

ACTA

*Siinamari Ylivuori*

## BRIDGING BOUNDARIES

*FINNISH TEACHERS' AND PUBLIC LIBRARIANS'  
PARTNERSHIP IN PROMOTING MULTILITERACIES*

UNIVERSITY OF OULU GRADUATE SCHOOL;  
UNIVERSITY OF OULU,  
FACULTY OF EDUCATION AND PSYCHOLOGY

E

SCIENTIAE RERUM  
SOCIALIUM



UNIVE



ACTA UNIVERSITATIS OULUENSIS  
E Scientiae Rerum Socialium 229

*SIINAMARI YLIVUORI*

**BRIDGING BOUNDARIES**

Finnish teachers' and public librarians' partnership in  
promoting multiliteracies

Academic dissertation to be presented with the assent of  
the Doctoral Programme Committee of Human Sciences  
of the University of Oulu for public defence in the OP  
auditorium (L10), Linnanmaa, on 26 April 2024,  
at 12 noon

UNIVERSITY OF OULU, OULU 2024

Copyright © 2024  
Acta Univ. Oul. E 229, 2024

Supervised by  
Professor Riitta-Liisa Korkeamäki  
Professor Noora Hirvonen

Reviewed by  
University Lecturer Reijo Kupiainen  
Professor Louise Limberg

Opponent  
Docent Merja Kauppinen

ISBN 978-952-62-4048-0 (Paperback)  
ISBN 978-952-62-4049-7 (PDF)

ISSN 0355-323X (Printed)  
ISSN 1796-2242 (Online)

Cover Design  
Raimo Ahonen

PUNAMUSTA  
TAMPERE 2024

## **Ylivuori, Siinamari, Bridging boundaries. Finnish teachers' and public librarians' partnership in promoting multiliteracies**

University of Oulu Graduate School; University of Oulu, Faculty of Education and Psychology

*Acta Univ. Oul. E 229, 2024*

University of Oulu, P.O. Box 8000, FI-90014 University of Oulu, Finland

### *Abstract*

Teachers and librarians have a key role in promoting students' literacies and reading motivation, and combining their expertise would strengthen this role. Teachers' competence lies in pedagogical proficiency and knowledge of the students, and that of librarians lies in information literacy and knowledge of information resources. However, partnering two different professional groups from different organizations involves challenges.

This dissertation aims at understanding what is required to promote multiliteracies in partnership between teachers and public librarians. The topic is approached using sociocultural theories and a qualitative case study method. The research data consist of interviews with teachers and public librarians who participated in a literacy program in Finland called the Joy of Reading and the participating schools' local curricula. The research data was collected after the interviewees received training in the program in 2016–2017.

The findings suggest that teachers and librarians work together and the partnership between these professional groups is integrated into local curricula and collaboration plans, which enhance joint work and strengthen the role of the librarians in teaching multiliteracies. However, the partnership practices are not developed enough that the professionals would have acknowledged the advantages of such practices in completing their tasks. A division of roles in planning and implementing instruction is prevalent in the partnership. The partners have different understandings of the partnership to promote multiliteracies and librarians in particular express uncertainty regarding their role in teaching multiliteracies. Moreover, there is insufficient time to consider and discuss how to do things differently.

The research highlights the demanding task Finnish teachers and librarians are facing, as the request to build a partnership necessitates overcoming a lack of resources, such as time. Above all, these professionals need more time and guidance to find appropriate ways of working together to promote multiliteracies. The research is timely in Finland, as the recently published National Literacy Strategy 2030 emphasizes the promotion of multiliteracies in an effort to make Finland the most literate country in the world by 2030.

*Keywords:* collaboration, curriculum, librarians, literacy, multiliteracies, partnership, teachers



# **Ylivuori, Siinamari, Rajat ylittäen. Suomalaisen opettajien ja kirjastoammattilaisten yhteistyö monilukutaidon edistämisessä**

Oulun yliopiston tutkijakoulu; Oulun yliopisto, kasvatustieteiden ja psykologian tiedekunta

*Acta Univ. Oul. E 229, 2024*

Oulun yliopisto, PL 8000, 90014 Oulun yliopisto

## ***Tiivistelmä***

Opettajilla ja kirjastoammattilaisilla on tärkeä rooli oppilaiden lukutaitojen ja lukumotivaation tukemisessa. Näiden kahden ammattiryhmän erilaisen ammattitaidon hyödyntäminen vahvistaisi tätä roolia. Kahden eri organisaatiossa työskentelevän ammattiryhmän yhteistyö saattaa kuitenkin olla haasteellista monista eri syistä.

Tässä tutkimuksessa tarkastellaan oppilaiden monilukutaidon edistämistä opettajien ja kirjastoammattilaisten yhteistyössä. Ilmiötä tarkastellaan sosiokulttuurisesta näkökulmasta ja tutkimusotteena on kvalitatiivinen tapaustutkimus. Tutkimusaineisto koostuu opettajien ja kirjastoammattilaisten haastatteluista ja paikallisista opetussuunnitelmista. Haastateltavat osallistuivat valtakunnalliseen Lukuinto-ohjelmaan, jossa pyrittiin vahvistamaan lasten ja nuorten monipuolista luku- ja kirjoitustaitoa. Tutkimusaineisto kerättiin Lukuinto-ohjelman ja sen järjestämisen koulutuksen jälkeen vuosina 2016–2017.

Tutkimustulosten mukaan koulut ja kirjastot tekevät paljon yhteistyötä. Yhteistyö on sisällytetty paikallisiin opetussuunnitelmiin ja käytännönläheisiin yhteistyösuunnitelmiin, mikä vahvistaa kirjastoammattilaisten roolia monilukutaidon opettamisessa. Yhteistyökäytänteet eivät kuitenkaan ole riittävän kehittyneitä helpottaakseen työtehtäviä. Opetusta suunnitellaan ja toteutetaan jakamalla kullekin yhteistyökumppanille roolit. Yhteistyökumppaneilla on toisistaan poikkeavat käsitykset yhteistyöstä, jonka avulla edistetään monilukutaitoa. Varsinkin kirjastoammattilaiset kokevat epävarmuutta roolistaan monilukutaidon edistämisessä.

Tutkimuksessa korostuu suomalaisten opettajien ja kirjastoammattilaisten vaativa tehtävä: yhteistyön tekemiseen veloitetaan, mutta resursseja, kuten aikaa, on tarjolla niukasti. Molempia ammattilaisia hyödyttäisi, jos heille tarjottaisiin aikaa yhteistyön tekemiseen ja kehitettäisiin uusia yhteistyömuotoja. Tämä tutkimus ja sen tulokset ovat ajankohtaisia erityisesti Suomessa, jossa julkaistiin vastikään Kansallinen lukutaitostrategia 2023. Monilukutaidon edistäminen on strategian keskeinen sisältö, jolla pyritään tavoittelemaan Suomesta maailman monilukutaitoisinta maata vuoteen 2030 mennessä.

*Asiasanat:* kirjastoammattilaiset, kumppanuus, lukutaito, monilukutaito, opettajat, opetussuunnitelma, yhteistyö



*To my daughters*



## Acknowledgements

The journey to completing this dissertation included many phases and life changes, but I was always determined to make it to the end. I feel tremendous gratitude toward the many people who supported and educated me throughout my research process.

First and foremost, I owe thanks to the participants of my research, the librarians, and the teachers, who devoted their time to sharing their thoughts with me. Their reflections significantly influenced my research interests, leading to this dissertation, and initiated the whole research process during our mutual time in the Joy of Reading literacy program.

I cannot thank my supervisors, Professor Emerita Riitta-Liisa Korkeamäki and Professor Noora Hirvonen, enough. Riitta-Liisa guided my education and research process from the very beginning. I feel honored to have learned from you, Riitta-Liisa, at the beginning of my teacher training. Your wisdom has pushed me forward and supported me through challenging moments in this research process, in which I could not figure my own way out. I am also enormously lucky to have had Noora support the final phases of this dissertation. Thank you so much for sharing your brightness, invaluable insights, and knowledge of research concerning library and information science. Your kind advice helped me to draw the strings together at the end of this dissertation. I am very grateful that both of my supervisors dedicated time to my inquiries and guided my learning, and at the same time, gave me space for thinking and pauses during the process.

I am grateful to the two preliminary examiners of this thesis, University lecturer Reijo Kupiainen from Tampere University, and Professor Emerita Louise Limberg from the University of Borås, for their insightful and valuable feedback on my work. Their comments significantly helped me improve my work. For accepting the role of opponent in the public defense of my work, I would like to thank Docent, University lecturer Merja Kauppinen from the University of Jyväskylä.

This thesis was funded and made possible by the Finnish Cultural Foundation, the Faculty of Education, and the University of Oulu Graduate School (UniOGS). Thank you for your support. Professor Emerita Maija-Leena Huotari, I am deeply grateful for your advice in the early stages of this work. Your guidance and support were crucial in clarifying my research plan and grant applications. My deepest gratitude also goes to my co-author, Professor Emerita Mariam Jean Dreher, at the University of Maryland in College Park, Maryland, USA. Jean, your guidance in

academic writing gave me confidence and helped me succeed in writing my articles. And, Dr. Anu Ojaranta, a heartfelt thank you for being my co-author, mentor, and friend. The support you gave me in the late phases of my research project and in figuring out my professional life is valuable. Thank you for the mutual time, especially those stormy autumn evenings in candlelight and the disco ball adventure in the fells, which I will never forget.

I am fortunate to have in my doctoral follow-up group Docent Terttu Kortelainen, Dr. Minna Sääskilähti, and Dr. Maria Petäjaniemi. Thank you for giving me confidence and support throughout the project. Maria, thank you for guiding me in writing the compilation of this thesis. I wish to thank the interdisciplinary research group, INSPIRES, for providing me with new insights and perceptive feedback. Your help really pushed this thesis leaps forward. I also wish to express my gratitude to Dr. Laura Palmgren-Neuvonen for helping me to understand the concept of collaboration and for comments on my manuscript. Special thanks go to my intelligent colleagues, Dr. Päivi Jokinen and Annette Ukkola, for their interesting discussions. Päivi, I will always remember our joint time at the literacy conference in Tampa, Florida, in 2017. Annette, I especially want to thank you for guiding me in writing grant applications. I also wish to thank Professor Jannica Heinström for her profound comments on a manuscript.

Thank you for your friendship and inspiration, Marianna Junes, Kaisa Ikonen, Kaisu Koivumäki, and Eeva Kurttila-Matero—the dream team of the Joy of Reading program! Without you, this work would never have started at all. I also want to thank Henri Pettersson, series editor, for copyediting my text and for being available to answer my questions concerning the edits. Thank you, Pentti Luoma, for guidance on methodological issues. And thank you, Erkki Haataja, Vesa Komulainen, and Esa Kunelius, for technical support in completing my data collection.

My heartfelt thanks go communally to my closest friends for the love, joy, and laughter you bring to my life. I am lucky to have you, Emilia Vanamo. Thank you for inspiring me to start working on my doctoral studies and encouraging me along the way. Philomela, I wish to thank you for the music, the strong emotions, and the shivers you bring. *Khorei, khorei!* Thank you, Leena and Pauli, for being there, being close. How lucky I am to have you!

A huge thank you goes to my family and relatives for their love and support. My daughters were born during this research process, and help was needed to provide me with time to write. To my sisters-in-law, Maija and Sanna, thank you for your friendship and inspiration. Maija, I am grateful that we could share our

doctoral research journeys and support each other. Thank you, Annakaisa, for editing English texts. I express my deepest gratitude to my parents, Tarjatuulikki and Esko, who have valued my education and supported me.

Finally, I want to thank my beloved husband, Henrik. You are always encouraging me and making the whole family laugh. Thank you for believing in me and empowering me, even in those moments when I felt overwhelmed. My daughters, Tilda and Edith, you mean the world to me. You make me laugh and cry. You give the tightest hugs and know the best ways to cheer me up and the fastest ways to drive me crazy. You are my inspiration, my eternal friends, and my everything.

In Äkäslompola, February 2024

Siinamari Ylivuori



## Abbreviations

EDUFI	Finnish National Agency for Education
FNBoE	Finnish National Board of Education
IFLA	International Federation of Library Associations and Institutions
JofR	Joy of Reading
LR	Library Route
NCC	National Core Curriculum
NLG	The New London Group
OECD	Organisation for Economic Co-Operation and Development
PISA	Programme for International Student Assessment
PIRLS	Progress in International Reading Literacy Study
TLC	Teacher and Librarian Collaboration model by Montiel-Overall (2005/2017)
UNESCO	United Nations Educational, Scientific and Cultural Organization



## List of original publications

The thesis is based on the following original studies, which will be referred to in the text by the Roman numerals I, II, and III.

- I Tikkinen, S., & Korkeamäki, R.-L. (2021). The paradox of collaboration in the partnership between primary schools and public libraries. *Educational Studies*, 1–19. <https://doi.org/10.1080/03055698.2021.1884048>
- II Tikkinen, S., Korkeamäki, R.-L., & Dreher, M. J. (2020). Finnish Teachers and Librarians in Curriculum Reform. *International Journal of Educational Research*, 103(June 2019), 1–11. <https://doi.org/10.1016/j.ijer.2020.101615>
- III Ylivuori, S., & Ojaranta, A. (2023). Librarians' and teachers' conceptions of multiliteracies in the context of Finnish curriculum reform. *Information Research an International Electronic Journal*, 28(4), 43–61. <https://doi.org/10.47989/ir284506>

As the first author of Study I and Study II, I designed and conducted the research described in the studies. I set the initial research questions, collected and analyzed the data, made the theoretical choices, and wrote the outlines. My co-authors provided feedback on the research process and commented on and helped edit the studies. As the first author of Study III, I had primary responsibility for the writing. We combined two research projects with different data. Each author transcribed and managed the data they collected, but the data categorization and the initial analysis was discussed and agreed upon by both authors together. My co-author took part in writing the study, particularly the results and the findings.



# Contents

Abstract

Tiivistelmä

Acknowledgements 9

Abbreviations 13

List of original publications 15

Contents 17

**1 Introduction 19**

1.1 Contextual background ..... 21

1.1.1 The success of Finnish education ..... 21

1.1.2 Finnish curriculum process..... 23

1.1.3 Finnish libraries promoting literacies ..... 27

1.2 The Joy of Reading program as the research landscape..... 28

1.3 Research aim and questions ..... 29

1.4 Storyline of the research project ..... 30

**2 Theoretical framework 33**

2.1 Multiliteracies ..... 34

2.1.1 Multiliteracies from curriculum to implementation ..... 35

2.1.2 Making meaning of multiliteracies..... 36

2.2 Partnership between teachers and librarians ..... 39

2.3 Levels of partnership..... 40

2.4 Building collaboration..... 47

2.4.1 Facilitators in building teacher–librarian collaboration..... 47

2.4.2 Challenges in building teacher–librarian collaboration ..... 49

**3 Research methodology 53**

3.1 Data collection ..... 54

3.2 Analysis of the interviews..... 58

3.3 Analysis of the local curricula..... 59

3.4 Ethical considerations ..... 60

**4 Overview of the studies concentrating on the findings 63**

4.1 Study I: The paradox of collaboration in the partnership between  
primary schools and public libraries ..... 63

4.2 Study II: Finnish teachers and librarians in curriculum reform ..... 65

4.3 Study III: Librarians’ and teachers’ conceptions of multiliteracies  
in the context of Finnish curriculum reform ..... 66

<b>5 Discussion of the main findings: teachers and librarians promoting multiliteracies</b>	<b>69</b>
5.1 Contextualization of the shared concepts in teachers' and librarians' partnership.....	69
5.2 Multiliteracies as a content of collaboration .....	72
5.3 Pursuit of collaboration .....	74
5.4 Partnership in local curricula.....	78
<b>6 Concluding thoughts</b>	<b>81</b>
6.1 Practical solutions .....	83
6.2 Evaluation of the research and future considerations.....	84
<b>References</b>	<b>89</b>
<b>Original publications</b>	<b>103</b>

# 1 Introduction

Schools and libraries have central roles and joint objectives in promoting literacies and enhancing reading motivation among citizens. Societal and technological changes demand that both bodies continuously discover new ways of teaching and learning to be relevant and meaningful for people. In addition to promoting literacy learning in the traditional sense, both schools and libraries have taken on the task of helping people acquire new literacies (Leu et al., 2013) or multiliteracies that are needed to seek, understand, and critically evaluate information in the modern multimodal and multicultural world (see Cope & Kalantzis, 2009; Kress, 2003; The New London Group [NLG], 1996). It would be useful to bring these two professional groups together in a partnership and to combine their different kinds of expertise to promote students' literacies. Teachers' expertise comprises pedagogical proficiency and knowledge of students, and librarians' expertise comprises information literacy<sup>1</sup> and knowledge of the latest collections (Donham & Green, 2004). Building a partnership between two different professional groups can be challenging because each group has its own duties. Nevertheless, they share a common goal in promoting multiliteracies.

The importance of the partnership between teachers and school librarians or teacher-librarians<sup>2</sup> in promoting student learning has been widely discussed in international studies (see Chu et al., 2011; Gildersleeves, 2012; Kuhlthau et al., 2007; Lance, 2002; Loertscher & Woolls, 2017). Yet, there is still room for improvement in the partnership. The relationship between teachers and school librarians has typically not been strong enough for them to work together in instruction (see Latham et al., 2016; Lo et al., 2014; Merga, 2019; Mokhtar & Majid, 2006; Smith & Hepworth, 2007; Williams & Wavell, 2006). Interestingly, some

---

<sup>1</sup> Information literacy is a complicated concept that has many definitions in the research literature (Ojaranta, 2019). The Association of College and Research Libraries (ACRL; 1989) defines information literate people as “those who have learned how to learn” (para. 3). This definition highlights that information literate people know how information is organized, how to find the information they need, and how to use it in a suitable way. The concept of information literacy has not been part of the comprehensive school context in Finland. Instead, the concept of information management (tiedonhallintataidot in Finnish) appears in the national core curriculum (NCC) for basic education. However, this is not a concept typically used in this context in the field of library and information science (Ojaranta, 2019).

<sup>2</sup> School librarians are referred to differently in different countries, for example, as teacher-librarians, school library media specialists, and media specialists in the US, Canada, and Australia. In these countries, school librarians are typically fully trained and qualified as both educators and librarians (Montiel-Overall, 2008; Probert, 2009). To avoid confusion, the term school librarian is used in this research.

scholars in Finland have discovered that the working relationship between public librarians and teachers follows the same pattern as that between school librarians and teachers in other countries, which is also not strong in terms of instruction (see Lindberg, 2014; Pietikäinen et al., 2017; Suorsa, 2017). In Finland, schools usually work with public libraries because school libraries<sup>3</sup> are much less common than in many other countries (Finnish Ministry of Education and Culture, 2001). Finland is known for its strong network of libraries, and Finns have a long tradition of being a reading nation as Ojaranta (2019) stated. In Finland, working relationships between teachers and public librarians can be hindered by the fact that public libraries are seldom located in the same building as schools, as opposed to school libraries. Therefore, the relationship can be even more challenging when public librarians are expected to work with teachers.

The partnership between teachers and librarians has been acknowledged and recommended in the Finnish national core curriculum (NCC) of 2016<sup>4</sup> (Finnish National Board of Education [FNBoE], 2016) and in the current Public Libraries Act (1492/2016), which came into effect in 2017 (see Subsection 1.1.3). In the NCC, libraries are mentioned as a learning environment and a collaborative partner. Libraries are expected to offer diverse learning environments, tools, and materials for both independent study and collaborative learning (FNBoE, 2016, p. 31.) Furthermore, they are seen as companions in supporting education, as stated in the NCC: “library ... activities closely related to education may be arranged in conjunction with basic education” (FNBoE, 2016, p. 44).

The Finnish NCC determines a framework for equal implementation of comprehensive basic education. Local educational authorities and teachers have a high level of autonomy in applying the principles of the NCC to locally adjusted curricula and in organizing education for contextually relevant schoolwork. The renewal of the NCC and its concepts creates pressure for educational change in practice. Important for this research is the concept of multiliteracies, which was introduced for the first time in the 2016 Finnish NCC. Many teachers faced a brand new concept that was meant to be included in their teaching (Kulju et al., 2020). It can take time to grasp new concepts, such as multiliteracies, and schools have been

---

<sup>3</sup> The most challenging issues concerning school libraries in Finland include outdated collections and the lack of staff. Usually, school libraries are taken care of by teachers who have a few hours per week to carry out their responsibilities. Many of these teachers have no qualifications in library work (Ojaranta, 2019). There are very few professional librarians who take care of school libraries in Finland (Kurttila-Matero, 2011).

<sup>4</sup> The NCC for basic education was introduced in 2014, and implementation for grades 1–6 started in 2016.

observed to react slowly in implementing them in practice (Pearlman, 2009). Multiliteracies as a concept is quite complex (see further analysis in Subsection 2.1), and according to Mertala (2017) many teachers have felt uncertain about how it can be implemented in teaching. The same situation applies to librarians. According to Ojaranta (2019), there are challenges in understanding the shared concepts of multiliteracies and information literacy in the partnership between teachers and school librarians.

As international research has found the level of partnership and understanding of the mutual concept of multiliteracies insufficient to support diverse literacies, it is necessary to find ways to develop a solid basis for the mutual work of teachers and librarians. Despite the partnership being highlighted in the 2016 NCC and in the Public Libraries Act (1492/2016), no guidelines on how this collaboration can be implemented in practice can be found in the documents. Finding a suitable and beneficial way for these professionals with different disciplinary backgrounds, types of expertise, and separate workspaces to work together presents a challenge, irrespective of their common goals in promoting literacies. This research aims to investigate the requirements of the partnership between teachers and librarians in promoting students' multiliteracies. This discourse is rooted in sociocultural theories and focuses on teachers and librarians in the context of the 2016 curriculum.

## **1.1 Contextual background**

To facilitate understanding of the background and rationale of the dissertation, I describe the context of the research in this section. First, I discuss Finland's ratings in international benchmarking studies, which have had an impact on Finnish education policies and the curriculum. Second, I examine the curriculum to help increase understanding of the role of the Finnish curricular framework as the basis of the partnership between schools and libraries. Last, I explain the role of Finnish public libraries in promoting literacies.

### ***1.1.1 The success of Finnish education***

Admiration for the successful Finnish education system is waning due to the recent results of international benchmarking studies, such as the Programme for International Student Assessment (PISA) conducted by the Organisation for Economic Co-Operation and Development (OECD) (see OECD, 2023). Between

2000 and 2023, Finland achieved high scores in all areas in every PISA study<sup>5</sup> (Kupari & Nissinen, 2015; OECD, 2018, 2023). Reading performance in Finland has been at or near the top of the comparisons since the launch of PISA in 2000 (OECD, 2001, 2010, 2015, 2018, 2023). However, since the 2009 PISA study, there has been a slight downward trend in reading performance compared to the results in 2000 (OECD, 2018; Välijärvi & Kupari, 2015). The same downward trend is visible in Finland's results in the Progress in International Reading Literacy Study (PIRLS) conducted by the International Association for the Evaluation of Educational Achievement, even though Finnish students achieved excellent results in 2011, 2016, and 2021 (Leino et al., 2023).

