



The unattractiveness of 'information literacy': getting researchers interested

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01

Information literacy and researchers

Information Literacy AND researchers



- ▶ Competency in searching, evaluating, and using information
- ▶ Based on critical thinking and ethics
- ▶ Need for educations and trainings

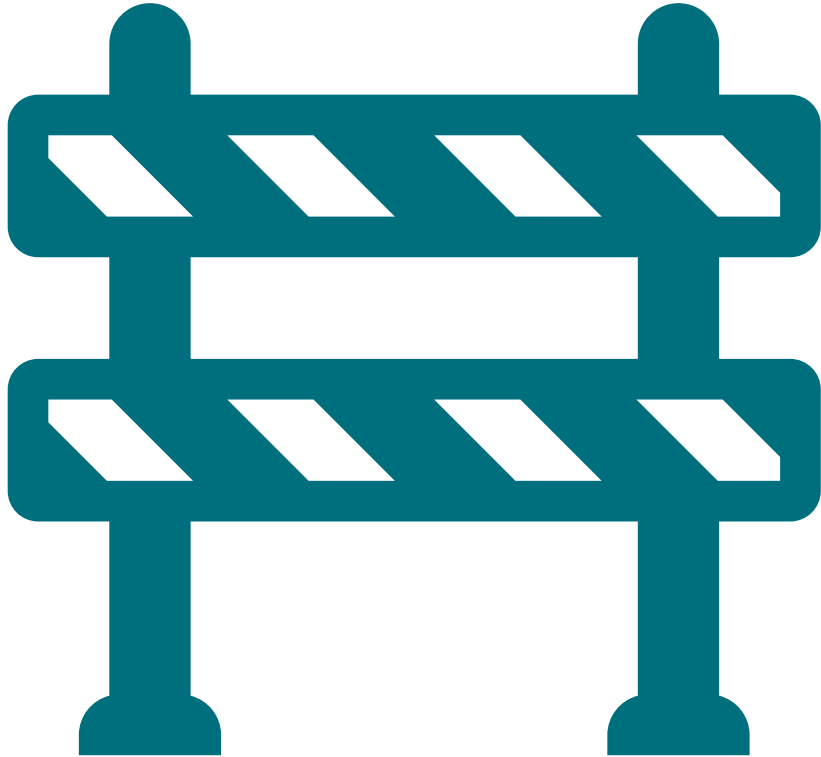


- ▶ Advanced search in database
- ▶ Critical evaluation of sources
- ▶ Data management and reproducibility
- ▶ Ethical citations and autorship



Information Literacy

What could be the barriers for researchers?





Information Literacy

What could be the barriers for researchers?

- ▶ Perceived **Relevance** & Value (“I already know google scholar”)
- ▶ **Time** & Workload Pressures (every minute is precious)
- ▶ Program **Design** & Delivery Flaws (One-size-fit-all, hour-long seminars, far away locations...)
- ▶ Awareness & **Communication** Gaps (Not enough marketing about the available trainings)
- ▶ Cultural & **Attitudinal Blocks** (“Library stuff” is for undergrads—not serious research)
- ▶ Incentive & **Reward** Misalignment
- ▶ Cognitive & **Emotional Overload** (bombard with too many tools, “another mandatory module”...)

A vertical stack of books with various colored spines (red, orange, blue) and pages, positioned on the left side of the slide.

02

What's on at ULiège Library?

How are we organised and what do we do about information literacy for researchers?

Working group on Information literacy teaching and research support at ULiège



(WG SUPPER – SUPPort of Education and Research)



