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New Education Form for School Librarians in the Master Level concerning Information Literacy

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Abstract

The purpose of this paper is to present education methodology for the student aiming to become a teacher of library pedagogy in Hungary. This paper will summarize the results of the first years when library pedagogy courses were introduced, their curricula, division of subjects, experiences of practical teaching and portfolio of methods of completion. The aim of these courses is to broaden library pedagogy to enable students to develop the information literacy of children in schools and public libraries.

The main conclusions consider the results of this education methodology, including changes to the legal conditions of the library pedagogy teacher. Thus the library pedagogy teacher becomes an accepted and desired employee on the job market.

Keywords

Library and information science education; information literacy; school librarians; Hungary; teaching and learning methodology; teaching and learning strategies for library usage.

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I. Introduction

This paper will start with the introduction of the teacher of Library Pedagogy and of Library and Information Science within the programmes of the new Masters' level courses in Hungary. The education for teachers of library pedagogy started in 2008 at the University of Szeged, within the Juhász Gyula Faculty of Education. This paper will summarize the results of those first years: curricula, division of subjects, experiences of teaching and the portfolio of the methods of completion. A further possibility of the outcome of these courses is highlighted in this paper: that of becoming a school librarian. Furthermore, the current situation and the new university programme - Teacher of Library and Information Science – will be highlighted, as established in Regulation No. 208/2013 (I. 30) EMMI with reference to the demands of teacher training and courses.

This new course education form is completely different from the first one, as the education of teacher training has changed, based on new regulations during 2012 and 2013. The education of teacher training stopped using the Bologna system and has returned to the original method and structure.

The aim of these courses is to teach the breadth of library pedagogy and to qualify the student to help develop the information literacy of children in schools and public libraries.

II. Information literacy and society

This paper aims to explore the theory and practice of education in schools as a first level of the information society in Hungary. The curriculum and content of different subjects in the school division of the programme for librarians will be surveyed.

There was a discussion in the newsletter of the Innovation Forum at the end of 2004¹. The main topics were information, knowledge, and society – semantic traps and ways out of them. There are so many situations in which we see these words connected with the information society. Media specialists use these terms in their daily work. EU usage provides neither true standards nor unequivocal practices in its papers. The same circumstances exist in Hungary. Representatives and members of the Hungarian Social Sciences also have different opinions about these important and determined categories. Superficial usage without any deliberation is typical in such public discourse as common talk. We can find misconceptions, popular usage, and idiosyncratic definitions of the above terms in the political, scientific and mass communication fields of many countries.

What is the message of the EU documents?

What are the most frequently used expressions in EU papers?

Information society; Knowledge-based society; Knowledge society; Society of knowledge; Information and knowledge-based society; Socio-economic impacts of knowledge-based economy.

It seems these terms fail to illustrate different levels of abstraction, quality, nuance and context. The earliest used and most widespread is "information society," which appears in most writings in the 2000s.²

¹ Élő, Gábor and Z. Karvalics, László. *Kulcs-fogalmaink pontosságáért, avagy beszéljünk közös nyelven az 'információs' és 'tudás' előtagú fogalomcsaládról!* [For the accuracy of key concepts, or other words about information and knowledge preamble!] Budapest: KOINE Extra, 2004. <http://www.infoparkrt.hu> (accessed June 27, 2015)

² The first document was the FAST - Forecasting and Assessment in the field of Science and Technology. This common European research programme – aimed Information Society for Europe 1980. The Bangemann-report

The phrase “knowledge-based society” is readily traced. First, “knowledge-based economy” came into usage, and that developed into “knowledge-based society” under the influence of the widely known “information society.” As “information-society technologies” (IST) began to signify telecommunications and computer applications, “information society” itself narrowed to comprise the education, sciences, innovation and culture connected with the original concept. Therefore, “knowledge-based society” retains more of the full original meaning of this new paradigm.

The nature of language is to be living, reconstructing itself when any new variant appears and the semantics of an older word changes. (This example, where the full meaning originally packed into “information society” has been inherited by “knowledge-based society,” is a clear illustration.) It is owing to this evolutionary process that discrepancies in usage and definition occur.

