

# Recommendations for higher education studies in library and information science

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The «Swiss Information Literacy Standards» can be accessed at the following  
address: <http://www.informationskompetenz.ch>

## Introduction

People involved in the area of knowledge transfer and advancement of information literacy, should be able to obtain the necessary knowledge and skills in the existing library and information science degree courses. The degree courses for Bachelor of Science, Master of Science and Master of Advanced Studies pursue different educational goals.

The following accomplishments should be seen as recommendations for vocational training and further education at higher education level. The recommendations should be continually evaluated and revised – at least every four years.

The recommendations include specifications about the learning objectives that should be achieved by means of appropriate courses on offer. The course contents are described in the column 'Course content'. In the column 'Further topics/points of contact' supplementary information as well as ideas for more in-depth topics that can be integrated into the modules on information literacy, or that present points of contact with other modules, are suggested. The vocational training and further education institutions are free to determine the weighting of the learning objectives and the course content as well as the composition of the modules.

## Bachelor of Science (BSc)

### Expected previous knowledge

An individual's own information literacy skills are required at the level of beginner (see the Skills Grid for Information Literacy). At the conclusion of the Bachelor studies the level of expert should have been achieved in Standards One to Four and in Standards Five and Six, the level of advanced learner should have been achieved.

### Extent of the module

The extent and weighting of the individual learning objectives should be left up to the vocational training and further education institutions. The total extent is recommended to comprise at least 6 ECTS points.

### Goals of the module

The participants are empowered to complete smaller course units independently. Further skills for the transfer of knowledge and the advancement of information literacy can be attained later by means of specific further education.

Learning objectives	Course content
The students have an overview of the development of information literacy over the past 25 years and are familiar with current models and standards for the advancement of information literacy.	<ul style="list-style-type: none"> <li>• Historical development and the reasons</li> <li>• Definitions</li> <li>• Coordination of information literacy skills within the concept of key qualifications</li> <li>• Common standards and models</li> <li>• New approaches and developments with regard to the advancement of information literacy</li> <li>• Current situation with regard to the realisation of information literacy in the German- and French-speaking regions, particularly in the higher education arena in Switzerland</li> </ul>
The students critically deal with the topic of the learning process and the different types of learning.	<ul style="list-style-type: none"> <li>• Types of learning and learning techniques</li> <li>• Didactic principles</li> <li>• Pedagogic and didactic concepts with regard to the advancement of information literacy</li> </ul> <p data-bbox="746 1014 906 1043">Further topics</p> <ul style="list-style-type: none"> <li>• Information Society</li> <li>• “Google Generation“</li> </ul>
The students have the competence to plan and carry out course units independently.	<ul style="list-style-type: none"> <li>• Good examples from the IL Repository</li> <li>• A model course as a guideline</li> </ul>
The students apply various search methods and search strategies and are familiar with different information sources.	<ul style="list-style-type: none"> <li>• Information sources</li> <li>• Search methods (search operators, subject searches, etc.)</li> <li>• Search strategies (search terms, search techniques and reflection on the strategies)</li> </ul> <p data-bbox="746 1417 906 1447">Further topics</p> <ul style="list-style-type: none"> <li>• Internet skills</li> <li>• Development of new media formats</li> </ul>
The students are in a position to represent and apply the scholarly work process in their own written assignments.	<ul style="list-style-type: none"> <li>• Citation, plagiarism</li> <li>• Reference management</li> <li>• Basic knowledge of bibliometrics</li> <li>• Basic knowledge of the publication process</li> </ul>

## Master of Science (MSc)

### Expected previous knowledge

Knowledge obtained during the Bachelor studies is a prerequisite. An individual's own information literacy skills are expected to be on the level of expert for Standards One to Four, and advanced in Standards Five and Six (see the Skills Grid for Information Literacy). At the conclusion of the Masters studies, the level of expert should have been attained on all levels. It is assumed that the knowledge of scholarly work methods will have been intensified during the Masters studies.

### Extent of the module

The extent and weighting of the individual learning objectives should be left up to the vocational training and further education institutions. It is recommended that the total extent should comprise at least 2 ECTS points.