Finnish students are not the only ones who struggle. Declining results have been seen in other countries as well, such as Australia, Iceland, Korea, the Netherlands, New Zealand, and the Slovak Republic (OECD, 2018). However, some countries have improved; for example, Estonia's scores have reportedly increased in all areas of the assessment. Sulkunen et al. (2010) stated that the decline in Finland has been taken seriously, even though it is not statistically significant. The authors stated that what has made the trend particularly noteworthy is the distribution of pupils in terms of their reading performance; the number of weak readers has increased, and the number of excellent readers has simultaneously decreased. Furthermore, Finnish students have demonstrated exceptionally low reading motivation and engagement in reading since the 2010 PISA (OECD, 2010, 2015, 2018) and the 2011 PIRLS (Leino et al., 2023). These declining results have raised massive concern in Finland and have been a topic of discussion in the political arena, in the field of curriculum, in teacher training, and in schools.

In many countries, governance of the national education systems has been influenced by these benchmarking studies (Breakspear, 2012). Despite the concern the PISA and PIRLS results have raised in Finland, education and curriculum in the country are far from being dictated and performance driven. In many countries, educational policies tend to be based on "what knowledge is of most worth", as evidenced in the PISA and other assessments (Autio, 2017, p. 48). Curricula are developed to evaluate and control appropriate learning and the quality of teaching, and learning results are measured with tests (Krokkfors, 2017). For instance, France and England have prescriptive national curricula (Kuiper & Berkvens, 2013). In Finland, the curriculum policies emphasize teachers' status and autonomy based on

---

<sup>5</sup> The most recent PISA of 2022 focused on mathematics. The results were released in December 2023 (OECD, 2023).

their professionalism and the high standard of teacher education. All primary school teacher trainees are required to complete a master's degree involving pedagogical research and extensive practicums (Autio et al., 2017). Secondary school teachers major in their intended subject and minor in a subject falling within subject-oriented didactics. The success of Finnish education has been explained as being due to Finnish education policy and its implementation, which aims to solve challenges by designing strategies and development programs in collaboration with various stakeholders (Lavonen, 2020). Another reason for its success is the decentralized and autonomous role of professional educators (Väljärvi et al., 2002), which has been justified based on the high quality of teacher education.

### **1.1.2 Finnish curriculum process**

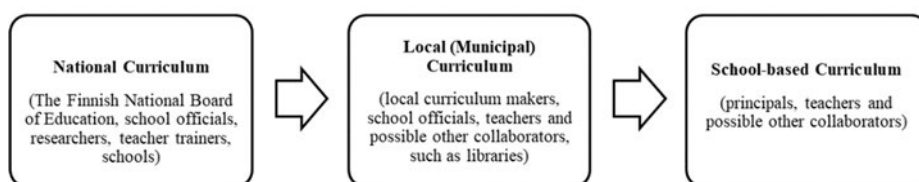
The Finnish curriculum framework highlights teachers' pedagogical freedom and professionalism (Autio, 2017; Erss, 2017). Both Autio (2017) and Erss (2017) highlighted that the Finnish curriculum is only a framework and does not include detailed descriptions of content, as in many other countries. They described Finnish curriculum as stemming from two traditions—the German Didaktik/Lehrplan and the Anglo–American Curriculum. The Didaktik/Lehrplan tradition is based on the division of different subjects and includes the contents of each subject. This tradition gave rise to teachers' professional autonomy. The Curriculum tradition, on the other hand, is based on didactical guidelines and phases in students' growth. This tradition affected and gave an example for creating the value and ideology base for curriculum-making (Autio, 2017; Erss, 2017). However, the Finnish interpretation of the concept of learning and the core values of education differ from the Curriculum tradition, which emphasizes the efficiency of instruction (Krokkfors, 2017). Instead, Finnish education is based on transformation and teachers' reflection on the curriculum and is against the institutionalization of education that stresses delivering curriculum content and testing (Autio, 2013; Erss, 2017). This kind of approach with educators' freedom to interpret curriculum has had positive results in multiple countries, according to Goodson (2014). Studies have shown that professional commitment affects the success of educational reforms. Furthermore, Goodson states that high-quality educational results have been produced internationally by granting teachers professional autonomy.

The Finnish NCC has a dual role. In addition to being an administrative and normative steering document, it is a pedagogical tool to guide teachers' instruction. The NCC offers a framework for practitioners to prepare local curricula that can be

municipal or school based. The local curriculum process involves curriculum makers supplementing the aims and content defined at the national curriculum level (FNBoE, 2016, p. 9). Instead of following strictly defined guidelines, local curriculum makers are advised to identify “what the potential local emphases of the transversal-competence areas defined in the Core Curriculum [are], and how these emphases are manifested in practice” (FNBoE, 2016, p. 25).

Building and implementing context-driven local curricula contrasts with standardized teaching aimed at performance on official tests (Krokkfors, 2017). Furthermore, education practitioners are allowed a high level of autonomy in the process. Involving teachers in the actual writing of local curricula increases their pedagogical freedom (Autti & Bæck, 2019). Lavonen (2017) highlighted the possibility to provide equal circumstances for learning by developing locally adjusted curricula that takes local circumstances, competences, and backgrounds into consideration.

The development of locally adjusted curricula is an ongoing process that schools can continuously update (Mølstad, 2015). According to Mølstad (2015), the Finnish curriculum-making process is truly developmental compared to, for instance, the Norwegian process. Instead of developing the contents, the Norwegian model is characterized by the application and delivery of the curriculum. Lavonen (2017) emphasized the flexibility of the Finnish local curriculum, which is evidenced by the various strategies used in its preparation. For instance, the local curriculum-making process can involve different stakeholders, such as education officers, principals, teachers, librarians, and local organizations. Figure 1 illustrates the curriculum-making process in Finland and the participants involved in each step of the process<sup>6</sup>.



**Fig. 1. The Process of Curriculum Making in Finland (Reproduced with permission, from Study II © 2020 Elsevier).**

<sup>6</sup> The Board of Education invites participants to discuss the principles of the NCC and to comment on the drafts. On the local level, the municipal school authorities invite a group of different stakeholders to write a local curriculum based on the NCC. This method is also applied at the school level.

The process of implementing curriculum is of equal importance to the curriculum documents themselves (Korkeamäki & Dreher, 2011). The Finnish system recognizes that there are many ways of creating good learning environments. The Finnish curriculum-making process offers professional autonomy for teachers, opportunities for professional reflection, and choice of instructional partners. The high level of pedagogical freedom typically leads to personal and professional commitment in the whole reformation process. This approach differs from that in the UK, for instance, where teachers have minimal influence on the implementation of curriculum reforms (Macdonald, 2003).

The Finnish curriculum-making and implementation process is both a challenge and an opportunity for teachers and local actors because it is characterized as one of the least prescriptive (Barber & Mourshed, 2007). The pedagogical autonomy of teachers relies on their professionalism, which is based on their excellent knowledge base and their willingness and skills in terms of collaboration and lifelong learning (Lavonen et al., 2015). Lavonen et al. stated that the knowledge base is important for understanding and contextualizing the general aims and content of the curriculum. They also stated that collaboration would be beneficial in the local curriculum-making process, as it involves other educators and stakeholders both in and outside the school setting, such as libraries. Finally, the authors stated that the skill of lifelong learning is mandatory for the professionals involved in the continuous process of developing local curricula and school practices.

Due to their pedagogical freedom, teachers in Finland are trusted to interpret and implement the curriculum based on general descriptions of the learning concepts and on the learning environment. Kansanen (2004) pointed out that this approach leaves room for different interpretations. Korkeamäki and Dreher (2011) investigated the implementation of language and literacy instruction and compared it to the requirements of the 2004 NCC. In line with Kansanen's point, they found that the instruction did not correspond fully with the requirements of the NCC at the time. Autti and Bæck (2019, p. 12) pointed out problems in the implementation of the curriculum that related to difficulties in understanding some of the theoretically presented curriculum contents that appeared as "fine words with no connection to actual teaching". Young Finnish teachers in particular have experienced insecurity in implementing the curriculum, which involves a considerable amount of professional independence, according to Erss et al. (2016). The teachers in the study expressed the need for guidance and collaboration with other teachers. The demanding process of curriculum making and implementation

could be included in basic teacher education to ensure teachers' confidence and knowledge (Salminen, 2018).

Curricular reforms are a key aspect in developing education (Lavonen, 2020). However, the reforms do not necessarily lead straightforwardly to educational change in practice (Cuban, 1992). Internationally, curriculum reforms have been regarded as very complex and often confusing (Adams, 2000; Fullan, 1999). Cuban (1993) distinguished between official curriculum documents and their implementation using two concepts, *taught curriculum* and *official curriculum*. The official curriculum (formerly called intended curriculum by Cuban) describes the official or recommended content and what "state and district officials set forth in curricular frameworks and courses of study" (Cuban, 1993, p. 183). What a teacher teaches in practice can differ from the intended content because the implementation process is affected by teachers' personal experiences, attitudes, competence, and interpretation of the official curriculum. The concept of taught curriculum refers to this implementation. In addition to these two concepts, Cuban (1992) also talked about *learned curriculum*, a concept referring to students' experiences and learning outcomes. This research focuses on official and taught curricula rather than learned curricula because it investigates the relationship between teachers and librarians, not the experiences or learning of students.

In Finland, curricular reforms for basic education are carried out approximately once a decade. The latest NCC was published in 2014, and its implementation in primary schools started in 2016 and in secondary schools in 2017–2019. The previous curricula were introduced in 2004, 1994, 1985, and 1970. With the passage of time, the learning philosophy in the curriculum has changed from being society or knowledge centric to being pupil centric. The latest curriculum in 2014 introduced new transversal competences<sup>7</sup>, highlighting a competence-based approach in education (Palsa, 2021). Overall, competences can be considered as being highly integrated into the content in the Finnish curriculum compared to

---

<sup>7</sup> In the NCC, transversal competence is defined as an "entity consisting of knowledge, skills, values, attitudes, and will" (FNBoE, 2016, p. 20). The transversal competences are categorized into seven competence areas: taking care of oneself, managing daily life; multiliteracy; digital competence; working life competence, entrepreneurship; participation involvement, building a sustainable future; thinking and learning to learn; and cultural competence, interaction, and expression (Lavonen, 2020). In Finnish basic education, transversal competences are introduced in the general part of the NCC. In addition, the aims regarding the competences are included in subject-specific curriculum aims to promote teachers' understanding of the competences and their implementation (Halinen 2018). The latest curriculum introduces multidisciplinary study, phenomenon-based study, and project-based study to support the transversal competences and collaborative classroom practices (Lavonen, 2020).

competence-based education curricula in other countries, such as China (Wang et al., 2018). Uljens and Rajakaltio (2017, p. 432) stated that “while the curriculum 2004 put emphasis on contents, the curriculum 2016 emphasizes the general objectives in terms of key competencies.”

Concern about declining results in the benchmarking studies, particularly students’ literacy skills, eventually generated curricular actions, strategies, and programs to promote students’ literacy learning with partners such as libraries. Libraries are visible in the NCC, but the recommendations of the document can be implemented in different ways in different locations in Finland.

### **1.1.3 Finnish libraries promoting literacies**

For a long time, public libraries have been internationally acknowledged as important institutions for promoting literacies. For instance, in the *Public Library Manifesto*<sup>8</sup>, the initiation and participation of public libraries in literacy activities and partnerships between libraries and relevant partners, such as schools, are highlighted (IFLA/UNESCO, 2022). In line with the manifesto, in Finland, public libraries, in addition to educational institutions at all levels, are considered foundational in promoting literacies, as stated in the National Literacy Strategy 2030 (see Finnish National Agency for Education [EDUFI], 2021). Furthermore, the steering documents of both schools and libraries—the NCC and the Public Libraries Act (2016)—urge the two institutions into partnership. According to Lindberg (2014), primary schools are the second most significant partner for public libraries, right after other libraries in the same region that form an alliance. The current Act defines duties for the libraries for the first time, whereas the former laws merely included general objectives (van Kempen et al., 2020) that resemble the mission statements in the Public Library Manifesto (see IFLA/UNESCO, 2022). The duties include:

- (1) providing access to materials, information, and cultural contents;
- (2) maintaining versatile and up-to date collections;
- (3) promoting reading and literature;
- (4) providing information services, guidance and support in the acquisition and use of information and in versatile literacy skills;
- (5) providing

---

<sup>8</sup> The *Public Library Manifesto*, a framework for supporting international library policy, was originally created in 1949 and has been updated over the years by the International Federation of Library Associations and Institutions (IFLA) and the United Nations Educational, Scientific and Cultural Organization (UNESCO) (IFLA, 2022).

premises for learning, recreational activities, working, and civic activities; and (6) promoting social and cultural dialogue (Public Libraries Act, 1492/2016, Section 6).

To accomplish these tasks, public libraries need “adequate premises, modern equipment and sufficient and competent staff at their disposal” (Public Libraries Act, 1492/2016, Section 6). The duties of public libraries can be fulfilled in collaboration with schools, as stated in the Act.

Statistical evidence has shown that with the establishment of newly defined tasks for public libraries, there has been a positive change in their work (van Kempen et al., 2020). For instance, the number of organized events has increased and the number of participants at all events has increased. In addition to events, training and guidance provided by the libraries (e.g., book talks; various forms of multiliteracy education; and information retrieval, digital technology, and library usage training) has reached more people than ever before. These activities are very similar to those implemented by school–library partnership and by literacy programs, such as the Joy of Reading (JofR) program (see Subsection 1.2).

## **1.2 The Joy of Reading program as the research landscape**

Concerns about Finnish students’ low engagement in reading were key drivers of JofR, which aimed to find ways to increase 6–16-year-old students’ motivation to read—“joy of reading”—and multiliteracies by forging connections between schools and public libraries. The purpose of JofR was to design and develop inspiring activities for reading and multiliteracies that would become daily practices in schools. The program ran from 2012–2015 and was funded by the Finnish Ministry of Education and Culture and implemented by the Faculty of Education and the Department of Information Studies at the University of Oulu.

The university facilitators selected 30 school–public library pairs from 100 applicants who volunteered to participate in the JofR program to implement literacy activities designed in partnership by students, teachers, public librarians, and parents. The 30 pairs were selected based on their applications describing how schools and libraries were working together and/or on their initial ideas for literacy activities to be implemented during the program. A pair consisted of one local library (branch or city library) and one school.

The JofR program was based on bottom-up planning whereby schools and public libraries selected, developed, and tested a wide range of participatory

activities. The university facilitators organized seminars for the participating pairs to train them in terms of enhancing literacy motivation and understanding the new literacy concept of multiliteracies. At that time, the new NCC was launched, and schools were starting to write their local curricula. The seminars enabled the school–public library pairs to present literacy activities they had planned and implemented in their own settings to give other pairs ideas and to obtain feedback for further development. After the JofR program, the ideas for increasing engagement in literacies in collaboration with schools and libraries were expected to be implemented in the participating schools and applied in their local curricula. The ideas were distributed via the JofR website and the *Joy of Reading Handbook* (2015), which was handed out to every comprehensive school in Finland so that the ideas could be implemented in all schools.

Two studies concerning teachers' and librarians' communication were conducted during the JofR program when partnerships were still being formed. Pietikäinen et al. (2017) examined one school and one library in the program, and Suorsa (2017) explored one school community comprising one regional library and seven schools. Pietikäinen et al. (2017) concluded that the librarians in the study viewed their role as being supporters of the teachers, whereas the teachers saw the librarians as supporters of students. In the study, teachers and librarians supported students' engagement with literacy activities, which was the main goal of the JofR program. However, the two groups of professionals did not truly work together. Suorsa (2017) reached a similar conclusion, finding that lack of time, daily routines, and schedules hindered the participants from working together and were obstacles to renewing working methods. In this research, I explore how teachers and public librarians worked together after they participated in the JofR program when they were no longer supported by the other school–public library pairs involved in the program.

### **1.3 Research aim and questions**

The general aim of the present research is to increase understanding of what is required to promote students' multiliteracies from the perspective of the partnership between teachers and librarians. This was inspired by the partnerships between school–library pairs in the JofR program. The rationale for the program stemmed from a need to develop ways to promote reading motivation and to teach multiliteracies because the level of students' literacy proficiency and reading motivation had declined in international benchmarking studies. Librarians would

seem suitable companions in promoting literacy and reading motivation based on, for instance, their education in information literacy and their knowledge of book collections.

In this research, Finnish teachers and librarians were interviewed after two years of involvement with and training in the JofR literacy program. The context of this research is the curriculum reform of 2016, which highlighted collaboration and multiliteracies and required the new elements be integrated in instruction (see FNBoE, 2016). This research is expected to generate new knowledge from a pedagogical point of view regarding instruction in multiliteracies. The purpose is to explore forms of partnerships between teachers and public librarians to enhance students' multiliteracies. Furthermore, this research helps to map out and develop operational modes and models to strengthen the role of libraries as active partners in education by investigating school–library pairs that have been involved in the mutual development of practices.

The research questions of this thesis are:

- What kinds of partnership practices and conceptions do teachers and public librarians have regarding teaching multiliteracies?
- How is the partnership between teachers and librarians manifested in local steering documents?

#### **1.4 Storyline of the research project**

This research was inspired by the JofR program, as the time I spent in the program determined which topics I focused on. Prior to the actual start of this research, I was working as an advisor for the program at the university for its last year of operation, when school–library pairs were no longer actively involved. At this point, the training phase and the pilot year when the pairs tested their literacy activities were over. The school–library pairs had submitted their final reports on the pilot year. During that phase of the program, I was rarely in communication with the school–library pairs.

Based on the final reports, my colleagues and I at the university created models for promoting literacy activities at school. Ultimately, I co-authored the *Joy of Reading Handbook* (Ikonen et al., 2015), which includes justification of the importance of increasing the joy of reading and reading motivation and methods and means for multiliteracy activities. The activities are planned and implemented in collaboration with schools and public libraries. The handbook also encourages

management, staff, and other actors in the community to participate in planning and implementing the joy of reading activities.

My research aim was inspired by the positive results of successful school–library partnerships in the program based on the *Joy of Reading Handbook* (see Ikonen et al., 2015). In the handbook, Ikonen et al. stated that the school–library pairs became highly motivated in working together and that the collaboration also brought benefits for the libraries. For example, the number of books borrowed and the number of library visits increased at many libraries during the pilot year and the last year of the program (called the theme year). In addition, frequent group visits to libraries encouraged students to use library services in their free time. Furthermore, regular visits to libraries increased the number of books borrowed (Ikonen et al., 2015).

This research involved interviewing 12 teachers and seven librarians who participated in the JofR program and analyzing the interview material. Later, I used the local and school-based curricula of the schools whose teachers were interviewed. The interviews were conducted in 2016–2017. The first interviews focused on exploring the partnership between teachers and librarians after the program. The results of the interviews gave me an understanding of what characterizes a partnership between teachers and librarians, as well as a basis for future studies. Next, my focus turned to multiliteracies as the content of the partnership in the second set of interviews. I also investigated partnerships and multiliteracies in local curricula and examined how these concepts were interpreted by teachers and librarians. This research consists of Study I, Study II, and Study III, two of which are reported in academic journals and are included at the end of this thesis.



## 2 Theoretical framework

This chapter presents the theoretical framework of the dissertation. The framework draws from the sociocultural approach, which is based on the idea that learning, thinking, and knowing are constructed in interaction with others in a certain socially and culturally specific context (Lave & Wenger, 1991). The sociocultural approach grew from the work of Vygotsky (1978), according to whom humans negotiate meaning in their social relationships in the context in which the interaction occurs. In this theory of mental development, Vygotsky emphasized that knowledge is not created in the individual mind but in social relations before it can be integrated into an individual's mind. In the sociocultural viewpoint, knowledge is co-constructed in social interactions—in this case in the partnership between teachers and librarians. In addition, cultural contexts heavily influence all knowledge creation (Kumpulainen & Wray, 2002).

The sociocultural approach was chosen for this research to help explain and understand the meaning making between teachers and librarians in promoting students' multiliteracy skills. After all, meaning making in social relationships is a condition for creative thinking, problem-solving, and innovation when applying new concepts in practice (Vygotsky, 1978). Furthermore, shared meaning making provides an opportunity for collaboration, according to Vygotsky. This approach offers a good basis on which to investigate the partnership between teachers and librarians who are expected to develop relationships across organizational borders without actual guidance in their training. Furthermore, the partnerships in this research happen in the context of curriculum reformation and on the verge of introducing the new concept of multiliteracies into education, which requires developing new ways of acting in this partnership. Because sociocultural theory provides an excellent lens for researching the interaction between teachers and librarians, it has been commonly used in researching this interaction (see Montiel-Overall 2005, 2007, 2008, 2017; Sundin et al., 2011).

Sociocultural theory is usually attached to research on social interaction and learning (see, e.g., Rogoff, 1990). However, it is also used as the basis for many theoretical and professional documents. For example, Finnish curriculum principles (FNBoE, 2016) are grounded in Vygotsky's (1978) sociocultural perspective on learning. In the NCC, interaction is seen as the key for learning: "Learning occurs in interaction with other students, teachers and other adults, and different communities and learning environments" (p. 17). Even though this is a basis for every learning situation, sociocultural aspects are mentioned only briefly

in connection with multiliteracies in the NCC (see FNBoE, 2016, p. 23). As a consequence, the NCC regards the concept of multiliteracies mainly as a text-related competency (Mertala, 2018; Palsa & Mertala, 2019; Palsa & Ruokamo, 2015). In contrast, the concept of multiliteracies in contemporary research is often based on a sociocultural view (Kulju et al., 2018). This view unites cognitive, social, cultural, historical, and institutional aspects of the concept (NLG, 1996; Tarnanen, 2019). The roots of the sociocultural view of multiliteracies<sup>9</sup> are in the New London Group (NLG), a group of academics who published an article titled *A pedagogy of multiliteracies – Designing social futures* in 1996. The NLG (1996) took the stand that human knowledge is created in collaborative interaction with others with diverse skills, backgrounds, and perspectives and in engaging with them in a particular learning community (p. 82).

This section presents a definition of the concept of multiliteracies in the Finnish curriculum context. In addition, the conceptual difference between the concept and its implementation in Finnish teaching is discussed. Subsequently, teachers' and librarians' partnership in the research literature is explored.

## 2.1 Multiliteracies

Multiliteracies is a relatively new concept in the Finnish education system (Kupiainen, 2016; Mertala, 2018; Palsa, 2021; Palsa et al., 2019). The idea of multiliteracies, however, was included in the curriculum 10 years earlier, but the term *broad understanding of text*<sup>10</sup> was used instead (Kupiainen et al., 2015, p. 14). The NCC introduced the concept of multiliteracies because the policymakers noticed the need “to find new means to teach literacy and emphasize the importance of literacy in school” (Halinen et al., 2015, p. 142). Furthermore, the decreasing tendency to read and the growing gap in the general public's literacy levels leading to exclusion from society led to the integration of the concept into the curriculum (Halinen et al., 2015).

---

<sup>9</sup> In contrast to the original definition and the concept of multiliteracies, the term used in the Finnish NCC is *multiliteracy* in singular form. The plural form is used in this research to highlight multiple forms of literacies, including sociocultural literacies. These features are visible in the original meaning of the concept. In contemporary research, the concept of multiliteracies, as defined originally by the NLG (1996), is the most used approach to the pedagogy of multiliteracies (Kulju et al., 2018).