A. Outline of the Hungarian Information Society Strategy (Hungarian Information Society Strategy - HISS, 2003) ³

The HISS model identifies the two fundamental pillars of modernization: processes and services. The former represents the modernization of the internal working of processes in the broadest sense (“back office”), while the latter means the perfection of those functions of the same processes that are available to a wide range of users (“front office”). The use of information and communication technologies is of primary importance in the case of both pillars.

For the improvement of processes the strategy defines fields of intervention in the following way in respect of both pillars:

- Content and services,
- Infrastructure,
- Knowledge and skills,
- Legal and social environment,

In addition the strategy defines two horizontal fields: Research and Development/Equal opportunities.

The largest field of intervention is that of Content and services, which is further divided into the following key areas:

- Economy,
- Public administration,
- Culture,
- Education,
- Health,
- Environment,

all of which are concerned with the development of the content aspects of the services provided in the corresponding areas of application.

The key areas of infrastructure are constituted by its three different levels:

- construction of broadband networks,
- improvement of access and availability,

and others EU documents only followed the usage this earlier phrase. Naturally we are studying the meaning of concept according EU now.

³ *Hungarian Information Society Strategy* (2003).

http://www.ihm.gov.hu/data/42303/mits_2003_eng.pdf (accessed June 27, 2015)

- availability of public domain data, standards and software tools.

Within each of the other four fields of intervention there is a single key area.

III. System of education in Hungary

A. Public education

As a rule, public education in Hungary covers ages 6 to 18, although education is compulsory only until the age of 16. Formerly, the structure of public education was more homogenous: eight years of primary education was followed by four years of secondary education. Today the system has been made more versatile and flexible by introducing the 6+6, occasionally the 4+8 models. The content of education in the compulsory public school system is determined by a unified curricular framework. This framework defines those major study objectives, which are minimally required from all learners in all schools.

Public education has the following levels:

- Pre-school education
- Primary education
- Secondary education
 - Secondary grammar schools
 - Vocational secondary schools:
 - Trade schools

Higher education

“A successful secondary or high school-leaving examination is a prerequisite for admission. The academic programme culminates in a Bachelor's degree, which is the first phase in higher education in the European Higher Education Area, as accepted by the EU member states in 1999 in Bologna. The aim is to provide knowledge, useful skills and competencies focusing on practice for students in order to enhance their opportunities for employment in the job market. Graduates with a Bachelor's degree (BA or BSc) can work after earning their degrees or they can continue their studies in the second phase of higher education, and earn a Master's degree (MA or MSc). A PhD (or doctoral degree) is the highest degree offered by an institution of higher education.”⁴

Higher education generally has the following levels:

- High school
- Bachelor Level
- Masters Level
- PhD

Some subjects require the entire education package, for example medicine, law, education. Since September 2013 teacher training education has also rejected the Bologna process form (BA, MA) in favour of the entire education package. This new development has brought several new features related to Teacher of Library Pedagogy. Teacher of Library Pedagogy education is based on National Core Curriculum and Law for public education.

As previously mentioned, the current situation and the new university programmes (Teacher of Library and Information Science, established on Regulation No. 208/2013. [I. 30] EMMI) concern the

⁴ Higher education. www.kodolanyi.hu/en/icp/higher_education (accessed October 23, 2015).

demand of teacher training and courses where the Bologna process has been rejected and there has been a return to the original method and structure.

B. National Core Curriculum

General provisions

Information literacy is mandated by law for primaries, specialised secondary schools, grammar schools, students of these institutes, teachers in these schools, and parents. The local pedagogical programmes are based on the National Core Curriculum.⁵

The new edition verifies that libraries are essential for the benefit of user education in schools. This provides much more opportunity for learning and educational development.

How can the pupils acquire and practice information literacy in the primary and secondary school?

