

School Libraries and Information Literacy Need in Turkey

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The dissertation on "Meeting Information Literacy Needs in Turkish National Education System ", completed two years ago, has once again shown us the importance of school libraries and information literacy, which is a self-learning skill.

In these pandemic days, we experience a digital transformation in every aspect of our lives, so using a digital environment is no longer an option but a necessity. In this rapidly changing learning process, people are stand-alone and learning in accordance with skills. It has become compulsory to use digitizing not only in the field of education but also in daily work, also in professional business life, socializing. In these days that we have gone through a rapid adaptation process, deficiencies have quickly surfaced. Either you will fall behind everything or you will adapt and survive!

Results of the research conducted on 197 teachers and 389 students in 14 different branches in 11 schools include the following. Only two of 11 schools had librarians. In others, this responsibility belonged to teachers and students. In this case, it would be unrealistic to say that the library fulfills its function. Just as there would be no school without teachers, a school without a library and a library without a librarian is unimaginable. Yet were the curricula and teachers adequate to cope with this task? Nearly half of the teachers do not think that the curriculum improves students' research skills, guides them to recognize and use

information resources, directs them to use information centers, and gives them the ability to produce scientific information. In addition, in assessing their own research skills, the teachers stated that the subjects they had the most difficulty in were legal and ethical issues, citation and bibliography, and applying library usage techniques. Now then how was the situation in terms of students? More than half of the students largely agreed with the view that research skills were not taught, visual, auidial and electronic resources and information technologies were not used in the classroom. The first information resource of reference for students while doing research was the Internet, and the least used educational platforms were library and Educational Informatics Networks (EIN). The subjects that students felt most inadequate in their research were using the library catalog, finding reliable and accurate information on the Internet.

There are approximately 18 million 250 thousand students in formal education in Turkey. The Ministry of National Education (MNE) carried out distance education on the EIN during the pandemic. EIN has broadcasted and shared content on three TV channels and web portal for primary, secondary and high schools. Online lessons, course contents and educational broadcasts were shared on the web portal. According to the statistics of MNE, 4 million 247 thousand students (23%) could not use EIN (MEB, 2021). As such, it makes us think about the fact that

success of education in the digital environment cannot be better than face-to-face education. Schools, preparing children and youth for life, reminded once again that development of information literacy skills will not be independent from school libraries and librarians in adapting to new learning environments.

The suggestions we made that day are still valuable today. The education given to the students should teach the methods of establishing healthy connections with information environments. School libraries should be reorganized both in schools and in electronic environments.

References:

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