



An Analysis on the IL Skills of LIS Students: Curricular Reflections

Serap Kurbanoglu, EUCLID,
Hacettepe University



Introduction

- ▶ continuous change - today's societies characteristic
- ▶ lifelong learning skills - to keep up with changes
- ▶ IL – among key competencies for LL
- ▶ IL competencies are necessary for any individual
- ▶ IL competencies appear among student outcomes and performance indicators



Introduction



- ▶ large body of literature
 - ▶ Project Information Literacy (PIL) (Head & Eisenberg, 2009)
 - ▶ similar studies from around the world
 - ▶ relatively little research on IL competencies of LIS students
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IL for LIS Students

- ▶ more crucial for LIS students than for students from other disciplines
- ▶ necessary to succeed in educational, personal and professional life
- ▶ LIS students are expected to develop advanced level IL skills to perform their profession effectively
- ▶ LIS students are expected to be expert searchers to navigate the vast world of information
- ▶ LIS students are expected to employ IL skills to assist and educate their future patrons



Multinational Study - Aim



- ▶ to demonstrate LIS students' information literacy competencies within an international context (how they search for, evaluate, and use information)
- ▶ to explore the differences and similarities among LIS students from different countries
- ▶ to highlight the gaps in LIS students' information literacy competencies
- ▶ to address these gaps from curricular perspective



Curricular Benefit



- ▶ we can see to what extent LIS students possess core IL skills
 - ▶ we can see how LIS students approach information problems
 - ▶ we can see what kind of difficulties they experience when they employ IL skills
 - ▶ we can use this understanding to develop or strengthen courses and inform curricular decisions
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Multinational Study

- ▶ 18 countries (mostly from Europe) included
- ▶ 21 researchers involved
- ▶ data collected through a web based survey
- ▶ PIL survey instrument was adapted to the LIS field
- ▶ instrument translated in to all laguages
- ▶ Lime Survey platform was used
- ▶ data collected during 2012-2013 academic year





Fellow Researchers

- ▶ Laura Saunders (Graduate School of Library and Information Science, Simmons College, Boston, US)
- ▶ Serap Kurbanoglu (Department of Information Management, Hacettepe University, Ankara, Turkey)
- ▶ Joumana Boustany (Institute of Technology, University of Paris Descartes, Paris, France)
- ▶ Guleda Dogan (Department of Information Management, Hacettepe University, Ankara, Turkey)
- ▶ Peter Becker (The Hague University of Applied Sciences, the Netherlands)
- ▶ Eliane Blumer (Department of Information Science, Haute Ecole de Gestion, Chur, Switzerland)
- ▶ Sudatta Chowdhury (Dept. of Computer & Information Sciences, University of Strathclyde, Glasgow, UK)
- ▶ Milena Dobрева (Library Information and Archive Sciences Department, Malta University, Malta)
- ▶ Natalia Gendina (Scientific and Research Inst. of Information Tech., State University, Kemerrova, Russia)
- ▶ Ivana Hebrang Grgic (Dept. of Information and Communication Sciences, University of Zagreb, Croatia)
- ▶ Gaby Haddow (Department of Information Studies, Curtin University, Australia)
- ▶ Tibor Koltay (Dept. of Information and Library Studies, Szent István University, Hungary)
- ▶ Terttu Kortelainen (Department of Information Studies, Faculty of Humanities, Oulu University, Finland)
- ▶ Monika Krakowska (Institute of Library and Information Science, Jagiellonian University, Krakow, Poland)
- ▶ Shaheen Majid (Division of Information Studies, Nanyang Technological University, Singapore)
- ▶ Marina Mezhova (Scientific and Research Inst. of Information Tech. , State University, Kemerrovo, Russia)
- ▶ Angela Repanovici (Transilvania University of Brasov, Romania)
- ▶ Jurgita Rudžionienė (Institute of Library and Information Science, Vilnius University, Vilnius, Lithuania)
- ▶ Rene Schneider (Department of Information Science, Haute Ecole de Gestion, Chur, Switzerland)
- ▶ Anna Lucia Terra (Information Science Department, Polytechnic Institute of Porto, Portugal)
- ▶ Tania Y. Todorova (State University of Library Studies and Information Technologies, Sofia, Bulgaria)