They can acquire it in the following ways:

- Independently of other subjects
- As a part of any traditional field of study
- As a tool for solving lessons assigned as school work

The concepts of information science, informatics, knowledge-based society, etc., are parts of different subjects. National Core Curriculum constitutes 14 parts, nine of which involve information in these categories:

- 01 Time Frame
- 02 Role of Hungarian National Core Curriculum
- 03 Hungarian Language and Literature
- 05 Mathematics
- 06 Humans and Society
- 07 People in Nature
- 08 Our World
- 10 Informatics
- 11 Artificial Environment. Experience and Practical skills

This high degree of representation shows (and justifies) that the library is the basic institution of the information society. Information Literacy and Knowledge of Library and Information Science are prerequisites for the development of knowledge and experience among subjects. It enables the inclusion and integration of such concepts into all areas of learning. However, Information Literacy and Knowledge of Library and Information Science do not have independent lessons, thus creating a less than satisfactory situation. Therefore, it is necessary to find solutions that will raise the levels of practice from poor to excellent.

Subject: Information Science. Informatics

Principia:

The role of information has grown in everyday life and the ability to obtain knowledge has become more valuable. Information skills are important for obtaining work and for acquiring information in a

⁵ Regulation No.243/2003. Nemzeti Alaptanterv (NAT) 2012. [National Core Curriculum] (Budapest, 2012) 221 p. www.ofi.hu/nat-2012 (accessed October 23, 2015).

timely manner. It is also important to process and use information appropriately. Thus it is indispensable to acquire appropriate techniques of sourcing information, processing and storing data, the organization of data and information transmission. Finally, it is necessary, and vital, to know the legal and ethical issues involved in handling information.

This discipline is changing very quickly and the knowledge set rapidly becomes outdated. The role of the pedagogue is changing – pedagogues have to prepare their students to solve problems. Pupils have to learn to acquire knowledge. The library and the computer laboratory have to provide and support facilities during school time and beyond. Apart from traditional classes, project work supported by informatics will also become the responsibility of schools.

Tasks of teaching:

- Usage of information technology
- Knowledge of IT User
 - Word processing, basic written format, aesthetic form
 - Using and searching different databases
- InfoTechnology – problem solving with the IT tools and methods, construct easier models
- InfoCommunication – experience of traditional and IT based communication form
- Media Informatics
- Information Society
- Library Informatics

Generative exercises – focus on the skills of Library Science, Information Science and the Information Society:

- Usage of information technology

In the past few years many computer-devices have appeared – apart from the computer. They are complex and in order to use them appropriately one must spend time becoming acquainted with all aspects of this new technology.

- Knowledge of IT User

The main area here refers to the use of computers for problem-solving. Actual areas: editing, text, drawings, photos, multimedia, making presentation, making tables, handling databases, space-informatics.

- Recognition of the most important text-formats. Forming aesthetic outlook
- Using and searching different databases

Table 1. Curriculum, scheme and time schedule for using and searching different databases

Year 1-4	Year 5-6	Year 7-8	Year 9-12
	Cognition of devices supporting the demonstration, the interpretation and the examination of the information	Cognition of devices and methods supporting the demonstration, the interpretation and the examination of the information	Cognition of devices and methods supporting the demonstration, the interpretation and the examination of the information
Grouping and interpreting data	Grouping, interpreting and tabulating data	Grouping, interpreting and graphic illustration of data. Concluding.	Grouping, interpreting and graphic illustration of data. Concluding. Making statistics.

Cognition of information sources of public utility	Using information sources of public utility (schedule, movie programme, weather forecast)	Cognition of the manners of sourcing information from database and computer network.	Cognition of the manners of sourcing information from database and computer network.
	Using digital knowledge-system	Collecting, interpreting and processing said information	Selecting devices for data storage and simple database
		Searching for thematic maps on the internet	Facilities of combining maps with databases. Itinerary-searchers, map-searchers

- InfoTechnology – problem solving with IT tools and methods, construction of simpler models

The main points of this section are: problem-solving with the help of computer devices, selecting the appropriate device (software, hardware), creating software.

- Selecting the appropriate devices and methods to solve the current problem
- Creating algorithms, modelling data
- Modelling simpler process, modifying parameters

Table 2. Curriculum, scheme and time schedule of selecting the appropriate devices

Year 1-4	Year 5-6	Year 7-8	Year 9-12
Signifying information with talking, writing, drawing, signs	Presentation of the typical user facilities of the information		
Practising problem-solving with computer devices	Defining problems in informatics style	Cognition of computer devices and methods for solving problems	Cognition of computer devices and methods for solving problems. Complex usage.
Solving simple problems partly with the help of the teacher, partly alone.	Solving problems alone	Solving problems connected to school partly alone, partly in guided group work	Solving problems alone or in group work.

