

# The national policy on teaching information literacy skills

Dr. H. Inci Önal  
Department of Information Management  
Faculty of Letters  
Hacettepe University  
06800 Beytepe, Ankara  
TURKEY

*Society is being transformed by global competition and the power of technology. Everyone needs to develop the capacity to search, select, use, and synthesize vast amounts of information to create knowledge. Changes in societies and education systems have made school libraries more important today than ever before and have increased the need to think about how the national policy on teaching information literacy skills should be charted. Many question whether today's education systems and national policies prepare students to be lifelong, adaptable learners. This paper explores the history, growth, development, and content of the information literacy applications within the Turkish school library system.*

## Introduction

At present, school library services do give adequate support to the teaching and the learning process. In order to equip students and teachers with the information and skills required, educational institutions and libraries have the primary responsibility for providing the users with these skills.

School libraries are ineffective and do not strengthen the library's role as a dynamic factor in the advancement of education systems in Turkey. Students need to read a variety of printed media, to review and listen to different non-print materials, to develop personal skills in using computers, and to have access to information related to the curriculum. Recently, particular emphasis has been placed on instructing users in information literacy, defined as the ability to access, evaluate, and use information effectively while understanding the legal, ethical, and social issues involved. This type of information literacy program is particularly important for the development of the national policy in education system because students and teachers who lack information literacy proficiency cannot use information intensively.

The objectives of this research are to :

- Present the most complete chronological overview of studies on information literacy conducted in Turkey;

- Explore the impact of the National Policy on the development of school library services in Turkey;
- Analyze the current status and usage of information literacy programs in Turkish school libraries;
- Describe the strengths and weaknesses of these programs and the National Policy in terms of satisfying the information needs of their users;
- Evaluate the effectiveness of information literacy programs in improving the social and cognitive skills of school library users in Turkey;
- Discuss the problems and challenges of creating and implementing information literacy programs.

In this study, based on survey method, data has been gathered through interviews and literature analysis. The basic of this research has been formed the standard prepared by the American Library Association (AASL/AECT, 1998). The interviews for receiving current information in all forms have been applied at the Republic of Turkey, Ministry of National Education, until April 2006.

In conclusion while this study revealed that students had some difficulties in terms of information literacy skills it also evaluated the Turkish National Policy on information literacy applications.

### **Chronological Overview**

The most generally accepted definition of information literacy has been made by the American Library Association in 1989:

“To be information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate and use effectively the needed information (American Library Association, 1989)”.

The following is a chronology of the history of information literacy concept in Turkey. Although the concept “information literacy” includes both traditional user education and lifelong learning programs, this history primarily explores the development of user education programs. The information is arranged chronologically:

- The concept of information literacy was first defined and then summarized its importance for lifelong learning (Gürdal, 1998).
- The information literacy program for K–12 students was started as a project at TED Ankara School which is a private school in 1999.
- The obvious roles which the librarians can play in providing information literacy instruction services were discussed (Gürdal, 2000).

- The information literacy workshop was arranged for educators at the Education in the Light of IT Conference (Bilgi Okuryazarlığı Çalışma Grubu, 2000).
- Experiences related with the information literacy programs and projects for K–12 students and their teachers were shared with librarians, teachers and educators (Kurbanoğlu, 2000a; Kurbanoğlu, 2000b; Kurbanoğlu & Akkoyunlu, 2000; Kurbanoğlu, 2001a; Kurbanoğlu & Akkoyunlu, 2001a; Akkoyunlu & Kurbanoğlu, 2002; Kurbanoğlu, 2002; Kurbanoğlu & Akkoyunlu, 2002a).
- Turkish Government’s plans emphasized the need to provide information literacy education in all sorts of education institutions in all levels and the need to develop school and public libraries to support information literacy and lifelong learning (Bilişim Teknolojileri ve Politikaları Özel İhtisas Komisyonu raporu, 2001).
- Two papers on Web literacy and information literacy competency standards for higher education were prepared. The first was presented at a seminar in İstanbul organized by The University and Research Librarian’s Association and Marmara University (Yalvaç, 2001a), and the other was published as an article (Yalvaç, 2001b).
- In June 2001, two papers on information literacy were presented at “Information Concept While Entering 21<sup>st</sup> Century Symposium”, in Hatay, Turkey (Kurbanoğlu, 2001b; Yalvaç, 2001c). Yalvaç(2001d)’s paper was published later.
- In June 2001, a master’s thesis on detailed information literacy program for a private primary school was submitted to the Department of Information Management, Hacettepe University (Kavuncu, 2001).
- Homework preparation guides for beginners, intermediate and advanced students were prepared (Kurbanoğlu & Akkoyunlu, 2001b, 2001c, 2001d).
- School library legislation included school librarians’ working requirements for information literacy and focuses on student achievement (Türkiye Cumhuriyeti Milli Eğitim Bakanlığı, 2001).
- The effectiveness of information literacy program which was scheduled at Hacettepe University targeted to seniors majoring in initial teacher training, during the 2001 – 2002 school year was discussed in an article (Kurbanoğlu & Akkoyunlu, 2002b).
- A paper on advantages and disadvantages of different applications to teach information literacy skills was presented at the First National Congress on Information, Economics and Management, in May 2002 (Saatçioğlu, Özmen&Özer, 2002).
- A poster session on the importance of lifelong learning and information literacy programs was presented at the 68<sup>th</sup> IFLA General Conference (Yalvaç, 2002).

