

Information Literacy Program Design: A SWOT Analysis of Library and Archives in Turkey

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Information literacy is a set of skills and competencies affecting individuals' information behaviors for particular information needs. Conceptually listed among the competencies of 21st century, information literacy skills and competencies are described as important skills like other competencies required for any field of life (Çakmak and Önal, 2013). In parallel with the studies, high levels of information literacy skills impact not only individuals' lives but also the societies in which they belong. Moreover, it would not be wrong to say that individuals can become a more effective contributor to democratic society if they are equipped with information literacy skills and competencies.

Instructions related to learning how to learn, and adaptation to technological and social challenges have led to the creation of information literacy programs at many levels. In this regard, described as memory institutions, libraries, archives and museums are leading institutions in terms of equipping individuals with information literacy skills (AASL/AECT, 1998). These institutions develop information literacy training programs not only for individual aims but also for their objectives related to integration with the society. At this point, it is seen that memory institutions provide trainings for their users. They also train their professionals within the scope of in-service trainings and encourage them to learn new developments for information literacy training design. In the light of this information, this study aims to describe the current situation of 16 different memory institutions (municipal, university, school and public libraries, and private and state archives) about information literacy programs in Turkey. In order to achieve study objectives, a SWOT analysis conducted during the Information Literacy Program Development in-service training given at Hacettepe University Department of Information Management. Data were gathered from 29 LIS professionals who participated in the training. Results reflect that the current situations and insights of different types of memory institutions vary because those information environments and organizational structures are different. Findings reflect that memory institutions have some similarities in some SWOT components. In the end of the study, evaluations about the information literacy program development for Turkish memory institutions, and recommendations to correct insufficient points of the memory institutions are presented.

References

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Keywords: *archives, information literacy programs, information literacy program design, libraries, SWOT analysis*