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Report of the UNESCO “Training the Trainers in Information Literacy” (“TTT”) Workshop Ankara, Turkey, September 3–5, 2008

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Introduction

The UNESCO “Training the Trainers in Information Literacy” Workshop, hosted by the Department of Information Management & Faculty of Education, Hacettepe University, took place in Ankara, Turkey, from 3 to 5 September 2008. The aim of the workshop was to provide Information Literacy instructors with specialized, authoritative, comprehensive and up-to-date training knowledge, and bring them together to discuss and share information on current issues.

Programme

The workshop lasted for two and a half days and was composed of 19 sessions including the opening, plenary and closing sessions. Workshop sessions were facilitated by expert presenters and included group work.

On the plenary session, the keynote address titled as “Role of Librarians in the Development of Information Literacy Policies, Programmes and Practices” by Dr. Forest Woody Horton was delivered by Prof. Albert Boekhorst. Plenary session was followed by the opening of the exhibition of the “Ottoman Fermans” which was organized by the General Directorate of State Archives. In this exhibition, official documents from Ottoman period, representing the common history among Turkey and the countries of the participants were displayed.

The workshop consisted of 14 working sessions for the expert presentations and group work and 2 sessions for participants’ presentations. First day of the workshop was devoted to Information Literacy. Information literacy

concept and its relation to the lifelong learning; existing Information literacy models and standards and how to use them in developing a framework for an information literacy course syllabus; issues essential for the planning and administering information literacy programs; international developments and cooperation in the field of information literacy; the use of Web 2.0 tools and technologies in IL training were among the issues covered. Developing a concept map for IL concept; outlining a generic IL course outline within the framework of ACRL Higher Education Standards; creating a planning team for an effective information literacy instruction programme; and playing an IL game which is designed as an IL assessment tool were the main group activities of the first day. Groups were composed randomly each time, so that participants have a chance to get contact with different colleagues.

Presentations on the second day of the workshop were related to pedagogical issues. Curriculum development, instructional design, including basic concepts, need analysis and learner characteristics; designing learning environment, measurement and evaluation, material development and web-based training were among the subjects covered. Each session was followed by a group work.

On the final day, first two sessions were dedicated to the participants’ presentations. 14 participants were volunteered to make presentations about either the current status of IL developments or best practices in their countries. These presentations gave the participants a chance to discover similarities, mutual problems and cooperation opportunities with the other countries.

Programme ended with a closing session which included the closing remarks of Prof. Boekhorst, Prof. Akkoyunlu, Prof. Kurbanoglu and Mrs. Pejova. Certificates of the participants were also presented at the closing.

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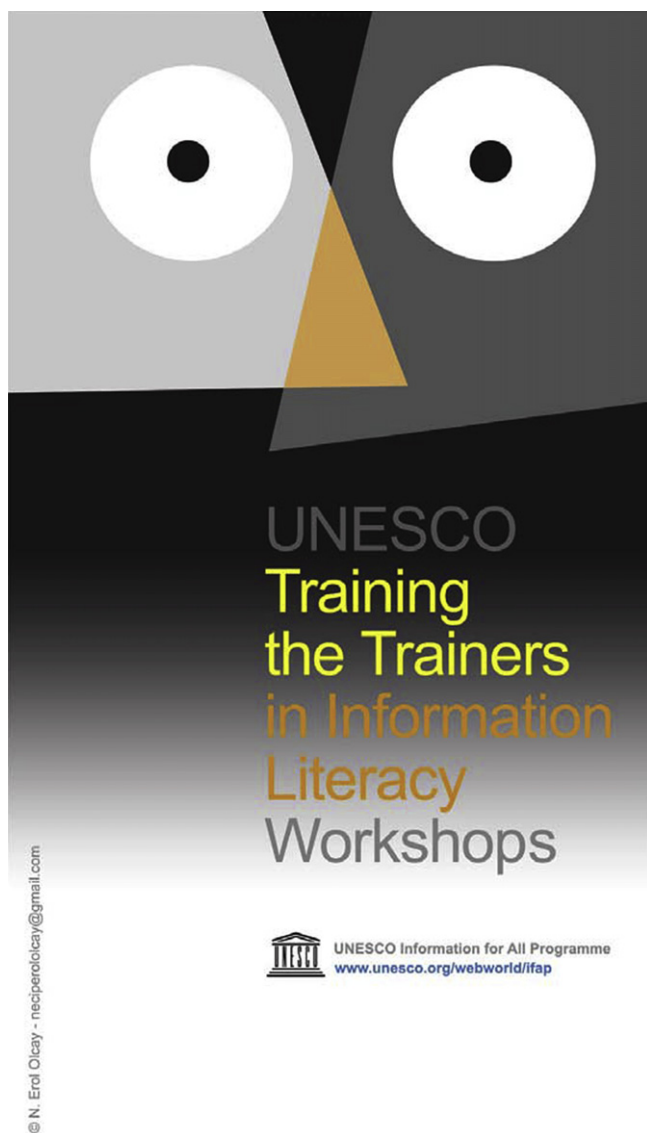