- Basic concepts related the necessity of planning in – service training on information literacy for Turkish public librarians were explained at the PULMAN – XT Project (Public Libraries Mobilizing Advanced Networks) in April 2002 (Yılmaz, 2003).
- A new elective course titled “Information retrieval and research techniques” by the Ministry of National Education was prepared for high school students, in October 2002 (Türkiye Cumhuriyeti Milli Eğitim Bakanlığı, 2002).
- Kurbanoğlu (2004) prepared the most complete chronological overview of studies on information literacy conducted in Turkey. Kurbanoğlu’s article has been very useful for making our research.
- Aldemir (2004) prepared Master thesis at Hacettepe University. This research focused on information literacy for initial teacher training students at Sakarya University.
- Polat (2005) prepared PhD Dissertation at Hacettepe University. This research aims to ascertain the degree of competency of graduate students in information literacy and to develop a model for information literacy instruction at the university level.
- Several conferences on information literacy programs were arranged by the School Librarians Istanbul Group, the Turkish Librarians’ Association, the University and Research Librarians Association and Goethe Institute at the 42<sup>nd</sup> National Library Week, in 27 March – 2 April 2006, in Ankara, Istanbul and Izmir.

### **The Impact of the National Policy on the Development of School Library Services in Turkey**

Ministry of National Education was established in 1857. The structure of the Turkish education system has been reorganized according to modern techniques and contemporary requirements, since the beginning of Republican period in the 1920s. The government achieved tremendous progress in education helping with laws, guidelines, regulations, programmes, new concepts, social changes, cultural structures, and recommendations of several foreign researchers and scholars (Önal, 2005, p.142). All of the events have been given help in the shape of Turkish national policies.

The general structure of the Turkish formal education system includes pre – primary education for 3 – 6 age groups, compulsory and uninterrupted primary education for 6 – 14 ages, secondary education provided four years education, and higher education on different subject fields that offer a programme of at least four semesters after secondary education (Türkiye Cumhuriyeti Milli Eğitim Bakanlığı, 2005).

The aims of Turkish national policy in education have been for everyone, by the time they reach adulthood to:

- raise all individuals as citizens who are committed to the principles and reforms of Atatürk and to the nationalism of Atatürk as expressed in the constitution, who adopt, project and promote the national, moral, human, spiritual and cultural values of the Turkish Nation, who love and always seek to exalt their family, country and nation, who know their duties and responsibilities towards the Republic of Turkey which is a democratic, secular and social state governed by the rule of law, founded on human rights and on the tenets laid down in the preamble to the constitution, and who have internalized these in their behaviour;
- raise them as constructive, creative and productive persons who are physically, mentally, morally, spiritually and emotionally balanced, have a sound personality and character, with the ability to think freely and scientifically and have a broad worldview, that are respectful for human rights, value personality and enterprise, and feel responsibility towards society;
- prepare them for life by developing their interests, talents and capabilities and providing them with the necessary knowledge, skills and attitudes and the habit of working with others and to ensure that they acquire a profession which shall make them happy and contribute to the happiness of society (Türkiye Cumhuriyeti Milli Eğitim Bakanlığı, 2005, pp.27 – 28).