### Goals of the module

During the Masters studies in information science at the Hochschule für Technik und Wirtschaft Chur (HTW) and at the Haute Ecole de Gestion de Genève (HEG), leadership and management personalities should be developed. Areas such as knowledge management, business communication and strategic management are the main focus of the study programme. Information literacy skills at this level should therefore be aligned with further areas in which information literacy skills play a role, for example, in-house information transfer. A theoretical, scientifically-based transfer of information literacy skills is desirable.

Learning objectives	Course content
The students are able to classify the information literacy skills within the various key qualification areas and see the importance for competitiveness in the job market.	<ul style="list-style-type: none"><li>• Consolidation of scholarly work methods (see also BSc)</li><li>• The importance of the advancement of information literacy skills for a career</li><li>• Ethical aspects of information literacy</li></ul> <p>Further topics</p> <ul style="list-style-type: none"><li>• Open Access</li><li>• Copyright</li><li>• Information security</li><li>• Developments in the job market</li></ul>
The students critically compare common models and standards for the advancement of information literacy skills.	<ul style="list-style-type: none"><li>• Models and their operationalisation</li><li>• Application of information literacy concepts in private enterprise</li></ul>
The students describe various approaches for the evaluation of information literacy.	<ul style="list-style-type: none"><li>• Assessment and evaluation of programmes and models for the transfer of knowledge and the advancement of information literacy.</li></ul>

#### Expected previous knowledge

An individual's own information literacy skills are expected to be at the level of expert (see the Skills Grid for Information Literacy) or should be obtained if necessary. The students have a completed higher education qualification at the level of Master as well as related professional experience in a library, in another institution in the field of information or documentation science, or in the information management of an administrative department or company.

The following additional multidisciplinary skills are a requirement:

- Skills in terms of methods, in particular, presentation techniques
- Social skills

Basic knowledge in the following areas should be learned within other modules:

- Project management (project management is a requirement in terms of the development and evaluation of information literacy programmes)
- Marketing (requirement for the higher education institution's internal marketing for the implementation of information literacy modules in degree programmes as well as for course marketing)

#### Extent of the module

The extent and weighting of the individual learning objectives should be left up to the vocational training and further education institutions. It is recommended that the total extent should comprise at least 4 ECTS points.

#### Goals of the module

Graduates of the Masters of Advanced Studies are able to design, apply, evaluate and further develop information literacy programmes.

Learning objectives	Course content
The students have an overview of the development of information literacy in the German- and English-speaking regions and are familiar with common models and standards for the advancement of information literacy.	<ul style="list-style-type: none"> <li>• Historical development and the reasons</li> <li>• Definitions and common standards</li> <li>• New approaches and developments with regard to the advancement of information literacy</li> <li>• Current situation with regard to the realisation of information literacy programmes in the German-speaking regions, in particular in Switzerland</li> </ul> <p>Further topics</p> <ul style="list-style-type: none"> <li>• An awareness of the development of information science with regard to the advancement of information literacy</li> </ul>
The students are able to develop or further develop information literacy programmes for higher education and other institutions independently.	<ul style="list-style-type: none"> <li>• Best practices</li> <li>• Requirements of different target groups</li> <li>• Assessment and evaluation of programmes for the transfer of knowledge and the advancement of information literacy</li> <li>• Marketing of information literacy programmes</li> </ul>
The students are able to critically deliberate on various pedagogic and didactic information literacy concepts.	<ul style="list-style-type: none"> <li>• Didactic fundamentals (fundamentals of teaching and learning)</li> <li>• Pedagogic and didactic concepts for the advancement of information literacy</li> <li>• Specific presentation techniques, e.g., e-learning</li> <li>• Ethical aspects of information literacy</li> </ul> <p>Further topics</p> <ul style="list-style-type: none"> <li>• Open Access</li> <li>• Copyright</li> <li>• Information security</li> </ul>
The students consider spatial, institutional and personal requirements that the library and the teaching librarians will have to fulfil.	<ul style="list-style-type: none"> <li>• The spectrum of services offered by a library</li> <li>• Personnel resources (capacity, skills)</li> </ul>