Survey Distribution and Response Rates

Country	Student's level	Survey distributed via	Number of respondents	Estimated response rate
Australia	BA	Internal communication channel	51	10%
Bulgaria	BA	E-mail	94	60%
Croatia	BA & MA	E-learning platform	110	40%
Finland	BA & MA	Student listserv	17	18%
France	BA	Filled in clasroom	113	85%
Hungary	BA	Internal communication channel	35	78%
Lithuania	BA	Printed version	86	92%
Malta	BA	E-mail	9	82%
The Netherlands	BA	Internal communication channel	10	10%
Poland	BA & MA	E-learning platform	176	85%
Portugal	BA	E-learning platform	66	74%
Romania	BA & MA	Student listserv	13	50%
Russia	BA	E-mail	29	50%
Singapore	MSc	E-mail	75	45%
Switzerland	BA	Mailing List	53	17%
Turkey	BA	Internal communication channel	210	80%
UK	BA	Internal communication channel	6	20%
USA	MA	Student listserv	96	17%

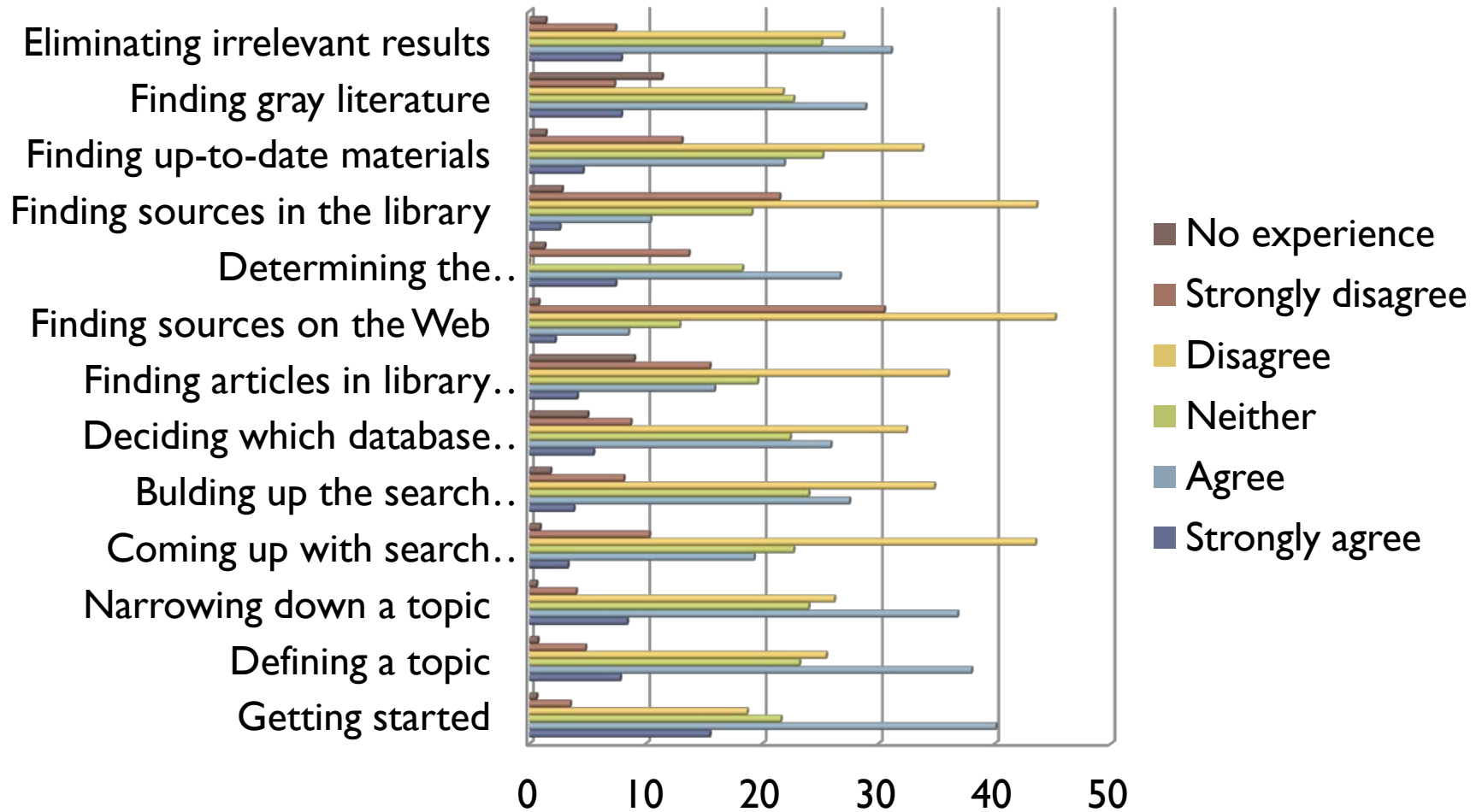


Demographic Information

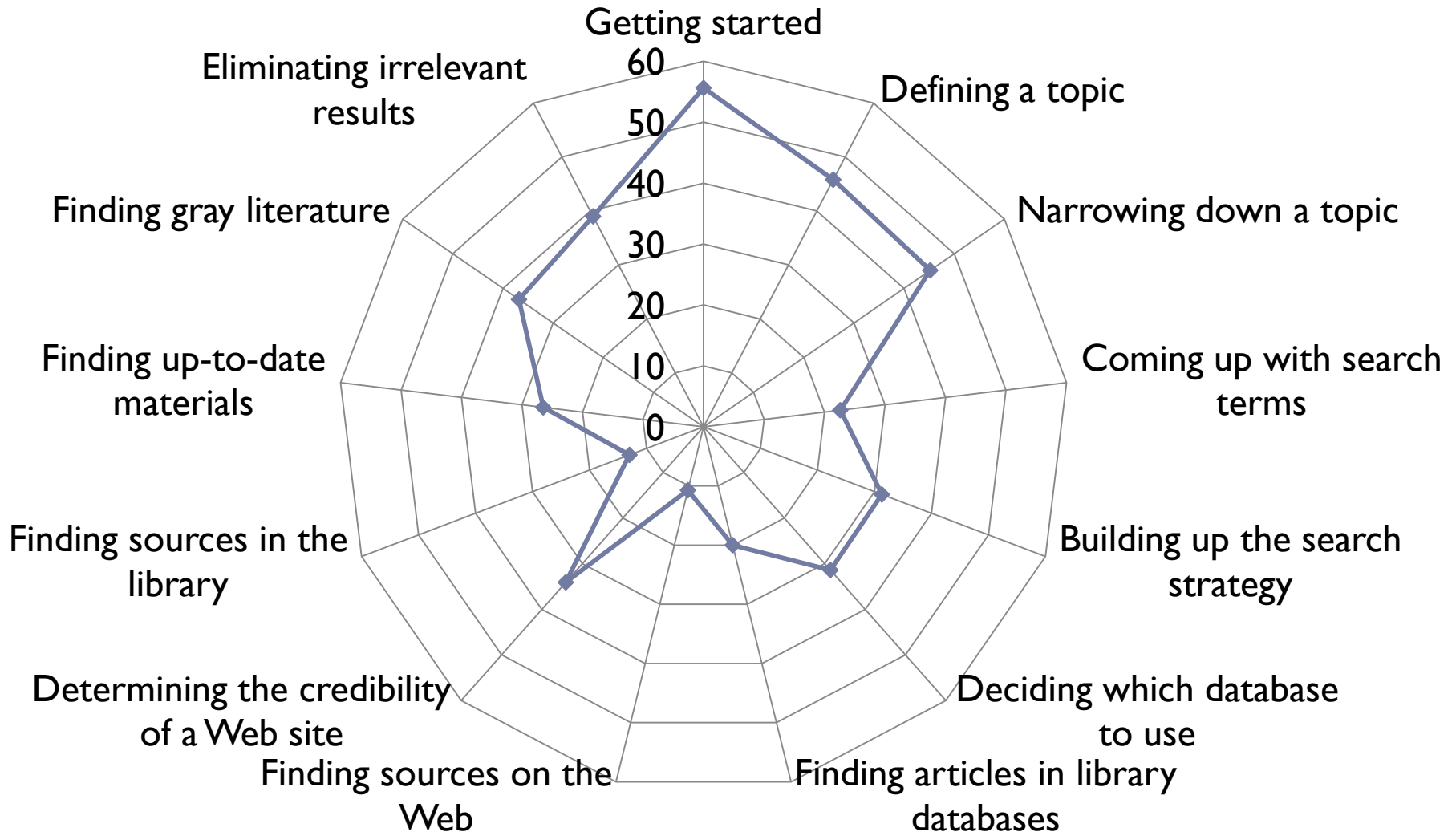
- ▶ 1249 participants
- ▶ bachelor's and master's levels
- ▶ response rates - 10% - 92%
- ▶ majority (63%) - ages of 18 and 23
- ▶ majority (80%) - female



