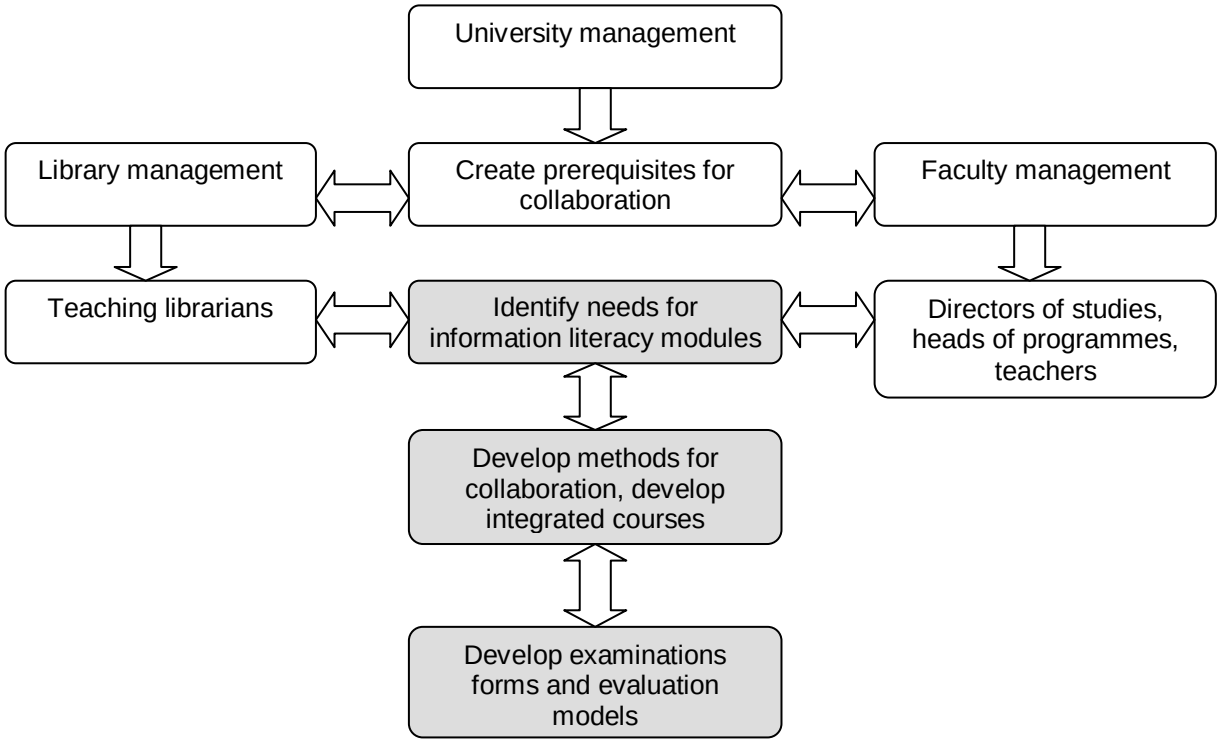
The Borås model

University of Borås' collaborative model for information literacy development



Süld, Bytoft Nyaas & Hultgren, 2008 (Rev. 2011)

Information literacy implies a number of skills: the skill to analyze and formulate information needs, to choose relevant sources, to search, to value the reliability and relevance of the retrieved information and to select, use and communicate the information in a meaningful and creative way. Information literacy training must take place in a subject context for maximum result. The teaching then also becomes a support for the learning of the subject itself. It is also of importance that the teaching is recurrent, in progression and with a focus on reflection and critical thinking.

Accordingly, an overall planning of where the above mentioned elements are to be included in the programs is crucial. In the model, this overall analysis and planning is made in collaboration between the director of studies/person responsible for the program and the teaching librarian, and here decisions are made how responsibility and teaching is to be divided between the actors. To create necessary conditions for a lengthy collaboration, for progression in the teaching and for making information literacy a visible part of the course, learning outcomes are to be stated in the course documents for the courses in question.

Elements that develop students' information literacy are to be embedded in the regular education so the student experiences information seeking, valuing and use as important and informative parts of the course. Consequently, a close collaboration between teacher and librarian is needed, to create courses where the learning outcomes are reached and where students furthermore are given the opportunity to increase their information literacy.

Examinations of information literacy are important for the students' learning, but it is of vital importance that focus of the examination is on understanding and learning and not mainly on mere control of knowledge. The examination should also serve as a vital part of the evaluation and development of the teaching. Grey-coloured boxes in the model indicate a need for building

new capacity in the organisation. Through collaboration, teachers and librarians will extend their knowledge about each other's competence and thus necessary conditions for raising the quality of the education are created.