<sup>10</sup> The concept of broad understanding of text was developed because of the need to highlight new ways of learning, teaching, and interacting in addition to the traditional reading and writing skills, according to Kupiainen et al. (2015). The concept acknowledges the many modes of text (i.e., multimodality), such as written, spoken, audiovisual, and digital (Kupiainen et al., 2015).

### **2.1.1 Multiliteracies from curriculum to implementation**

In the latest national core curriculum of 2016, the term *multiliteracy* is defined as “the skills to interpret, to produce and to evaluate different kinds of texts. These skills help students to understand diverse cultural forms of communication and to build their identity” (FNBoE, 2016, p. 22). The Finnish NCC regards the concept of multiliteracies primarily as a text-related competency (Mertala, 2018; Palsa & Mertala, 2019; Palsa & Ruokamo, 2015). Multiliteracies in the Finnish curriculum refers to the ability to combine multimodal materials for learning, that is, the ability to acquire, process, produce, present, and evaluate information using different tools (Luukka, 2013). Cultural diversity, originally an equally important feature of the concept compared to multimodality, is mentioned only briefly in relation to the term (FNBoE, 2016, p. 23; Mertala, 2018; Palsa & Mertala, 2019; Palsa & Ruokamo, 2015). Initially, the concept of multiliteracies included two dimensions of “multi” in its meaning, namely the multimodality of text and sociocultural diversity (NLG, 1996; Kupiainen et al., 2015). The reason for the relatively small role of cultural diversity in the context of multiliteracies in the Finnish NCC is that the country has been culturally quite homogeneous, although diversity is increasing.

This is not the only difference in the interpretation of the concept in the Finnish NCC compared to the approach most prevalent in contemporary research. In the research literature, the concept of multiliteracies is commonly regarded as a pedagogical approach to meet the demands of the modern world of literacy, including multimodal messages and sociocultural diversity (Palsa & Ruokamo, 2015). The view of the concept in the Finnish NCC is of a text-related competency and a set of communication abilities that highlight learning outcomes, as stated by Palsa and Ruokamo (2015). This view of the concept is problematic because it emphasizes so strongly different text environments, thus neglecting other aspects of multiliteracies, such as cultural diversity. Offering different text environments in teaching requires other elements of multiliteracies to support students’ skills in a meaningful way.

A lack of consensus among Finnish literacy scholars is also evident in defining multiliteracies. For instance, Harmanen (2016) considered multiliteracies an umbrella concept, and Palsa and Mertala (2019, p. 3) defined the term in accordance with the international research literature “as a pedagogical approach that is required to meet the needs of ever-diversifying textual and cultural landscapes of contemporary societies”. The latter definition is in line with the origins of the concept in 1996 when the NLG published a manifesto on the

pedagogy of multiliteracies (see NLG, 1996). The manifesto aimed to meet the demands of the changing environment in the educational field and the challenges presented by new communication channels (Kupiainen, 2016). Originally, multiliteracies referred to a pedagogical approach to literacy teaching and learning that included the idea of meaning making as an active and transformative process and that takes students' affective and sociocultural needs and identities into account (Cope & Kalantzis, 2009; NLG, 1996).

There are only general descriptions of how multiliteracies would be implemented in practice in the Finnish NCC, even though multiliteracies was introduced as a new concept when the NCC was published and therefore required proper practitioner guidelines. The pedagogy of multiliteracies in the NCC includes a rich text environment, a variety of teaching contexts, and collaboration between different disciplines (FNBoE, 2016). According to the NCC, the teaching materials should be authentic and meaningful for the students and chosen with consideration for students' strengths and interests. Furthermore, the NCC encourages creating learning situations in which students use, interpret, and produce different kinds of text alone and in collaboration with others (FNBoE, 2016, p. 22–23).

The loosely defined guidelines for the implementation of multiliteracies are in line with the overall curriculum-making and implementation process in Finland where teachers are trusted to develop their teaching methods based on general descriptions of the learning concepts and the learning environment in the curriculum. This looseness can lead to differences in interpretations in practice. In addition, the detachment of the concept of multiliteracies from the original definition by the Finnish NCC and the various contradictory definitions used in scholarly discussions can hinder understanding of the concept, as noted by Palsa and Mertala (2019). After all, there is a difference between regarding multiliteracies as a learning outcome and as a student-centered, sociocultural approach in teaching.

### ***2.1.2 Making meaning of multiliteracies***

The meaning of multiliteracies is not clear to all Finnish teachers, even though the concept is currently included in the NCC and is expected to be implemented in teaching (Rasi et al., 2019; Hankala et al., 2018). Teachers regard multiliteracies as a complex concept that is interpreted in different ways (Kulju et al., 2018). In the study by Kulju et al. (2018), the teachers saw the interpretation of different texts as the most common aspect of multiliteracies, whereas verbal communication skills were not seen to be as important an aspect. Studies have reported both teachers'

uncertainty about the concept and lack of knowledge about what is expected of them as teachers of multiliteracies (Mertala, 2017). Furthermore, the teaching practices relating to multiliteracies have been considered incomplete, particularly concerning collaborative textual practices in different cultural contexts (Kulju et al., 2020).

Based on previous research, most teachers who currently work in the field have faced a new challenge in implementing multiliteracies in their teaching and would benefit from in-service training. A study by Kulju et al. (2020) on Finnish teachers' conceptions of multiliteracies showed that in-service training has strengthened teachers' understanding of the concept. Despite the benefits of such training, many teachers in the study reported they did not attend this training. Interestingly, many teachers who reported needing support in this regard did not attend training any more than the teachers who were more confident in applying multiliteracies in their teaching. However, the teachers seemed to be committed to their work, as many of them had familiarized themselves with the concept independently (Kulju et al., 2020).

In addition to being part of the most recent version of the NCC, the concept of multiliteracies was also included in the Finnish teacher education program (Kulju et al., 2020). This provides novice teachers training in multiliteracies in their basic education. However, even though teachers go through the same training, their conceptions can still vary. Internationally speaking, there is evidence of novice teachers having various understandings of the concept of multiliteracies even if they received the same training. Boche (2014) explored first-year teachers' understanding of multiliteracies in the US after they had received training. He noticed that technological resources at school, students' background, and curriculum aims, for instance, can affect the understanding of the concept.

The term multiliteracies was introduced in the Finnish NCC to renew pedagogical practices by changing and enriching textual and learning environments (Luukka, 2013). Mertala (2018) argued that the textual literacy highlighted in the NCC needs to be placed in the context of sociocultural, educational, and political literacies to understand and include multiliteracies as part of broader educational aims. Mertala pointed out that the starting point in understanding the broad concept of multiliteracies could lie in the student world and the general aim of education rather than an abstract and splintered conception of different literacies. Because the pedagogy of multiliteracies is student-oriented, the concept of multiliteracies urges teachers to consider who their students are and

what kind of literacies are important for them both in their cultural context and globally (Mertala, 2018).

Even though the aims of the Finnish NCC urge the shaping of literacy education, the NCC falters somewhat because it describes multiliteracies as a skill. In a study by Nygård (2022), Finnish teachers were observed to grasp the concept in line with the curriculum. Similarly, previous Finnish studies show that teachers understand the competencies of multiliteracies, particularly skills in reading, evaluating, and producing multimodal texts in printed, audiovisual, and digital format (e.g., Kulju et al., 2020; Ojaranta, 2019; Palsa & Mertala, 2018). Based on these studies, teachers have an understanding of the cognitive side of the concept, which means the skills related to multiliteracies. According to a study by Kulju et al. (2020), aspects of multiliteracies related to cultural diversity, communality, and aesthetics were rarely associated with multiliteracies.

Indeed, Kulju et al. (2020) presented five stances different teachers have taken regarding multiliteracies. *Insecure teachers* did not include or even consider multiliteracies in their teaching. However, *advanced teachers* described the changes multiliteracies had brought to teaching. For instance, digital learning environments and student-centered teaching methods had increased. *Content-centered teachers* outlined the aspects of multiliteracies they had taught; one example was information seeking. *Pedagogy-centered teachers* described how they had taught multiliteracies in wider contexts, such as in multidisciplinary learning modules. Finally, *confident teachers* stated that multiliteracies had not changed their teaching because they had implemented multiliteracies before. They regarded the concept as just a new label on things that has been present in teaching for a long time. The authors concluded that the different stances on multiliteracies show the complexity of the concept, its interpretation, and its implementation based on the curriculum.

The results in the research literature imply that the NCC heavily influences teachers' conceptions, which is, of course, advisable for a steering document. However, the loose guidelines the NCC offers and the freedom to interpret its contents in local curricula likely lead to the result that a consensus regarding the contents (e.g., multiliteracies) is hard to establish. This is not the most optimal basis for developing partnerships with other professionals. One partner that shares an interest in and expertise on multiliteracies is the library.

## 2.2 Partnership between teachers and librarians

The partnership between teachers and librarians is not often explored as a phenomenon in the Finnish research context. However, librarians and teachers working closely together to plan and implement instruction has been discussed in the international research literature for over 20 years, starting with Loertscher in 1982 and 1988 (Montiel-Overall, 2021). Most of that research concerns the inclusion of school librarians in teaching, but some concerns teachers and public librarians working together. A number of earlier studies suggest that including librarians in teaching has a positive effect on students' learning (see, e.g., Chu et al., 2011; Chu, 2009; Donham et al., 2001; Gildersleeves, 2012; Kuhlthau et al., 2007; Lance, 2002; Lance et al., 2010; Tonne & Pihl, 2012). In addition to improving student performance, information literacy, and the authenticity of information-seeking instruction, school librarians have an important role in information literacy instruction for teachers (Kuhlthau et al., 2007).

Even though the partnership between public librarians and teachers has been investigated far less than the partnership between school librarians and teachers, the importance of the public library as a school partner is evident. In a study of public library partnerships in Finland, Lindberg (2014) found that primary schools were the second most significant partners of public libraries after the library network. The study results indicated that the partnerships were not equal; the libraries had the role of provider rather than equal partner. However, commitment and trust in the partnership between public libraries and primary schools reached the level of what Lindberg called an ideal partnership, that is, *collaboration* (see collaboration in Subsection 2.3). The results showed that the interaction was regular and established but that actions seemed static, which is more typical in a conventional partnership. The libraries and schools lacked common goals and visions for developing collaboration (see Table 1 in Subsection 2.3 for features of collaboration).

Research concerning the partnership between teachers and school librarians indicates corresponding results. Partnerships have not achieved the desired level of collaboration in, for instance, Australia (Merga 2019a; Merga et al., 2021), the US (Lance et al., 2010; Schultz-Jones, 2009), and Asia (Lo et al., 2014; Mokhtar & Majid, 2006). For instance, Schultz-Jones (2009) reported that traditional collaborative activities, such as librarians' providing books for teachers, were typical of the partnership between teachers and school librarians. Higher-level practices (i.e., collaboration) in, for instance, course development and co-teaching

were not commonly employed. According to Montiel-Overall and Grimes (2013), the process of integrating librarians into school settings will take time and require more experience in collaboration and changing the work culture.

Findings of low collegiality dominate the research on partnerships between teachers and librarians. However, in a study by Yukawa and Harada (2009), the relationship between teachers and librarians was found to be equal, and the roles of each side were respected. The teachers in the study provided the subject expertise and knowledge of the students, and the librarians provided knowledge of information management and technological expertise. The librarians felt they had joint responsibility in collaborating with teachers as their role became increasingly integrated into planning, implementation, and assessment. In Finland, Pietikäinen et al. (2017) found that awareness of the (public) library's resources and trust that one can get help from the library increased in a problem-based learning project. However, a lack of time prevented teachers and librarians from planning instruction together. In addition, there were no official guidelines or curriculum to guide the partnership during the study. Based on the study, the collegiality between the two professionals did not reach a deep level, a result that is prevalent in the research on teacher–librarian partnerships.

### **2.3 Levels of partnership**

According to the studies concerning the teacher–librarian partnership reviewed above, the degree of partnership is rarely ideal. Several scholars, such as Dillenbourg (1999) and Montiel-Overall (2017), have distinguished between the concepts of *coordination* and *cooperation* to stress that all group work is not actually collaborative. The distinction is needed because there are a variety of terms used in both research and practice to describe collaboration<sup>11</sup>, such as partnership, alliance, teamwork, cooperation, and coordination. These terms are often used interchangeably without distinguishing the elements that characterize them (Montiel-Overall, 2005). Furthermore, Gardner and Cary (1999) argue that the excessive use of the term collaboration without a consensus on its definition has led to incorrect and different understandings.

---

<sup>11</sup> The concept of collaboration is derived from the Latin word *collaborare*, which means “to work together”. It is worth noting that there is no corresponding Finnish word for collaboration. The situation is problematic in Finland because the term *yhteistyö* is used to describe all degrees and ways of working together.

Despite the varying definitions of collaboration, there are certain common elements. These include common goals; the sharing of knowledge, resources, rewards, and responsibility; and the development of a working relationship (Camarinha-Matos & Afsarmanesh, 2008; Mattessich & Monsey, 1992; Winer & Ray, 1994). Collaboration has been characterized as involving a large amount of commitment (McGuinness, 2006), a mutually beneficial relationship (Mattessich & Monsey, 1992), and trust (Huotari & Iivonen, 2004, 2005; Kirschner et al., 1996). Furthermore, collaboration can promote transformative learning (see Taylor, 2017), which can lead to change in the partners' work culture. These elements are presented and differentiated from the features of cooperation and coordination at the end of this section in Table 1.

There is a clear difference between collaboration and cooperation based on the degree of division of labor (see, e.g., Dillenbourg et al., 1996). In cooperation, a group may share a common goal, but tasks are split into independent subtasks and each participant or subgroup is responsible for a subtask (Baker, 2015; Dillenbourg et al., 1996; Roschelle & Teasley, 1995). Collaboration entails working together throughout the process; the group shares a collaborative situation, performs the same actions, has a common goal, and works together towards that goal, according to Dillenbourg (1999). Dillenbourg added that some spontaneous division may occur in collaboration, as well. In collaboration, the participants interact reciprocally, influencing each other and sharing ideas, understandings, and representations (Baker, 2015; Dillenbourg et al., 1996). While cooperation works on the level of tasks and actions involving the sharing of information, collaboration extends to negotiating meanings (Baker, 2015). Coordination refers to the process of connecting smaller results to form complete entities, such as events, behaviors, and actions, according to Baker. Coordination helps individuals to cooperate, it helps clarify the subtasks to be carried out by different people, and most probably involves a plan that states who will do what in what order. For example, Baker described members of a string quartet as coordinated when they play in an order defined by the score and in reaction to each other.

Some researchers have attempted to distinguish collaboration from lower-level interactions in the context of the partnership between teachers and librarians. In a US study, Fitzgibbons (2000) investigated relationships between public libraries

and school libraries and described levels<sup>12</sup> of partnerships using a continuum ranging from no cooperation (informal arrangements and communication) to formal cooperation (systematically planned activities). Fitzgibbons used the term cooperation in describing all levels of working together. Even though Fitzgibbons introduced categorization, she focused on describing factors for successful collaboration and barriers preventing it rather than analyzing the level of partnership in American libraries. Mokhtar and Majid (2006) examined the level of partnership between school librarians and teachers in Singapore using models by Winer and Ray (1994) and Peterson (1999)<sup>13</sup> and concluded that the partnerships are not strong. In the ideal situation, in collaboration,

the teacher and librarian work together to develop lesson units, plan student learning activities, identify and select appropriate resources, and enrich their own knowledge and repertoire of skills. They achieve a level of collaboration that has more instructional impact and educational value, and therefore it is more likely to be replicated and sustained. As a result, they establish trust and respect for each other, and thus start to develop an educational partnership. (Mokhtar & Majid, 2006, p. 268)

The researcher most cited in contemporary research literature in connection with collaboration between teachers and librarians is Montiel-Overall. She explored collaboration between teachers and school librarians in the US and criticized previous research for confusing collaboration with other concepts in this field (Montiel-Overall, 2005, 2017). She proposed a definition of collaboration that emphasizes commitment and trust between the participants throughout the teaching process. This definition recognizes the need for collaboration in supporting student learning:

---

<sup>12</sup> The basis for the categorization presented by Fitzgibbons (2000) is Shannon's (1991) model, which was developed by studying both secondary school librarians and public librarians in the US. The model included informal stages of cooperation that feature class visits, homework alerts, sponsorship of joint activities, and some resource sharing. More developed and formal stages include written, formal policies; networking; and formal sharing of resources, staffing, and programs.

<sup>13</sup> According to Winer and Ray (1994), informal cooperation is the simplest form of interaction where library schedules are distributed to the school. Peterson (1999) adds that at this level, sharing information and achieving one's own goals motivates cooperation. Coordination is the next step and includes more formal arrangements than at the previous level; some integration of information literacy processes and curriculum content is developed (Winer & Ray, 1994). At this level, the librarian can execute a lesson for students when assigned by the teacher (Peterson, 1999). Finally, collaboration occurs when both parties are committed to working together towards a common goal with a new structure (Winer & Ray, 1994). Activities are long-term, time-intensive, and require more planning and concerted effort than the activities at the previous levels (Peterson, 1999).

Collaboration is a trusting, working relationship between two or more participants involved in shared thinking, shared planning and shared creation of innovative integrated instruction. Through a shared vision and shared objectives, student learning opportunities are created that integrate subject content and library curriculum by co-planning, co-implementing, and co-evaluating students' progress throughout the instructional process in order to improve student learning in all areas of the curriculum. (p. 260)

To distinguish between collaboration and lower-intensity activity, Montiel-Overall (2005, 2017) proposed the *Teacher and Librarian Collaboration Model (TLC)* based on Loertscher (1982, 1988, 2000)<sup>14</sup> and other education and library and information science literature. The TLC model describes four facets of collaboration: a) coordination of schedules; b) cooperation that includes division of responsibilities; c) integrated instruction (occurring throughout the school or school district) that makes the library part of the education process; and d) an integrated curriculum. These facets include a variety of concrete activities starting at a low level and growing towards high-level endeavors that require shared thinking, planning, and implementation. According to Montiel-Overall (2007, 2009), *Facet A* (coordination) includes jointly organized events and schedules for library use, that is, arranging time, avoiding overlaps, and ensuring activities run smoothly and effectively. *Facet B* (cooperation) involves so-called traditional library practices, such as arranging book talks, providing teachers with instructional materials when asked, dividing responsibilities (e.g., creating projects or librarians providing books for a teacher-planned lesson), and developing collections and references for instruction. *Facet C* (integrated instruction) includes practices that emphasize the teaching role of school librarians and that are precisely recommended in professional school library guidelines for 21st century librarians (i.e., jointly planned, implemented, and evaluated instruction along with integrating library curriculum and content curriculum). *Facet D* (integrated curriculum) includes the implementation of the collaboration described in Facet C throughout the whole school or school district.

The TLC model presents a taxonomy via a continuum from a low level of interaction to a high level. In contrast, most other models regard the different elements as isolated parts or building blocks in the development of a collaborative

---

<sup>14</sup> Loertscher's (1982) model for partnership between teachers and school librarians includes many levels for working together. The lowest levels reflect no involvement in interaction, and the highest levels reflect the involvement of both partners in curriculum development (Montiel-Overall, 2005).

working culture (e.g., Mattessich & Monsey, 1992). The work of a group is not required to remain on the same level throughout the whole process. In addition, researchers such as Camarinha-Matos and Afsarmanesh (2008), Mattessich and Monsey (1992), and Winer and Ray (1994) suggested that working together can take place at various levels, starting with cooperation and moving toward coordination and collaboration. The degree of involvement, communication, and performance of common tasks increases in the shift from one level to the next.

Montiel-Overall (2008) described collaboration as an iterative process that begins with small successes between the teachers and librarians working together. Empirical studies based on the TLC model indicated that teachers and librarians recognize or engage in high-level collaborative endeavors and that highly collaborative teachers and librarians engage in multiple facets of the model (see, e.g., Montiel-Overall, 2007, 2008).

Table 1 summarizes theories and models for categorizing the depth of partnerships in various fields. I have used it as a framework for evaluating the partnership between teachers and public librarians in Study I. The table highlights the features of teachers and public librarians working together and the qualities of cooperation, coordination, and collaboration. These elements were taken from selected theories relevant to the topic of this study. The categorization includes theories from research on learning, organizations, schools and universities, public libraries, school libraries, and faculty libraries. The amount of involvement, communication, and performance of common activities increases when shifting from one level to the next, but the action is not seen as static, as it can move from one level to another even in one cycle of group work.

**Table 1. A framework of cooperation, coordination, and collaboration in the context of organizations in general, public libraries, and school libraries (Reproduced with permission, from Study I © 2021 Taylor & Francis Group)**

Cooperation	Coordination	Collaboration	References
Informality	Informal arrangements	Formal policies	Fitzgibbons (2000); Lindberg (2014); Mattessich & Monsey (1992); Winer & Ray (1994)
Occasional nature;	Informal but regular communication;	Lasting work relationship, networks for communication;	Fitzgibbons (2000); Lindberg (2014); Mattessich & Monsey (1992);
Shorter-term interaction	Relationships' building and development;	Long-term, time-intensive, and concrete activity	Winer & Ray (1994)
	Communication channels		
Loose commitment	Loose commitment	Full commitment;	Fitzgibbons (2000); Huctari & Iivonen (2004, 2005); Kirschner et al. (1996); Lindberg (2014); McGuinness, (2006); Mattessich & Monsey (1992); Winer & Ray (1994)
		Committed managers;	
		Trust	
Lack of mission;	Compatible project-specific goals;	Common visions and goals;	Camarinha-Matos & Afsarmanesh (2008); Dillenbourg (1999);
Separate goals, structure, and planning	Some planning and division of roles and responsibilities	Joint planning, implementation, and evaluation;	Dillenbourg et al. (1996); Lindberg (2014); Mattessich & Monsey (1992);
		Systematically planned activities;	Montiel-Overall (2005); Winer & Ray (1994)
		Shared responsibilities	
Separate organizational structure	Organizations function relatively independently	Joint organizational structure	Camarinha-Matos & Afsarmanesh (2008); Lindberg (2014); Mattessich & Monsey (1992); Winer & Ray (1994)
Separate resources;	Some sharing of resources;	Shared resources;	Camarinha-Matos & Afsarmanesh (2008); Mattessich & Monsey (1992);
Lack of mutual benefits	Shared benefits	Mutual benefits	Winer & Ray (1994)

Cooperation	Coordination	Collaboration	References
Static nature	Static nature	Development of new ways to act; Innovations	Lindberg (2014)

## **2.4 Building collaboration**

The previous subsection highlighted the various terms and layers in the literature concerning the partnership between teachers and librarians. The partnership has also been explored at a practical level by identifying procedures or factors affecting the relationship.

### ***2.4.1 Facilitators in building teacher–librarian collaboration***

According to the literature, the success of collaboration between teachers and librarians does not depend on one single factor (see, e.g., Montiel-Overall, 2008). The research highlights the development of a shared object of activity; the partners need to come to an agreement on what to collaborate about and how to collaborate (Limberg & Folkesson, 2006; Pihl, 2011). As teachers and librarians come from different organizations and fields with different traditions and discourses, a practical orientation and clear division of labor in working together may be considered important (Pihl, 2009). Limberg and Folkesson (2006) claimed that the most important focuses of the partnership are the students and finding ways to help them learn.