► Teaching

Coordinating the teaching of information literacy

- Scheduled courses
- Information Literacy



► Training

Coordinate one-off training outside the curriculum



► Research

Coordinating support for researchers

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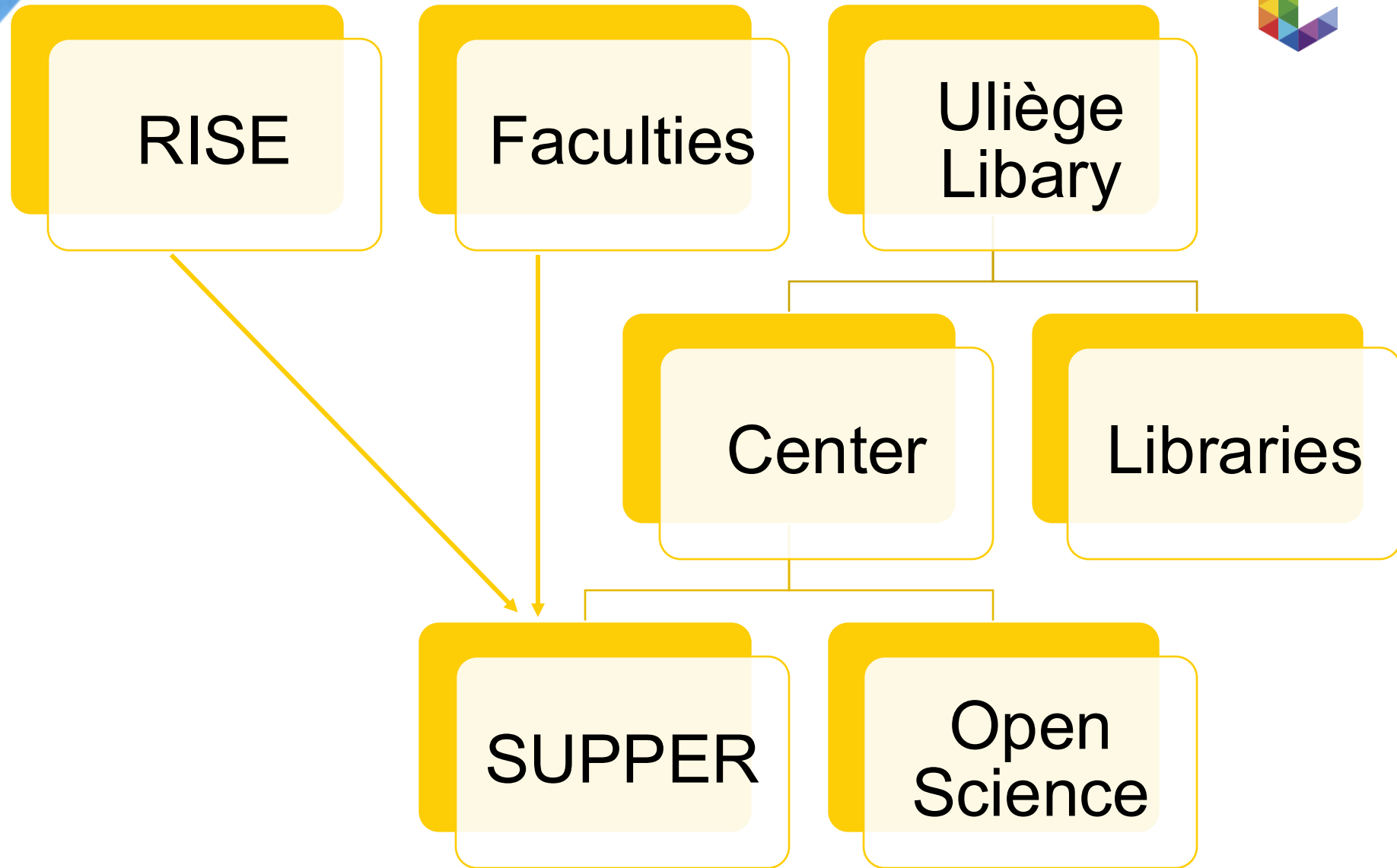
► Training