- InfoCommunication – experience of traditional and IT-based communication forms

Using the Internet involves two types of activity. The first is searching for information from websites and using remote databases or downloading data from them. The main focus of this activity is retrieving information. The second activity involves communication with others. Main points: e-mail, audio- and video-communication, video-conference etc. Mobile-communication is developing quickly and integrating with Internet communication.

Table 3. Curriculum, scheme and time schedule of Getting experiences about communication forms based on traditional and new technology

Year 1-4	Year 5-6	Year 7-8	Year 9-12
Familiarization with the internet, guided searching	Effective, purposeful searching in the internet	Effective, purposeful searching of the internet, placing information on the internet	Effective, purposeful searching and placing information on the internet in appropriate form. Free-platform formats.
	Sending and receiving information with the help of grouped communication devices	Sending and receiving private information with info-communication device. Mobile communication devices.	Sending and receiving private information with info-communication device. Grouped communication forms. Combining communication devices.

• Media Informatics

The main points of this part: mediums connected with computer tools (Internet portals, interactive-digital television). The facilities of informatics can create brand-new media (virtual reality, interactive media).

Table 4. Curriculum, scheme and time schedule of Media Informatics

Year 1-4	Year 5-6	Year 7-8	Year 9-12
Cognition of the media using new computer devices and its facilities	Usage of <u>Internet</u> portals and information sources of texts and images	The facilities of using computer devices in traditional media (book, magazine, radio, music, film, television) and its application in the cognition process	The facilities of using computer devices differ from the traditional media and its application in the cognition process

• Information Society

This part treats the history of informatics. Workplace development created by the use of computer tools. The question of ethical, psychological and sociological problems. Rules of data security: dangers of using computer systems.

Table 5. Curriculum, scheme and time schedule of Information Society

Year 5-6	Year 7-8	Year 9-12
Familiarization of free information sources	Copyright. Presentation of the freely usable data (with examples)	Copyright. Presentation and facilities of the freely usable data and documents (with examples)
Defining personal information and personal data	Authenticity and security in informatics	Basic data-security. The authenticity of the information.
Familiarization of the history of	The computer world's influences to	The computer world's influences to

informatics	human relationships (with examples)	the economy, to the environment, to the culture and to the health
The major moral problems connected with using computer devices	Presentation of the basic behavioural rules in the info-communication world (with examples)	Presentation of the basic behavioural and publishing rules in the info-communication world (with examples)
		The relationship between the computer devices and life-long study.
		Presentation of electronic tools in everyday usage (shopping, bank, change, local government)

• Library Informatics

In a modern educational system the school library should be an informatics, educational, and cultural centre. The school library has relevant databases which can be used by everyone in the school. Using the library is necessary in every area of study.

Table 6. Curriculum, scheme and time schedule of Library Informatics

Year 1-4	Year 5-6	Year 7-8	Year 9-12
Orientation in the school library	Cognition of the library services based on traditional and new computer tools	Usage of all devices of the school library. Facilities of the electronic library, types of library and its application in studies, orientation in everyday life and recreation.	Using the service of the library information system in studies
	Defining searching questions connected to the exercise	Expressing searching principles with the code-system of the library	Recognition and expressing information necessity with the help of information searching languages
Discovery searching in information sources at the level of the current age	Simpler guided searching for sources and for information in direct devices and in the local database	Guided source- and information-searching with the appropriate direct or indirect informative devices	Database types, selecting the appropriate tool and its complex usage. The strategy of information-searching. Basic conceptual-logical-technical process.
Distinction of the major document-types and definition of its content and data	Distinction of mediums (communication methods, information value) and its guided processing	Selecting the appropriate medium connected with the educational problem. Processing with the usage of the algorithm of the source	Judgment of aesthetic value and authenticity of mediums. Creative usage of mediums based on moral laws.

Subject: Hungarian Language and Literature

Native-language training influences the teaching of other subjects. All areas must develop competence in the native language, because that language is the main channel of precognition and instrument for human communication, ways of thinking, and learning. In connection with language and information seeking, library science is very important. To the extent that the National Core Curriculum teaches these basic skills, the Curriculum meets today's needs.