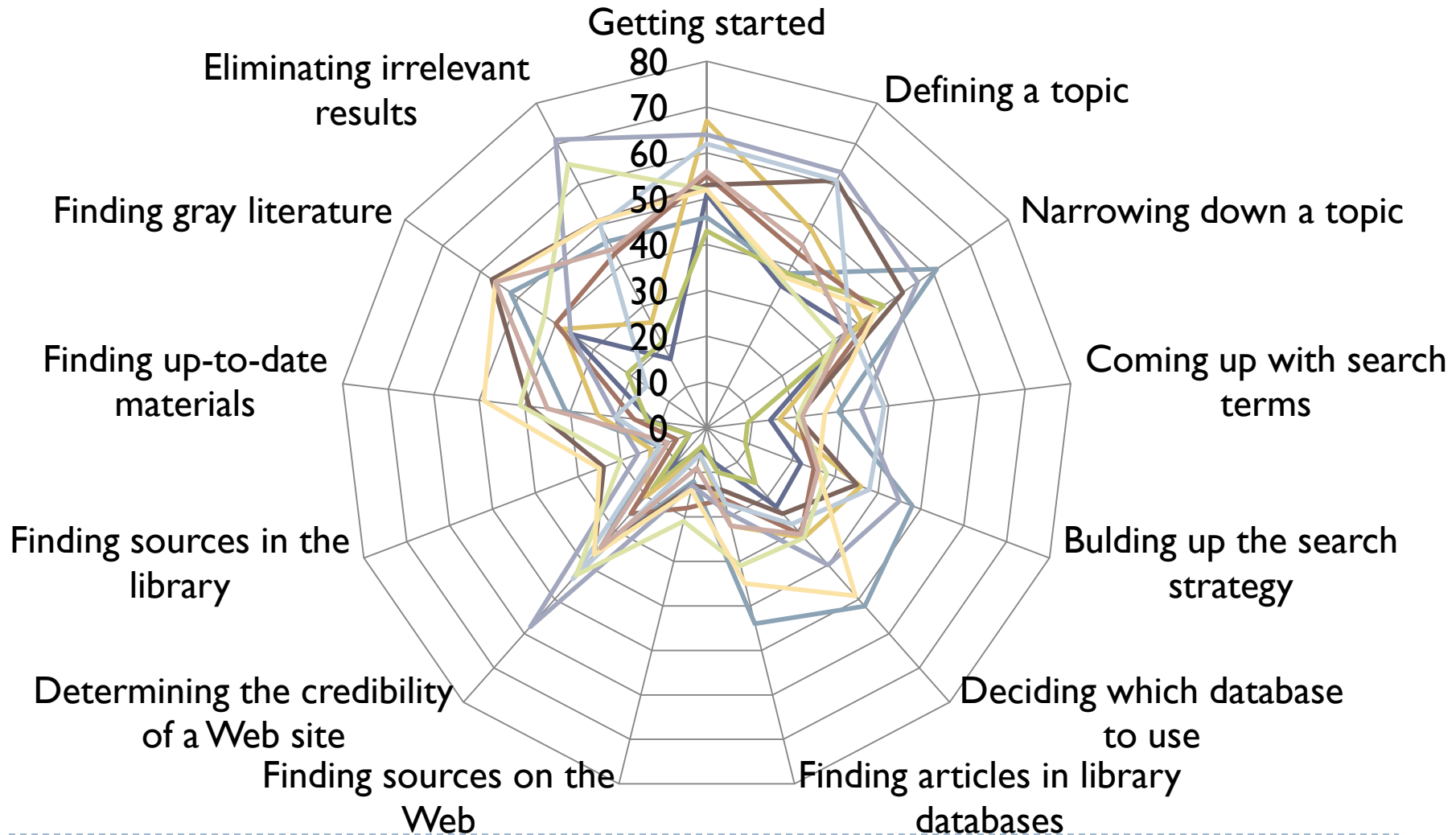
Starting Assignments and Searching for Resources - Perceived Difficulty