Coordinate one-off training outside the curriculum

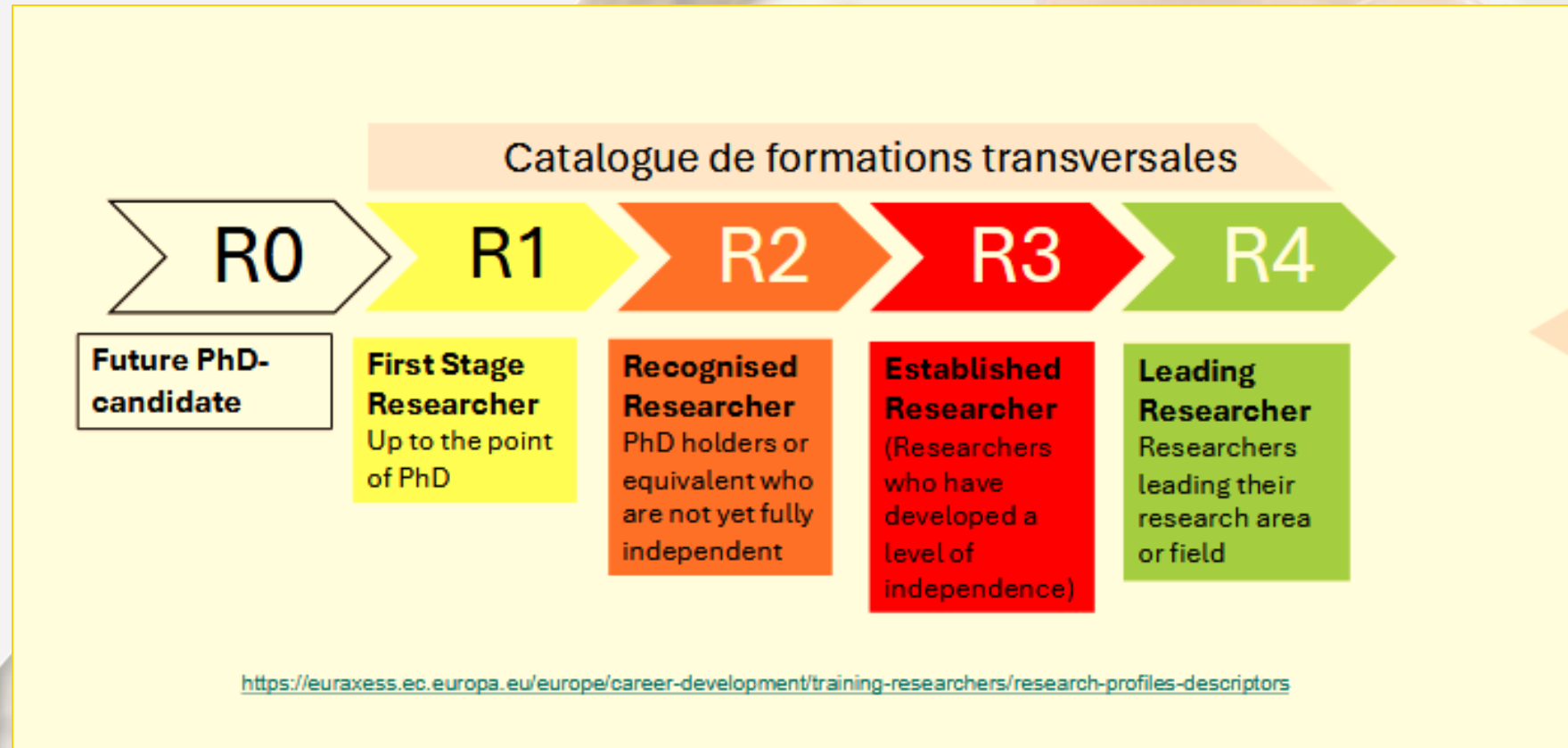


► Research

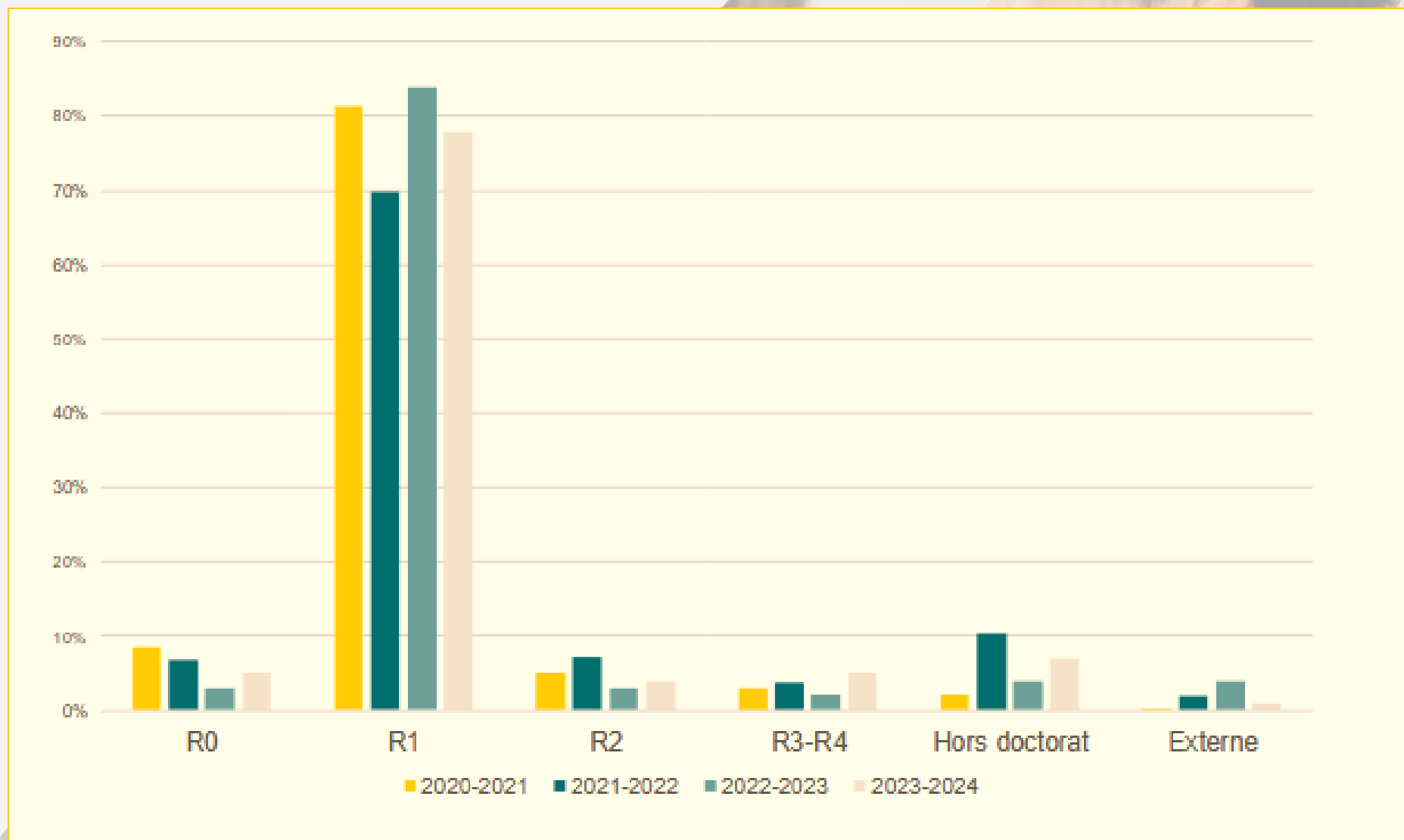
Coordinating support for researchers



