



A Conceptual Framework for Best Practices in Information Literacy: A Case Study of Academic Libraries in Vietnam

Kim Chi Diep

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What makes this study unique is a framework of best practices of information literacy (IL) for academic libraries in Vietnam (VN) was developed by synthesizing perceptions of campus stakeholders and key components of IL that have been reviewed in the Western literature, and scarcely discussed in the literature from VN. The creation of the best practice framework comes at a propitious time for the country when the government's IT initiative, learner-centered instruction reform, a credit system, and the assessment of student learning outcomes have become of interest to those in the educational field, ranging from ministerial leaders and campus leaders to faculty, librarians and other constituencies. Another unique aspect is the data touch many facets of IL and involves related stakeholders on campus including library administrators, librarians, faculty, and students. A key contribution of this research is to provide a framework that validates the body of literature on IL in the West showing that no matter what one's social, cultural, or educational background, the IL-related concepts are universally agreed upon and relevant to developing critical thinking about information.

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