According to Eri and Pihl (2016), partners need clear policies to form networks leading to grassroots-level actions, such as planning, implementing, and evaluating instruction. Partnerships could be formalized with an agreement that includes plans for working together. School and library administrators can play a strong role in promoting partnerships. In particular, the role of school principals in enhancing partnerships has been studied by, for instance, Merga (2019b) and Howard (2010).

Montiel-Overall (2008) argued that collegiality and a child-centered orientation help in building partnerships between companion institutions. In the teacher–librarian context, this means that both institutions aim at fostering students’ literacies and reading motivation. Active interaction and communication are essential for partnerships and increase commitment. Fitzgibbons (2000) argued that communication and commitment are possibly the most important factors and the first step in establishing a partnership.

Among the most important enablers of the partnership between teachers and librarians seems to be the ability to overcome the lack of time, which is parallel to and more visible in the challenges of developing collaboration (see the challenges at the end of this subsection in Table 3). Some studies highlighted the importance

of adequate funding and staffing (see, e.g., Mokhtar & Majid, 2006), but time is assumed to be more critical than material resources. Surprisingly, the importance of physical distance between the collaborators highlighted by Lindberg (2014) and mentioned by Montiel-Overall (2008) was not discussed in the other studies referred to here. This may be because most of the studies were conducted in the school library context, which means that the school librarian shares the workplace with the teachers.

Another resource is the professional skills and knowledge of the partners. Pihl et al. (2017) claimed that the professional training of teachers and librarians is needed to enhance knowledge on establishing partnerships. They highlighted the understanding of the possible pedagogical role of the library in building equal partnerships. In this respect, teachers and librarians would benefit not only from training but also from experience in building collaboration. In a study by Mokhtar and Majid (2006), teachers with extensive teaching experience were likelier to collaborate with librarians than teachers without such experience. Working with colleagues with different types of expertise can be instructive. Librarians and teachers can become motivated by sharing ideas and learning from one another (Montiel-Overall & Grimes, 2013).

Earlier studies concluded that familiar co-workers and good personal relationships are beneficial in building collaboration (see Mokhtar & Majid, 2006). In addition, a positive attitude and motivation play important roles in developing collaboration. In a study by Montiel-Overall (2008), teachers' and librarians' personal interest in working together was so high that the participants stated that they would continue working together, even if they were not supported by their leaders. In this study, colleagues' flexibility, treating others as equals, and being able to motivate others were highly valued in the partnerships. In a study by Pietikäinen et al. (2017), librarians and teachers complemented each other's activities, shared responsibilities, and trusted each other's expertise, positively affecting partnerships.

The facilitators in building collaboration determined from research concerning the teacher–librarian partnership are listed in Table 2. They are not in order of priority but are organized so that the culture, norms, rules, and customs of institutions come first, followed by the resources that facilitate collaboration (this also applies to Table 3). Commitment, communication, time, money, staff, the physical distance between the partners, and the partners' professional skills are considered resources. The last row relates to personal characteristics and relationships.

**Table 2. Facilitators in building teacher–librarian collaboration**

Facilitators in building collaboration	References
Collaborative culture and child-centered orientation	Howard (2010); Limberg & Folkesson, (2006); Merga (2019a); Montiel-Overall (2008)
Shared vision and common goals	Fitzgibbons (2000); Giesecke (2012); Howard (2010); Kuhlthau (1993); Lindberg (2014); Merga (2019a); Montiel-Overall (2008); Williamson et al. (2010)
Development of joint policies and procedures, networks, planning, evaluation	Fitzgibbons (2000); Edwards et al. (2009); Eri & Pihl (2016); Kuhlthau (1993); Lindberg (2014); Montiel-Overall (2008); Pietikäinen et al. (2017); Pihl (2011); Saunders & Corning (2020)
Integrated curriculum	Eri & Pihl (2016); Montiel-Overall (2008); Saunders & Corning (2020)
Support from the principals and the head	Cooper & Bray (2011); Fitzgibbons (2000); Howard (2010); Kuhlthau (1993); Lance et al. (2010); Merga (2019b); Mokhtar & Majid (2006); Montiel-Overall (2008); Oberg (1995)
Commitment and active communication	Fitzgibbons (2000); Giesecke (2012); Kuhlthau (1993); Lindberg (2014); Merga (2019a); Montiel-Overall (2008); Saunders & Corning (2020); Williamson et al. (2010)
Time resource	Fitzgibbons (2000); Kuhlthau (1993); Mokhtar & Majid (2006); Montiel-Overall (2008)
Adequate funding and staffing	Fitzgibbons (2000); Kuhlthau (1993); Mokhtar & Majid (2006)
Close physical distance	Lindberg (2014); Montiel-Overall (2008)
Professional skills, experience, and training	Fitzgibbons (2000); Kuhlthau (1993); Lindberg (2014); Mokhtar & Majid (2006); Moreillon (2008); Pihl et al. (2017)
Relationship building	Kuhlthau (1993); Lance (2002); Mokhtar & Majid (2006); Montiel-Overall (2008); Montiel-Overall & Grimes (2013); Pietikäinen et al. (2017); Saunders & Corning (2020)
Positive attitude and motivation	Howard (2010); Mokhtar & Majid (2006); Montiel-Overall (2008)
Mutual respect and trust	Giesecke (2012); Kuhlthau (1993); Merga (2019a); Montiel-Overall (2008); Pietikäinen et al. (2017); Yukawa & Harada (2009)

### **2.4.2 Challenges in building teacher–librarian collaboration**

The challenges in fostering collaboration include a lack of unity, resources, and knowledge (see Table 3). Fitzgibbons (2000) argued that the biggest barrier to collaboration is negative attitudes of individuals and institutions towards working together. A sense of competition between the organizations can affect the partnership negatively. Montiel-Overall and Grimes (2013) highlighted the

necessity of enhancing communication and establishing common policies and practices especially when the partners come from different organizations. A lack of policy and an entity responsible for coordinating activities, customs, and management can prevent collaboration (e.g., Fitzgibbons, 2000).

Lindberg's (2014) study on public libraries strongly indicated that the most challenging aspect was low or irregular commitment to the partnership. This included poor communication and a low rate of information exchange. Many studies (e.g., Kuhlthau, 1993) have reported a lack of time for collaborators to plan and students to work on assignments as a barrier to collaboration. Moreover, set timeframes restrict possibilities to engage students, especially in inquiry-based learning because the whole process of formulating a research question, investigating, and reporting takes a significant amount of time (Montiel-Overall & Grimes, 2013). Note that the current Finnish NCC of 2016 urges schools to engage in inquiry-based learning methods; this means more student-centered learning, which requires multiliteracies and seeking information from several sources rather than only schoolbooks. According to Montiel-Overall (2008), teachers and librarians can experience an overload of tasks during the workday and can feel pressured to complete work outside of contract hours. While a shortage of books and other resources (Montiel-Overall & Grimes, 2013) and a significant physical distance (Lindberg, 2014) are also cited as barriers to collaboration, they were not given much attention or weight in the literature.

As librarians are invited as companions for teachers, they may experience uncertainties about being involved in teaching because they most likely did not study it in their professional training. At least in Finland, librarians' training usually does not include pedagogical instruction. Additionally, insecurities about unfamiliar subject content make librarians less eager to work with teachers (Kammer et al., 2021; Merga, 2019b). Mardis (2006) suggested that librarians feel comfortable working in areas with which they are familiar, such as information literacy. In light of these results, librarians' expertise, particularly in information literacy, might well be the most suitable starting point for planning instruction together with teachers.

A lack of mutual planning times can lead teachers to plan their instruction alone. Sometimes, planning alone seems faster and easier than planning together with librarians (Pietikäinen et al., 2017; Kuhlthau, 2004). In a study by Mokhtar and Majid (2006), teachers did not view school librarians as qualified enough to be truly helpful in planning and teaching. A lack of knowledge about possible partnerships and their roles was also reported in this study as hindering working together. The

teachers in Pietikäinen et al.'s (2017) study tended to think that collaboration was possible only on large projects and believed that requesting help would cause the library unnecessary stress.

Finally, negative attitudes and poor chemistry between staff can prevent partnerships. In their study, Leonard and Leonard (2003) found there was a lack of positive attitudes towards collaboration, a lack of willingness, and a lack of commitment on the part of teachers. Reference was also made to a lack of interest in doing things differently. The partnership of two different organizations would benefit from a dynamic setting in which not only new approaches are applied to instruction but also the work culture is transformed into a new one (see Kuhlthau, 1993). In a study of school library media programs, Kuhlthau reported poorly designed teaching methods which were added rather than integrated into the course examined.

The challenges in building collaboration are presented in Table 3.

**Table 3. Challenges in building teacher–librarian collaboration**

Challenges in building collaboration	References
Static culture	Montiel-Overall & Grimes (2013)
Separate institutions, competition	Fitzgibbons (2000); Kuhlthau (1993); Leonard & Leonard (2003); Lindberg (2014); Saunders & Corning (2020)
Lack of policy, legislation, and an entity responsible for coordinating the activities	Fitzgibbons (2000); Leonard & Leonard (2003); Lindberg (2014)
Low commitment, lack of information, and communication	Leonard & Leonard (2003); Lindberg (2014); Montiel-Overall & Grimes (2013); Smith (2014)
Lack of time	Kuhlthau (1993, 2004); Leonard & Leonard (2003); Lindberg (2014); Lo et al. (2014); Merga (2019a); Mokhtar & Majid (2006); Montiel-Overall (2008); Montiel-Overall & Grimes (2013); Saunders & Corning (2020); Yukawa & Harada (2009)
Lack of money, staff, and other resources (e.g., books and computers)	Merga (2019a); Montiel-Overall & Grimes (2013); Saunders & Corning (2020)
Long physical distance	Lindberg (2014)
Inadequate qualification of librarians	Kammer et al. (2021); Mardis (2006); Merga (2019b); Mokhtar & Majid (2006);
Teachers' self-sufficiency and low initiative: planning alone is faster and easier	Kuhlthau (2004); Lindberg (2014); Merga (2019a); Mokhtar & Majid (2006); Pietikäinen et al. (2017);
Lacking knowledge of partnership and one's roles in it	Kuhlthau (1993); Lindberg (2014); Mokhtar & Majid (2006); Montiel-Overall & Grimes (2013); Pietikäinen et al. (2017)
Negative attitudes and poor chemistry between staff	Fitzgibbons (2000); Kuhlthau (1993); Leonard & Leonard (2003); Lindberg (2014); Merga (2019a)

Most of the challenges in building collaboration are equivalent to the facilitators of partnerships listed in Table 2. However, Kuhlthau (1993) emphasized that removing all the barriers to collaboration does not necessarily lead to success because the enablers and barriers are not direct opposites.

### 3 Research methodology

This section presents an overview of the qualitative research methodology that has guided my research process and thinking. My methodological choices during the research were based on my ontological understanding of reality as socially constructed and my epistemological assumptions about knowledge and how it is acquired in interactions between individuals (Denzin & Lincoln, 2013). To validate the research process (see Creswell & Poth, 2018), the philosophical assumptions of this research are explained in this chapter.

My methodological choices were rooted in the way I construct my ontological, epistemological, and methodological foundations via sociocultural approaches. The basis of the study is the understanding that developing meanings of ourselves and the world around us is always context-driven (Bronfenbrenner, 2005). Along with a sociocultural ontology, I recognize context as multidimensional with intertwined aspects such as culture, economy, politics, and history (Bronfenbrenner, 2005; Hays & Singh, 2012). In this research, I particularly explore the cultural, political, and linguistic (i.e., understanding concepts related to partnership in Study III) aspects that have significant relevance in teachers' and librarians' interaction in the cultural and political context of Finnish curriculum reform (Study II) and introduce multiliteracies as a basis for interaction between the two professional groups. I also study the work culture transformation of teachers and librarians who constructed their ways of action in social interaction (Study I). My onto-epistemological premises have led me to understand the relationship between teachers and librarians as a complex, contextual, and sociocultural phenomenon.

I recognize that understanding of the research problem is contextually situated and is more subjective than generalizable from a sociocultural standpoint (Leavy, 2014). My goal is not to search for objective truths because meanings are always varied, contextual, and multiple (Creswell & Poth, 2018). In my research, I relied on qualitative research principles by interpreting and comprehending the phenomena based on the meanings the participants give to them and taking the participants as a starting point for the whole research process (Denzin & Lincoln, 2011). Even if the participants of the study are the main focus in this process, I understand that my background, position, and experiences in the JofR program affect the research questions and my interpretations. I tried to approach the research problem and the data as inductively as possible.

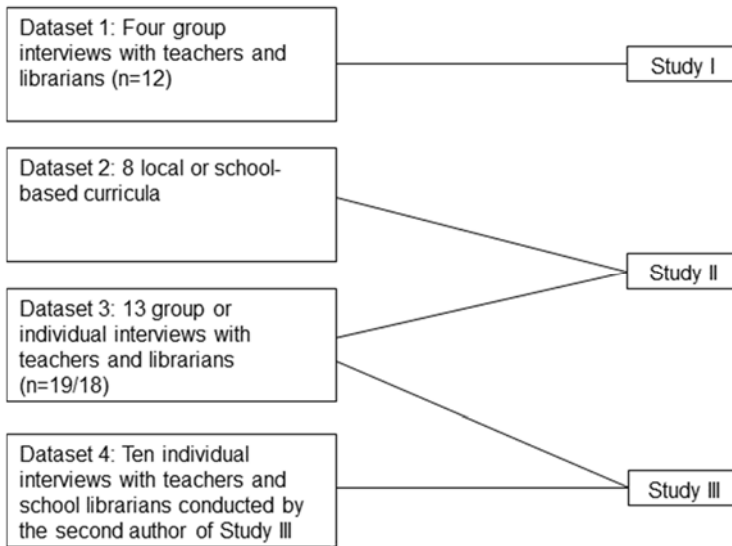
Based on my onto-epistemological foundation, a case study research design was chosen for this study to conduct an in-depth examination (see Yin, 2014). The

empirical process in which I gradually made sense of teachers' and public librarians' partnership included data collected by interviewing participants. This was a suitable method for data collection because I needed to listen intently to the subjective experiences of teachers and librarians in their real-life contexts (Creswell & Poth, 2018). The same onto-epistemological principles also guided the processes of my analyses. For example, I needed to pay attention to how the participants' experiences were shaped by their involvement in the communities of the JofR program.

In this research, the purpose of data was to provide subjective representations of reality rather than to capture the world around us (Denzin & Lincoln, 2011). In line with this, I was more interested in the so-called richness and thickness of the data instead of the sample size. For the quality of the data to be rich, it has to be "many-layered, intricate, detailed, nuanced and more" to meet the standards of representing the complexity of a socially constructed reality (Fusch & Ness, 2015, p. 1409). The thickness of the data allowed me to use it in a purposeful way, making comparisons and establishing categories, as stated by Fusch and Ness.

### **3.1 Data collection**

I compiled this research from three studies with different datasets. Figure 2 illustrates the research design, datasets, and studies.



**Fig. 2. Research design.**

The first dataset was collected in 2016 after the JofR program and was used in Study I. I started recruiting participants for the interviews by contacting highly engaged school–public library pairs from the program that represented several regions of Finland. In 2015, I conducted seven pilot interviews for the chosen teachers and librarians to test the interview method and some questions and to determine the most suitable participants for this study. The outline for the pilot interviews contained themes concerning the school–library pairs’ pilot year when they searched for and tested suitable methods for teaching in the program. It also included themes relating to how schools and libraries were planning to continue working together after the program. The pilot interviews informed the modification of the interview guide used in the later interviews. These interviews did not emphasize the time in the program but rather the current state of the partnership. The interview themes are presented below.

Twelve interviewees, seven teachers and five librarians, participated in four semi-structured interviews in 2016. The interviews were conducted in the same school–library pairs that worked together in the JofR program. The interviewees were selected based on the pilot interviews, with the exception of one pair whose selection was based on their final report for the JofR program in which they described their pilot year and the activities they organized together. All the interviewees were women who had several years of experience working as teachers

or librarians. The interviews were held at school or library sites after school hours. The aim of the interviews was to identify mechanisms that facilitate highly advanced joint work aimed at promoting multiliteracies. Teachers and librarians were interviewed together to enhance conversation and to stimulate the participants' contributions (Fontana & Frey, 1998). The participants were encouraged to talk openly about their experiences (Hara et al., 2003). To encourage discussion of experiences from various viewpoints, a semi-structured interview method with open-ended questions was chosen (Moustakas, 1994). Five themes structured the interviews: 1) partnership between teachers and librarians; 2) ways of working together; 3) JofR's influence on the partnership; 4) enablers and hindrances; and 5) future development (see Appendix of Study I). Altogether, over six hours of audio-recorded and video data from four group interviews were collected from interviews that lasted 85–113 minutes each. The video data were used only as necessary to clarify who the speaker was. In total, the transcripts came to 84 pages of text.

The second dataset consisted of the local and school-based curricula of the schools that participated in the interviews. I looked at five local curricula and three school-based curricula that were developed after the launch of the 2016 NCC. I searched the local curricula on school websites, and if they were not available I contacted the participating teachers to send me the curricula and any attachments. In this dataset, I concentrated on the so-called Library Routes (LRs), which were detailed descriptions of partnership activities between schools and libraries. These collaboration plans in the local curricula were named LRs according to the plan of one school–library pair. The dataset was formed in the spring of 2017 before the interviews in the third dataset. The analysis of this data guided the interview questions of the third dataset.

The third dataset of interviews was collected in 2017 and was used in Study II and Study III. The dataset comprised both highly active and low-engaged school–public library pairs of the JofR program. The activeness of the school–library pairs was evaluated based on their final reports for the JofR program. Highly active pairs were motivated to work together in the program, and they envisioned continuing JofR methods after the program. Low-engaged pairs completed their activities for the program but were not that motivated to continue JofR methods after the program. The pairs were chosen to represent several regions of Finland. Both cities and small municipalities were represented. Four school–library pairs came from northern Finland, two from the middle of Finland, one from southern Finland, and one from southeastern Finland. In total, seven school–public library pairs and one city library participated in the interviews. The city library was included because it

had developed an exceptional partnership among all the schools and branch libraries in one region. All the other libraries that paired up with schools were branch libraries. Some of the interviewees were selected based on the earlier interviews, and some were selected based on the final reports about the JofR program.

Altogether, 19 teachers and librarians (12 teachers and seven librarians) participated in the interviews. One of the teachers had to leave in the middle of the interview, which is why the number of interviewees in Study III is 18 instead of 19. All the interviewees were women. Most of the teachers and librarians had several years of work experience. However, one librarian and one teacher had a few years less experience than the others. I conducted 13 group (two–three participants) and individual interviews. Five interviews (two librarians, nine teachers) were conducted in groups, and eight (five librarians, three teachers) were conducted individually. The groups were formed based on the school–library pairs in the program. If there were several people responsible for the JofR work at one school or library, they were interviewed in groups. In this dataset, the teachers and librarians were interviewed in separate groups because of the desire to give an equal chance and equal time for each interviewee to express their meanings. The previous interviews revealed that teachers tended to be more reactive and talkative around the interview themes than most of the librarians.

The aim of the first part of the interviews was to discover how teachers and librarians worked together after the JofR program, during which they designed and implemented their local curricula based on the 2016 NCC. The interview themes concentrated on describing the partnership between teachers and librarians, its enablers and challenges, and roles in planning and implementing activities and in the curriculum process (see Appendix A of Study II). Slightly over 14 hours (849 minutes) of interviews were audio-recorded. The transcripts of the interviews comprise 140 pages of text. The second part of the interviews focused on exploring how teachers and librarians described multiliteracies as a concept and how they understood the concept and its components. Almost four hours (231 minutes) of interviews were audio-recorded. The transcripts of the interviews span 32 pages of text.

The fourth dataset was collected in 2016 by the second author of Study III. These semi-structured interviews included five school librarians and five Finnish language and literature teachers from five teacher training schools in Finland. The participants were interviewed separately. The interview questions were provided on paper prior to the interviews. Thus, the participants were allowed to think about

their answers beforehand. They also had the possibility to draw and write notes if desired. The collection and analysis of this dataset is discussed in more detail in the dissertation by Ojaranta (2019).

### **3.2 Analysis of the interviews**

The software application QSR NVivo 10 for Macintosh was used for data analysis to help with coding the transcribed interviews. The interviews were transcribed word for word, with the exception of filler words, pauses, or insignificant vocalizations. The participants were given pseudonyms in the transcribing phase to guarantee their anonymity. There were different labels for school–public library pairs (L–S), a public library (PL), librarians (L), and teachers (T). The analysis of the interviews was performed using an inductive approach suggested by Strauss and Corbin (1998). This was considered appropriate, as it allowed a deep understanding of the partnership between teachers and librarians by “not speaking for ... participants” but enabling them to “speak in voices that are clearly understood and representative” (p. 56).

The data-driven analysis started by identifying descriptions that matched my research aims in each study. These descriptions in the original wording were then reduced into specific themes. For instance, in searching for expressions relating to the experienced partnership, themes such as positive attitude and support of management were coded. After this phase, the themes were organized by focusing on similar and different expressions and categorizing them in different groups (Glaser & Strauss, 1967). The purpose of organizing the themes was to move methodically to a higher conceptual level (Yin, 2012). For instance, descriptions of formal planning times, librarians attending school meetings, and sharing knowledge about students or the subject indicated joint planning between teachers and librarians. These could be clearly differentiated from descriptions of planning activities separately and dividing responsibilities.

Several subcategories were constructed by organizing the themes. For example, lack of time, money, and staff and long distance became subcategories under the theme of challenges of partnership. Axial coding (Strauss & Corbin, 1998) was used to relate codes and organize the subcategories under main categories that emerged from the data. For instance, in the third dataset, specific models of working together were searched for. Examples of the main categories for the models of working together were: (1) joint activities implemented in practice; (2) teachers’

and librarians' roles; (3) the connection of the joint activities to the schoolwork; and (4) enablers and challenges of the partnership.

### **3.3 Analysis of the local curricula**

In Study II, I studied the local curricula of the eight schools involved in the interviews of the third dataset. The analysis of the local curricula allowed an understanding of how the partnership between schools and libraries was contextualized at the local level. The analysis followed Schreier's (2012) description of content analysis. No computer-based program was used in this analysis because the local curricula were quite similar to each other, which made the classification easier. In the first phase of the analysis, the curricula were searched for meaning units on the partnership between schools and libraries in an inductive manner. These meaning units were color-coded for further analysis. The inductive logic in this phase was considered to enhance interpretations of the data by classifying the textual data systematically by coding and identifying themes (Hsieh & Shannon, 2005). For instance, the meaning units included descriptions of the library as a provider of books or as a learning environment. The inductive analysis was useful in understanding the local curricula, as the contents of the curricula varied regionally due to the freedom to decide how the contextualization is done. The partnership between schools and libraries was included in the general aims of the curricula and as an appendix to the curricula, which provided more detailed models for the partnership.

After the meaning units were collected, they were transferred to a separate data matrix for further analysis. The identified units were then condensed into categories based on a comparison of the individual data extracts to find similarities and differences. Three categories emerged: materials, services, and models for working together. The analysis then focused on the category models for working together, which included specific plans and activities for joint work. The analysis continued in a deductive manner (Kyngäs & Kaakinen, 2020). The identified models for working together were grouped into two subcategories that emerged from all the investigated curricula. The subcategories were (1) activities regardless of grade and (2) activities for students in different grades. The first subcategory described library activities and services. For instance, reading diplomas (certificates for having read or listened to books) was a typical activity for working together. The second subcategory included activities for specific grades. For example, an introduction to the library was offered to different age groups.

