

**WHAT INFORMATION LITERACY MEANS TO  
ME: COLLABORATING WITH FACULTY TO  
UNDERSTAND STUDENT PERCEPTIONS OF  
INFORMATION LITERACY**

**Arianne Hartsell-Gundy**

**Eric Resnis**

**Katie Gibson**

**Masha Misco**

**Miami University Libraries**

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# MIAMI BASICS

- Public University located in Oxford OH
  - 16000 undergraduate students
  - 2000 graduate students
  - 4 regional campuses/learning centers
  - Focus on undergraduate liberal education



# THE FACULTY LEARNING COMMUNITY FOR IMPROVING STUDENT RESEARCH LITERACY

## ■ HISTORY

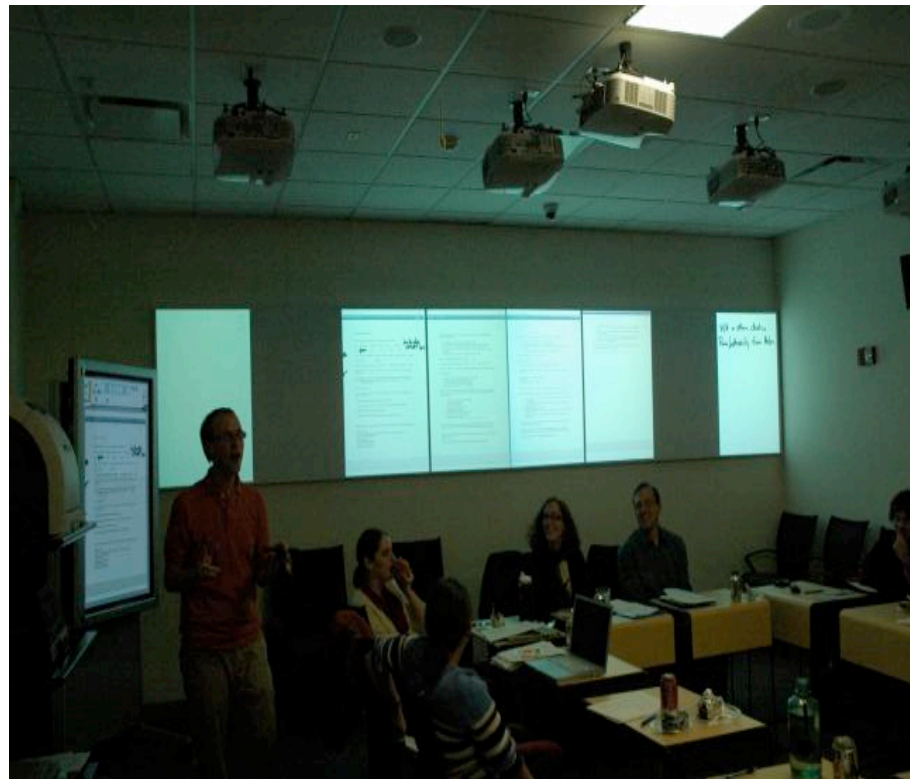
- Began in 2004; 5<sup>th</sup> group for 08/09
- Year long FLC (academic year)
- Comprised of Faculty and Librarians (2:1 ratio)
- Facilitator is a Librarian
- Partnership between the Library and Center for Enhancement of Learning and Teaching



# THE FACULTY LEARNING COMMUNITY FOR IMPROVING STUDENT RESEARCH LITERACY

## ■ HISTORY

- 45 faculty members
- Most departments on campus (all schools)
- Includes faculty on regional campuses



# GENERAL GOALS OF THE FLC

- Share and discuss research and information needs within participants' courses
- Develop and/or improve research assignments within participants' courses
- Share and discuss ideas and new perspectives on improving information literacy in the curriculum
- Explore and investigate methods of accessing and using information ethically
- Foster collaboration between faculty and librarians across disciplines
- Engage students as active participants in and contributors to the learning environment
- Develop new approaches for weaving technology and information competencies into the classroom



# STRUCTURE DURING THE YEAR

- Opening Retreat
  - Community Norms
  - Basic overview of IL
  
- Meetings
  - 5 to 6 per semester
  - Various topics
  - First semester focused on IL theory
  - Second semester focused on practical aspects



# STRUCTURE DURING THE YEAR

## ■ Incentives

- \$1000 professional development
- Team building meetings with refreshments

## ■ Projects

- Varies By Year
- Other open ended projects depending on interests of FLC members
- Conference presentations on FLC projects