Training for researchers: somme numbers



Training for researchers: participation rate



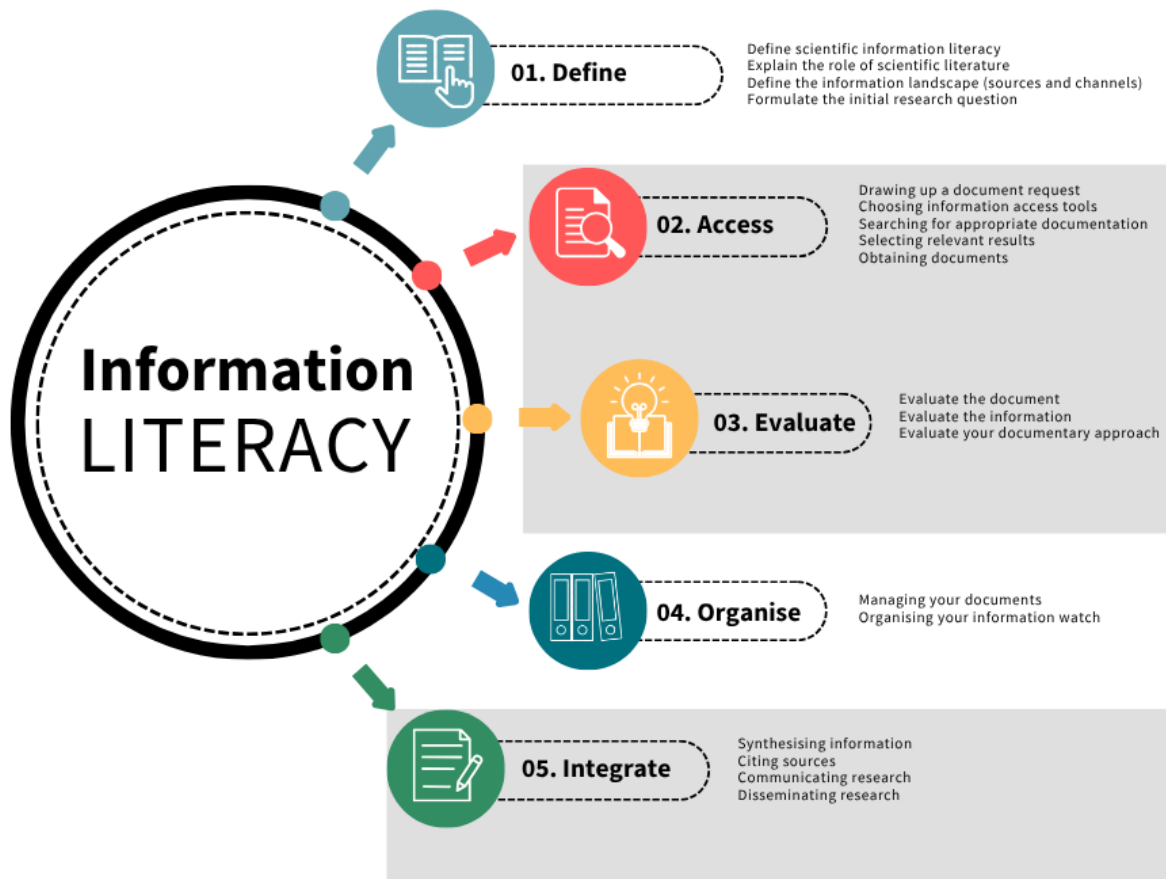


▶ Training for researchers

- 62 sessions
- 626 hours of lessons
- Given to 840 researchers by 18 trainers
- Based on common guidelines 5 PMIs (5 pillars)
- Other types of training (Tutorials on Youtube, ...)

