

Chapter 17

Redesigning Library Information Literacy Education With the BOPPPS Model: A Case Study of the HKUST Library

Yuang Xue

The University of Hong Kong, Hong Kong

Apple Hiu Ching Lam

 <https://orcid.org/0000-0002-2587-6979>

The University of Hong Kong, Hong Kong

Dickson K. W. Chiu

 <https://orcid.org/0000-0002-7926-9568>

The University of Hong Kong, Hong Kong

ABSTRACT

Information literacy education is a crucial driver for the rapid development and success of current academic library services. Yet, the impact of the COVID-19 pandemic and Internet technology advancement has limited traditional library information literacy education. Therefore, this study analyzes the problems through interviews with librarians and combining library website information with our case, the Hong Kong University of Science and Technology Library (HKUSTL), with the BOPPPS model to redesign information literacy education for better development. Problems discovered include monotonic educational activities and content, low student participation, ineffectiveness, and funding shortage. Strategic suggestions include better planning and control of the teaching process and effective teaching feedback evaluation. Scant studies analyze library instruction with the BOPPPS model, especially in Asia. These suggestions contribute to the development of library instruction in the post-COVID era.

DOI: 10.4018/978-1-6684-8122-6.ch017

INTRODUCTION

With the development of the Internet and Big Data, university library services, including lending services, reference services, and services regarding teaching, learning, and research support, are gradually transforming into digital and intelligent (Kong et al., 2018; Tse et al., 2022; Liu et al., 2023; Walton, 2016; Wong & Chiu, 2023; Guo et al., 2022; Zhang et al., 2020; Lo et al., 2020). As cultivating students' high level of information literacy in the information age is a challenge every university library faces, information literacy education is increasingly vital for library service development (Lam et al., 2023; Torras & Saetre, 2016). However, the COVID-19 pandemic, social informatization, and thus students' changing learning habits have impacted traditional face-to-face library information literacy education (Huang et al., 2021; 2022; 2023; Yu et al., 2023), especially in Hong Kong as academic libraries in Hong Kong did not commonly apply online information literacy education before COVID-19 pandemic.

Thus, this study applied the educational philosophy model of BOPPPS as a theoretical framework to re-examine and redesign library information literacy education. BOPPPS is a teaching method to organize pedagogy according to the steps of introduction, learning objectives, pre-test, participatory learning, post-test, and summary. Incorporating the concept of BOPPPS can arouse students' curiosity and help them fully understand their classroom learning after course completion. As the primary providers of information literacy education, university libraries should face students' multi-faceted and multi-level needs in teaching practice. Therefore, Cao (2016) proposes that applying the BOPPPS model can optimize traditional information literacy education and realize a comprehensive and precise teaching mode, which is also a current trend in developing information literacy education in university libraries.

This study selected the Hong Kong University of Science and Technology Library (HKUSTL) as the case for analysis because it is one of the first universities in East Asia to attach importance to library information literacy education. Since the launch of information literacy education in 1995, the HKUSTL has had rich teaching achievements and experience (Jiang et al., 2019). As scant studies have analyzed library literacy education with the BOPPPS for the post-COVID era under the strong influence of contemporary education technologies, especially in East Asia, our analysis and suggestions provide essential references for library professionals and educators.

LITERATURE REVIEW

Academic Libraries and Information Literacy Education

Information literacy in the higher education context generally means "the student's ability of information seeking, evaluation, understanding, use, and creation appropriately and effectively in the academic fields, for instance, research methodologies and academic honesty (Association of College & Research Libraries (ACRL), 2016; Coonan et al., 2018), showing the importance of student's acquisition of information literacy skills for their academic studies and research. Academic libraries are the best places to carry out information literacy education for tertiary education and have irreplaceable value and roles in cultivating and enhancing students' information literacy (Guo & Huang, 2021; Zhang et al., 2020) through various ways, including but not limited to one-shot workshops, course series, and course-integrated sessions. Libraries help students improve their information literacy by searching for information sources, understanding the value of information, using information, and following ethical usage guidelines, supporting

16 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:

www.igi-global.com/chapter/redesigning-library-information-literacy-education-with-the-boppps-model/326506

Related Content

Unlocking Potential, Inspiring Success: United States of America

(2023). *Academic Framework for 21st-Century Schooling: Promoting Global Peace and Harmony* (pp. 233-255).

www.irma-international.org/chapter/unlocking-potential-inspiring-success/332525

Junior to Community to Comprehensive: Three Colleges in the Evolution of American Community Colleges

Stephen Damian Nacco (2024). *Narratives and Strategies of Effective Leadership in Community Colleges* (pp. 235-256).

www.irma-international.org/chapter/junior-to-community-to-comprehensive/345769

Technology Integration in Higher Education: An Investigation of Aksaray University Preservice Teachers' Perceptions

enol Orakcand Yücel Gelili (2024). *Revitalizing the Learning Ecosystem for Modern Students* (pp. 50-72).

www.irma-international.org/chapter/technology-integration-in-higher-education/342053

Narrating Deputy Principals and Heads of Departments' Experiences of Assessment Practices in Curriculum Delivery

Micheal M. van Wyk (2021). *Investigating the Roles of School Management Teams in Curriculum Delivery* (pp. 78-94).

www.irma-international.org/chapter/narrating-deputy-principals-and-heads-of-departments-experiences-of-assessment-practices-in-curriculum-delivery/285752

Cultivating Resilience Among Latinx Educational Leaders: Thriving Amidst Challenges

Kristin Kewand Karina Ivette Padilla (2024). *Pursuing Equity and Success for Marginalized Educational Leaders* (pp. 67-73).

www.irma-international.org/chapter/cultivating-resilience-among-latinx-educational-leaders/339955