National policies had made a great positive impact on libraries' traditional roles in education. None of national education policies can be successful in education without organize to the school library services. School libraries are indispensable adjuncts to education, base for a desire to learn more about the things that interest one, a willingness to learn new ideas and skills, a stimulus to culture, and an aid to individual self – development. The heart of educational organizations at all levels is the school library in from primary to secondary education institutions, the university library in universities, and the public library in community.

Every school has a library in Turkey. However, it is impossible to say that these libraries acquire, organize, preserve, and make available materials in all media. National policy values active student participation using information skills in the learning process. Gradually developing in students the ability to search for information has always been an important part of national policy. But, there are serious problems relating to school library services. These problems cause negative impact to the national policy.

### **Information Literacy Programs in Turkish School Libraries**

The most important information literacy programs in Turkish school libraries is presented at the chronological overview. In Turkey, information literacy programs are shaped by a number of key policy instruments, including:

- Milli Eğitim Temel Kanunu [Basic Law for National Education], which explains Turkish national policy in education and general structure of education system (Türkiye Cumhuriyeti Milli Eğitim Bakanlığı, 1973).

- Okul Kütüphaneleri Bildirgesi [School Library Manifesto], which identifies the principles of school libraries (IFLA/UNESCO, 1999).
- Okul Kütüphaneleri Yönetmeliği [School Libraries By – law], which outlines school library services (Türkiye Cumhuriyeti Milli Eğitim Bakanlığı, 2001).
- Bilgi erişim ve araştırma teknikleri dersi öğretim programı [Instruction program of the information retrieval and research techniques course], which provides curriculum about the information retrieval and research techniques (Türkiye Cumhuriyeti Milli Eğitim Bakanlığı, 2002).
- 2006 Mali yılı bütçesine ilişkin rapor [Budget report for the year 2006], which describes the government budgeting plans and services (Türkiye Cumhuriyeti Milli Eğitim Bakanlığı, 2005).

Turkish national policy for information literacy programs has been an action program emerging with laws and reports through which the Government intends to implement its new basic education strategy. Planning has been undertaken, in accordance with the objectives and policies that have been determined and in view of the rate of increase in the number of students, facilities, equipment, information sources and education materials. Nowadays, the schools began to have a more complicated structure in order to answer the education needs of students in line with the requirements of the era, to increase the quality of education and to increase the success of students. This changing and developing school structure may only catch up with continuous development through “information literacy” programs and may improve everyday (Türkiye Cumhuriyeti Milli Eğitim Bakanlığı, 2005).

The main goal of information literacy programs for primary and secondary education institutions is to introduce students to learning strategies that are essential for success in the information age. After this programs, it is proposed that students, working individually and in groups, will be able to identify, acquire, manage, use, evaluate, and present information from a variety of sources and in a variety of formats. According to the our research including the interviews, the specific goals of information literacy programs are to:

- Develop successful search strategies;
- Enrich all aspect of educational works and personal lives;
- Search library systems to gain ability finding the proposed information sources;
- Evaluate information for authority, relevancy, currency, and accuracy;
- Organize information for practical application;
- Use information in critical thinking and problem solving;
- Teach extensive and intensive use of new technologies;

- Discuss the impact of information sources and technologies on individual and group learning, including the advantages and disadvantages of them to the individual and society.

### **Strengths and Weaknesses of Information Literacy Programs**

School libraries have involved directly and indirectly to information literacy efforts, be they in print-based or an electronic-based society. The creation of the School Libraries By – law, in Turkey, 2001 was recognition of the importance of information literacy issues. Programs from the Ministry of National Education have supported the school library's role to promote and enhance the nation's literacy.

The direct applications of information literacy as special courses have been limited generally to private schools (Kurbanoğlu, 2004, p.26). A new elective course titled "Information retrieval and research techniques" has been prepared for high school students (Türkiye Cumhuriyeti Milli Eğitim Bakanlığı, 2002). This course includes subjects such as how to use libraries, learning about information sources, how to prepare homework and how to avoid plagiarism. Everyone is very eager to attend to this course, but it is impossible to say that this course was organised nation wide in Turkey.

Önal (2005) explored the historical background and the current status, role and function of school libraries in providing information resources to help meet the information needs of students in Turkey. The results of this research have recommended that school libraries must pay attention to their users' interests, and must be more active in organization and implementation of information literacy programs not only for students, but also for teachers and eventually for parents (Önal, 2005, p.150).