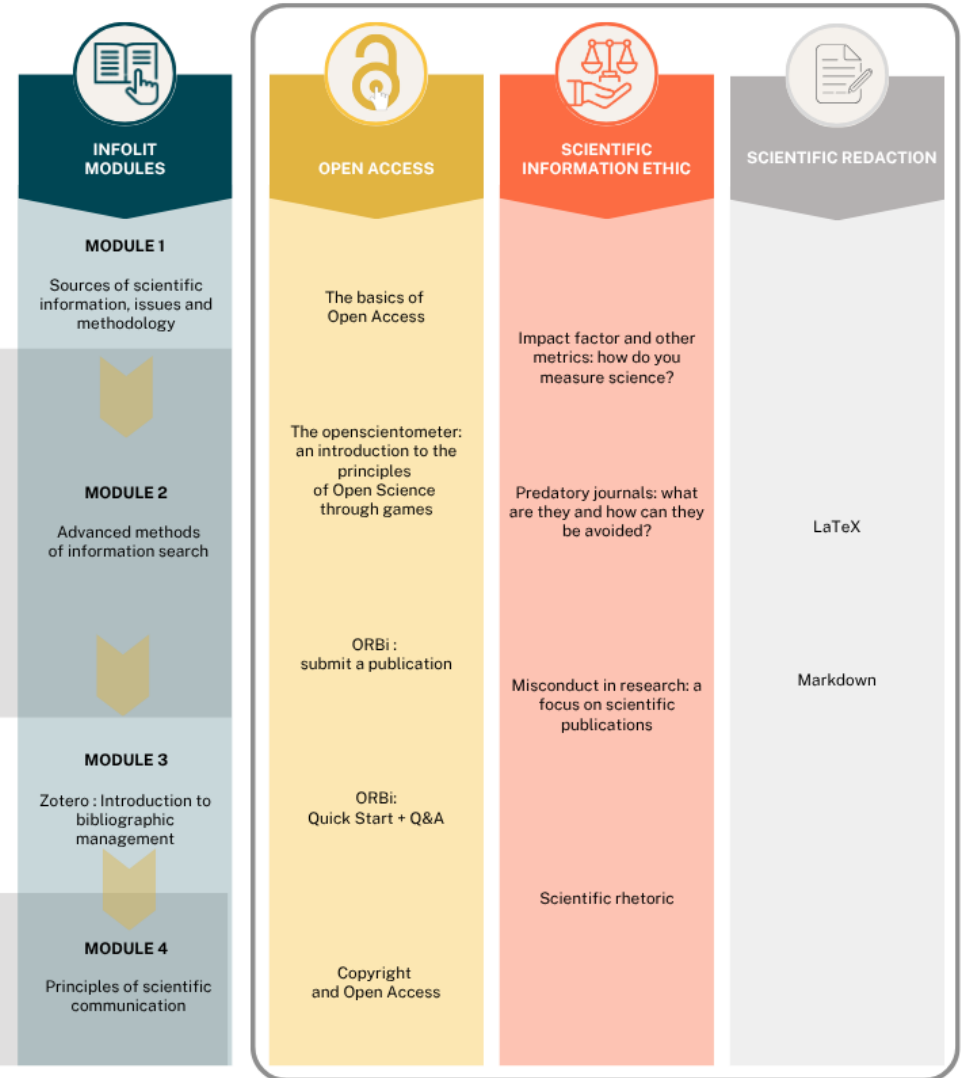


Optional



TRANSVERSAL TRAINING

ON SCIENTIFIC INFORMATION LITERACY



Mandatory

▶ Training

1) Take off in research: three days of training

- Ethic on scientific publication
- Open Access
- ULiège Library overview
- Search and find information literacy

2) CUPPD: preparation for the doctorate





► Research support

- Search query in database
- Open science
- Bibliometric support
- Research evaluation (DORA...)
- Systematic review
- ...





03

Survey results

Teachers' perceptions of the information literacy skills of students in French-speaking Belgian higher education.

Presentation



Pochet, B., Blondeel, S., Frédéric, F., Lerinckx, D., Mercy, E., Moreau, F. et Thirion, P. (2023). Perception par les enseignants des capacités en maîtrise de l'information des étudiants de l'enseignement supérieur belge francophone. Rapport d'enquête du groupe ILIB (p. 41). ARES-CBS. <https://ilib.be/Wordpress/wp-content/uploads/2023/11/rapport2023.pdf>

Purpose of the survey: to understand teachers' perceptions of their students' information needs.

The logo for ARES, consisting of the letters 'ARES' in a bold, blue, sans-serif font. The letter 'A' is stylized with a diagonal slash.

Groupe de travail ILIB (ARES-CBS)

soutenir le développement de la maîtrise de l'information



03

Let's brainstorm!

- What could be developed for a better engagement ?
- Which strategy feels most doable in your setting?
- What blockers do you foresee?



Think of a time you felt truly engaged in a project.

What made it work?



- **What could be developed for a better engagement ?**

- Individually (3 min): Write 2–3 ideas on sticky notes or a shared board.
- Group clustering (5 min): Group similar ideas together.
- Quick share (2 min): Highlight 2 standout ideas.



Which strategy feels most doable in your setting?

- Group discussion (5 min): Pick 1–2 ideas that feel realistic.
- Dot voting (5 min): Each person votes for the most actionable idea.



What blockers do you foresee?

- Brainstorm (5 min): List potential obstacles.
- Categorize (5 min): Internal vs. external, short vs. long term.