## FACULTY: INFORMATION LITERACY

- Value information literacy
- Students lack information literacy skills
- Department/Discipline play a role

(Gulilkson, 2006; Weetman, 2005; Singh, 2005)





## STUDENTS: SEARCHING

- Wait to research (Head & Esenberg, 2009)
- Likely to use Internet (Wang & Artero, 2005; ACRL, n.d.)
- Trust online information (Wang & Artero, 2005)
- Use a source only as a requirement (Wang & Artero, 2005)
- Sometimes or never (ACRL, n.d.)
  - Contact librarians
  - Research in the library
  - Attend library instruction



## STUDENTS: CHALLENGES

- Difficulty dealing with amount of information found (Wang & Artero, 2005; Head & Eisenberg, 2009)
- Formatting citations (Wang & Artero, 2005)
- Recognizing relevant information (Head & Eisenberg, 2009)
- Navigating the library (Head & Eisenberg, 2009)



## STUDENTS: STRATEGIES

- Seek help first from classmates
- Search unsuccessfully for 30 minutes before seeking help
- Try multiple strategies (Kipnis & Frisby, 2006)



# THE SURVEY

- Designed for students in courses of FLC members
- Designed by the faculty members (for their interests)
- Questions that gauged student perceptions on:
  - Research habits
  - Resource use
  - Library use
  - Library services



# SELECTED QUESTIONS

- What is the difference between a good research experience and bad research experience?
- Describe your process as you search for information.
- (I agree/disagree) that Wikipedia is a scholarly resource.
- (I agree/disagree) that conducting research is just busy work.



## ADDITIONAL INFORMATION OBTAINED

- Number of Research Papers Completed
- Class Standing
- GPA
- Gender
- Internet Access at Permanent Residence
- Completion of Miami EScholar



# ADMINISTERING SURVEY

- 10-15 minutes for completion
  - Usually administered at beginning of class
  - Completely voluntary
- Human Subjects Approval Required
- Classes surveyed early spring semester
- Approximately 375 students completed



