



Seeing the Varied Developed Students' Skills Using the Perspective of IB's (International Baccalaureate) ATL (Approaches to Learning) Through Teacher Librarian's Library Activities: A Systematic Literature Review on Tandfonline Database

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Abstract. This research studies the developed skills of students that are participated into the library activities held by teaching librarians, the skills are seen through International Baccalaureate (IB)'s Approaches to Learning skills. The urgency of this research is to see the foundational base of knowledge for teacher librarian throughout their library activities using one of the philosophical elements of the IB. The scopes of each libraries' educational backgrounds are inclusive but limited to only libraries related with educational foundations, such as school or university. The method being used is systematic literature review by synthesizing the articles gathered from *tandfonline* scholarly database. From the rigid selection of articles using the method, only 9 articles surpass to be assessed. 3 articles surpass the final quality assessments, the results show all skills in IB's Approaches to Learning philosophical skills could have been developed through the library activities. They are the research skills, both on information literacy and media literacy, self-management skills on organization skills, communication skills on interaction aspect, social skills on collaboration aspect, thinking skill on critical thinking aspect.

Keywords: International Baccalaureate, Approaches to Learning, Library Activity, Teacher Librarian, Systematic Literature Review.

1 Introduction

In terms of school's integral parts, the teacher librarian and the library are essential tools for the learn and teach surroundings. An additional upside of existing and contributing teacher librarians is to help the students to develop the information skills in the library through a teaching that is well-conformed with the classroom teachings [3].

There are different types of school system, but the one that accentuates each students' specific details of learning is the school with IB (International Baccalaureate) curriculum, one of the philosophical ideas is the ATL (Approach to Learning) [11].

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Teacher librarian who acts as a support for lifelong learners needs to innovate updated learning techniques, through library activities that can be done to develop the students' skills, as teacher librarian is also a common yet also optional role that exists among schools with IB curriculum [7].

The developed common library skills would help to sustain the students as a continual lifelong learner, and library skills being held by teacher librarian could support the students to become an independent, dynamic, creative learners as well as analytical and efficient users of library resources, it includes library instruction, orientation, bibliographic aids and guides [1].

Although it is already a common insight that most school students are developing their information literacy and research skills through the library activities by ATL's standard [11], I still see the gap where it could be studied more of what are the specific skills with the examples of library activities being addressed in the researched matters here.

1.1 International Baccalaureate's Approaches to Learning

International Baccalaureate (IB) is a programme established in Geneva after World War II to promote peace through education. IB has been implemented by many schools because of its particular ways of perceiving students' understanding of lessons with different ways of learning [4].

Approaches to Learning (ATL) is one of IB's most essential philosophical keys [11], it's one of their approaches to see the different ways that students could have learned from each content of subjects provided and delivered. ATL encourages students to see learning as something they willingly do for themselves as an active inquirer [5]. ATL has five key categories, they are thinking skills, communication skills, social skills, self management skills and research skills.

1.2 Teacher Librarian in IB School

The teacher librarian in this research is inclusively applied for all kinds of school due to the needs of perceiving the skills through library activities. Teacher librarian has been mentioned and implemented in IB school and discussed through the writing of ideal libraries for IB. The term teacher librarian is commonly used for all primarily qualified librarians who teach at libraries or have scheduled library activities being conducted.

Teacher librarian co-teach the students through the perspective of library essence and help to improve few of ATL skills, one of the common ones is research skill [11], which has similar or even an exact same characteristic of information literacy, which is to find, interpret, judge, create information, collect then verify data [6].

2 Methods

Using systematic literature reviews as its method, with a configurative / meta-synthesis approach [8] to gather enough, reliable, specifically curated resources with definite criterias. Starting and ending with 3 steps: to plan, conduct and report, as to resolve the research question in the plan step, I'm using meta-aggregation by synthesizing the whole results that researcher has gathered on conduct step.

2.1 Research Question (RQ) (Plan)

RQ 1 : What are the library activities described through the resources/articles?

RQ 2 : What are the skills seen through IB's ATL that are developed through the activities?

2.2 Review Protocol (Conduct)

2.2.1 Search Strategy

The scholar database being used earlier in this research is google scholar as a very broad search engine that scans other academic databases from any subjects [2]. I found that Tandfonline (Taylor & Francis Online) provided resources related with teacher librarians and their activities, and is also open access. Tandfonline has peer-reviewed journals and articles, with precise advanced search that could further support studies using systematic review.

2.2.2 Inclusion & Exclusion Criteria

Criterias before doing the climax search should be precise to narrow down the search results well, these included criterias:

1. Articles taken from *tandfonline* are peer-reviewed, *tandfonline* chosen due to its multiple presences in the result of google scholar beforehand.
2. Articles have remarks of teacher librarian and their activities in the library (or collaboration)
3. Articles have remarks of students within the activities involved.

The following excluded criterias are needed to avoid unnecessary articles shown:

1. Articles have no remarks about librarian who teaches.

2. Articles may have remarks about teacher librarians but there's no engagement of students and any activities surrounding them.