### **3.4 Ethical considerations**

Ethics has a significant role in my study because the research is conducted via qualitative means, which means confidentiality between the researcher and the participants is a main consideration. As a researcher, I am responsible for ensuring the well-being, dignity, and rights of the participants and the scientific quality of the research (Flick, 2009). This dissertation follows the research ethics guidelines of the Finnish Advisory Board on Research Integrity TENK (2023) and the General Data Protection Regulation (2016/679) of the European Union. The guidelines were followed throughout all phases of the research process.

Prior to the actual start of this research, the study participants were actively engaged in the JofR literacy program. I was working as an advisor for the program at the university for the last year of the program. I was not actively engaged with the school–library pairs of the program because at this point, their training and the active pilot year were over. My duties were to collect the participants’ reports and write a handbook based on the reports about the program. Thus, my role in the eyes of the participants was more that of a researcher than a trainee or advisor.

The adult study participants were given information about the research and about the principal investigator responsible for the research prior to data collection. Before the first round of data collection started, the participants gave informed consent. This also happened for the second round of data collection. Participants received information about the research in advance by email. Information on the research was also provided to them at the beginning of the interviews and during the interviews if needed. The participants were told how their personal data would be stored and processed. No sensitive personal data were processed in this study.

Throughout the research, the anonymity of the participants was assured. Personal data was protected by using pseudonyms instead of real names. Only the researcher had access to the data collected in this study. The participants were informed that only the interviewer had the right to access their personal data at any stage of the study. Furthermore, the processed data would be kept only until the dissertation was complete, at which time the research data would be deleted.

All the interviews were audio recorded and some were video recorded. The recordings and all other data that could make participants recognizable were securely stored. All the recordings were destroyed after the data were transferred to the computer. The data was not and will not be handed over for further research purposes. The results have been reported anonymously using pseudonyms for the teachers and public librarians when presenting illustrative examples. In the analysis,

I focused on being fair in my interpretations. As Flick (2009, p. 41) puts it, I have tried to do justice to the participants.

In the published studies, I report having received funding for the research from the Finnish Cultural Foundation. In addition, my PhD research was funded by the Faculty of Education at the University of Oulu and the University of Oulu Graduate School. There were no other sponsors for this research.



## 4 Overview of the studies concentrating on the findings

This section presents an overview of the three studies that comprise this doctoral thesis. Two of the studies have been outlined in a published article, and one has been submitted to a journal. In the following, I briefly describe and discuss the main results as reported in empirical Study I, Study II, and Study III.

### 4.1 Study I: The paradox of collaboration in the partnership between primary schools and public libraries

Study I, *The paradox of collaboration in the partnership between primary schools and public libraries*, examined how teachers and public librarians worked together after two years of involvement and training in the JofR literacy program. When the teachers and librarians completed the JofR program, they were no longer supported by other school–public library pairs or the experts at the university. I was working in the expert group at the university for the last operating year of the program. At that time, the school–library pairs submitted their final reports based on their pilot year during which they tested and created methods and activities to increase students’ reading motivation.

In this study, we focused on identifying the state of partnerships between the schools and libraries and investigated whether an enduring reading community had developed after the program. The data consisted of group interviews of four participating partnerships that consisted of seven teachers and five librarians. The teachers and the librarians were interviewed together after the conclusion of the JofR program in 2016. The analysis was based on a theoretical model that distinguishes levels of cooperation, coordination, and collaboration (see Table 1).

According to the results, the partnerships included mixed features of collaborative, coordinative, and/or cooperative categories (see Table 4 in Subsection 5.3). The partnerships were integrated into formal policies, including local curricula, and collaboration plans. The teachers and librarians had been engaged in partnerships before attending the JofR program, which indicated lasting relationships. Networks were already established, and the familiarity of the team members encouraged mutual work. Long-term, time-intensive, and concrete activities were characteristic of the partnerships. Activities between schools and libraries were regular and enduring components of the schoolwork. The findings revealed a positive attitude towards working together. The management was

equally positive and supportive regarding partnerships. The whole working community was fully committed to the mutual goal of improving reading motivation in partnership. These were the signs of the collaborative features in the partnership.

Despite the collaborative efforts listed above, the findings also indicated cooperative/coordinative actions, such as a lack of joint planning between teachers and librarians. Because there was not enough time to engage in mutual planning, it was natural to divide roles and responsibilities between teachers and librarians. This was most visible during book talks and library instructions, for instance, when librarians took the lead and teachers stayed in the background. The lack of joint planning was one reason for the static nature of working together where the so-called traditional activities with the librarians as providers were most prevalent.

Despite the experience in the program, the partnerships between teachers and librarians did not change much after the program and were mostly cooperative and coordinative rather than collaborative in nature. As the title of this study indicates, there exists a paradox in the concept of collaboration, its meaning, and the nature of partnerships. Previous research (see, e.g., Montiel-Overall, 2005–2021) has mostly applied the concept of collaboration to partnerships that do not meet the level of a fairly in-depth form of working together. The term collaboration<sup>15</sup> is used because there exists no umbrella term for the concept of combining the three forms of working together, such that it would be universally used. Indeed, this study highlighted the need to clarify the meaning of collaboration by distinguishing it from lower levels of working together. Based on the results of the study, I suggest that the term partnership can be used as an alternative to collaboration. The same concept in plural form, partnerships, has previously been suggested by Pihl et al. (2017) for use in the teacher–librarian context instead of collaboration. The concept of partnership in this research encompasses all the forms of working together, as mutual work can shift from one level to another, whereas the concept of partnerships by Pihl et al. (2017) entails formalized professional and institutional collaboration.

---

<sup>15</sup> In the Finnish language, the term *yhteistyö* (joint work in English) is used to describe all kinds of partnerships. The term does not involve any emphasis on the quality of the joint work and thus minimizes misinterpretations of the practical state of the work in each situation.

## 4.2 Study II: Finnish teachers and librarians in curriculum reform

In Study II, *Finnish teachers and librarians in curriculum reform*, we investigated the local and school curricula of schools that participated in the JofR program. We examined how partnerships between teachers and librarians aimed at promoting students' multiliteracies and how their activities were documented in the curricula. Furthermore, interviews with teachers and librarians representing seven partnerships (12 teachers and seven librarians) were used to study how these partners worked together in implementing the cooperative activities mentioned in the local or school curricula. The teachers and librarians were interviewed in separate groups. This was a different approach than the interviews in the first study where teachers and librarians were interviewed together. The reasoning behind this was that the participants could speak more freely when interviewing them separately. In most cases, teachers were more talkative than librarians. One natural reason for this was that the teachers spent their time among the students and had a lot to say about their daily school lives, whereas the librarians had other duties besides the school partnerships. By interviewing the groups separately, the librarians' own voices could be heard better.

The findings showed that all library–school partnerships except one included a plan in their local curricula to demonstrate the school–library partnership and concrete activities for these partners to encourage students' motivation to read. This was the *official curriculum* (Cuban, 1992, 1993; see Subsection 1.1.2) of the schools, which was the focus of the study. The analysis of the local curricula indicated that all participants except one had included their partnership in a specific collaboration plan called the LR. The content of the LRs had a special focus for indicating concrete library activities for each grade, but they also included activities and services provided by the library regardless of the grade. The most common activities for all students regardless of the grade were book deliveries and reading diplomas. Some of the LRs also included reading weeks, recesses for reading, student art exhibitions at the library, visits by authors, and book clubs. Some of these activities varied every school year. The contents of the LRs for each grade included library visits, book talks, and introductions to the library and information seeking.

The analysis of the interviews gave insights into the *taught curriculum* (Cuban, 1992, 1993; see Subsection 1.1.2) and indicated that the activities included in the LRs were indeed implemented in practice. However, most of the activities were planned and implemented by the librarians, and teachers participated very little in

this process. This study highlights the importance of deep collaboration between teachers and librarians so that instruction will meet the core curriculum's demands for fostering students' multiliteracies and motivation to read.

Furthermore, the study showed that the curriculum-making process is challenging and that both professional groups need more knowledge and skills to succeed in this regard. The participants would have benefited from guidance and support in developing their local curricula based on the recommendations in the NCC 2016. The school–public library pairs did ask for assistance from the JofR experts at the university, but the program was just ending when the pairs were writing their local or school-based curricula. This was presumably one reason the enhanced partnership between schools and libraries reported during the JofR program was typically not included in the local curricula. The collaboration plans (the LRs) reported in the local curricula were mostly created before the JofR program, and they remained almost the same after the program.

#### **4.3 Study III: Librarians' and teachers' conceptions of multiliteracies in the context of Finnish curriculum reform**

In Study III, *Librarians' and teachers' conceptions of multiliteracies in the context of Finnish curriculum reform*, we united two qualitative research projects studying teachers' and librarians' conceptual understanding. The aim of the study was to describe how the concept of multiliteracies was interpreted by teachers and librarians. The data consisted of two sets of interviews. My interviews with teachers and public librarians of the JofR program included 11 teachers and seven public librarians. The second author's interviews with teachers and school librarians included five Finnish language and literature teachers and five school librarians from five teacher training schools. My interviews were conducted in 2017 and those of the second author were conducted in 2016.

We transcribed and managed the data that each had collected, but the data categorization phase was discussed and decided together by both authors. At the end phases of the data analysis, we decided to organize the data into main categories that emerged from the theoretical model introduced by Kupiainen et al. (2015). This model originated from the conceptualization of multiliteracies in the NCC (see FNBoE, 2016). Teachers' and librarians' conception of the term multiliteracies in this study included aspects of (1) interpreting, producing, and evaluating different texts; (2) acquiring, modifying, producing, presenting, and evaluating information; (3) building identity, critical thinking, and learning; (4) ethical reflection in a

diverse, multicultural world; and (5) a broad definition of text. These categories also included pedagogical implementations of multiliteracies teaching.

Based on the reflections, differences in conceptualizing multiliteracies and in confidence in defining the concept were found between teachers and librarians. The librarians focused more on the information literacy aspects of the concept, and they tended to be more hesitant than teachers in conceptualizing multiliteracies. Teachers' conceptualization included rich descriptions of the concept and its pedagogy. The results showed that the concept of multiliteracies was seen both as a skill set and a pedagogical tool. Both professional groups had a broad conception of text, but the focus of the tension regarding multiliteracies was on the so-called traditional aspects of the concept, such as receiving and mediating different texts, critical literacy, and their pedagogy. The data revealed a lack of descriptions of novel aspects of literacy, such as ethical reflection and multiculturalism. Furthermore, consuming and interpreting texts were clearly attached to multiliteracies compared to producing texts, especially in the librarians' descriptions.

Based on these results, the teachers and librarians of this study might have a more traditional conception of multiliteracies than the NCC presents (see Subsection 2.1). However, the participants described pedagogical solutions concerning multiliteracies that go beyond what the NCC offers. The Finnish NCC presents no pedagogical guidelines for implementing teaching in practice. Schools and teachers are expected to interpret concepts, such as multiliteracies, and implement them in local curricula and in practice based on their own viewpoints. This is obviously one reason why teachers can have varying conceptions of multiliteracies.

The professionals implementing multiliteracies in their instruction would benefit from conceptual clarification both in the curriculum context and in grassroots-level work. This would help standardize the concept, reduce its multiple interpretations, and guide how multiliteracies can be pedagogically implemented. According to previous studies concerning implementation of the concept of multiliteracies in the NCC (see Palsa & Mertala, 2019), the concept is detached from its "original" definition (by the NLG, 1996) commonly used in research literature. The NCC's multiliteracies is more of an umbrella concept for different skills than a pedagogical approach, which was the original intent.

While analyzing the data using an inductive approach, we kept in mind the differences between the two sets of data. There were differences between the interviewees, as my fellow researcher included school librarians in the interviews

and I interviewed public librarians. The teachers and public librarians in my interviews had also gone through training in the JofR program where they were educated about multiliteracies. None of the school librarians related multiliteracies to acquiring, modifying, producing, presenting, and evaluating information, whereas public librarians emphasized the connection. However, consuming and producing different text types other than information was notable in the interviews with school librarians. Some teachers and public librarians in my interviews brought up ethical issues and multiculturalism, whereas there was nothing about these themes in my colleague's interviews. We assume that these differences are at least to some extent shaped by the training in the JofR program. Despite these differences in the two datasets, the data were comparable. We did not have to change our focus into comparing teachers and librarians with or without training.

## **5 Discussion of the main findings: teachers and librarians promoting multiliteracies**

The learning philosophy, the general aims, the methods, and the contents of the latest NCC (FNBoE, 2016), including the concept of multiliteracies, establish a collaborative context for schools and public libraries. These two organizations are intended to work together, but the challenges they face—from developing mutual aims to implementing collaborative methods in practice—can hinder their mutual work. Librarians and teachers work in different types of organizations, and for the most part their training is different. To promote deeper understanding of the library's role as an active companion in education, clarification of a mutual vision and mutual aims and tasks in promoting literacies is needed.

The main results of the studies are re-constructed in this chapter to increase understanding of teachers' and public librarians' partnership in promoting multiliteracies. First, based on the central findings of Study I and III, I explore the challenging situation regarding the conceptions of collaboration and multiliteracies in the partnership between teachers and public librarians, concentrating on the discrepancies in these conceptions (see Subsections 5.1 and 5.2). Second, based on the results of Study I and II, I discuss the partnership between teachers and public librarians in relation to the concepts of cooperation, coordination, and collaboration, showing that the partnership involved features of all three (see Subsection 5.3). Third, I explain based on the findings of Study II how the partnerships between schools and public libraries were integrated into local curricula and collaboration plans (see Subsection 5.4).

### **5.1 Contextualization of the shared concepts in teachers' and librarians' partnership**

The first main finding of the research is the discrepancy in terms of the concepts involved in the partnership between teachers and librarians. According to the NCC, the development of multiliteracies requires that schools work together with various stakeholders (FNBoE, 2016), with the most common stakeholders being the local libraries (Palsa, 2021). However, coming from different professional fields, teachers and librarians may not share a mutual understanding of their expected collaboration.

Based on my analysis of different curricula, these steering documents support teachers' and librarians' mutual work by naming their partnership as a specific task

in promoting learning and well-being in schoolwork (see, e.g., FNBoE, 2016). Indeed, both the NCC and the Public Libraries Act (2016) encourage schools and libraries to collaborate, but the two documents seem to have differing ideas about the roles these two professional groups have in their partnership. The pedagogical role of the library is highlighted in the NCC, as it states that the role of the library is that of a collaborator in instruction (FNBoE, 2016). However, according to the Public Libraries Act (2016), the role of the library is more that of a provider of support and assistance rather than an equal or active collaborator in instruction. These two documents state the roles of the partners, but they do not specify how they could be implemented in practice. The professionals are expected to interpret and implement the recommendations in these documents in a locally adjusted way.

The different expectations in the steering documents affect the way teachers and librarians view both their own roles and each other's roles in the partnership. Based on this research, many librarians described themselves as providers of different library services or activities for schools. The expectation of equal collaboration is paradoxical because of the differences in the requirements of the official steering documents, teachers' and librarians' education, and their workspaces in different types of organizations that are addressed by separate research disciplines.

The concept of collaboration seems controversial not only in practice but also in research literature. Despite the wide use of the concept, prior literature indicates a lack of understanding of the concept and the process involved in the collaborative relationship (Jenni & Mauriel, 2004). The situation is problematic because there are various ways of conceptualizing collaboration that persist in both research and practice. For example, it is referred to as partnership, alliance, cooperation, and coordination, and in many cases these concepts are used interchangeably (Montiel-Overall, 2005). The concept of collaboration should be reconsidered because the term refers to a fairly in-depth form of working together. This dissertation attempts to refine the concept by distinguishing it from lower levels of working together. Based on the results of Study I, I suggested the term *partnership* as an alternative to collaboration because it leaves the quality of the relationship unspecified. Pihl et al. (2017) suggested the use of the concept of partnerships (plural) instead of collaboration in the context of literacy taught by teachers together with librarians. By the concept of partnerships, Pihl et al. wanted to highlight the importance of the formalization of partnerships by agreement and plans for working together. The plural form is an indication that there can be many types of partnerships. However,

the need for conceptual change in the study by Pihl et al. stems from refinement of the concept of collaboration and not its confusing application in research language.

To further clarify the concepts in the teacher–librarian context, I introduced a framework for the features of teachers and public librarians working together to promote students’ multiliteracies (see Table 1). The framework was synthesized from theories and models for describing the depth of partnerships in various fields of research and was heavily influenced by the TLC model presented by Montiel-Overall (2005/2017) (see Subsection 2.3 about the TLC model). In this framework, I presented different levels of partnerships by categories of cooperation, coordination, and collaboration. I will elaborate the levels of partnerships according to my research findings in Subsection 5.3.

In the presented framework, the amount of involvement, communication, and performance of common activities increases moving from one level of partnership to the next. In line with researchers such as Camarinha-Matos and Afsarmanesh (2008), Mattessich and Monsey (1992), and Winer and Ray (1994), I do not see the partnership remaining on the same level throughout the process. For instance, a process of partnership could start with cooperation when librarians plan the structure for a book talk ordered by the class teacher who has provided information on the age group and any other necessary details. Working in coordination, the librarian would take the lead role in the book talk, while the teacher would concentrate on listening and maintaining order in the classroom. At the end, the librarian and the teacher would evaluate the activity, suggest changes for future book talks, schedule the next meeting at the library when students come to borrow books, and discuss how these activities can be continued to deepen their working relationship into collaboration.

If the partnership between teachers and librarians starts to flow naturally, all activities do not have to reach the level of collaboration. Instead, collaboration would be needed the most in clarifying the mutual aims and means in achieving these endeavors. After implementing mutual activities and evaluating them together, subsequent collaborative activities could be carried out with less effort because both collaborators would have knowledge and experience of the process. The core of the partnership in promoting multiliteracies lies in bringing the strengths and the expertise of the collaborators together in a meaningful way. Teachers’ pedagogical and student-specific knowledge would meet librarians’ expertise on information literacy and curating materials suitable for fostering students’ multiliteracies. Both collaborators are important in building meaningful activities that genuinely support multiliteracies.

## 5.2 Multiliteracies as a content of collaboration

A specific collaborative task for schools and libraries in the NCC is fostering students' multiliteracies. Introduced in the NCC in 2016, multiliteracies (or multiliteracy<sup>16</sup>) was a new and unstudied concept in the Finnish education system (Kupiainen, 2016). Already in 2016, schools were assumed to be implementing multiliteracies in practice when local and/or school-based curricula came into effect. Education professionals have therefore been obliged to take on a completely new concept. Teachers have been offered in-service training on multiliteracies to strengthen understanding of the concept (Kulju et al., 2020). However, in-service training does not necessarily reach every teacher. The study conducted by Kulju et al. (2020) involved close to 600 Finnish teachers, and nearly 80% of them stated that they had not participated in in-service training concerning multiliteracies.

One can assume that a consensus about the meaning of the concept is not easy to reach in such a short time, even if some training is offered. Education professionals are not the only ones who are supposed to adopt the concept of multiliteracies in their work, as promoting versatile literacies is seen as one of the basic tasks of the library (Hietanen, 2014; Public Libraries Act, 1492/2016). Multiliteracies represent a collaborative area for teachers and librarians, which is highlighted in the NCC of 2016 (see FNBoE, 2016) and in the Public Libraries Act (1492/2016). It must be noted that the Public Libraries Act includes the concept of versatile literacies instead of multiliteracies. A shared understanding between two different professional groups, teachers and librarians, of what is required to foster multiliteracies is hard to find. Furthermore, the concept of multiliteracies was originally developed as a pedagogical concept (see NLG, 1996), which may give an advantage to teachers in terms of grasping the concept, as the concept of information literacy is more commonly used in the field of library and information science.

Based on the results of Study III, there were differences between teachers and librarians both in conceptualizing multiliteracies and in the confidence in defining the term. Generally speaking, librarians' descriptions were narrower, and they

---

<sup>16</sup> In the Finnish NCC, multiliteracy is defined as singular ("monilukutaito"), whereas in contemporary research the concept is in the plural form. The NLG's original intention was that both the concepts multi and literacies should be read as plural by highlighting the multiplicity of communication channels and the growing cultural and linguistic diversity (NLG, 1996). The notion of multiliteracies is based on a broad understanding of text in the NCC, which indicates that multimodality is also visible in the Finnish conceptualization (see FNBoE, 2016). However, cultural and linguistic issues are not obvious in the NCC.

tended to be more hesitant than teachers in conceptualizing multiliteracies. It is not unusual to feel uncertain about the concept and about implementing it in teaching, even for teachers (Kulju et al., 2020). The results of this research showed that teachers were especially experienced in promoting multiliteracies in teaching. Some librarians also described the pedagogy of multiliteracies, but the teachers were more comprehensive in their answers compared to the librarians. Typically, the teachers described student-oriented, versatile teaching and learning methods related to multiliteracies.

Even though some librarians acknowledged they could work with the schools, some felt insecure about how they could be involved in teaching multiliteracies. This result was expected because of the differences in teachers' and librarians' work duties, as teachers work among students on a daily basis, whereas working with schools is just one of the duties of librarians. In this study, the librarians saw themselves as being a part of the teaching of information-seeking skills and concepts and being involved in schools' presentations and projects. Assumably, these activities were familiar to the librarians. Teaching information-seeking skills was the most described aspect of teaching multiliteracies in both teachers' and librarians' answers. Furthermore, using technology in teaching was an obvious aspect in teaching multiliteracies. Technology and multiliteracies were so intertwined that two of the teachers interviewed perceived the concept of multiliteracies only as something related to technology.

Because pedagogical solutions related to teaching multiliteracies were quite obviously attached to the concept of multiliteracies, teachers and librarians did not understand the concept merely as an educational outcome—in the way the NCC defines multiliteracies—but also as a pedagogical tool. For instance, multiliteracies is one of the criteria in evaluating the teaching of Finnish as a first language for grades 7–9 (FNBoE, 2016, 292–293). This indicates that the concept is seen as an educational outcome. Multiliteracies is referred to mainly as a pedagogical approach in international peer-reviewed research articles (Palsa, 2021). The original meaning of the concept was indeed not a set of abilities or educational outcomes but a pedagogical approach for English literacy teaching that highlighted sociocultural (cognitive, social, cultural, historical, and institutional) aspects in teaching (Cope & Kalantzis, 2009; NLG, 1996).

With the exception of the descriptions of the pedagogical implementations of multiliteracies, the teachers and librarians in this study understood the concept in line with the curriculum (see Kupiainen et al., 2015). The broad definition of text was well understood by the study participants, which is in line with the results of

Ojaranta (2019). In addition, consuming and interpreting texts was an obvious aspect of multiliteracies according to the teachers and librarians in this study. Production of different texts was acknowledged by many teachers, but the librarians rarely mentioned it. It is common that the interpretation of different texts is more dominant than the production of texts, according to a literature review of the pedagogy of multiliteracies in primary classrooms by Kulju et al. (2018). This could be affected by the fact that producing texts is understood more as a pedagogical method in teaching multiliteracies, as teachers in particular mentioned different methods in producing text, such as presentations, writing, and drama.