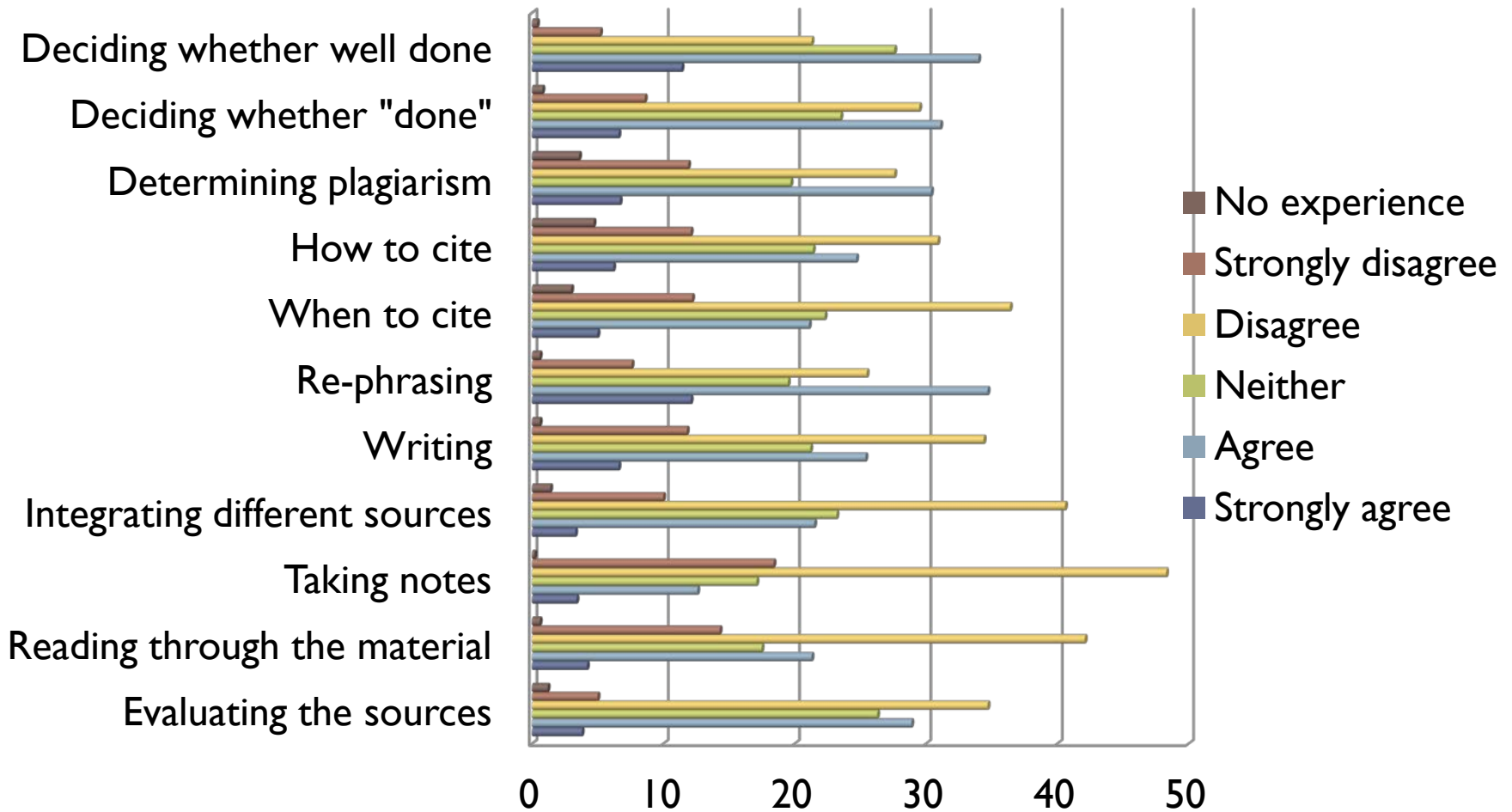
Strongly agree + Agree



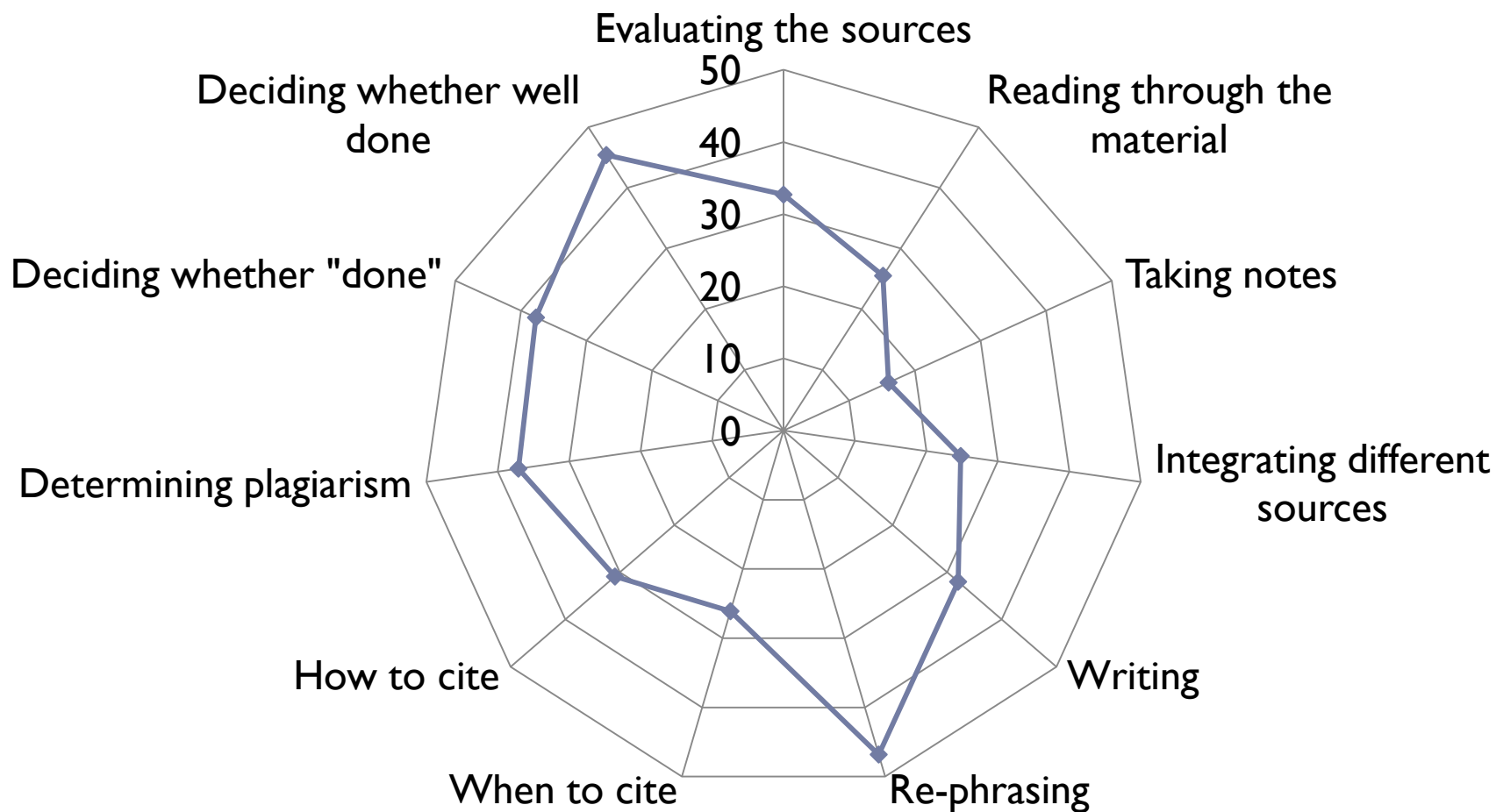