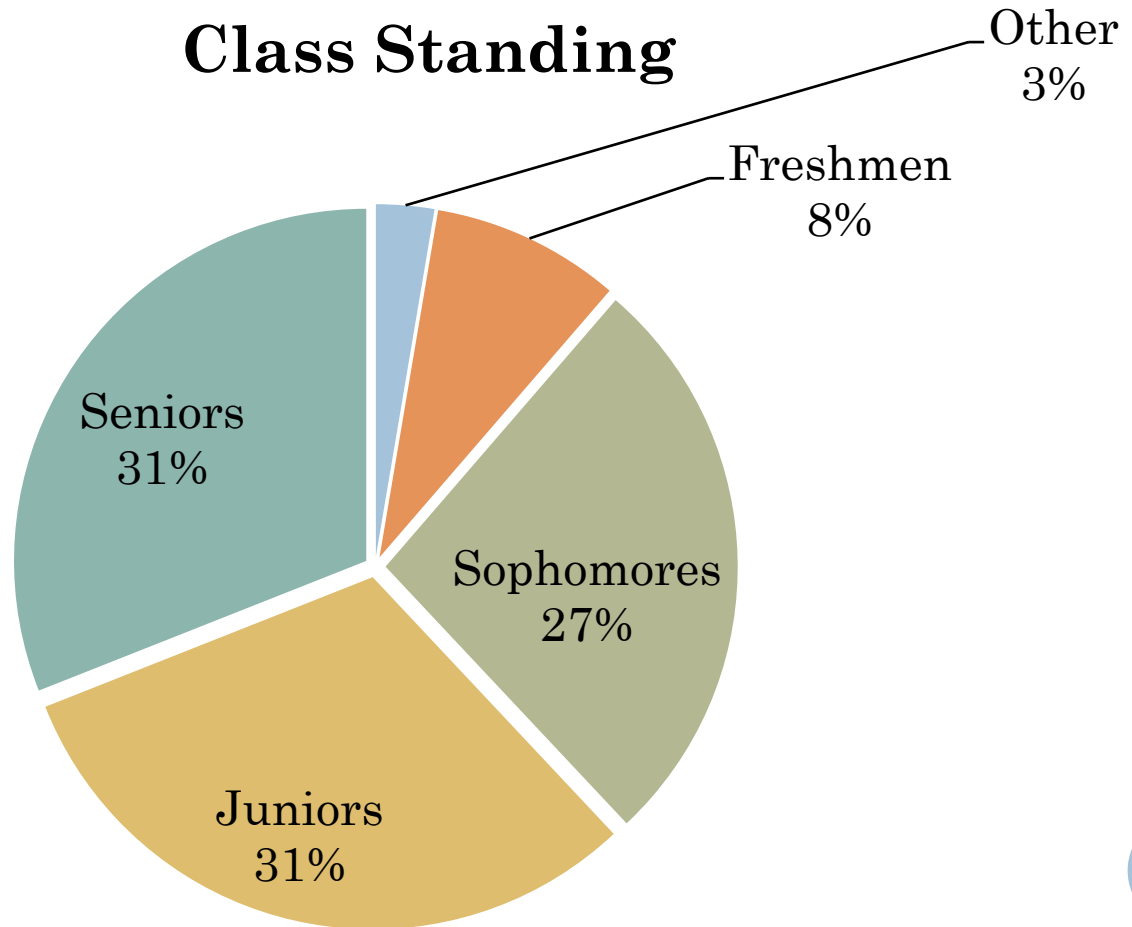
## DEMOGRAPHICS

- Gender: 59% female, 39% male, 2% didn't answer
- Took E-Scholar: 55% didn't know, 34% no, 6% yes, 5% no answer
- Number of Papers Written: 45% have written at least 15 papers





# DEMOGRAPHICS



## GENERAL TRENDS

- Students overwhelmingly preferred online resources.
- Students didn't see research as a process. They were much more interested in describing the tools they used.



## GENERAL TRENDS FOR GPA

- Students with lower GPA tended to see library as busy work.
- Students with midrange GPA use Google first.
- Students with higher GPA use Google less, use library databases more, and are more inclined to ask a librarian for help.



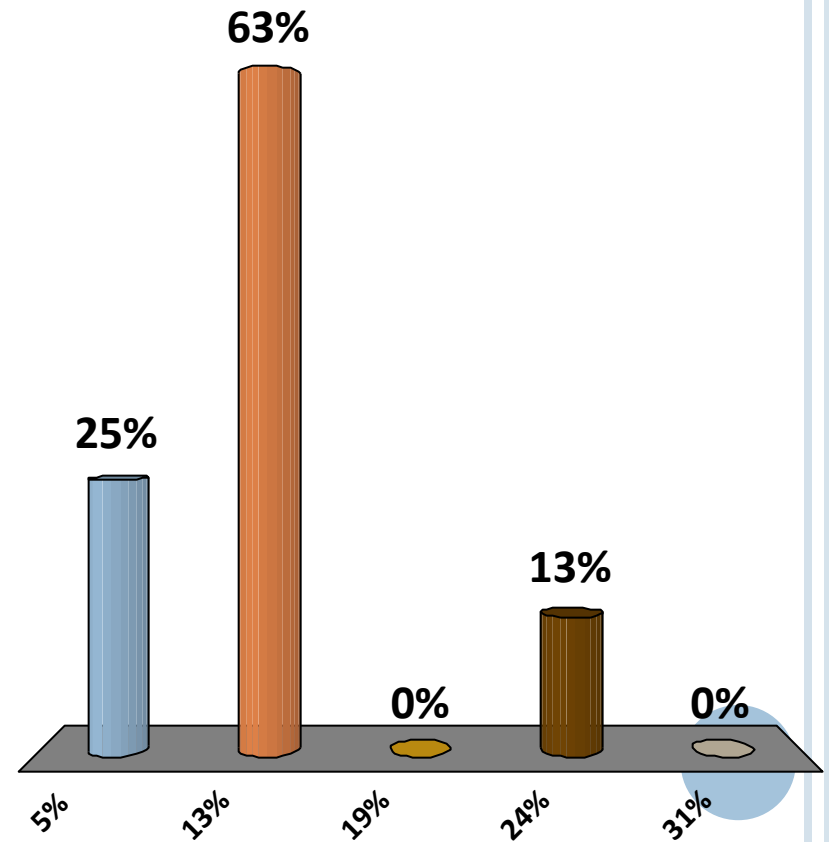
## WHAT FACULTY WANTED TO LEARN

- How and where are students searching for information?
- How prepared are students to perform information research?
- Do students see the information literacy skills as transferable?



