



THE ROLE OF LIBRARY LABORATORY (LIBLAB) AS AN INNOVATIVE PROJECT FOR SCIENCE EDUCATION IN UNIVERSITY INFORMATION ENVIRONMENT

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STRUCTURE OF THE PRESENTATION

- × **INTRODUCTION**
- × **1. Information environment for integration of modern information technologies in the educational process.**
- × **2. LibLab – innovative technologies for sciences education**
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INTRODUCTION

- ✘ *This paper presents an innovative concept and its accompanying methodology of teaching in the academic training of students - bachelors and masters, at the State University of Library Studies and Information Technologies (SULSIT).*





1. INFORMATION ENVIRONMENT FOR INTEGRATION OF MODERN INFORMATION TECHNOLOGIES IN THE EDUCATIONAL PROCESS.

- Two global processes:

Transformational, whereby the routine intellectual human functions are transferred to the new intelligent labor tools and

Integrative, whereby all automated information systems are united in a common *System of systems*.

- Three interrelated components:

1. Information collections.

2. Information technologies.

3. Human factor occurring in the interactions between the subjects and the equipment.



1. INFORMATION ENVIRONMENT FOR INTEGRATION OF MODERN INFORMATION TECHNOLOGIES IN THE EDUCATIONAL PROCESS.

UNIVERSITY INFORMATION ENVIRONMENT - CHANGING

THREE STAGES

Establishment
of a
technological
infrastructure

Connected to
its application
at
administrative,
managerial
and
pedagogical
level

Includes the
strategies in
the
educational
process



2. LIBLAB – INNOVATIVE TECHNOLOGIES FOR SCIENCES EDUCATION – A SHORT OVERVIEW

The presence of LibLab, can be defined as a:

connecting link between the theoretical and practical training of student

educational, information and social centre of the academic community, where thoughtful, intelligent and informed students are shaped.

provider of integrative policies for acquiring key competences in bibliography and library studies



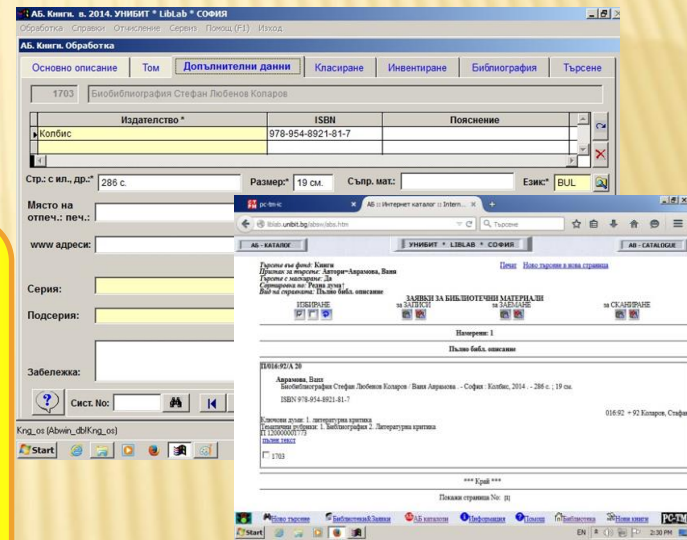


2. LIBLAB – INNOVATIVE TECHNOLOGIES FOR SCIENCES EDUCATION

EDUCATIONAL FILDS

Investigating the application of ICT and the access to "useful" information in the global information environment in library practice

Demonstrating and testing of innovative solutions, related to interactivity of electronic bibliographic resources.





2. LIBLAB – INNOVATIVE TECHNOLOGIES FOR SCIENCES EDUCATION

EDUCATIONAL FILDS

Applying the method 'learning by doing', where students learn to master the analytical and synthetic processing of documentary sources

Activities for the protection of literary cultural heritage – a field, particularly relevant for the present 21st century of knowledge.





2. LIBLAB – INNOVATIVE TECHNOLOGIES FOR SCIENCES EDUCATION – INTEGRATIVE POLICIES

Integrative policies aim at:



achieving a balance between
traditional forms and the
technological changes



applying the acquired theoretical
knowledge in practice



3. BUILDING KEY COMPETENCIES

PRIORITY ACTIVITIES OF LIBLAB - EXAMPLES

- innovative educational complex -
effective cooperation between
librarians and software developers
- balance between traditional and
electronic bibliographic resources





3. BUILDING KEY COMPETENCIES

PRIORITY ACTIVITIES OF LIBLAB - EXAMPLES

"Zone for conservation, protection and restoration"





3. BUILDING KEY COMPETENCIES

METHODOLOGY „Learning by Doing“

The scope of learning by doing includes a wide range of pedagogical methods that reflect individual stages of the learning process.

The method Learning by Doing is an essential component for achieving quality in the educational process



WORKSHOP “SAVE PAPER”





3. BUILDING KEY COMPETENCIES

METHODOLOGY „Learning by Doing“

RESULT

As a result of this approach, students acquire:

- qualities and skills to cope in real environment;
- information competences;
- communication skills,
- change in their attitude towards the library profession;
- change in their motivations for professional development.





4. CONCLUSION

- Innovative training methods are implemented in LibLab at SULSIT in line with global practice.
- The acquisition of basic skills is determined as a result of the pedagogical process and as an integral part of the conceptual shift in approaches, based on the transition from theoretical-educational content towards professional competences.





THANK YOU FOR YOUR ATTENTION!



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