Strongly agree + Agree (cross-country analysis)



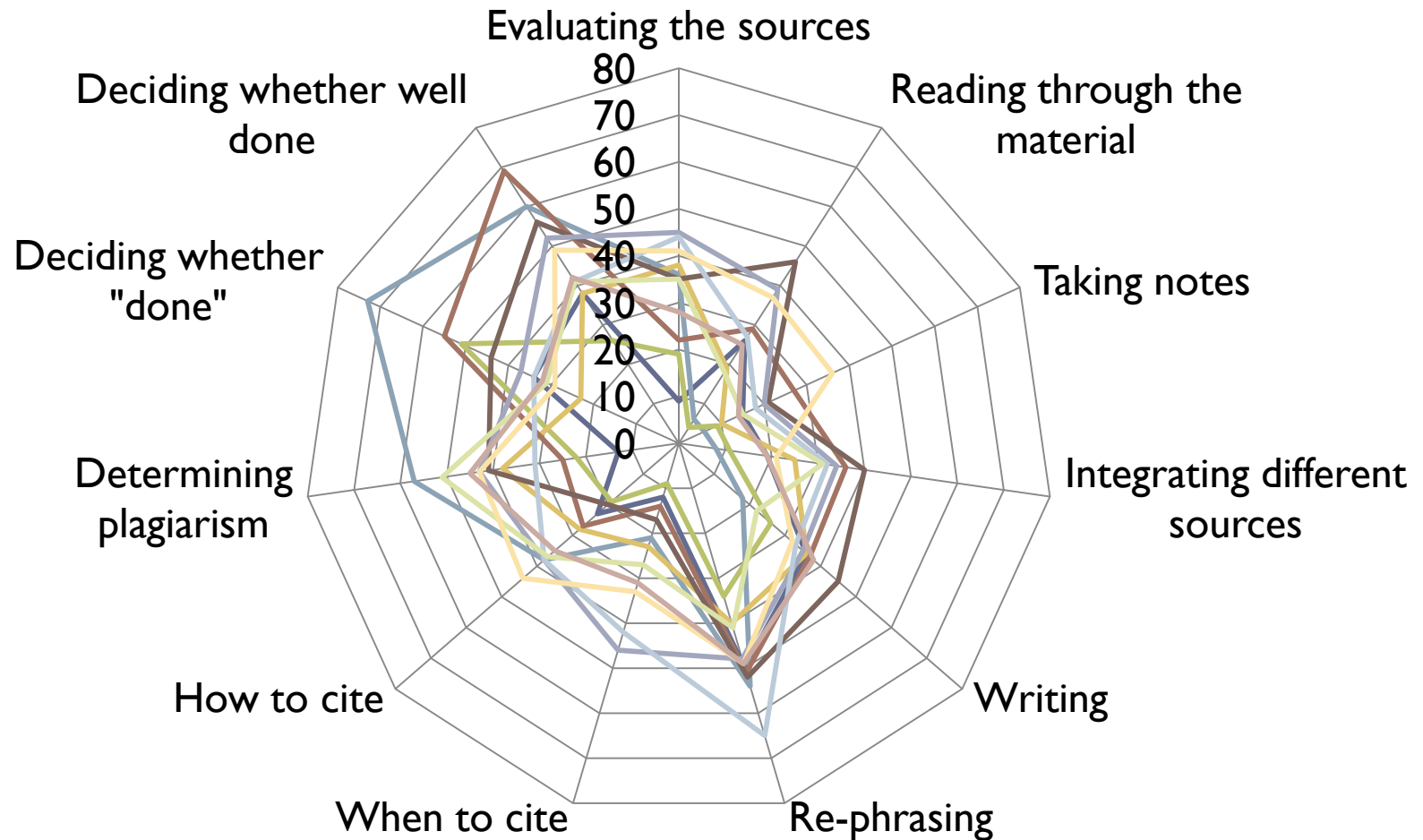
Preparing Assignments – Perceived Difficulty