Figure 1 Special logo for TTT workshop series.

Participants

Fifty candidates from 20 countries were selected among over 100 applicants and registered for the workshop. As a result of last minute cancellations, 17 countries were represented at the workshop by 48 participants. Workshop participants represented various types of libraries such as academic, school, national and public libraries; educational institutions such as universities, primary and secondary schools; cultural and research institutions; library associations and networks; municipalities, ministries and an institution for children with special needs. See Fig. 2 for a group photo of the participants.

Countries represented at the Workshop were as follows: Albania, Bulgaria, Croatia, Czech Republic, Ethiopia, France, Kazakhstan, Macedonia, Malta, North Cyprus, Portugal, Romania, Serbia, Slovenia, Turkey, USA, and Uzbekistan.

Sponsors

UNESCO (contribution is 6000 USD): Travel and living expenses of the expert presenters, creation of the logo and all the related graphical work (poster, certificate, pin, invitations, etc.), creation and maintenance of the workshop web site, production of training materials and stationary were paid from the UNESCO funds.

Hacettepe University (contribution is about 10,000 USD): Expenses such as lunches and refreshments during the workshop days, gala dinner, welcome reception, shuttle bus, rental of the workshop halls, accommodation for 20 participants, hospitalization of one participant were furnished by the host institution.

TICA (Turkish International Cooperation and Development Agency) (contribution is about 4500 USD) covered travel expenses of 3 participants from Kazakhstan, Uzbekistan, and Ethiopia.

Additionally, General Directorate of State Archives organized the "Ottoman Fermans" exhibition, Directorate General of Press and Information provided a copy of the almanac of Turkey for each participant, Ministry of Tourism provided maps, brochures and CDs about Turkey, Ebsco provided stationery such as notebooks, pens, and post-its as well as funds, Francis and Taylor provided funds, Kurukahveci Mehmet Efendi provided Turkish coffee service and Imren Lokumları provided the Turkish delight service.

Brief profile of host institution, work plan and initial budget plan

To afford the reader a fuller appreciation of the complexities involved in planning and budgeting for a workshop of this kind, herewith is a preliminary plan and budget that was prepared for the workshop. The details changed a little from the final versions of these documents, but the information provided is reasonably accurate from a historical standpoint.

- **Brief Profile of Host Institution**, Hacettepe University, Beytepe 06800 Ankara, Turkey:

Hacettepe University is a state university founded in 1967 supported mainly by state funds allocated by the Turkish Parliament. At present the University has 11 faculties, 6 schools, 7 vocational schools, 35 application and research centers and a conservatoire. Over 100 undergraduate and 250 post-graduate programs are offered. The University has about 25,000 students enrolled in undergraduate programs and about 3550 students in post-graduate programs, and there is an academic staff of 3500. The University has a well-deserved reputation in teaching and research in a range of disciplines both nationally and internationally.

- **Work Plan**

Completed activities were checked as they were completed and brief explanations were provided for those in progress.