The focus regarding the conceptions of multiliteracies was on the so-called traditional aspects of the concept, which include multimodality and consuming different types of text. Both teachers and librarians described the concept in relation to receiving and mediating different texts, critical literacy, and even their teaching, but the novel aspects of literacy, such as ethical reflection and multiculturalism, were rarely mentioned. These results were in line with the study by Nygård (2022), where teachers were especially aware of the multimodal competences the NCC presents as the concept of multiliteracies. This is expected because the conceptualization of multiliteracies in the NCC is focused on multimodality (Palsa & Mertala, 2019). In light of these results, the conception of multiliteracies can be more traditional than the NCC presents because the novel aspects of literacy are included in the concept in the document (see Kupiainen et al., 2015; FNBoE, 2016).

Despite the results indicating at least slight uncertainty about contextualization and librarians' involvement in implementing the pedagogy of multiliteracies, all the participants understood the need to introduce the concept of multiliteracies to meet the demands of modern society. At least from the teachers' perspective, an explanation for the slight uncertainty about defining the concept might be the high level of pedagogical autonomy of teachers in Finland (Lavonen, 2017). Teachers are trusted to contextualize the concepts in the NCC based on their own viewpoints and to implement them in way they deem most suitable in their educational settings. To be able to comprehend all the transversal competences, including multiliteracies, is demanding for individual teachers (Choppin, 2009; Davies, 2006).

### **5.3 Pursuit of collaboration**

One of the interesting findings was that the teachers' and librarians' partnership included features of cooperation, coordination, and collaboration (see Table 1). Furthermore, their actions were mostly cooperative and coordinative rather than

collaborative in nature. The partnerships of the teachers and librarians in the study and the collaborative, coordinative, and cooperative features are summarized in Table 4.

**Table 4. A summary of features characterizing collaboration, coordination, and cooperation in the partnership between teachers and public librarians in this research.**

Cooperation/coordination	Collaboration
Lack of joint planning	Formal policies
Division of roles and responsibilities	Lasting working relationships
Static nature of working together	Networks
	Long-term, time-intensive, and concrete activities
	A positive attitude towards working relationships
	Supportive management
	Commitment
	Common vision and goal in promoting students' multiliteracies

The features of cooperation and coordination are presented together because it is difficult to determine exactly if the mutual work is cooperative or coordinated. Both levels include attributes such as informality, loose commitment, separate organizations, and static conditions, but cooperation is more occasional and lacking in terms of common goals and joint planning. It would have required a deeper investigation into teachers' and librarians' mutual work to explicitly establish if the level of the work is cooperative or coordinated. Study I aimed to identify the differences between collaboration with lasting relationships and committed partners and lower levels of activity. All three levels of partnership—cooperation, coordination, and collaboration—are necessary for the framework presented in Table 1.

One of the biggest challenges in teachers' and librarians' mutual work is the lack of joint planning (e.g., Kuhlthau, 2004; Pietikäinen et al., 2017), which was also evident in this research, even though schools and libraries had designated contact people responsible for working together. Planning of joint activities was limited to formal meetings that were held at the beginning and end of the semester. At other times, teachers and librarians rarely got together to plan activities, and they lacked opportunities for informal or spontaneous planning because of their separate workspaces. Teachers in particular may have difficulty finding time to meet with librarians because of school schedules, and interest in meeting colleagues decreases if meetings have to be scheduled outside of contract hours. Daily routines and

schedules result in a lack of time and hinder engagement in working together (Suorsa, 2017).

Both teachers and librarians have many other duties than working together to promote literacies. Some librarians particularly mentioned this in the interviews. The notion that the lack of joint planning and time prevented teachers and librarians from innovating new ways of working together confirmed earlier findings (Suorsa, 2017). From a sociocultural perspective, opportunities for creative thinking and higher levels of performance would be required to achieve collaboration (Vygotsky, 1978). The working methods were quite static, which is a characteristic of lower-level engagement in working together, as stated by Lindberg (2014). Based on the findings, the participants had added new elements to their work culture after attending the JofR program rather than developing the fundamental structure of their activities.

The traditional ways of working together (e.g., provision of material to teachers, book talks, and introduction to the library) were typically planned and implemented solely by the librarians. A clear division of roles and responsibilities between teachers and librarians was seen in these activities; the librarians planned and implemented the activities, and the teachers maintained order among the students during the librarians' lessons. This point is particularly noteworthy, as previous studies by Gavigan and Lance (2015) and Montiel-Overall and Jones (2011) found that teachers view mutual work with librarians merely as dividing a lesson and assigning topics to be handled independent of each other. Kuhlthau (2004) and Pietikäinen et al. (2017) found that teachers believe that working together in an effective way entails both partners taking care of their own responsibilities. Due to the lack of joint planning, there was a significant disconnect between students' everyday practices at school and those organized by librarians in this research. Indeed, librarians are rarely involved in promoting literacies in conjunction with classroom teaching (Lo et al., 2014; McGuinness, 2006; Mokhtar & Majid, 2006).

Despite the limitations and challenges that featured more cooperation or coordination than collaboration in the mutual work of teachers and librarians, there were many aspects that actually indicated a high level of working together, that is, collaboration. The importance of the partnership of teachers and librarians was recognized in the communities because the partnership was integrated into formal strategies, such as local curricula. Partnerships integrated into formal strategies can be considered a prerequisite for collaboration (e.g., Eri & Pihl, 2016; Montiel-Overall, 2017). The results indicated that the working relationships between teachers and librarians were permanent and lasting because teachers and librarians

had been working together before the JofR program (except for one community). Based on this study, long-term, time-intensive, and concrete activities were features of the working relationships. The schools and libraries had already established networks for communication that increased their familiarity with each other and with students. This would be a good basis for eventually developing a trusting relationship, which Huotari and Iivonen (2004, 2005) highlight as characteristic of collaboration.

Teachers, librarians, and their leaders in this study seemed committed to the school–library partnership. Collaboration encompasses commitment, as observed by, for example, Fitzgibbons (2000) and McGuinness (2006). The leaders in this study were seen as enabling and supporting schools and libraries to work together. The support of administration has been seen as a key factor in promoting partnerships (see, e.g., Merga, 2019b). The attitudes of teachers and librarians towards this partnership was positive. The promotion of literacies was clearly a common vision and goal for the partners, as highlighted by Dillenbourg (1999), among others. The participants were eager to engage regularly with each other and were eager to do so in the future. They expressed an ambition to stabilize their existing ways of interacting.

Based on the analysis, it would have taken significant effort to develop a partnership that included collaboration. The participants invested plenty of time in planning, implementing, and evaluating their collaborative efforts to promote multiliteracies. Many had an existing relationship before the program, but even those who had worked together before developed new ways of mutual effort during the program. All the participants came up with extensive projects during the program, and these projects or activities were intended to continue on a regular basis in these communities. However, the participants' joint activities generally decreased after the program because the workload was felt to be too heavy during the program. The participants recognized that they would have to develop and refine the working methods to stay within the limits of the available resources. After the program, at least the time resource for working together decreased. However, some well-tried methods continued to be used.

Even though the schools and libraries were involved in the JofR program where one of the aims was to promote the partnerships, the working relationships between teachers and librarians did not show much change after the program. However, the importance of fostering multiliteracies together with teachers and librarians was recognized, and there was willingness to establish mutual work.

## 5.4 Partnership in local curricula

One of the main findings of the research was that the partnerships between schools and public libraries were integrated into local curricula and collaboration plans. These policies promoted establishing joint work, equalizing access to services, and ensuring the continuity of partnerships irrespective of staff changes or individual interests. The participants viewed their partnership as a prominent part of their work culture rather than just a project. This was an important finding considering that the enhanced partnership during the JofR program was reduced after the program, possibly indicating a more project-based attitude towards working together.

It is important for the partners to come to a mutual understanding of what to collaborate about and how to collaborate (Pihl, 2011). Based on the findings of this study, I would argue that integrating schools' and libraries' partnership into local curricula was one of the most effective ways of promoting collaboration. This is supported by the research of Montiel-Overall (2008). In particular, specific collaboration plans in the local curricula describing the joint activities between schools and libraries constituted an excellent method to establish and increase joint work. This study included one school–public library pair that lacked this kind of collaboration plan for schools and libraries in their local curriculum. Consequently, the interaction between that school and that library was more occasional compared to the other pairs that had clear plans in the curricula. Furthermore, the involvement of the librarians in schoolwork was mostly based on teachers' requests without a collaboration plan.

In this research, I explored the participants' official curriculum for the partnerships between schools and libraries and compared it to the taught curriculum implemented in practice (concepts named by Cuban, 1993). In this study, the official curricula were the collaboration plans in the local or school-based curricula. The term LR used for these collaboration plans in this dissertation was adopted from one of the school–public library pairs. It was chosen because the concept involves the idea of a continuum; as the partnership between teachers and librarians can flow from cooperation and coordination to collaboration, the collaboration plans form a path for schools and libraries to jointly implement activities.

Finnish schools and teachers have the freedom to design the official local curricula and implement the taught curricula in a way they judge to be the most suitable for their students and the situation. The locally adjusted curricula are developed in specific sociocultural contexts and communities. Consequently, the contents of the LRs varied regionally to some extent. When exploring the taught

curriculum by interviewing teachers and librarians, it became obvious that the taught curriculum corresponded to the official curricula quite accurately. However, the schools were eager to request more activities with the library than stated in the LRs. Still, in some communities, activities between schools and libraries had been recently reduced.

Most of the activities both in the official and the taught LRs were planned and implemented by the librarians, almost independently of the teachers. This is in contradiction to the recommendations regarding the role of teaching professionals in the NCC. Teachers are expected to be in charge of planning, implementing, and evaluating their students' instruction (Autio, 2017) and to work with other professionals, such as librarians. This applies to being involved in planning the LRs, due to their pedagogical nature. In Finland, librarians' education does not include pedagogical studies. Furthermore, librarians do not have background knowledge of students, such as their interests, needs, and competences, like their teachers do. Moreover, the lack of joint planning caused the activities arranged by the librarians to be often unconnected to schoolwork. This was especially visible when the librarians organized information-seeking instruction that ended up with exercises that were unconnected to students' learning themes and remained detached from the topics of their schoolwork. This is a risk—to be a meaningless exercise for students. In addition, the information-seeking instruction for students started no earlier than the fifth grade in most of the LRs. Information-seeking instruction should be one of the aspects of teaching multiliteracies from the first grade on, according to the NCC (FNBoE, 2016). This situation hinders the understanding of how librarians are involved in supporting students' multiliteracies. Indeed, the librarians in this study expressed uncertainty about their role in teaching multiliteracies and did not view their information-seeking instruction as connected to supporting multiliteracies.

Many school–public library pairs planned and implemented activities together during the JofR program. However, the excellent ideas for joint activities were not included in the local or school-based curricula. That said, the LRs remained the same as they were before the participation in the program. Assumably, it was difficult to integrate the detailed activities into a curriculum that has been observed to be demanding (Huizinga et al., 2014; Krokfors, 2017). Such work would have required guidance and support, which was not available for the school–public library pairs from the JofR program that had just ended when the school–public library pairs were writing their local or school-based curricula. Because support in incorporating the activities created in the JofR program into their local or school-

based curricula was not available, the LRs did not develop, despite the excellent, jointly planned and implemented activities during the JofR program.

Teachers and librarians viewed LRs as a means of establishing and regularizing literacy activities and partnership between schools and libraries. There is a need for orientation at a practical level because the partnership involves two partners from different fields with different traditions and discourses (Pihl, 2009). LRs are a way to make the potential role of the library visible in fostering students' multiliteracies for schools. The importance of LRs became clear in this study. The results indicated that a lack of knowledge about potential ways of working together prevented the development of collaboration if the schools and libraries did not have experience of working together. In this study, the librarians in particular emphasized that their presence in the local curricula is needed for the partnership to happen. They stressed this view more than teachers. Many participants stated that teachers' interest and activity, above all, initiated the partnerships. Without LRs, it seems the partnership would mostly depend on teachers' own willingness to work with librarians.

## 6 Concluding thoughts

This thesis contributes to the building of understanding about the phenomenon of promoting multiliteracies in partnership between teachers and public librarians. The sociocultural approach enabled me to grasp the complexity of the research focus and its cognitive, social, cultural, historical, and institutional dimensions. The research sought to provide an educational view on the examination of this topic, as librarianship and its practices have traditionally been investigated in the research field of library and information science (see, e.g., Ojaranta, 2019; Suorsa, 2017). This research concentrated on the schools and libraries that participated in the Finnish JoFR literacy program where teachers and librarians worked together to create new ways of acting, aiming to make these actions prominent in promoting literacies and reading motivation. However, a qualitative exploration of teachers' and librarians' partnership in this study revealed that there was insufficient time to develop the partnership practices into customs during the program. Real transformation of the tradition of mutual work requires a long-term process (Einarsdottir, 2014; Räisänen, 2015). As the educational practices continue to develop more and more towards plurality—multimodal, multicultural, and collaborative—I believe this dissertation to be of interest to researchers, educational practitioners, and policymakers who are obliged to consider these changes in their work, particularly as a new national curriculum will be launched in Finland. On this basis, I will discuss practical implications, future paths, and the quality of this research.

The partnership between schools and libraries is included in both the Finnish NCC (FNBoE, 2016) and the Public Libraries Act (1492/2016). Schools and libraries are urged to work together in the common part of the NCC, but even though the partnership is not mentioned in relation to the transversal competences—more accurately in relation to multiliteracies—this exact area would constitute the most suitable content for the partnership. The results of this research highlighted that finding ways to work together to promote multiliteracies is not an easy task. First, the two steering documents do not share a mutual conception of the roles of these two partners. Second, the NCC stresses the collaborative role of librarians but fails to further explain this role. Third, the Public Libraries Act takes a traditional stand on this matter: librarians are offered as resource providers for schools. Therefore, teachers and librarians are left with a lack of awareness of the practices of the expected partnership.

This challenging situation also involved relatively new and unstudied content for the collaboration, namely multiliteracies (Kupiainen, 2016). The results of this research showed that in general, both teachers and librarians understood the concept of multiliteracies, but librarians' conceptions were narrower than those of teachers. The analysis also revealed some uncertainty regarding the concept, its meaning, and practical implementations. The librarians in particular expressed uncertainty about their role in teaching multiliteracies. This result was expected because the concept of multiliteracies was originally introduced as a pedagogical one (NLG, 1996), and its implementations are more visible in schoolwork than in the basic work of librarians who have many other duties than interacting with schools. Both professionals have many important duties in their daily work that consume significant time and require developing effective, high-quality ways of working. Based on the results of this research, the partnership practices had not been developed enough that the professionals would have acknowledged the advantages of such practices in completing their tasks. Traditional ways of acting, including the division of roles in planning and implementing instruction, were prevalent in the partnerships, and there was insufficient time to consider and discuss how to do things differently (see, e.g., Suorsa, 2017).

Yet, traditional ways of acting and teaching will not be sufficient, as education needs to change as society is changing. These changes necessitate the diversification of learning environments and teaching methods. Teaching is of high quality in Finland, but the burdens of teachers—including increased class sizes, diverse support needs of students, and lack of resources—have prompted constant public discussion (see Lerkkanen et al., 2020). The requirements the NCC presents for teachers are demanding. This research supports earlier findings regarding curriculum reforms—that the expected changes in pedagogical practices contribute to the work-related stress teachers are experiencing (Ilomäki et al., 2012). Ilomäki et al. pointed out that teachers are expected to interpret and implement curriculum without appropriate help and support. Furthermore, the curriculum reform including new concepts is supposed to be put into practice in a short amount of time. It is important to notice that although in research literature the conception of multiliteracies has been explored for two decades already, since the NLG's (1996) manifesto, it was introduced into the Finnish curriculum only in 2016. Even though teachers are highly educated professionals, the question of whether a deep understanding of the concept of multiliteracies can occur arises.

## 6.1 Practical solutions

Based on studying the participating schools' local curricula, schools included detailed collaboration plans for promoting partnership practices. These plans were called LRs in this research. These LRs were also implemented in practice, which indicates an already advanced level of partnership. However, the challenge was that they were designed and implemented almost completely by librarians. Teachers' contributions are critical to these plans, ensuring their relevance to schoolwork and to students. Because these plans are part of the local curriculum, it is unexpected that teachers are not already involved. In fact, both teachers' and librarians' contributions to local curriculum work would be ideal not only to develop meaningful opportunities for student learning but also to help reach a shared understanding of what a partnership can offer. Involvement in the mutual curriculum processes can promote a shared understanding of multiliteracies (Kulju et al., 2020). According to Palsa (2021), this kind of conceptual contextualization can help to define the contents of multiliteracies in a locally relevant manner and to describe multiliteracies in an understandable and practical way. After all, teachers have a big responsibility to interpret the concepts presented in the NCC and apply them to local curricula and teaching. Salminen (2018) suggested that training teachers in curriculum processes could be part of basic teacher education. This training could also include contents that aim to promote establishing partnerships. These skills would be beneficial in fostering collaboration (see Pihl et al., 2017).

In this thesis, my goal was to discover and explain what happens in teacher–librarian partnerships in teaching multiliteracies. With this focus, I was swept away in exploring the different ways the concepts of collaboration and multiliteracies were understood. However, the aim is not to finalize these conceptualizations but rather to help avoid possible confusion related to them and to further the discussion about them. The purpose was also to highlight the demanding expectations Finnish teachers and librarians face, as the request to work together seems to require overcoming a lack of resources, such as time and staff. Is collaboration between two partners from different organizations and different disciplinary backgrounds who use different terminology related to literacy (see Ojaranta, 2019) too much to ask?

The importance to focus resources on strengthening literacies in Finland is obvious based on the differentiation of literacy skills and concerns about the increasing number of weak readers among young people. In 2021, EDUFI

published the National Literacy Strategy 2030, the goal of which is to establish Finland as the most literate country in the world by 2030 (EDUFI, 2021). The strategy introduces several ways to promote this ambitious goal—create and strengthen structures for literacy work, strengthen multiliteracies, motivate people to read, and expand literacy. These efforts have become increasingly important because the PISA results of Finnish students continue to decline (see OECD, 2023). The strategy includes requirements and actions that are similar to those highlighted in this research. Promoting literacies requires adequate resources, positive attitudes, perseverance, systematic actions, and collaboration beyond administrative borders. However, these requirements are very demanding for schools and libraries, which are the most foundational institutions tasked with supporting literacies in the strategy. Based on this research, the partnership between teachers and librarians would benefit from support and additional resources to avoid the partnership sticking to its traditional forms or becoming too overwhelming for both partners. Both parties in this partnership would profit from adequate training in their basic education to strengthen their understanding of being teachers of multiliteracies in collaboration. In conclusion, it would be wise that the participants in the upcoming curriculum reform process considered whether the contextualization of multiliteracies in the curriculum is accurate enough to function as a basis for collaboration between teachers and librarians.

## **6.2 Evaluation of the research and future considerations**

In this subsection, I critically reflect on the quality of the overall study. Ethical issues in research are discussed in the research methodology in Subsection 3.4. Onto-epistemologically, I used a sociocultural approach in examining the partnership between teachers and librarians in this research. I consider this approach suitable, as it enabled acknowledgement of the complexity, the contextuality, and the different layers of the phenomenon. My ontological position as a sociocultural researcher affected my methodological choices; I tried to find suitable methods to enhance hearing the perspectives of all my participants according to the principle of ecological validity. Keeping that in mind, I designed my research settings in accordance with the principle of ecological validity; thus, the participants could not be manipulated or controlled by the researchers (Cohen et al., 2007). Ecological validity was enhanced by interviewing participants in their workspaces—at schools and libraries. The semi-structured interview method gave participants the freedom to speak openly, which, in some instances, led the

conversation. Ecological validity in the interviews was somewhat reduced by the fact that I audiotaped and sometimes video-recorded the interviews.

I applied an inductively oriented method in analyzing the interviews, which is discussed more detail in Subsection 3.2. This approach was appropriate for the research because there are only a few existing discussions or theories published on this topic. I analyzed three datasets of interviews, and even though they each concentrate on different aspects of the studied phenomenon they have similar features. For instance, the division of roles between teachers and librarians in implementing multiliteracies pedagogy comes up in all datasets. This fact supports the inner validity of the entire research.

To improve the quality of the research, I tried to enhance its credibility by collecting data at two different times and in different situations. I collected data individually and in groups—from librarians and teachers together and separately. Twining et al. (2017) highlighted this kind of triangulation as important for research so that the researcher's interpretations are based on credible data covering more than just one situation, one method, or one observer. The results of this research are mostly based on interviews, which can be a weakness because the usage of this data was dominant in the research. Furthermore, I conducted the data collection and analyses mainly by myself, with the exception of Study III when the analysis phase was carried out together with another researcher. The involvement of several researchers in the data analysis could enhance the triangulation (Elliott et al., 1999). However, this research was conducted for a dissertation as a part of the doctoral education program, which highlights my own responsibility in the process.

The quality of the research might have been affected by the fact that I am not an experienced researcher who has expertise regarding the research terminology (Birks, 2014). However, in this research I had the privilege of collaborating with experienced scholars. I conducted the first study with Prof. Emerita Riitta-Liisa Korkeamäki, the second study with Prof. Emerita Riitta-Liisa Korkeamäki and Prof. Emerita Mariam Jean Dreher, and the third study with Dr. Anu Ojaranta, who has done research in the field of library and information science. I was responsible for carrying out the main parts of the actual process in each study, such as the data collection and analysis. However, in Study III the data analysis was implemented jointly with Ojaranta. In the other studies, the data collection, analysis, and results were jointly planned and discussed with my co-authors. This collaboration supported my terminological and methodological choices and their quality in the research.

The methods of data collection and analysis and the evaluation of their quality have been discussed in the studies of this dissertation. This way, I tried to ensure the transparency of my research process, thus enhancing criticality and reflexivity and increasing the quality of the research (Twining et al., 2017). The inductive data analysis methods in particular oblige me to acknowledge and declare the values, assumptions, or biases that could affect the results (Hannes et al., 2015). My research work was influenced by the sociocultural orientation, the scientific evidence of the advantages of teacher–librarian collaboration, and the positive images of the collaboration experienced while working in the JofR program. Although I primarily aimed to explore the partnership between teachers and librarians in promoting multiliteracies, I was also interested in finding ways to develop the existing practices and appropriate ways for teachers and librarians to work together. That said, my motivation in this research may not only be descriptive but also slightly normative. This comes up, for instance, in Study II, where we discuss the situation of the LRs guiding teachers’ and librarians’ partnership and present suggestions to improve the current ways of acting.

I acknowledge that my thesis concentrates more on the schools and their curricula than on libraries and their practices even though my research concerns both fields of education and library and information science. This is due to my own background as a teacher and educational science scholar and because no further implications of the partnership than the brief encouragement for joint work in the Public Libraries Act (1492/2016) can be found in the library world. On the other hand, teacher–librarian partnerships have been studied mostly in the field of library and information science. This is why I have looked at both educational research literacy and library and information science literacy.

There is a need to highlight that this research contained only a small number of interviews. No generalizations can be made on the basis of this research alone. However, the results of this dissertation contribute to the qualitative research on teachers’ and librarians’ partnership and add information about the perspective of public librarians who are less involved in international explorations than school librarians. These results give reason to investigate this phenomenon further, particularly on the eve of upcoming curriculum reform in Finland.