### **Evaluation and Discussion**

The education system in Turkey since 1920 has undergone many changes. Methods of teaching have changed. Traditional methods have been replaced by the 21<sup>st</sup> century student centred view, its method and model. The model of the student environment has been changing. According to this model, students must move place to place or person to person. The emerging model places the student at the centre, with more flexible access to people and information. Student environment includes class, library, Internet, teacher, student, other school, and etc. New types of school have been created. School libraries have been set up and information literacy programs have been planned for everyone. Unfortunately, the national policy on teaching information literacy skills is not considered an integral part of the education system in Turkey. But, these changes toward an improved learning climate have had considerable impact on student learning, and creating a new organizational structure based on a new vision of the future.

Proposed strategy and activities for the information literacy programs are to:

- Prepare policy statement will need to be followed up with an ongoing process of monitoring at a national level;
- Translate and adapt existing teaching and learning resources in information literacy to specific national contexts;
- Propose innovative curricula about information literacy for different levels;
- Produce teaching materials which are carefully and professionally prepared;
- Train teachers in the implementation of these programs;
- Review the national programs in light of the most accepted information literacy standards;
- Demonstrate adequate yearly progress in improving information literacy programs;
- Improve cooperation with librarians, teachers, government officials, members of the faculty both in library science and education departments for developing a national plan.

## **Conclusion**

Governments may establish policy based materials related to education and information literacy. Since the mid – 2000s, libraries have increasingly affected and been affected by information policies which proposed to develop information literacy policies. Equally, since the mid – 2000s, Turkish education system has recognized the importance of information literacy policies as a means to shape and develop school libraries. Generally, it has been suggested that one criterion to be used in assessing the maturity of an education system is its libraries in information policy. Further, the maturity of an education system can also be assessed by the degree to which institutions, such as school libraries, serve successfully as intermediaries in linking information resources and services to the users and potential users. The national policy on teaching information literacy skills provides a framework for how libraries provide information services and products.

Information literacy skills appear to be essential for everyone. Learning to use information effectively is a key requirement for the immediate future; in the longer term there will be other new skills to learn. But learning to recognize the need for information, identify information sources, evaluate information in those sources, use the information technologies effectively, produce new information, both today and tomorrow, is and will remain essential both for us and the next generations.

There are problems to fully effective and proper use of information, as have been discussed and we can probably say that the realization of the efforts on information literacy policies will require time and patience.