Figure 2 Ankara workshop photo.

- Forming committees
- Deciding the scope and determining the sub topics
- Designing a logo and a poster for promotion
- Creating a web site
- Creating an online application form
- Preparing the first call for participants
- Distributing the first call (it was distributed to professional mailing lists, professional journals, individuals and libraries in target countries. Over 2000 messages were sent out)
- Starting the application process
- Selecting and inviting the expert presenters
- Determining and inviting the keynote speaker
- Booking the conference hall and lecture rooms
- Publishing and distributing the workshop posters
- Preparing the second call for participants
- Distributing the second call (approx. 5000 individuals are targeted)
- Searching for the best options for accommodation
- Preparing the workshop teaching/training materials
- Preparing the final version of the program
- Selecting the participants
- Informing the applicants about the results of the selection process
- Preparing the workshop venue
- Making hotel/hostel reservations
- Planning the social activities and making the arrangements
 - Welcome reception
 - Gala dinner
 - Half a day sightseeing tour in Ankara
 - Pre-workshop tour to Istanbul
 - Post-workshop tour to Cappadocia
- Designing and preparing workshop certificates
- Designing and preparing workshop badges
- Preparing workshop bags (including all workshop material)
- Planning and arranging lunches
- Planning and arranging tea–coffee services
- Planning and arranging the transportation (from hotels to workshop venue and vice-versa)
- Workshop
- Evaluating the workshop

• Logo and graphical art work:	\$ 3000
• Web site design and maintenance:	\$ 3000
• Interpretation service:	\$ 4750
	(2 interpreters for 3 days)
	(not realized)
• Head phones:	\$ 1500
	(3 days)
	(not realized)
• Conference rooms:	\$ 2100 (3 days)
• Lunches:	\$ 3375 (3 days)
• Coffee, tea and refreshments:	\$ 2500 (3 days, twice in a day)
• Opening reception:	\$ 2000
• Gala dinner:	\$ 3000
• Workshop bags:	\$ 1250
• Posters, program & workshop material:	\$ 3000
• Travel and living expenses of keynote:	\$ 2500
	(not realized)
• Travel and living expenses of experts:	\$ 4000 (6 experts, 2 from abroad)
• Shuttle service:	\$ 900
• Overall cost	\$ 36,875

- Reporting the outcomes and the feed back from participants

Initial Budget Plan:

The following Budget Plan includes only the main elements requiring funding and the amounts shown are approximate because they were estimated during the early budget process. Final figures in some cases were lower than those estimated, and some figures were higher. Furthermore, some of the plans were not realized.

Special workshop logo

A Turkish artist Necip Erol Olcay, formerly a librarian, designed a special logo for the UNESCO TTT Workshop series, and it was adopted by UNESCO as the official logo for the entire workshop series. Turkey felt this recognition was an honour, to have one of its own citizens be selected as the graphic artist for the special logo, and both UNESCO and the workshop organizers agreed. The logo is depicted above in Fig. 1, and the text was translated into other languages and utilized by other country workshop host institutions to advertise and market their workshops.

Evaluation and outcomes

An evaluation form was distributed to the participants on the final day of the workshop. Participants were also encouraged to make additional comments (oral and written) both during and after the workshop. Data provided from the evaluation forms and from the comments of the participants indicates high level of satisfaction.

Participants were also encouraged to inform organizers about the actions they have taken or are planning to take as a follow up in their countries. Main outcomes of the Workshop can be listed as follows:

- Organizing/planning to organize a workshop or a seminar on information literacy to share the knowledge and experience gained during the workshop: Korkyt Ata Kyzylorda State University, Kazakhstan; Hoca Mithat Public Library, Turkey; Ethiopian Development Research Institute, Ethiopia; Koç University, Turkey; St Kliment Ohridski, Skopje, Macedonia.
- Planning an information literacy instruction program within the institution: Hoca Mithat Public Library, Turkey.
- Meeting with the institutional authorities to discuss about new IL initiatives: University of Central Florida, USA; Central Medical Library, St Kliment Ohridski, Skopje, Macedonia.
- Meeting with government authorities to discuss about IL initiatives: Malta Library and Information Association, Malta.
- Publishing/planning to publish an article about the workshop: Malta Library and Information Association, Malta; Club Friends of Europe, Bulgaria.
- Sharing the workshop material with other institutions and colleagues: Club Friends of Europe, Bulgaria; University of Central Florida, USA.
- Writing a report for the government: Ethiopian Development Research Institute, Ethiopia.
- Writing a research proposal: Ethiopian Development Research Institute, Ethiopia.
- Planning to organize a national workshop: Ethiopian Development Research Institute, Ethiopia.
- Expanding the content of an IL book in preparation regarding the pedagogic issues: Zagreb University, Department of Information Science, Croatia.
- Consider applying for an EU project for Balkan region: Zagreb University, Department of Information Science, Croatia.

Conclusions and recommendations

The workshop program was structured in a way to cover topics of the information literacy theory and practice as well as the corresponding pedagogical aspects. Thus, the main objective of the workshop was met. The workshop proved to be a good learning opportunity for the participants and it is observed that participants participated in the workshop with great interest and enthusiasm. They showed a great deal of eagerness about the development of information literacy in their own environments and some of them already started new initiatives. Participants also had a chance to share their experiences, produced many ideas and mutually encouraged each other on pursuing their information literacy plans. The view that Information Literacy is "a learning issue and not a library issue and that it does not happen by itself, but it is a process that demands concerted efforts of all related parties" was agreed. The need for cooperation not only on a national level, but also in regional and international levels was recognized.

Participants have found it quite useful having separate sessions on both IL and pedagogy. Pedagogy sessions were found very useful by the participants only when the connection is made well with IL by using IL related examples. It is observed that, despite the fact that librarians are involved more and more with teaching and learning, they know very little about pedagogical issues and they need to be equipped with pedagogical knowledge and skills. Organizing workshops on pedagogical subjects for librarians would help very much the development of effective IL instruction programs. There is a need and a great demand for IL related training workshops. Participants are eager and willing to attend future activities and similar workshops.

Participants like to be given chance for active involvement, posing questions and making discussions as well as talking about the situation in their work environment and in their countries, their experiences and problems. Allocating time for the questions and discussions after each session and an overall evaluation at the end of each day would be suggested. Group exercises give participants great chance to get acquainted with each other, to discuss and develop ideas and to learn from each other. However, group activities need to be planned and organized very carefully. First of all, it is important to make it clear the task in the hand and what they are expected to do. Explaining it with an example could be useful. Secondly, it is important to give

participants enough time for the discussions and the actual task (concrete outcome). Finally, it is also important to have one expert to lead each group when they are stuck and when they are not sure what to do.

Participants' involvement in the presentations increases their commitment. It also helps to learn about best practices in other countries. However, since participants may not have the experience of making presentations, timing becomes a problem. The content is not always meets the expectations. Encouraging participants to send in their presentations well in advance and when necessary asking for additions and changes would be a good solution.

Creation of information literate societies is crucial in developing countries, therefore certain regions and countries require special attention and should be given priority in the allocation of funds. Due to the financial problems and limited funds, it was difficult and in some cases impossible for many interested colleagues to attend the workshop. If it is not possible to fund great number of participants to travel around for attending

these workshops, it would be easier to fund a small group of experts travelling in the region and giving the training in many countries. Encouraging participants and providing support to organize similar workshops in their countries when they go back would be another suggestion.

Organizing social events, such as receptions, dinners, concerts, excursions give participants a chance to relax and make strong contacts. It is observed that discussions and information exchange continue during the social events. Once the group spirit is built up, it is suggested to keep the group communication through various ways, such as mail groups. That is fundamental for future collaboration and continuous information exchange.

Selecting participants from different backgrounds and level of involvement in IL issues in practice has its positive and negative sides. The good side is that participants learn great deal from each other. The difficult side is that making a programme which could be equally interesting and useful for each participant becomes almost impossible.