In the future, it would be useful to further investigate teachers’ and public librarians’ partnership, which is not as well explored as that of teachers and school librarians. Yet, Finnish schools typically work with public libraries. It would be advisable to extend the studies concerning schools and public libraries that have not been involved in literacy programs such as the JofR program. This would allow

investigation of the differences between pairs who have received in-service training to promote their partnership and those who have not. It would also be beneficial to take a closer look at multiliteracies as the content for this partnership because there is a lack of investigation into how the concept is understood and implemented in teaching. This work took a novel approach to research on the conceptualization of multiliteracies because it involved two professional groups from different fields. Previous studies have mostly been concerned with teachers' understanding of the concept (see, e.g., Hankala et al., 2018; Kulju et al., 2020). Further exploration of teachers' and librarians' conceptualizations and their differences would likely produce important information that would be worth considering in the upcoming curriculum reform.



## References

- Association of College and Research Libraries. (1989). *Presidential committee on information literacy: Final report* [White paper]. <https://www.ala.org/acrl/publications/whitepapers/presidential>
- Adams, Jr., J. E. (2000). *Taking charge of curriculum: Teacher networks and curriculum implementation*. Teachers College Press.
- Autio, T. (2013). The internationalization of curriculum research. In W. F. Pinar (Ed.), *International handbook of curriculum research* (2nd ed., pp. 17–31). Routledge. <https://doi.org/10.4324/9780203831694>
- Autio, T. (2017). Johdanto: Kansainvälistyvä opetussuunnitelmatutkimus kansallisen koulutuspolitiikan ja opetussuunnitelmareformien äyllisenä ja poliittisena resurssina [An introduction: Globalized curriculum research as an intellectual and political resource in national education policy and curriculum reforms]. In T. Autio, L. Hakala, & T. Kujala (Eds.), *Opetussuunnitelmatutkimus: Keskustelunavauksia suomalaiseen kouluun ja opettajankoulutukseen* [Curriculum research: Discussions about Finnish school and teacher education] (pp. 17–60). Suomen Yliopistopaino.
- Autio, T., Hakala, L., & Kujala, T. (2017). *Opetussuunnitelmatutkimus: Keskustelunavauksia suomalaiseen kouluun ja opettajankoulutukseen* [Curriculum research: Discussions about Finnish schools and teacher education]. Suomen Yliopistopaino.
- Autti, O., & Bæck, U.-D. K. (2019). Rural teachers and local curricula. Teaching should not be a bubble disconnected from the community. *Scandinavian Journal of Educational Research*, 65(1), 71–86. <https://doi.org/10.1080/00313831.2019.1659399>
- Baker, M. J. (2015). Collaboration in collaborative learning. *Interaction Studies*, 16(3), 451–473. <https://doi.org/10.1075/is.16.3.05bak>
- Barber, M., & Mourshed, M. (2007). *How the world's best-performing school systems come out on top*. McKinsey & Company.
- Breakspear, S. (2012). *The Policy impact of PISA: An exploration of the normative effects of international benchmarking in school system performance*. OECD education working papers, No. 71, OECD. <http://dx.doi.org/10.1787/5k9fdfqffr28-en>
- Birks, M. (2014). Quality in Qualitative Research. In J. Mills, & M. Birks (Eds.), *Qualitative methodology: A Practical guide* (1st ed., pp. 221–236). SAGE. <http://dx.doi.org/10.4135/9781473920163>
- Boche, B. (2014). Multiliteracies in the classroom: emerging conceptions of first-year teachers. *Journal of Language and Literacy education*, 10(1), 114–135.
- Bronfenbrenner, U. (2005). *Making human beings human: Bioecological perspectives on human development*. SAGE.
- Camarinha-Matos, L., M., & Afsarmanesh, H. (2008). Concept of Collaboration. In G. D. Putnik, & M. M. Cunha (Eds.), *Encyclopedia of Networked and Virtual Organizations* (pp. 311–315). Information Science Reference. <http://dx.doi.org/10.4018/978-1-59904-885-7>

- Choppin, J. (2009). Curriculum-context knowledge: Teacher learning from successive enactments of a standards-based mathematics curriculum. *Curriculum Inquiry*, 39(2), 287–320. <https://doi.org/10.1111/j.1467-873X.2009.00444.x>
- Chu, S. (2009). Inquiry project-based learning with a partnership of three types of teachers and the school librarian. *Journal of the American Society for Information Science and Technology*, 60(8), 1671–1686. <https://doi.org/10.1002/asi.21084>
- Chu, S. K. W., Tse, S. K., & Chow, K. (2011). Using collaborative teaching and inquiry project-based learning to help primary school students develop information literacy and information skills. *Library & Information Science Research*, 33(2), 132–143. <https://doi.org/10.1016/j.lisr.2010.07.017>
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (6th ed.). Routledge. <https://doi.org/10.4324/9780203029053>
- Cooper, O. P., & Bray, M. (2011). School library media specialist – teacher collaboration: characteristics, challenges, opportunities. *TechTrends* 55(4), 48–55. <https://doi.org/10.1007/s11528-011-0511-y>
- Cope, B., & Kalantzis, M. (2009). “Multiliteracies”: New literacies, new learning. *Pedagogies: An International Journal*, 4(3), 164–195. <https://doi.org/10.1080/15544800903076044>
- Creswell, W., & Poth, C. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE.
- Cuban, L. (1992). Curriculum stability and change. In P. W. Jackson (Ed.), *Handbook of research on curriculum: A project of the American educational research association* (pp. 216–247). Macmillan.
- Cuban, L. (1993). The lure of curricular reform and its pitiful history. *The Phi Delta Kappan*, 75(2), 182–185.
- Davies, T. (2006). Creative teaching and learning in Europe: Promoting a new paradigm. *The Curriculum Journal*, 17(1), 37–57. <https://doi.org/10.1080/09585170600682574>
- Denzin, N. K., & Lincoln, Y. S. (2013). *The landscape of qualitative research*. SAGE.
- Denzin, N. K., & Lincoln, Y. S. (2011). Introduction: The discipline and practice of qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *The SAGE handbook of qualitative research* (pp. 1–20). SAGE.
- Dillenbourg, P. (1999). Introduction: what do you mean by “collaborative learning”? In P. Dillenbourg (Ed.), *Collaborative learning: cognitive and computational approaches* (pp. 1–15). Elsevier. <https://doi.org/10.1.1.167.4896>
- Dillenbourg, P., Baker, M., Blaye, A., & O’Malley, C. (1996). The evolution of research on collaborative learning. In H. Spada, & P. Reiman (Eds.), *Learning in humans and machine: towards an interdisciplinary learning science* (pp. 189–211). Elsevier.
- Donham, J., Bishop, K., Kuhlthau, C. C., & Oberg, D. (2001). *Inquiry-based learning: Lessons from library power*. Linworth.
- Donham, J., & Green, C. W. (2004). Perspectives on... Developing a culture of collaboration: librarian as consultant. *The Journal of Academic Librarianship*, 30(4), 314–321. <https://doi.org/10.1016/j.acalib.2004.04.005>

- Edwards, A., Daniels, H., Gallagher, T., Leadbetter, J., & Warmington, P. (2009). *Improving inter-professional collaborations: Multi-agency working for children's wellbeing*. Routledge. <https://doi.org/10.4324/9780203884058>
- Einarsdottir, J. (2014). Play and literacy: A collaborative action research project in preschool. *Scandinavian Journal of Educational Research*, 58(1), 93–109. <https://doi.org/10.1080/00313831.2012.705321>
- Elliott, R., Fischer, C. T., & Rennie, D. L. (1999). Evolving guidelines for publication of qualitative research studies in psychology and related fields. *British Journal of Clinical Psychology*, 38(3), 215–229. <https://doi.org/10.1348/014466599162782>
- Eri, T., & Pihl, J. (2016). The challenge of sustaining change: Contradictions within the development of teacher and librarian collaboration. *Educational Action Research* 25(2), 239–55. <https://doi.org/10.1080/09650792.2016.1147366>
- Erss, M. (2017). Curriculum as a political and cultural framework defining teachers' roles and autonomy. In T. Autio, L. Hakala & T. Kujala (Eds.), *Opetussuunnitelmatutkimus: Keskustelunavauksia suomalaisen kouluun ja opettajankoulutukseen* [Curriculum research: Discussions about Finnish school and teacher education] (pp. 193–222). Suomen Yliopistopaino.
- Erss, M., Kalmus, V., & Autio, T. (2016). 'Walking a fine line': teachers' perception of curricular autonomy in Estonia, Finland and Germany. *Journal of Curriculum Studies*, 48(5), 589–609. <https://doi.org/10.1080/00220272.2016.1167960>
- European Union. (2016). *General Data Protection Regulation (2016/679)*. <http://data.europa.eu/eli/reg/2016/679/oj>
- Finnish Advisory Board on Research Integrity TENK (2023). *The Finnish Code of Conduct for Research Integrity and Procedures for Handling Alleged Violations of Research Integrity in Finland. Guideline of the Finnish National Board on Research Integrity TENK 2023*. (Publications of the Finnish National Board on Research Integrity TENK 4/2023). [https://tenk.fi/sites/default/files/2023-05/RI\\_Guidelines\\_2023.pdf](https://tenk.fi/sites/default/files/2023-05/RI_Guidelines_2023.pdf)
- Finnish Ministry of Education and Culture. (2001). *Kirjastopoliittinen ohjelma 2001–2004: työryhmän muistio* [Library Policy Program 2001–2004: A working group report] (Report No. 2/2001). Kulttuuri-, liikunta ja nuorisopolitiikan osaston julkaisusarja.
- Finnish National Agency for Education. (2021). *Kansallinen lukutaitostrategia 2030: Suomi maailman lukutaitoisin maa* [The national literacy strategy 2030: Finland, the most literate country in the world]. Finnish National Agency for Education, The Literacy Movement.
- Finnish National Board of Education. (2016). *National core curriculum for basic education 2014*. Finnish National Board of Education.
- Fitzgibbons, S. A. (2000). School and public library relationships: Essential ingredients in implementing educational reforms and improving student learning. *School Library Media Research*, 3, 1–66.
- Flick, U. (2009). *An introduction to qualitative research* (4th ed.). SAGE.
- Fontana, A. & Frey, J. H. (1998). Interviewing: The art of science. In N. K. Denzin, & Y. S. Lincoln (Eds.), *Collecting and interpreting qualitative materials* (pp. 47–78). SAGE.

- Fullan, M. (1999). *Change forces: The sequel*. Falmer.  
<https://doi.org/10.4324/9780203976708>
- Fusch, P. I., & Ness, L. R. (2015). Are we there yet? Data saturation in qualitative research. *The Qualitative Report*, 20(9), 1408–1416. <https://doi.org/10.46743/2160-3715/2015.2281>
- Gardner, D. B., & Cary, A. (1999). Collaboration, conflict, and power: Lessons for case managers. *Family and Community Health*, (22)3, 64–77.
- Gavigan, K., & Lance, K. C. (2015). Everybody's teacher: administrators' and teachers' perceptions of school librarians: Findings from the South Carolina Association of School Librarians Impact Study. *Teacher Librarian*, 43(1), 8–11.
- Giesecke, J. (2012). The value of partnerships: Building new partnerships for success. *Journal of Library Administration*, 52(1), 36–52.  
<https://doi.org/10.1080/01930826.2012.629964>
- Glaser, B. S., & Strauss, A. A. (1967). *The discovery of grounded theory*. Aldine de Gruyter.
- Goodson, I. (2014). *Curriculum, personal narrative and the social future*. Routledge.  
<http://dx.doi.org/10.4324/9780203489345>
- Hankala, M., Kauppinen, M., & Kulju, P. (2018, November 15). *Opettajien käsityksiä monilukutaidon pedagogiikasta* [Teachers' perceptions of the pedagogy of multiliteracies] [Conference presentation]. FERA-conference, Tampere, Finland.
- Hannes, K., Heyvaert, M., Slegers, K., Vandenbrande, S., & Van Nuland, M. (2015). Exploring the potential for a consolidated standard for reporting guidelines for qualitative research. *International Journal of Qualitative Methods*, 14(4), 1–16.  
<https://doi.org/10.1177/1609406915611528>
- Halinen, I. (2018). The new educational curriculum in Finland. In M. Matthes, L. Pulkkinen, C. Clouder, & B. Heys (Eds.), *Improving the quality of childhood in Europe* (pp. 75–89). Alliance for Childhood European Network Foundation.
- Halinen, I., Harmanen, M., & Mattila, P. (2015). Making sense of complexity of the world today: Why Finland is introducing multiliteracy in teaching and learning. In V. Bozsik (Ed.), *Improving literacy skills across learning: CIDREE Yearbook 2015* (pp. 136–153). HIERD.
- Hara, N., Solomon, P., Seung-Lye, K., & Sonnewald, D. H. (2003). An emerging view of scientific collaboration: Scientists' perspectives on collaboration and factors that impact collaboration. *Journal of the American Society for Information Science and Technology*, 54(10), 952–965. <https://doi.org/10.1002/asi.10291>
- Harmanen, M. (2016). Monilukutaito laajentaa opetuksen tekstitietoisuutta. Kielitietoinen käänne opetussuunnitelmien perusteissa [Multiliteracy broadens text awareness in teaching. The turnover of language awareness in the core curriculum]. In K. Leino & O. Kallionpää (Eds.), *Monilukutaitoa digiaikaan – Lukemisen ja kirjoittamisen uudet haasteet ja mahdollisuudet* [Multiliteracy in the digital era—new challenges and opportunities in reading and writing] (pp. 10–22). Äidinkielenopettajain liitto.
- Hays, D. G., & Singh, A. A. (2012). *Qualitative inquiry in clinical and educational settings*. The Guilford Press.

- Hietanen, M. (2014). *Monilukutaitoa kirjastosta. Lukemisen taidot ja tasot – ymmärtäväksi lukijaksi kirjaston avulla* [Multiliteracy from libraries. Skills and levels of reading—promoting reading comprehension with the help of libraries]. Tampere city library. <https://www.kirjastot.fi/sites/default/files/content/Monilukutaitoa%20kirjastosta.pdf>
- Howard, J. K. (2010). Information specialist and leader – taking on collection and curriculum mapping. *School Library Monthly*, 27(1), 35–37.
- Hsieh, H. F., & Shannon, S. E. (2005). Tree approaches to qualitative content analysis. *Qualitative Health Research*, 15(9), 1277–1288. <https://doi.org/10.1177/1049732305276687>
- Huizinga, T., Handelzalts, A., Nieveen, N., & Voogt, J. M. (2014). Teacher involvement in curriculum design: Need for support to enhance teachers’ design expertise. *Journal of Curriculum Studies*, 46(1), 33–57. <https://doi.org/10.1080/00220272.2013.834077>
- Huotari, M.-L., & Iivonen, M. (2004). Managing knowledge-based organizations through trust. In M.-L. Huotari & M. Iivonen (Eds.), *Trust in knowledge management and systems in organizations* (pp. 1–29). Idea Group.
- Huotari, M.-L., & Iivonen, M. (2005). Trust in knowledge-based organizations. In M. Khosrow-Pour (Ed.), *Encyclopedia for information science and technology Vol I–V* (pp. 2892–2896). Idea Group. <https://doi.org/10.4018/978-1-5225-2255-3>
- International Federation of Library Associations and Institutions, (2022). *The IFLA-UNESCO Public Library Manifesto 2022*. <https://www.ifla.org/public-library-manifesto/>
- International Federation of Library Associations and Institutions-United Nations Educational, Scientific and Cultural Organization. (2022). *Public Library Manifesto 2022*. <https://repository.ifla.org/bitstream/123456789/2006/1/IFLA-UNESCO%20Public%20Library%20Manifesto%202022.pdf>
- Ikonen, K., Innanen, K., & Tikkinen, S. (2015). *The joy of reading handbook. Improving reading motivation and multiliteracy through collaboration between schools and libraries*. University of Oulu.
- Ilomäki, L., Taalas, P., & Lakkala, M. (2012). Learning environment and digital literacy: A mismatch or a possibility from Finnish teachers’ and students’ perspectives. In P. P. Trifonas (Ed.), *Learning the virtual life: Public pedagogy in the digital world* (pp. 63–78). Routledge. <https://doi.org/10.4324/9780203818824>
- Jenni, R. W., & Mauriel, J. (2004). Cooperation and collaboration: Reality or rhetoric? *International Journal of Leadership in Education*, 7(2), 181–95. <https://doi.org/10.1080/1360312042000211446>
- Kammer, J., King, M., Donahay, A., & Koeberl, H. (2021). Strategies for Successful School Librarian and Teacher Collaboration. *School Library Research*, 24, 1–24.
- Kansanen, P. (2004). *Opetuksen käsitemaailma* [The conceptual world of teaching]. PS-kustannus.
- Kirschner, B. W., Dickinson, R., & Blosser, K. (1996). From cooperation to collaboration: The changing culture of a school/university partnership. *Theory into Practice*, 35(3), 205–213. <https://doi.org/10.1080/00405849609543724>

- Korkeamäki, R. L., & Dreher, M. J. (2011). Early literacy practices and the Finnish national core curriculum. *Journal of curriculum studies*, 43(1), 109–137. <https://doi.org/10.1080/00220271003801959>
- Kress, G. (2003). *Literacy in the new media age*. Routledge. <http://dx.doi.org/10.4324/9780203299234>
- Krokkfors, L. (2017). Opetussuunnitelman pedagogiset mahdollisuudet – opettajat uuden edessä [The pedagogical possibilities of the curriculum—teachers facing the new]. In T. Autio, L. Hakala, & T. Kujala (Eds.), *Opetussuunnitelmatutkimus: Keskustelunavauksia suomalaiseen kouluun ja opettajankoulutukseen* [Curriculum research: Discussions about Finnish school and teacher education] (pp. 247–266). Suomen Yliopistopaino.
- Kuhlthau, C. (1993). Implementing a process approach to information skills: A study identifying indicators of success in library media programs. *School Library Media Quarterly*, 22(1), 11–18.
- Kuhlthau, C. (2004). *Seeking meaning: A process approach to library and information services* (2nd ed.). Libraries Unlimited.
- Kuhlthau, C. C., Maniotes, L., & Caspari, A. (2007). *Guided inquiry: Learning in the 21st century*. Libraries Unlimited.
- Kuiper, W., & Berkvens, J. (2013). Editorial introduction. In W. Kuiper & J. Berkvens (Eds.), *Balancing curriculum regulation and freedom across Europe. CIDREE yearbook 2013* (pp. 7–20). SLO.
- Kulju, P., Kupiainen, R., Wiseman, A., Jyrkiäinen, A., Koskinen-Sinisalo, K.-L., & Mäkinen, M. (2018). A Review of multiliteracies pedagogy in primary classrooms. *Language and Literacy*, 20(2), 80–101. <https://doi.org/10.20360/langandlit29333>
- Kulju, P., Kupiainen, R., & Pienimäki, M. (2020). *Raportti luokanopettajien käsityksistä monilukutaidosta 2019* [Report on class teachers' conceptions of multiliteracy] (Report No 2/20). National Audiovisual Institute. <https://urn.fi/URN:ISBN:978-952-03-1762-1>
- Kumpulainen, K., & Wray, D. (2002). *Classroom interaction and social learning: From theory to practice*. Psychology Press.
- Kupari, P., & Nissinen, K. (2015). Matematiikan osaamisen taustatekijät [Background factors in learning mathematics]. In J. Välijärvi & P. Kupari (Eds.), *Millä eväillä nousuun? PISA 2012 tutkimustuloksia* [What will it take to get back on top? PISA 2012 research results] (pp. 10–27). Opetus- ja kulttuuriministeriö.
- Kupiainen, R. (2016). Monilukutaidon pedagogiikka ja sosiaalinen diversiteetti [The pedagogy of multiliteracy and social diversity]. In K. Leino & O. Kallionpää (Eds.), *Monilukutaitoa digiaikaan – lukemisen ja kirjoittamisen uudet haasteet ja mahdollisuudet* [Multiliteracy in the digital era—new challenges and opportunities in reading and writing] (pp. 23–30). Äidinkielen opettajain liitto.
- Kupiainen, R., Kulju, P., & Mäkinen, M. (2015). Mikä monilukutaito? [What is multiliteracy?] In T. Kaartinen (Ed.), *Monilukutaito kaikki kaikessa* [Multiliteracy is everything] (pp. 13–24). Tampereen yliopistopaino.