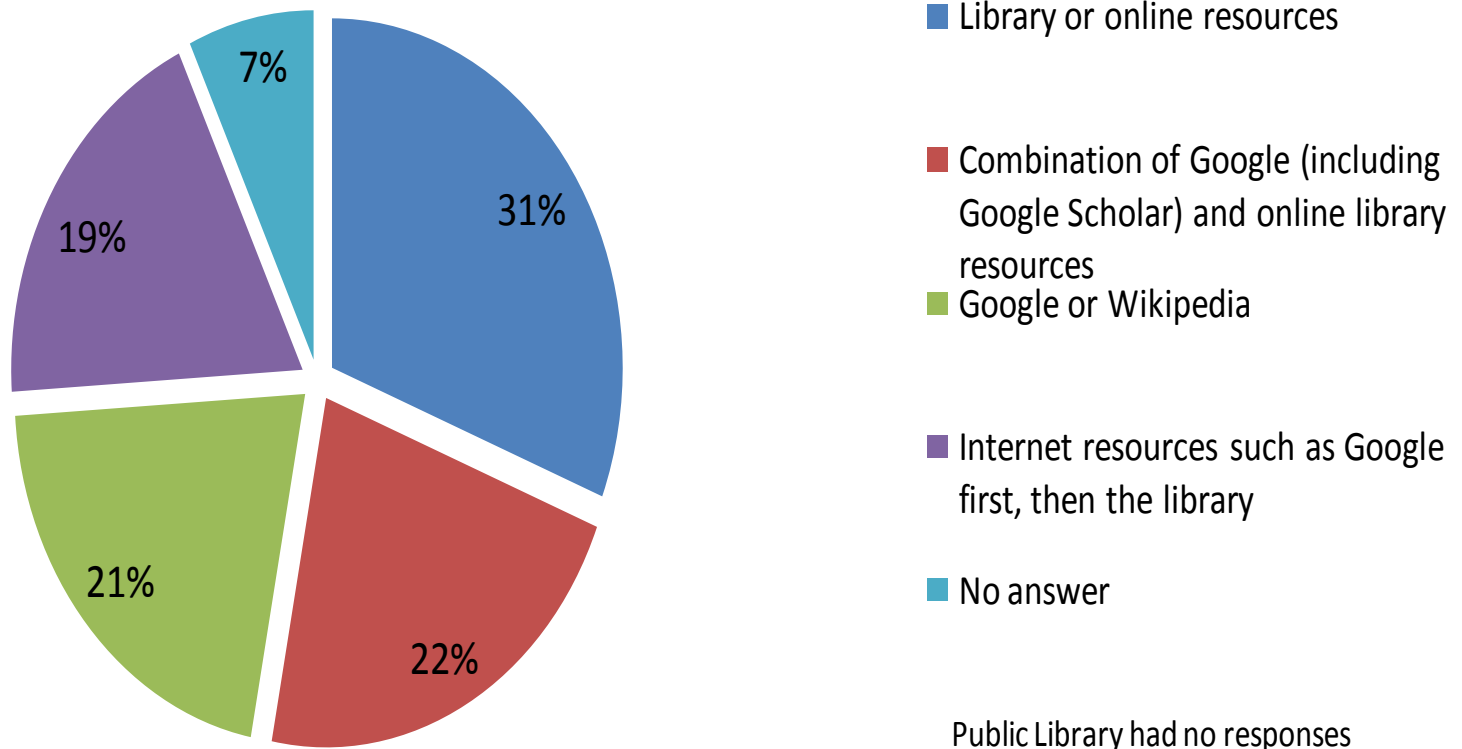
# WHAT PERCENTAGE OF STUDENTS USED LIBRARY RESOURCES EXCLUSIVELY?