## References

- AASL/AECT (American Association of School Librarians and Association for Educational Communication and Technology). (1998). *Information literacy standards for student learning*. Chicago: American Library Association.
- Akkoyunlu, B & Kurbanoglu, S. (2002). Öğretmenlere bilgi okuryazarlığı becerilerinin kazandırılması üzerine bir çalışma [A study on teaching information literacy skills to teachers]. *Türk Kütüphaneciliği*, 16, 123 – 138.
- Aldemir, A. (2004). *Öğretmen adaylarının bilgi okuryazarlığı düzeyleri üzerine bir araştırma: Sakarya Üniversitesi örneği* [Initial teacher training students' information literacy levels: Sakarya University example]. Unpublished Master's Thesis, Hacettepe University, Ankara, Turkey.
- American Library Association.(1989). *Presidential Committee on Information Literacy: Final Report*. Chicago: American Library Association.
- Bilgi Okuryazarlığı Çalışma Grubu [Information Literacy Study Group]. (2000).*Bilişim Teknolojileri Işığında Eğitim Konferansı* [Education in the light of the IT Conference], 13 May 2000, Ankara.
- Bilişim Teknolojileri ve Politikaları Özel İhtisas Komisyonu raporu* [Information Technologies and Policies Special Ad Hoc Committee Report]. (2001). Sekizinci Beş Yıllık Kalkınma Planı Yayın No. DPT: 2560–ÖİK 576. Ankara: Devlet Planlama Teşkilatı (pp.28, 43, 45).
- Gürdal, O. (1998). Yaşam boyu öğrenme etkinliği: Enformasyon okuryazarlığı [Activity of lifelong learning: Information literacy]. Paper presented at *III. Kütüphane Konferansı* [The 3<sup>rd</sup> Library Conference], Ankara, Turkey.
- Gürdal, O. (2000). Yaşam boyu öğrenme etkinliği: Enformasyon okuryazarlığı [Activity of lifelong learning: Information literacy]. *Türk Kütüphaneciliği*, 14, 176–187.
- IFLA/UNESCO (International Federation of Library Associations and Institutions / UNESCO). (1999). IFLA/UNESCO Okul kütüphanesi bildirgesi [IFLA/UNESCO School library manifesto]. [online] In Turkish:<<http://www.ifla.org/VII/s11/pubs/slm-tr.pdf>> In English:<<http://www.ifla.org/VII/s11/pubs/manifest.htm>> [Consulted on: April 4<sup>th</sup> 2006].
- Kavuncu, E. (2001). *Özel ilköğretim okul kütüphanelerinde kullanıcı eğitimi programlarının geliştirilmesi* [Developing user education programs in private primary schools ]. Unpublished Master's Thesis, Hacettepe University, Ankara, Turkey.
- Kurbanoglu, S. (2000a). Bilgi okuryazarlığı eğitimi [Information literacy education].Bilgi okuryazarlığı eğitimi [Information literacy education]. *21. Yüzyılda Eğitim Paneli* [Education in 21<sup>st</sup> Century Panel], Ankara, Turkey.
- Kurbanoglu, S. (2000b). Bilgi okuryazarlığı eğitiminde okulların ve kütüphanelerin sorumlulukları [The responsibility of schools and school media centres on information literacy instruction].Paper presented at Bilgi Okuryazarlığı Semineri [Information Literacy Seminar]. Ereğli, Turkey.
- Kurbanoglu, S. (2001a). Öğrencilere bilgi okuryazarlığı becerilerinin kazandırılmasının önemi ve okul kütüphanecilerinin bu alandaki rolü [The importance of teaching information literacy skills to students and the role of school media specialists on this issue]. *Bilgi Dünyası*, 2, 1–19.
- Kurbanoglu, S. (2001b). Bilgi okuryazarlığı [Information literacy]. Paper presented at *21. Yüzyıla Girenken Enformasyon Olgusu Sempozyumu* [Information Concept While Entering 21<sup>st</sup> Century Symposium], Hatay, Turkey.

- Kurbanoğlu, S. (2002). Bilgi okuryazarlığı [Information literacy]. Paper presented at *Kütüphanecilikte Yeni Gelişmeler Semineri* [New Developments in Librarianship Seminar], Ankara, Turkey.
- Kurbanoğlu, S. (2004). An overview of information literacy studies in Turkey. *International Information & Library Review*, 36, 23–27.
- Kurbanoğlu, S. & Akkoyunlu, B. (2000). Lifelong learning in an increasingly globalised world of information: An information literacy project for K – 12 community. Poster session presented at the 66<sup>th</sup> IFLA General Conference and Council, Jerusalem, Israel.
- Kurbanoğlu, S. & Akkoyunlu, B. (2001a). Öğrencilere bilgi okuryazarlığı becerilerinin kazandırılması üzerine bir çalışma [A study on equipping students with information literacy skills]. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 21, 81 – 88.
- Kurbanoğlu, S. & Akkoyunlu, B. (2001b). *Ödev hazırlama kılavuzu: Başlangıç düzeyi* [Homework preparation guide: Beginners]. Ankara: TED Ankara Koleji.
- Kurbanoğlu, S. & Akkoyunlu, B. (2001c). *Ödev hazırlama kılavuzu: Orta düzey* [Homework preparation guide: Intermediate]. Ankara: TED Ankara Koleji.
- Kurbanoğlu, S. & Akkoyunlu, B. (2001d). *Ödev hazırlama kılavuzu: İleri düzey* [Homework preparation guide: Advanced]. Ankara: TED Ankara Koleji.
- Kurbanoğlu, S. & Akkoyunlu, B. (2002a). Bilgi okuryazarlığı: Bir ilköğretim okulunda yürütülen uygulama çalışması [Information literacy: A study applied in a primary school]. *Türk Kütüphaneciliği*, 16, 20 – 40.
- Kurbanoğlu, S. & Akkoyunlu, B. (2002b). Öğretmen adaylarına uygulanan bilgi okuryazarlığı programının etkililiği ve bilgi okuryazarlığı becerileri ile bilgisayar öz-yeterlik algısı arasındaki ilişki [Effectiveness of information literacy program applied to initial teacher training students and relation between students' information literacy skills and perceived computer self efficacy]. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 22, 98 – 105.
- Önal, H. I. (2005). New developments on the Turkish school library scene. *Journal of Librarianship and Information Science*, 37, 3, 141 – 152.
- Polat, C. (2005). *Üniversitelerde kütüphane merkezli bilgi okuryazarlığı programlarının geliştirilmesi: Hacettepe Üniversitesi örneği* [Developing library centered information literacy programs at universities: Hacettepe University example]. Ph.D. Thesis, Hacettepe University, Ankara, Turkey.
- Saatçioğlu, Ö., Özmen, Ö. & Özer, P.S. (2002). Bilgi okuryazarlığı: Üniversite eğitiminde yeni bir boyut [Information literacy: A new dimension in the university education]. In Yumuşak, İ.G., & Dönmez, M.A. (Eds.) *I. Ulusal Bilgi, Ekonomi ve Yönetim Kongresi Bildiriler Kitabı* [First National Congress on Information, Economics and Management proceedings]. (pp. 287 – 299). Kocaeli: Kocaeli Üniversitesi.
- Türkiye Cumhuriyeti Milli Eğitim Bakanlığı. (1973). Milli eğitim temel kanunu [Basic law for national education]. *Resmi Gazete*, no.14574.
- Türkiye Cumhuriyeti Milli Eğitim Bakanlığı. (2001). Okul kütüphaneleri yönetmeliği [ School libraries by – law]. *Resmi Gazete*, no. 24501.
- Türkiye Cumhuriyeti Milli Eğitim Bakanlığı. (2002). Bilgi erişim ve araştırma teknikleri dersi öğretim programı [Instruction program of the information retrieval and research techniques course]. *Milli Eğitim Bakanlığı Tebliğler Dergisi*, 65, 890 – 903.
- Türkiye Cumhuriyeti Milli Eğitim Bakanlığı. (2005). *2006 Mali yılı bütçesine ilişkin rapor* [Budget report for the year 2006]. Ankara: Devlet Kitapları Müdürlüğü Basımevi.

