



A Study of Personal Information Management Skills of University Librarians Using Scounl Pillars of Information Literacy

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Purpose: The purpose of this research is reviewing the personal information management skills of university librarians who are a member of librarianship discussion group of Mashhad Ferdowsi University, using Scounl Pillars of Information Literacy.

Methodology: The present research was conducted as an applied research using descriptive survey method. The statistical population included 196 people from university librarians who were a member of librarianship discussion group of Mashhad Ferdowsi University. The data collection instrument was a researcher-made electronic questionnaire whose reliability and validity were confirmed by 30 specialist. This questionnaire was drawn up based on Jones' Common Personal Information Management Factors (2012) and Scounl Pillars of Information Literacy (2011).

Findings: The results of this research showed that the rate of usage of each common personal information management factor by concerned librarians and their information literacy was at a decent and satisfactory level. From the addressees' viewpoint there was a meaningful difference between using common personal information management and information literacy in rating (priority and importance). Considering the average rating, "identifying informational gaps, finding and re-finding and making sense of things" with an average of 5.48, "identifying and finding informational needs" with an average of 4.67 and "reexamining the research procedure, measurement and evaluation of information" with an average of 4.55, were rated first to third respectively. The results showed that based on the gender of librarians, there was a meaningful difference between men and women in two principles of "reexamining the research procedure, measurement and evaluation of information" and "information storage and sharing". Also it is preferred that there was a meaningful difference between the amounts of usage by people of various ages. People of various professional experience had a meaningful difference in using the three principles of "identifying informational gaps, finding and re-finding and making sense of things", "accessing the required information" and "managing privacy and the flow of information".

Results: To improve the information literacy skills of librarians for the purpose of identifying informational needs and providing users with effective access to information, it is recommended that Ministry of Science, Research and Technology approve training courses on promotion of information literacy relying on personal information management techniques to be taught in the form of textbooks at various levels of study in the field of knowledge and information sciences, and notifies these programs to higher education centers of the country. It seems necessary to prepare an information literacy training model, based on personal information management factors for university librarians and to hold virtual training courses in order to improve lifetime learning skills.

Keywords: Electronic personal information management, information literacy, university librarians