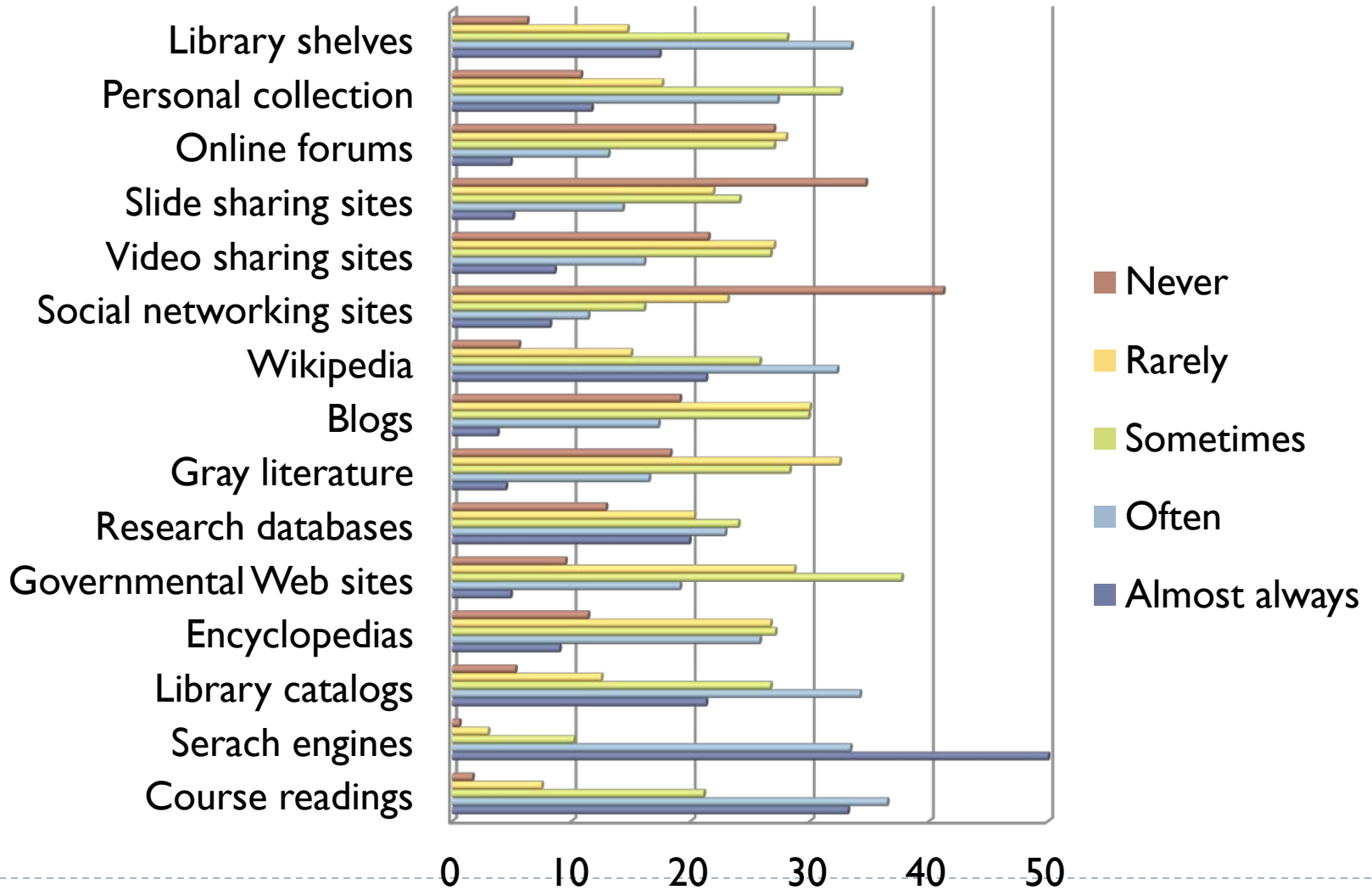
Strongly agree + Agree



Strongly agree + Agree (cross-country analysis)