- Yalvaç, M. (2001a). Web’de enformasyon okuryazarlığı [The information literacy on the web]. Paper presented at *Kütüphanelerde Web Sitesi Planlaması ve Yönetimi Semineri [Planning and Management of Web sites in libraries Seminar]*, İstanbul, Turkey.
- Yalvaç, M. (2001b). Web’de enformasyon okuryazarlığı [The information literacy on the web]. *Bilgi Dünyası*, 2, 48 – 66.
- Yalvaç, M. (2001c). 21. Yüzyılda enformasyon profesyonellerinin eğitim ve öğretiminde enformasyon okuryazarlığı standartları [Information literacy standards for the information professionals’ education in the 21<sup>st</sup> century]. Paper presented at *21.Yüzyıla Girerken Enformasyon Olgusu Sempozyumu [Information Concept While Entering 21<sup>st</sup> Century Symposium]*, Hatay, Turkey.
- Yalvaç, M. (2001d). 21. Yüzyılda enformasyon profesyonellerinin eğitim ve öğretiminde enformasyon okuryazarlığı standartları [Information literacy standards for the information professionals’ education in the 21<sup>st</sup> century]. *Türk Kütüphaneciliği*, 15, 136 – 150.
- Yalvaç, M. (2002). The concept of lifelong learning in the framework of the integration of Turkey with the European Union: How libraries can support it. Paper presented at the *68<sup>th</sup> IFLA General Conference and Council*, Glasgow, Scotland.
- Yılmaz, B. (Ed.). (2003). *Bilgi toplumuna doğru halk kütüphaneleri: Pulman XT Türkiye ulusal toplantısı sonuç raporu, 16 – 19 Kasım 2002, Milli Kütüphane, Ankara [Public libraries towards information society: Final report of Pulman XT National Meeting of Turkey, 16 – 19 November 2002, National Library, Ankara]* Ankara: Türk Kütüphaneciler Derneği.

## Author Note

Dr Önal is an Associate Professor at Hacettepe University, Department of Information Management, Ankara – Turkey. She holds a BA, MLIS., and Ph.D. in library and information science. Dr. Önal has also worked as a lecturer and advisor in the Ministry of National Education. Her research focus is on school librarianship, the information-seeking behaviour of children and young adults, archives, and evaluation of information services. In 2004, she received the Takeshi Murofushi Research Award given by IASL.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.