

# Study on the postgraduate information literacy education in the library

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## Abstract

Beginning from the conception of the information literacy, the article expounds the present situation of the postgraduate information literacy education. It proposes we should establish the postgraduate information literacy education system from the library entrance education, information literacy curriculum, special topic lectures, the tutor's role, the subject librarian, the advanced network technology, postgraduate sharing space etc.

**Keywords:** postgraduate information literacy library

As an important resource in modern society, information has become an important driving force to promote economic development, social progress and technological change. And the postgraduate as the high level of innovation in Chinese higher education, should have the ability to screen information rapidly, identify information accurately, and process information creatively.

## 1. The conception of the information literacy

The conception of the information literacy was coined by the then president of the United States of America Information Industry Association (AIIA) Paul Zurkowski in 1974. At present, the definition of the information literacy generally recognized is in the research report published by American Library Association (ALA) in 1989. It said "information lit-

eracy is a set of abilities enabling individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information."

## 2. The situation of the postgraduate information literacy education

In general, the information literacy education can be divided into the basic information literacy, the general information literacy and the academic information literacy. The information literacy education of the postgraduate in universities should belong to the academic information literacy education level. Its goal should train the postgraduate ability which includes obtaining information, evaluating information and utilizing information in the related scientific research. But the current research on graduate information literacy education has not reached corresponding level, which is mainly manifested in the following aspects:

### 2.1. Uneven postgraduate information literacy education

This is related to diversity and large age span of postgraduate. First, many schools take the information retrieval course only at the undergraduate level, which leads that the most students do not receive basic information retrieval education in the undergraduate stage. In addition, some postgraduate obtain post-

graduate qualification in the university after working for many years, who seldom studied information knowledge and computer skills in the undergraduate stage. When they all of a sudden become academic researchers in the network era, they do not know how to use the network to select, collect and utilize effective information from the complex information system.

## **2.2. Poor quality of postgraduate information literacy education**

Although some postgraduate received information literacy education during the undergraduate education, however, undergraduate education focuses on the information technology such as the traditional and basic computer skills. They can have basically no contact with academic research, much less knowledge innovation.

## **2.3. Not enough attention to the postgraduate information literacy education**

Many schools pay attention to training on professional ability and ignore training information literacy foundation ability, especially lacking of information literacy education for the postgraduate. In addition, the information consciousness of many postgraduate is not strong, the information demand is not clear. They only expect to get university graduation certificate, cope with all kinds of exams, and do not pay attention to cultivating and improving the information ability and research ability in the period of learning.

## **3. Construction of the postgraduate information literacy education system**

### **3.1. The library entrance education**

Library entrance education for the new postgraduate is not only the leading information literacy education, but also a good start to cultivate information awareness. The library should grasp the key period of enrollment to do good the first lesson, also stimulate their initiative in learning and creativity, and improve the self - knowledge updating and information literacy level. In addition to the library propaganda films and brochures, the library should also design in accordance with its own characteristics of postgraduate education for the new students. Network interactive learning platform can provide multiple levels of service for the postgraduate.

### **3.2. The information literacy curriculum**

Because the origin of postgraduate is dispersive and the information literacy level of their preschool is uneven, it is necessary to set up postgraduate information literacy curriculum in which the teachers can impart systematically knowledge and skills. Information literacy has two links--information retrieval and information utilization. As the last link of information literacy, the information utilization is not only to help the postgraduate to master literature retrieval skills but also to cultivate postgraduate's of comprehensive research ability, so it must cause enough attention. What is more, we should adopt various ways in the course of teaching, guide students to use information theory and their own professional research skills combined closely, stimulate their learning initiative, in order to improve the ability to use information technology to solve practical problems. In

addition to the traditional way of teaching, our library also developed "self-guide" online user information system and "self-guide" literature retrieval course system, which conveniently provide self-service learning systems for different students and users.

### **3.3. Special topic lectures**

The library should take various forms of lectures, training to improve the retrieval skills of the postgraduate. The library should carry out database training regularly. The postgraduate can decide the lecture time according to their own time. Feeling difficult to understand and not mastering the content, the postgraduate can choose to listen again. If the postgraduate meet difficult again in the actual application, or can not find out the required documents, they can go to the library to take part in training at any time, even follow the information retrieval class, until the postgraduate feel fully grasp the ability of information retrieval. The library can also set up "thesis proposal lecture", "novelty search lecture", "graduation thesis writing lecture" and other seminars to meet the needs of postgraduate in different learning stages of information needs.

### **3.4. The tutor's role**

Correct guidance from the mentor can make the postgraduate practice the scientific research related with general information skills, and constantly improve the professional ability. It is the key link to achieve the goal of information literacy education. In the mentor's guidance, mastering the research methods, researching into the academic frontier and completing the degree, are the basic process of postgraduate learning. The ability of mastering the academic information acquisition process is an important condition for finishing school. Such as the tutor usually

require his students to consult reference materials related the course, arrange book report related the course, ask students to review the newest relevant literature, require students to obtain the latest research at home and abroad in comprehensive design course, require students to obtain the professional field report and progress in the graduation design practice and graduation thesis etc.. In this mode, the postgraduate learn to apply information retrieval skills to professional course knowledge, and it greatly stimulates the postgraduate learning enthusiasm, achieving twice the result with half the effort.

### **3.5. The subject librarian**

In recent years, some universities have begun to try out the subject librarian system. This is a service model for high level professionals by subject. An important function of the subject librarian is to provide full subject literature information service for the teachers (generally postgraduate tutors). In the processing of the service, it is an important part work for the subject librarians to train information literacy education to related departments postgraduate. Conditional schools can even hire postgraduate as subject librarian assistants to participate in the discipline service, so as to reduce the burden of the subject librarians. It greatly improves the postgraduate information literacy, also exercise themselves in discipline service

### **3.6. The advanced network technology**

With the development of modern information technology, network education has widely applied as an important education form. The advantage of using network for the information literacy education is that it is not restricted by time, place and fully embody the characteristics of personalized learning. It can also fully mobilize students' learning initiative. At

present, many universities have established their own campus networks. The library can promote the information education special webpage according to the needs of students at different levels. Especially in the Web2.0 environment, postgraduate information literacy teaching methods and content have largely changed, the university library should keep pace with the times by using Blog, RSS, QQ, Youtube, micro-blog techniques and so on. These technologies let the students become the main body of information literacy education, experience the joy and the initiative to accept the knowledge, and improve the teaching effect objectively..

### **3.7. The postgraduate sharing space**

With the deepening reform of higher education system and expanding the scale of postgraduate education, graduate reading room of the library in my school work will occupy an more and more important position. We can even transform graduate reading room into an information sharing room, set the wireless network environment, and provide special librarian to consult information. The library should take advantage of its advantages to create a good reading environment for the postgraduate.

In short, information literacy education is in the whole process of postgraduate education. From the time, it runs through the whole process from entrance to graduation; from the training process, which runs through all aspects of basic courses, professional courses, daily training; from the staff structure, it runs through the graduate students, teachers librarians among the three. Therefore the cultivation of mature postgraduate information literacy education system under the new situation is our continuous exploration and pursuit of the goal.

## **4. References**

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