Generative exercises of Information of fundamental knowledge:

Table 7. Curriculum, scheme and time schedule of Hungarian Language and Literature

Year 1-4	Year 5-6	Year 7-8	Year 9-12
Sufficient and independent problem solving: visiting in the library, borrowing of books, lexicons for the children ...	Sufficient and independent problem solving: borrowing of books, basic of library usage.	Sufficient and independent problem solving: reference books, dictionaries, lexicons, usage of different documents	Sufficient and independent problem solving: verbal and nonverbal information, classification of these information, more types of documents, and knowledge of Library Science, information of Museums.
Experience of information seeking and processing	Acquiring of knowledge by alone. Usage of different type of information and documents	Collection of data from different information sources. Arranging of information with the teacher.	Independent usage of information suitable for age.
	Study and handling of educational works, lexicons, dictionaries for children.	Experience of usage of information, prescriptions of citation.	Form and ethical rules of citations
Sketching with teacher assistance	Usage of sketching	Sketching from the short text	Different sketching by alone
	Different types of information (visual, audio visual, electronic: Internet, CD-ROM ...)	Context of visual information (illustration, picture)	Information management (illustration, picture, typography, diagram...)
		Assessment of information	Assessment and relevance of information

Artificial Environment. Experience and Practical skills

These skills help pupils to understand their world and supply practical help for study, to find jobs, and to appreciate knowledge. They also aid the synthesis of cognition in students. Parts of this subject include: culture of work, production, household, environment, traffic, economy, health, security, customers, leisure, career and informational culture

Skills of Artificial Environment: types of documents (objects, articles, books, electronic documents, virtual documents, documents on network...)

Table 8. Curriculum, scheme and time schedule of Experience and Practical skills

Year 1-4	Year 5-6	Year 7-8	Year 9-12
Educational sources (encyclopaedias with pictures, junior television broadcast)	Using of documents and its benefit (lexicon, dictionary, technical books, manuals, summaries)	Creative, analytical, evaluative information at home, in library and school, and on the Internet. Individual experiences and information.	Reference books for work. Technical solving. Sorting of information. Catalogues.

IV. Teacher of Library Pedagogy

The teacher of library pedagogy education as a new Masters level course was established in 2008. This education of teacher of library pedagogy started in the University of Szeged Gyula Juhász Faculty of Education (SZTE JGYPK). Two further universities then joined to SZTE JGYPK.

The major aim of this training is to teach the library pedagogy, with a broad comprehension, enabling the student to help in the development of the information literacy of children in both school and public libraries.

The school librarians can be as stepping stones for the students towards the development of information literacy. The aim is to parallel within the students, the necessary competencies of teachers and librarians. The main general teacher competencies are:

1. Aiding the development of the personal evolution of each student
2. Supporting the configuration of learning groups
3. Planning pedagogical processes
4. Improving the erudition, ability and talent of students with the help of special subject based knowledge
5. Establishing the process of life-long learning
6. Organizing and managing all learning processes
7. Pedagogical assessment and evaluation
8. Professional cooperation and communication skills
9. Committed professional development, self-study

The added emphatic required competence from the candidate of teacher of library pedagogy is the competency of information technology and clear and conscious intention to develop the information literacy among students and other children. Teachers of library pedagogy are therefore able to help in the user education among all users and to develop the electronic services for various groups of users, as for example young mothers, older people, unemployed people, Gypsy adults and children, etc. Other general duties of these teachers are the development and usage of a variety of effective and efficient methods for the reading development of children and adults.

Expectation

Prior to this level of education, teacher and qualified librarian degree status was required from school librarians for employment. The teacher of library pedagogy education was the first recognised

form required for school librarians under one education. The library science courses are completed with pedagogy courses as for other teacher training educations. The curricula for teacher of library pedagogy, aims to respond to general teacher and librarian competencies.

The education is on MA level and students with any BA courses can also attend for teacher of library pedagogy. In order to partake, candidates must have 10 credits in pedagogy courses.