1. 5%
2. 13%
3. 19%
4. 24%
5. 31%



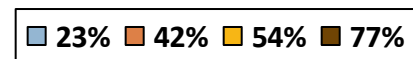
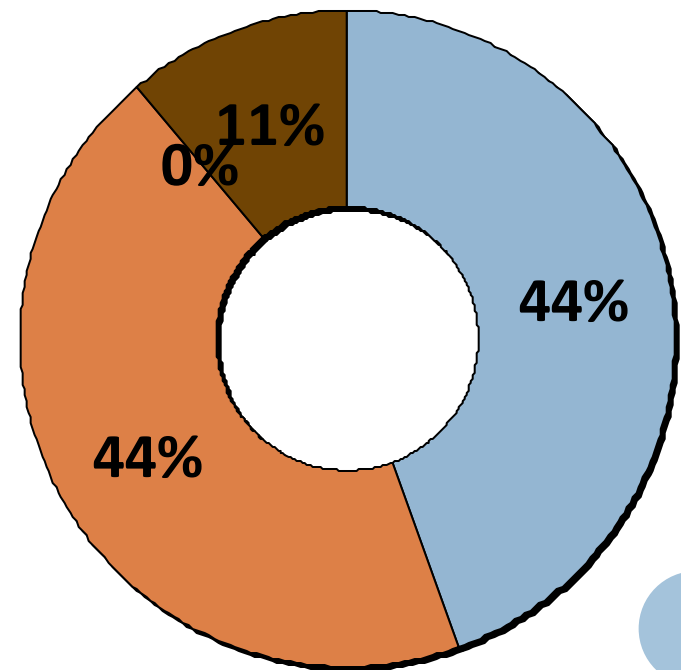
# WHERE ARE STUDENTS SEARCHING FOR INFORMATION?

## Describe your process as you search for information



# WHAT PORTION OF STUDENTS ARE STRONGLY CONFIDENT WITH THEIR ABILITY TO LOCATE LIBRARY RESOURCES?

1. 23%
2. 42%
3. 54%
4. 77%



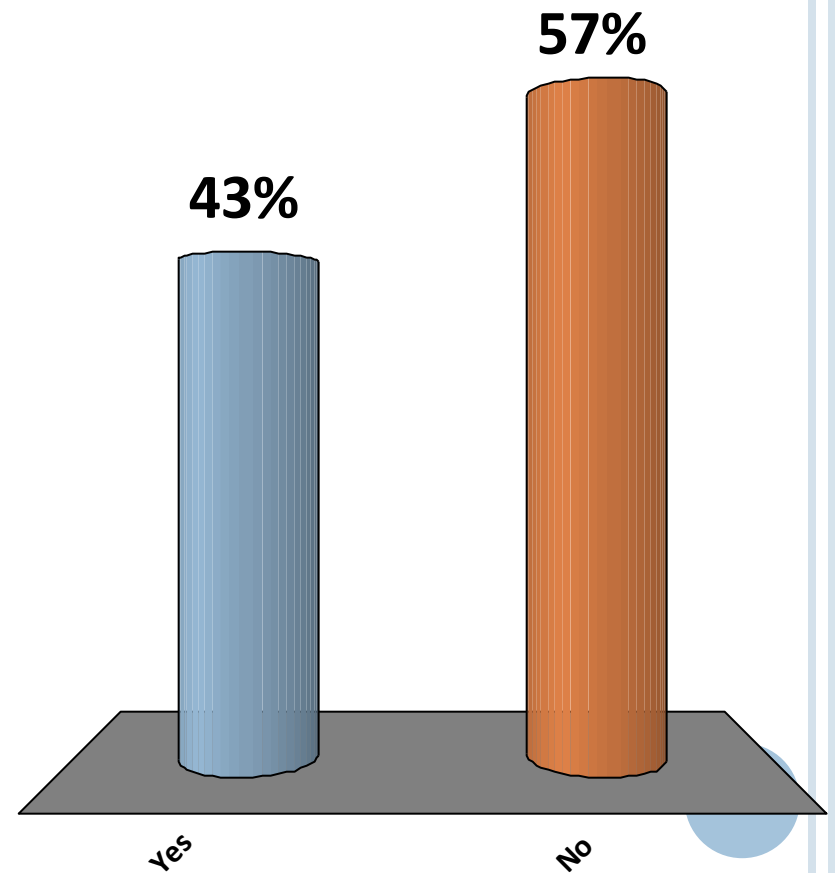
# HOW PREPARED ARE STUDENTS?