2.2.3 Quality Assessment (QA)

Each journal must be selected through extensive reading whether they fulfill what's needed for the reporting step of this research. Through quality assessment, more specific questions will be applied to filter the articles.

QA 1 : Is the journal article accessible?

QA 2 : Is there a matter of activities involving students being held or collaborated with the teacher librarian in the article?

QA 3 : Are there any mention of the activities' result? (if QA 2 is fulfilled)

QA 1 acts as the primary assessment because in order to appraise the article, I must do an extensive reading of the whole writing. QA 2 should be fulfilled to determine whether the article is accomplished enough to be taken to the synthesizing step. QA 3 could be identified through an implicit understanding as there's always a possibility that the skills being developed could be seen through the activities itself and not being openly addressed in the articles. Therefore QA 3 acts as optional as long as there's an implicit elaboration related to the library activities.

There are only two applied scores for the QAs, they include: Yes and No.

2.2.4 Data Retrieving Technique

This is the execution of the quality assessment, while the result will be in the data synthesis.

1. Search through *tandfonline*
2. Applying the boolean logic within the advanced search:
[Publication Title: teacher librarian] AND [Abstract: school] AND [Abstract: students] AND [All: activities]

The amount of the journal articles shown in the result must be all taken to be reviewed and synthesized if they surpass the quality assessment.

3 Result and Discussion

The results being addressed through these methods would be called as data synthesizing. The results have been filtered into 11 articles, and assessed through the QA. Surpassing the first QA, 2 articles shown are not available to be accessed. Then, surpassing the second and third QA, 3 articles reviewed explain or at least mention about the activities of teacher librarian, but all of them do not pass the third QA,

meaning the only skills the researcher have read are all implicit. The following discussion will answer RQ1 and RQ2.

First article titled "Librarian as Teacher: A Personal View" by Simmons [10], he recalls his experience as an unofficial student library assistant to his school and an official student library assistant in college. He played the role by helping other students to be information literate, how to find information and evaluate for specific use, it relates with the further details of ATL's research skill, precisely on information literacy skill, and thinking skill on critical thinking where it has potential for students to analyze and evaluate their ideas. Also all aspects on communication skill and social skill on collaboration as the student also collaborate with the librarian and transfer the knowledge to their peers.

Second article is titled "A Semester-Long Seminar in Statistical Visualization for Undergraduates as Taught by a Science and Engineering Librarian" by Primich [9], she specifies more about an innovative activity being held by the teaching librarian, by staging a one credit seminar titled "Visual Display of Quantitative Information", it's to explore excellence and graphical display. Using the perspective of ATLS, it could be perceived as being close to the media literacy in research skill, and self-management on organization skills where students could use technology well to comprehend the related information from the seminar.

Final article is titled "The Nuts and Bolts of Educating Pre-Service School Librarians for Quality Reference Work" by Lukenbill [7]. He addressed the enhancement of information retrieval skills where the librarian helps students to comprehend the functions of index, table of contents, materials' introductory, it promotes a better understanding towards a digitized information retrieval like search engines repackaged through online catalog, or filter feature like boolean operations. Lukenbill [7] stated that teaching is a crucial role of all school librarians, and how students could understand information literacy through formal classes, workshops, online class, outreach to classrooms and community venues. One skill that signifies is the boolean logic that's conformed with technological teaching and exertion, through the ATLS, boolean can be perceived as one of modal that supports the research skills, specifically the media literacy, and an addition skills being developed could be self-management skill on organization skills because of students' usage of the detailed features on search engine, and identifying parts in book as it is also an information literacy skills that is part of research skill.

4 Conclusion

All of the articles addressed the library activities have implicitly improved the skills of students in most of IB's ATL. They are the research skills, both on information literacy and media literacy, self-management skills on organization skills, communication skills on interaction aspect, social skills on collaboration aspect, thinking skill on critical thinking aspect.

The examples shown were from Simmons using student librarian's perspective, with activities like collaborate with the librarian to share to their peers on how to find information and to evaluate for specific use, this implicitly have developed the student librarian's communication (interaction with peers), social (collaborating), thinking (on evaluate information), and research skills. Second article by Primich focuses on how the material in the seminar taught by librarians could give students chances to gain media literacy skill in ATL's research skills due to its connection with comprehension of statistical information through a visual imagery, and self-management skills on organization skills due to the involvement of technology strictly used [9]. Last article by Lukenbill involves librarian on helping students to understand important essences of information literacy through library's resources, like the digitized information through search engine [7]. Seeing through IB's ATLs, it seems that those sets of materials being taught by the librarian could develop the students' skills both on media literacy aspect (boolean logic, keyword) and information literacy (understanding parts of book for information retrieval and ethics of using resource) in research skills, organization skills (filtering feature on search engine) in self-management skills.

It is crucial to recognize that every activity held in the library contributes to the development of various skills. The activity examined in this research specifically aligns with the IB's Approaches to Learning (ATL) framework. This research could further promote the importance of teacher librarians and the recognition of their activities, which, while not always assessed summatively like most teaching programs, still positively contribute to students' continuous growth through libraries from an early age.

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