Table 9. Curriculum of Library Pedagogy MA Course

Subject	Semester and hours				Examining	Ccredit
	1.	2.	3.	4.		
<i>Library and information economy, management</i>						10
International and national systems of school libraries	30				Colloquium	2
New model of school library	15				Seminar	1
Collection management in school libraries		30			Colloquium	2
Knowledge management			30		Colloquium	2
Service and quality management				30	Colloquium	2
Cooperation and marketing in school libraries	15				Seminar	1
<i>Data processing</i>						8
Bibliographic description	30				Seminar	2
Cataloguing with computer		30			Seminar	2
Classification and indexing	30				Seminar	2
Classification and indexing with computer		30			Seminar	2
<i>Reading knowledge</i>						6
Reading sociology, research related to reading		30			Colloquium	2
Reading pedagogy			30		Colloquium	2
Children literature	30				Colloquium	2
<i>Information systems</i>						9
Integrated library systems in school libraries			15		Seminar	1
Web-design				30	Seminar	2
Database management				30	Seminar	2
Source of pedagogy information and systems			30		Colloquium	2
Info-communication systems and competencies				30	Colloquium	2
<i>Competencies of school librarians</i>						4
Library pedagogy			30		Colloquium	2
Ability to develop pedagogy in libraries				30	Colloquium	2

Methodology of library pedagogy						7
Planning of user education		30			Seminar	2
Independent searching methods, competencies			30		Seminar	2
Methodology of library pedagogy				30	Seminar	2
Pedagogy for special subjects, subject organization				15	Seminar	1
Practice work related library pedagogy		40	40	40	Practice work	3
Special courses		30	15		Optional first or second semester	3
Digitalizing of fiction					Seminar	1
Services based on Web and its planning					Seminar	1
Online developing					Seminar	1
E-learning					Seminar	1
Strategy for professional choices					Seminar	1
History of children and youth literature					Seminar	1
Bibliometrics					Seminar	1
Final comprehensive examination					Comprehensive examination	
Total hours:	150	220	220	235	1 credit=15 hours	825
Total credits:	10	11	12	14		47+3=50

Portfolio is a synthesis of teacher of library pedagogy education by students at MA level.

Aims of study are to consider the expected knowledge and structure of portfolio. The author suggests a collection of tools that should aid this process:

- to understand the purpose of the courses
- to provide proven experiences of education of teacher of library pedagogy,
- to create a collection of case studies, good practice models, lesson-plans, ideas of talent management and its methods
- to give a clear vision for the students in school libraries
- to sketch essential aims of career and development of competencies of the students.

The result of this project will be the new and improved form of portfolio for the students in the education of teachers of library pedagogy, higher quality training, producing better prepared and successful school librarians.

V. Teacher of Library and Information Science

As mentioned above, the teacher training education has returned from Bologna process form (BA, MA) to entire education since 2013 September. The education of Teacher of Library Pedagogy has changed to the Teacher of Library and Information Science programme. The duration of this education is now 10 semesters. Its name has also changed and the new name is School Librarian. But the education bases on National Core Curriculum and Law for public education also naturally. The main

difference is that students must choose two subjects as per the traditional Hungarian teacher training education system before the Bologna process.

The school librarians can be as stepping stones for the students aiming towards the development of information literacy. The aim is to develop in our students the parallel competencies of teacher and librarian, more easily realized when students learn two subjects.

VI. Conclusions

D.J. Foskett wrote about the fruitful partnership between libraries and information systems.⁶ In my opinion there is a similar successful connection between librarians and information systems, between pupils and information systems, and even between pupils and information literacy. Learning has become the basis of global society.

The principal conclusions consider the result of education, including the changing of the legal conditions and the educated teacher of library pedagogy has already become a valued and accepted employee in the job markets. These facts have been verified. But on the other hand, the students with the Teacher of Library and Information Science degree will be of higher value because the employees with two qualifications will have better opportunities in the job market, including within schools. This future generation with the Teacher of Library and Information Science degree will be much more in demand than the public librarians in the other types of library, for example academic, special, etc.

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⁶ Foskett, Gerrards Cross. *Libraries and Information systems – A fruitful partnership*. (1995) <http://www.ualberta.ca/dept/slis/cais/foskett.htm> (accessed October 23, 2015)

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