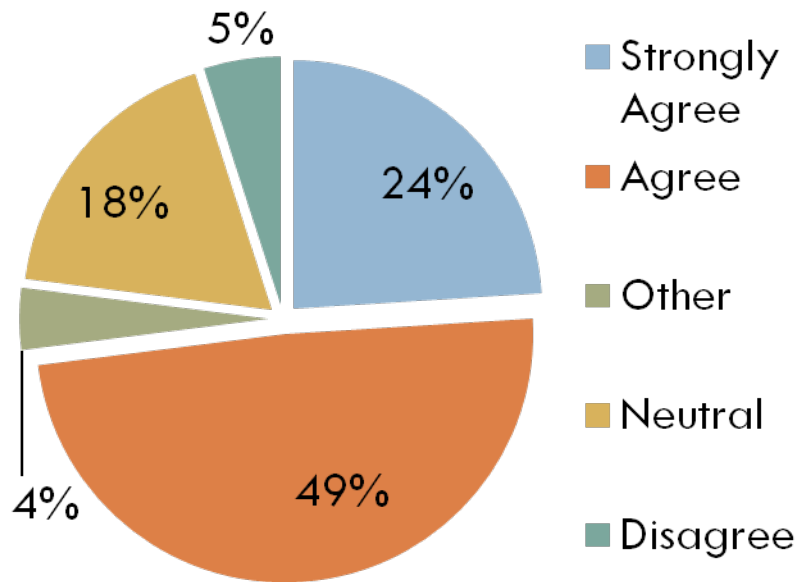
# DO STUDENTS AGREE THAT INFORMATION LITERACY IS TRANSFERABLE TO JOB SETTINGS?

1. Yes
2. No

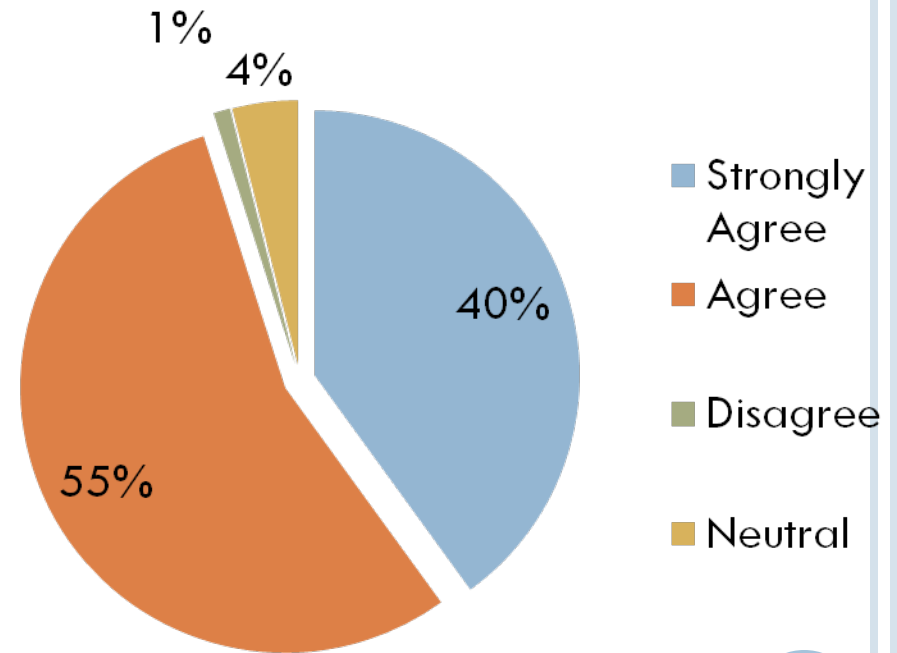


# DO STUDENTS SEE INFORMATION LITERACY SKILLS AS TRANSFERABLE?

## Skills Transfer to Job Setting



## Skills Transfer to Other Classes



Don't Know and Strongly Disagree had 0 responses

## SELECTION OF OPEN-ENDED ANSWERS

“I get either on Google or Wikipedia. Take the info I want, rephrase it and use it.”

“I used Ebscohost some in high school and other similar programs but I don't think I have access to them anymore.”

“I stop, say ‘Fuck It’, and go to Wikipedia”



## SELECTION OF OPEN-ENDED ANSWERS

“I usually start with Google-just as a jumping off point. I avoid Wikipedia altogether. Depending on what my assignment is - I'll go to online newspapers and magazines mostly.”

“I search online journals, go to the library to search through books and not use Google.”



## SELECTION OF OPEN-ENDED ANSWERS

“Bad research experience would be when I cannot find relevant material, or worse when I can find it, but do not have access to it.”

“Bad [research experience]-knowing the information is out there and just not knowing how to find it.”



## AFTER THE SURVEY

- Data reported to faculty members
- Integration of results into primary FLC project
  - Syllabus revision to integrate information literacy throughout a course
  - Various methods utilized
    - Embedded librarian
    - Scaffolded assignments
    - Unique assignments
    - Co-instructors



## FUTURE SURVEY WORK

- Follow-up with 08/09 FLC members in next academic year
- Administer survey early for 09/10 FLC and utilize results immediately

