some of the standards: the higher its average, the more the subjects of the study programme meet the *Standards*.

It can be argued that the study programmes examined are partly consistent with all the criteria of *Standards for Proficiencies for Instruction Librarians and Coordinators*, because means of all relevant factors are greater than 1. Factor estimates indicate that the highest mean is in “Presentation and delivery skills” (overall mean 1.6159); next come “Analytical skills” (1.5364), “Content creation skills” (1.4636), “Leadership and communication skills” (1.4056), and “Educational activity development skills” (1.3013).

In summary, noting the way the study programmes fit the *Standards*, it can be assumed that future librarians in Lithuania would be at least partially prepared to teach information literacy courses because study programmes for training professional librarians have “Planning and delivery skills”, “Curriculum knowledge” and “Planning skills” as their foremost focus. However, there is a lack of skill for implementing information literacy information courses, because less attention was paid to promotion, communication, leadership and administrative skills. A general trend is also noted that graduates are lacking adequately prepared and effective course material that would provide knowledge and skills related to information literacy, because little attention is paid to the integration the assessment of information literacy teaching, curriculum knowledge and skills outcomes into the curricula. It should be noted that graduates will have little knowledge of information literacy teaching methods, confirming the null hypothesis that in the Lithuanian training programmes aimed at preparing professional librarians little attention was paid to educational activities.

The VU study programme differs from other study programmes by emphasis on the factors of “Presentation preparation and delivery skills”, “Content creation skills” and “Educational activity development skills”, for which the median are higher than the median of SSC and KU. It also must be noted that the VU study programme is exceptional in that the factor “Leadership and communication

skills” has the lowest median in comparison with other study programmes. These data indicate that in the VU study programme students are the most prepared to implement information literacy training – to create training content and lay it out by a well-designed and planned presentation – but they lack the skills to promote information literacy training or share knowledge with colleagues.

The KU study programme can be distinguished by the factor “Analytical skills”, the median of which is higher than VU and SSC. The highest factor median of KU is “Presentation preparation and presentation skills”, “Leadership and communication skills”, and “Analytical skills”. However, the median of the “Educational activity development skills” factor is much lower than that of other factors. This indicates that in the KU study program students are more willing to promote and evaluate information literacy activities, to discuss achievements and failures, than to actually implement educational activities (i.e., to teach the public the skills needed for information literacy and civic literacy).

The SSC study programme is distinguished by the factor “Leadership and communication skills” the median of which is higher than at VU and KU. The highest SSC median is that of the factors “Content creation skills”, “Leadership and communication skills” and “Analytical skills”. However, the median of factor “Educational activity development skills” is much lower than that of other factors. This suggests that in the SSC study programme students are better prepared to plan and prepare materials for training, promotion, and evaluation of information literacy activities, more to discuss the achievements and failures of such activities than to implement educational activities (i.e., to teach).

Overall, the VU study programme meets the *Standards for Proficiencies for Instruction Librarians and Coordinators* better than the programmes of education for librarianship at SSC and KU. The SSC study programme meets the *Standards* at least. There are more similarities between KU and SSC than between VU and KU or VU and SSC. In this context, the VU study programme is the most different; its content is the least similar to both the KU and the SSC study programmes. It can be argued that the KU and SSC content is similar in that they develop similar abilities, which do not include the ability to teach.

## **Conclusion**

Librarians can become active developers of civic literacy by actively teaching library clients information literacy skills. If librarians would like to be seen as civic literacy developers, they must first be prepared to teach information literacy. Professional librarians should be prepared to develop information literacy skills during their librarianship studies.

The literature research showed that only half of the schools of librarianship in the United States or in Europe include in their curriculum subjects related to instruction, information literacy, and learning. Retrospective analysis of the studies showed that improvement is slow.

In trying to analyze Lithuanian study programmes for future librarians as a whole in this regard, a special research methodology based on the *Standards for Proficiencies for Instruction Librarians and Coordinators* was created. The research reveals that future Lithuanian librarians are poorly equipped for conducting educational activities. Therefore, their study programmes require significant adjustments. The enhancement of professional training programmes in this regard is one of the major steps which could enable libraries to engage actively in activities for the development of civic literacy.

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