- Kurttila-Matero, E. (2011). *School library: A tool for developing the school's operating culture* (Acta Universitatis Ouluensis B Humaniora 103) [Doctoral dissertation, University of Oulu]. University of Oulu. <https://urn.fi/URN:ISBN:9789514297366>
- Kyngäs, H., & Kaakinen, P. (2020). Deductive Content Analysis. In Kyngäs, H., Mikkonen, K., Kääriäinen, M. (Eds.), *The Application of Content Analysis in Nursing Science Research* (pp. 23–30). Springer. [https://doi.org/10.1007/978-3-030-30199-6\\_3](https://doi.org/10.1007/978-3-030-30199-6_3)
- Lance, K. C. (2002). Impact of school library media programs on academic achievement. *Teacher Librarian*, 29(3), 29–34.
- Lance, K. C., Rodney, M. J., & Schwarz, B. (2010). Collaboration works-when it happens! The Idaho school library impact study. *Teacher Librarian*, 37(5), 30–36.
- Latham, D., Julien, H., Gross, M., & Witte, S. (2016). The role of inter-professional collaboration to support science learning: An exploratory study of the perceptions and experiences of science teachers, public librarians, and school librarians. *Library & Information Science Research*, 38(3), 193–201. <https://doi.org/10.1016/j.lisr.2016.08.002>.
- Lave, J., & Wenger, E. (1993). *Situated learning: Legitimate peripheral participation*. Cambridge University Press.
- Lavonen, J. (2017). Governance decentralisation in education: Finnish innovation in education. *RED. Revista de Educación a Distancia*, 53(1), 1–22. <https://doi.org/10.6018/red/53/1>
- Lavonen, J. (2020). Curriculum and teacher education reforms in Finland that support the development of competences for the twenty-first century. In F.M. Reimers (Ed.), *Audacious education purposes* (pp. 65–80). Springer. [https://doi.org/10.1007/978-3-030-41882-3\\_3](https://doi.org/10.1007/978-3-030-41882-3_3)
- Lavonen, J., Korhonen, T., & Juuti, K. (2015). Finnish teachers' professionalism is built in teacher education and supported by school site. *Hungarian Educational Research Journal*, 5(3), 15–27. <https://doi.org/10.14413/herj.2015.03.02>
- Leavy, P. (2014). *The Oxford handbook of qualitative research*. Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780199811755.001.0001>
- Leino, K., Sirén, M., Nissinen, K., & Puhakka, E. (2023). *Puoli tuntia lukemista. Kansainvälinen lasten lukutaitotutkimus (PIRLS 2021)* [Half an hour reading. The Progress in International Reading Literacy Study (PIRLS 2021)]. Finnish Institute for Educational Research. <https://doi.org/10.17011/ktl-t/37>
- Leonard, L., & Leonard, P. (2003). The continuing trouble with collaboration: Teachers talk. *Current Issues in Education*, 6(15), 1–9.
- Lerkkanen, M. K., Pakarinen, E., Messala, M., Penttinen, V., Aulén, A. M., & Jögi, A. L. (2020). *Opettajien työhyvinvointi ja sen yhteys pedagogisen työn laatuun* [Teachers' well-being at work and its connection to the quality of pedagogical work] (Report No. 358). University of Jyväskylä, JYX Digital Repository. <http://urn.fi/URN:ISBN:978-951-39-8324-6>

- Leu, D., Kinzer, C., Coiro, J., & Castek, J., & Henry, L. (2013). New literacies: A dual-level theory of the changing nature of literacy, instruction and assessment. In N. B. Rudell & D. Alevermann (Eds.), *Theoretical models and processes of reading* (6th ed., pp. 1150–1181). IRA.
- Limberg, L., & Folkesson, L. (2006). *Undervisning i informationssökning. Slutrapport från projektet Informationssökning, didaktik och lärande (IDOL)* [Teaching information seeking. The final report of the project Information seeking, pedagogy and learning]. Valfrid.
- Lindberg, P. (2014). *Kumppanuus Suomen yleisissä kirjastoissa* [Partnership in Finnish public libraries] [Licentiate thesis, University of Oulu].
- Lo, P., Chao-chen Chen, J., Dukic, Z., Youn, Y., Hirakue, Y., Nakahima, M., & Yang, G. (2014). The roles of the school librarians as information literacy specialists. A comparative study between Hong Kong, Shanghai, South Korea, Taipei and Japan. *New Library World*, 115(7/8), 314–339. <https://doi.org/10.1108/NLW-01-2014-0012>
- Loertscher, D. V. (2000). *Taxonomies of the school library media program* (2nd ed.). Willow.
- Loertscher, D. V. (1988). *Taxonomies of the school library media program*. Libraries Unlimited.
- Loertscher, D. V. (1982). Second revolution: A taxonomy for the 1980s. *Wilson Library Bulletin*, 56(6), 417–421. <https://eric.ed.gov/?id=EJ258266>
- Loertscher, D. V., & Woolls, B. (2017). Overview: Collaboration for diverse stakeholders. In Mardis, M. A. (Ed.), *Librarians and educators collaborating for success: the international perspective* (pp. 3–9). Libraries Unlimited.
- Luukka, M.-R. (2013, December 10). Opetussuunnitelmat uudistuvat: tekstien lukijasta ja kirjoittajasta monilukutaituriksi [Curriculum reform: From readers and writers to masters of multiliteracy]. *Kieli, koulutus Ja yhteiskunta*, 4(5), 1–6.
- Macdonald, D. (2003). Curriculum change and the post-modern world: Is the school curriculum reform movement an anachronism? *Journal of Curriculum Studies*, 35(2), 139–149. <https://doi.org/10.1080/00220270210157605>
- Mardis, M. (2006) It's not just whodunnit, but how: 'the CSI effect,' science learning and the school library. *Knowledge Quest*, 35(1), 24–28.
- Mattessich, P. W., & Monsey, B. R. (1992). *Collaboration: What makes it work*. Wilder Foundation.
- McGuinness, C. (2006). What faculty think – exploring the barriers to information literacy development in undergraduate education. *The Journal of Academic Librarianship*, 32(6), 573–582. <https://doi.org/10.1016/j.acalib.2006.06.002>
- Merga, M. K. (2019a). Collaborating with teacher librarians to support adolescents' literacy and literature learning. *Journal of Adolescent & Adult Literacy*, 63(1), 65–72. <https://doi.org/10.1002/jaal.958>
- Merga, M. K. (2019b). Do librarians feel that their profession is valued in contemporary schools? *Journal of the Australian Library and Information Association*, 68(1), 18–37. <https://doi.org/10.1080/24750158.2018.1557979>

- Merga, M. K., Roni, S. M., Loh, C. E., & Malpique, A. (2021). Revisiting collaboration within and beyond the school library: New ways of measuring effectiveness. *Journal of Library Administration*, 61(3), 332–346. <https://doi.org/10.1080/01930826.2021.1883370>
- Mertala, P. (2017, December 14). Näkökulmia monilukutaitoon: opettajuus ja situationaaliset lukutaidot. [Perspectives on multiliteracies: Teaching profession and situational literacies]. *Kieli, koulutus ja yhteiskunta*, 8(6).
- Mertala, P. (2018). Lost in translation? – Huomioita suomalaisten opetussuunnitelmien monilukutaito-käsitteen tutkimuksellisista ja pedagogisista haasteista [Lost in translation? – Remarks on the investigational and pedagogical challenges of the concept of multiliteracy in Finnish curricula]. *Media & viestintä*, 41(1), 107–116.
- Mokhtar, I. A., & Majid, S. (2006). An exploratory study of the collaborative relationship between teachers and librarians in Singapore primary and secondary schools. *Library & Information Science Research*, 28(2), 265–280. <https://doi.org/10.1016/j.lisr.2006.03.005>
- Montiel-Overall, P. (2005). Toward a theory of collaboration for teachers and librarians. *School Library Media Research*, 8.
- Montiel-Overall, P. (2007). Research on teacher and librarian collaboration: an examination of underlying structures of models. *Library & Information Science Research*, 29(2), 277–292. <https://doi.org/10.1016/j.lisr.2007.04.006>
- Montiel-Overall, P. (2008). Teacher and librarian collaboration: a qualitative study. *Library & Information Science Research*, 30(2), 145–155. <https://doi.org/10.1016/j.lisr.2007.06.008>
- Montiel-Overall, P. (2017). A theoretical understanding of teacher and librarian collaboration (TLC). In M. A. Mardis (Ed.), *Librarians and educators collaborating for success: The international perspective* (pp. 257–275). Libraries Unlimited.
- Montiel-Overall, P. (2021). Assessing teacher and librarian collaboration: A preliminary report. *IASL Annual Conference Proceedings, Berkley, USA*. <https://doi.org/10.29173/iasl7983>
- Montiel-Overall, P., & Grimes, K. (2013). Teachers and librarians collaborating on inquiry-based science instruction: A longitudinal study. *Library & Information Science Research*, 35(1), 41–53. <https://doi.org/10.1016/j.lisr.2012.08.002>
- Montiel-Overall, P., & Jones, P. (2011). Teacher and school librarian collaboration: A preliminary report of teachers' perceptions about frequency and importance to student learning. *Canadian Journal of Information and Library Sciences*, 35(1), 49–76. <https://doi.org/10.1353/ils.2011.0001>
- Moreillon, J. (2008). Two heads are better than one: Influencing preservice classroom teachers' understanding and practice of classroom-library collaboration. *School Library Media Research*, 11, 1–26.
- Moustakas, C. E. (1994). *Phenomenological research methods*. SAGE. <https://doi.org/10.4135/9781412995658>
- Mølstad, C. E. (2015). State-based curriculum-making: Approaches to local curriculum work in Norway and Finland. *Journal of Curriculum Studies*, 47(4), 441–461.

- New London Group. (1996). A pedagogy of multiliteracies: Designing social futures. *Harvard Educational Review*, 66(1), 60–93. <https://doi.org/10.17763/haer.66.1.17370n67v22j160u>
- Nygård, T. (2022). *“There is a lot to practice”. A nexus analytical study on promoting multiliteracy in health education* (Acta Universitatis Ouluensis E Scientiae Rerum Socialium 211) [Doctoral dissertation, University of Oulu]. JULTIKA – University of Oulu repository. <http://jultika.oulu.fi/files/isbn9789526233154.pdf>
- Oberg, D. (1995). Principal support: What does it mean to teacher–library media specialists? In International Association of School Librarianship, *Sustaining the vision. Selected papers from the annual conference of the international association of school librarianship* (pp. 17–25). Worcester College of Higher Education.
- Ojaranta, A. (2019). *Information literacy conceptions in comprehensive school in Finland. Curriculum, teacher and school librarian discourses*. [Doctoral dissertation, Åbo Akademi]. Åbo Akademi University Press. <https://urn.fi/URN:ISBN:978-951-765-941-3>
- Organization for Economic Co-operation and Development. (2001). *Knowledge and skills for life: First results from PISA 2000*. OECD. <https://doi.org/10.1787/9789264195905-en>
- Organization for Economic Cooperation and Development. (2010). *PISA 2009 results. What students know and can do – student performance in reading, mathematics and science (Volume I)*. OECD. <https://doi.org/10.1787/19963777>
- Organization for Economic Cooperation and Development. (2015). *PISA 2015 results. Excellence and equity in education (Volume I)*. OECD. <https://doi.org/10.1787/9789264266490-en>
- Organization for Economic Co-operation and Development. (2018). *PISA 2018 results. What students know and can do (Volume I)*. OECD. <https://doi.org/10.1787/5f07c754-en>
- Organization for Economic Co-operation and Development. (2023). *PISA 2022 results. The State of Learning and Equity in Education (Volume I)*. OECD. <https://doi.org/10.1787/53f23881-en>
- Palsa, L. (2021). *Developing a theory of conceptual contextualisation of competence-based education: A qualitative study of multiliteracy in the Finnish curriculum framework* (Acta electronica Universitatis Lapponiensis 309) [Doctoral dissertation, University of Lapland]. University of Lapland. <https://urn.fi/URN:ISBN:978-952-337-263-4>
- Palsa, L., & Mertala, P. (2019). Multiliteracies in local curricula: Conceptual contextualizations of transversal competence in the Finnish curricular framework. *Nordic Journal of Studies in Educational Policy*, 5(2), 114–126. <https://doi.org/10.1080/20020317.2019.1635845>
- Palsa, L., Pekkala, L., & Salomaa, S. (2019). Monilukutaito ja mediakasvatuksen pedagogiikka [Multiliteracy and the pedagogy of media education]. In M. Harmanen & M. Hartikainen (Eds.), *Monilukutaitoa oppimassa* [Learning multiliteracy] (pp. 40–50). National Agency for Education.

- Palsa, L., & Ruokamo, H. (2015). Behind the concepts of multiliteracies and media literacy in the renewed Finnish core curriculum: A systematic literature review of peer-reviewed research. *Seminar.net – International Journal of Media, Technology and Lifelong Learning*, 11(2), 101–119. <https://doi.org/10.7577/seminar.2354>
- Pearlman, R. (2009). Making twenty-first century schools: Creating learner-centered schoolplaces/workplaces for a new culture of students at work. *Educational Technology*, 49(5), 14–19.
- Peterson, D. L. (1999). Collaboration in teaching and learning. In B. K. Stripling (Ed.), *Learning and libraries in an information age* (pp. 133–162). CO7 Libraries Unlimited.
- Pietikäinen, V., Kortelainen, T., & Siklander, P. (2017). Public librarians as partners in problem-based learning in secondary schools: A case study in Finland. *Information Research*, 23(2), 1–19.
- Pihl, J. (2009). Interprofessional cooperation between teachers and librarians: Analysing theoretical and professional arguments for cooperation in an era of globalization. In M. O’Dowd & H. Holmarsdottir (Eds.), *Nordic voices: Teaching and researching comparative and international education in the Nordic countries* (pp. 41–59). Sense.
- Pihl, J. (2011). Literacy education and interprofessional collaboration. *Professions and professionalism*, 1(1), 52–66. <https://doi.org/10.7577/pp.v1i1.149>
- Pihl, J., Carlsten, T. C., & van der Kooij, K. S. (2017). Why teacher and librarian partnerships in literacy education in the 21st century? In J. Pihl, K. S. van der Kooij, & T. C., Carlsten (Eds.), *Teacher and librarian partnerships in literacy education in the 21st century* (pp. 1–22). Brill.
- Probert, E. (2009). Information literacy skills: teacher understandings and practice. *Computers & Education*, 53(1), 24–33. <https://doi.org/10.1016/j.compedu.2008.12.018>
- Public Libraries Act. (1492/2016). *Laki yleisistä kirjastoista* [Public Libraries Act]. Pub. L. No. 29.12.2016/1492 (2016).
- Rasi, P., Kangas, M., & Ruokamo, H. (2019). Promoting multiliteracy in the Finnish educational system. In M. Paksuniemi & P. Keskitalo (Eds.), *Introduction to the Finnish educational system* (pp. 96–157). Sense. [https://doi.org/10.1163/9789004394278\\_007](https://doi.org/10.1163/9789004394278_007)
- Rogoff, M. (1990). *Apprenticeship in thinking: Cognitive development in social context*. Oxford University Press. <https://doi.org/10.1093/oso/9780195059731.001.0001>
- Roschelle, J., & Teasley, S. (1995). The construction of shared knowledge in collaborative problem solving. In C. O’Malley (Ed.), *Computer supported collaborative learning* (pp. 69–97). Springer-Verlag. <https://doi.org/10.1007/978-3-642-85098-1>
- Räisänen, S. (2015). *Changing literacy practices: A becoming of a new teacher agency* (Acta Universitatis Ouluensis E Scientiae Rerum Socialium 153) [Doctoral dissertation, University of Oulu]. JULTIKA – University of Oulu repository. <http://jultika.oulu.fi/files/isbn9789526208480.pdf>
- Salminen, J. (2018). *Opetussuunnitelman ohjaustapa ja opettajan opetussuunnitelmaosaaminen* [Guidance of the core curriculum and the teacher’s curriculum competence] (Annales Universitatis Turkuensis C Scripta Lingua Fennica Edita 455) [Doctoral dissertation, University of Turku]. Publications of University of Turku. <https://urn.fi/URN:ISBN:978-951-29-7302-6>

- Saunders, L., & Corning, S. (2020). From cooperation to collaboration: Toward a framework for deepening library partnerships. *Journal of Library Administration*, 60(5), 453–469. <https://doi.org/10.1080/01930826.2020.1729623>
- Schreier, M. (2012). Qualitative content analysis. In U. Flick (Ed.), *The SAGE handbook of qualitative data analysis* (pp. 170–183). SAGE. <https://doi.org/10.4135/9781446282243>
- Schultz-Jones, B. (2009). Collaboration in the school social network. *Knowledge Quest*, 37(4), 20–25.
- Shannon, D. (1991). Cooperation between school and public libraries: A study of one North Carolina County. *North Carolina Libraries*, 46, 67–70.
- Smith, D. (2014). Collaboration between rural school and public youth services librarians. *New Library World*, 115(3/4), 160–174. <https://doi.org/10.1108/NLW-01-2014-0014>
- Smith, M., & Hepworth, M. (2007). An investigation of factors that may demotivate secondary school students undertaking project work: Implications for learning information literacy. *Journal of Librarianship and Information Science*, 39(1), 3–15. <https://doi.org/10.1177/0961000607074810>
- Strauss, A., & Corbin, J. (1998). *Basics of qualitative research techniques and procedures for developing grounded theory* (2nd ed.). SAGE.
- Sulkunen, S., Välijärvi, J., Arffman, I., Harju-Luukkainen, H., Kupari, P., Nissinen, K., Puhakka, E., Reinikainen, P. (2010). *PISA 2009 ensituloksia 15-vuotiaiden nuorten lukutaito sekä matematiikan ja luonnontieteiden osaaminen* [First results of PISA 2009: The skills of 15-year-old pupils in literacy, mathematics and natural sciences]. Finnish Ministry of Education and Culture. <https://julkaisut.valtioneuvosto.fi/bitstream/handle/10024/75514/okm21.pdf>
- Sundin, O., Francke, H., & Limberg, L. (2011). Practicing information literacy in the classroom: Policies, instructions, and grading. *Dansk Biblioteksforskning: Tidsskrift for informations- og kulturformidling*, 7(2/3), 7–17. <https://doi.org/10.7146/danbibfor.v7i2/3.97375>
- Suorsa, A. (2017). Knowledge creation and play – a phenomenological study within a multi-professional and multi-organizational community. *Journal of Documentation*, 73(6), 1167–1191. <https://doi.org/10.1108/JD-11-2016-0141>
- Tarnanen, M. (2019). Monilukutaito sosiokulttuurisena lukutaitona [Multiliteracy as a sociocultural literacy]. *Oppimisen ja oppimisvaikeuksien erityislehti: NMI-bulletin*, 29(4), 21–29.
- Taylor, E. W. (2017). Transformative learning theory. In A. Laros, T. Fuhr, & E. W. Taylor *Transformative learning meets Bildung. An international exchange* (pp. 17–29). Sense. <http://dx.doi.org/10.1007/978-94-6300-797-9>
- Tonne, I., & Pihl, J. (2012). Literacy education, reading engagement, and library use in multilingual classes. *Intercultural Education*, 23(3), 183–194. <https://doi.org/10.1080/14675986.2012.701424>
- Twining, P., Heller, R. S., Nussbaum, M., & Tsai, C.-C. (2017). Some guidance on conducting and reporting qualitative studies. *Computers & Education*, 106, 1–9. <https://doi.org/10.1016/j.compedu.2016.12.002>

- Uljens, M., & Rajakaltio, H. (2017). National curriculum development as educational leadership: A discursive and non-affirmative approach. In M. Uljens & R. M. Ylimaki (Eds.), *Bridging educational leadership, curriculum theory and didaktik* (pp. 411–437). Springer Cham. <https://doi.org/10.1007/978-3-319-58650-2>
- van Kempen, S., van den Dool, A., Lindberg, P., & Parviainen, L. (2020). Trends in the Dutch and Finnish library landscape. *Library Management*, 42(3), 167–183. <https://doi.org/10.1108/LM-03-2020-0040>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press. <https://doi.org/10.2307/j.ctvjf9vz4>
- Väljjarvi, J., & Kupari, P. (2015). *Millä eväillä osaaminen uuteen nousuun? PISA 2012 tutkimustuloksia* [What will it take to get back on top? PISA 2012 research results] (Report No. 2015:6). Ministry of Education and Culture. <http://urn.fi/URN:ISBN:978-952-263-334-7>
- Väljjarvi, J., Linnakylä, P., Kupari, P., Reinikainen, P., & Arffman, I. (2002). *The Finnish success in PISA-and some reasons behind it*. Kirjapaino Oma.
- Wang, Y., Lavonen, J., & Tirri, K. (2018). Aims for learning 21st century competencies in national primary science curricula in China and Finland. *Eurasia Journal of Mathematics, Science and Technology Education*, 14(6), 2081–2095. <https://doi.org/10.29333/ejmste/86363>
- Williams, D., & Wavell, C. (2006). *Information literacy in the classroom: Secondary school teachers' conceptions* (Report No. 15). Robert Gordon University. <http://hdl.handle.net/10059/42>
- Williamson, K., Archibald, A., & McGregor, J. (2010). Shared vision: A key to successful collaboration? *School Libraries Worldwide*, 16(2), 16–30. <https://doi.org/10.29173/slw6805>
- Winer, M., & Ray, K. (1994). *Collaboration handbook: Creating, sustaining and enjoying the journey*. Amherst H. Wilder Foundation.
- Yin, R. (2012). *Applications of case study research* (3rd ed.). SAGE.
- Yin, R. (2014). *Case study research: Design and methods* (5th ed.). SAGE. <http://dx.doi.org/10.3138/cjpe.30.1.108>
- Yukawa, J., & Harada, V. H. (2009). Librarian-teacher partnership for inquiry learning: Measures of effectiveness for practice-based model of professional development. *Evidence Based Library and Information Practice*, 4(2), 97–119. <https://doi.org/10.18438/B8GG7K>



## Original publications

- I Tikkinen, S., & Korkeamäki, R.-L. (2021). The paradox of collaboration in the partnership between primary schools and public libraries. *Educational Studies*, 1–19. <https://doi.org/10.1080/03055698.2021.1884048>
- II Tikkinen, S., Korkeamäki, R.-L., & Dreher, M. J. (2020). Finnish Teachers and Librarians in Curriculum Reform. *International Journal of Educational Research*, 103(June 2019), 1–11. <https://doi.org/10.1016/j.ijer.2020.101615>
- III Ylivuori, S., & Ojaranta, A. (2023). Librarians' and teachers' conceptions of multiliteracies in the context of Finnish curriculum reform. *Information Research an International Electronic Journal*, 28(4), 43–61. <https://doi.org/10.47989/ir284506>

Reprinted with permission from Elsevier (I), Taylor & Francis Group (II), and the University of Borås (III).

Original publications are not included in the electronic version of the dissertation.



ACTA UNIVERSITATIS OULUENSIS  
SERIES E SCIENTIAE RERUM SOCIALIUM

213. Peltola, Maria (2022) Structured fabrics of everyday life : subject-scientific perspective on maintaining and changing life conditions in learning contexts of adulthood
214. Karjalainen, Magda (2022) Treading gently between the wor(l)ds : autoethnographically exploring "strange dialogues" within the modern university
215. Kylänpää, Vihtori (2022) Educating young adults to undertake actions for human rights : students at the Non-Military Service Center
216. Sneck, Sirpa (2022) Moving Maths : effects and experiences of physical activity integrated into primary school mathematics lessons
217. Haataja, Eetu (2022) The role of metacognitive monitoring in regulation at multiple levels of collaborative learning
218. Koskela, Anne (2022) Ongelmalliseksi lausuttu : oppilas koulun ja kasvatusneuvolan asiantuntijadiskurssissa vuosina 1968–1991
219. Jokinen, Päivi (2022) Pikkulukutaitojen posthumanistiset toimielmat : ihmiskeskeisyyden ongelma ja lukutaidon uudelleenajattelun mahdollisuudet
220. Törmänen, Tiina (2023) Emotion regulation in collaborative learning : students' affective states as conditions for socially shared regulation
221. Pettersson, Henri (2023) Reason to believe : the prospects and limitations of critical thinking as an educational ideal
222. Väisänen, Anne-Mari (2023) Tutkimus koulukiusaamista koskevasta asiantuntijapuheesta
223. Vladimirova, Anna (2023) Body as a response of a place : postqualitative inquiry into outdoor education
224. Kosola, Marja (2023) Nuoren kokemukset matematiikan opiskelusta ja tehostetun tuen tukitoimista
225. Kauhanen, Iida (2023) Barriers to social justice in unaccompanied youth's lives : feminist ethnography in institutional settings
226. Kaleva, Satu (2023) Lost in transition? : background factors to study field and STEM career interests of general upper secondary students
227. Silvola, Anni (2023) Higher education students' perspectives on learning analytics use as support for academic paths
228. Kirsi Raetsaari (2024) Lukion keskeyttämisen äärellä : subjektitieteellisen psykologian näkökulma toimijuuden tukemiseen ohjauksessa

Book orders:  
Virtual book store  
<https://verkkokauppa.omapumu.com/fi/>

S E R I E S E D I T O R S

**A**  
**SCIENTIAE RERUM NATURALIUM**  
*University Lecturer Mahmoud Filali*

**B**  
**HUMANIORA**  
*University Lecturer Santeri Palviainen*

**C**  
**TECHNICA**  
*Senior Research Fellow Antti Kajjalainen*

**D**  
**MEDICA**  
*University Lecturer Pirjo Kaakinen*

**E**  
**SCIENTIAE RERUM SOCIALIUM**  
*University Lecturer Henri Pettersson*

**E**  
**SCRIPTA ACADEMICA**  
*Strategy Officer Mari Katvala*

**G**  
**OECONOMICA**  
*University Researcher Marko Korhonen*

**H**  
**ARCHITECTONICA**  
*Associate Professor Anu Soikkeli*

**EDITOR IN CHIEF**  
*University Lecturer Santeri Palviainen*