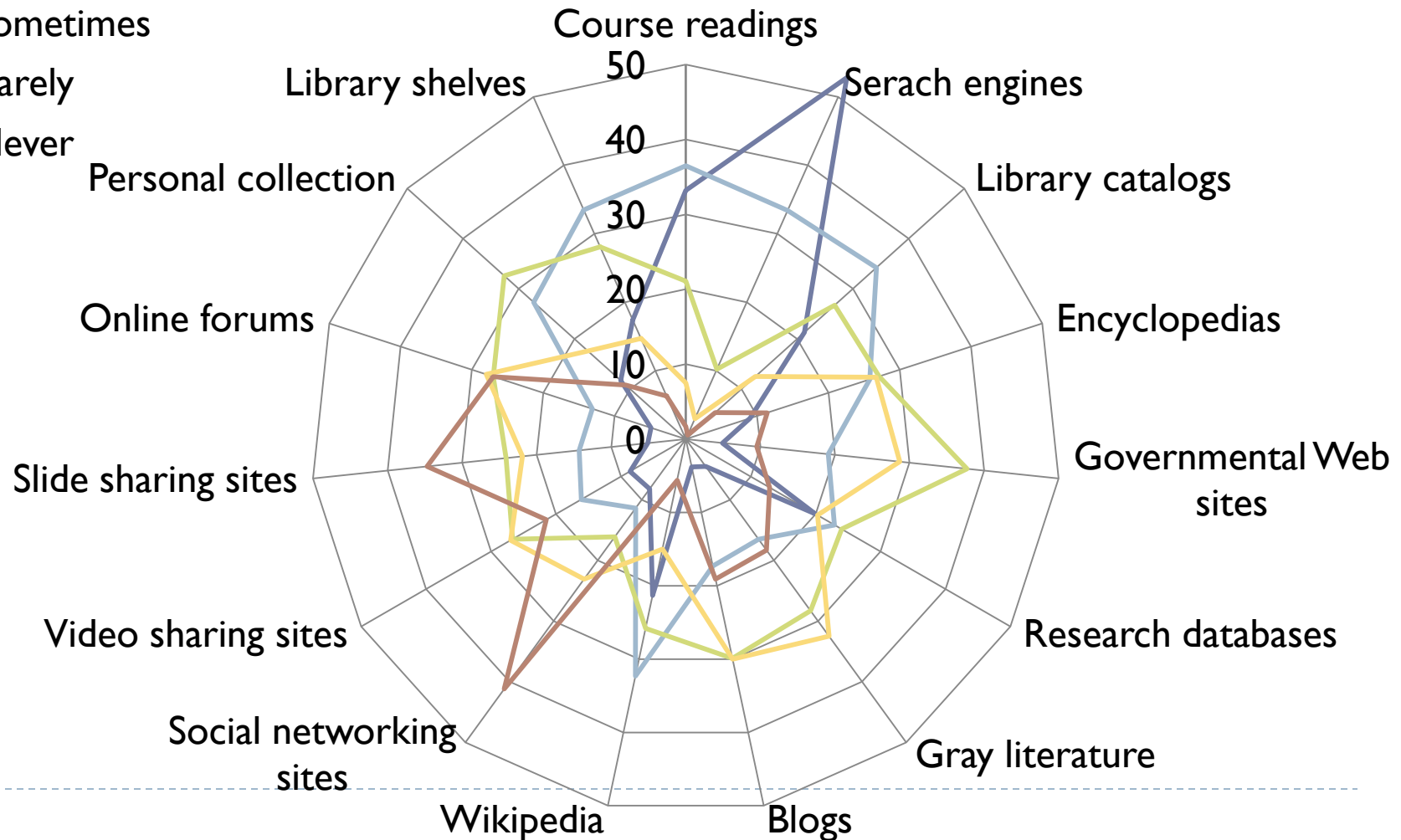
Consulting Resources for Providing Information



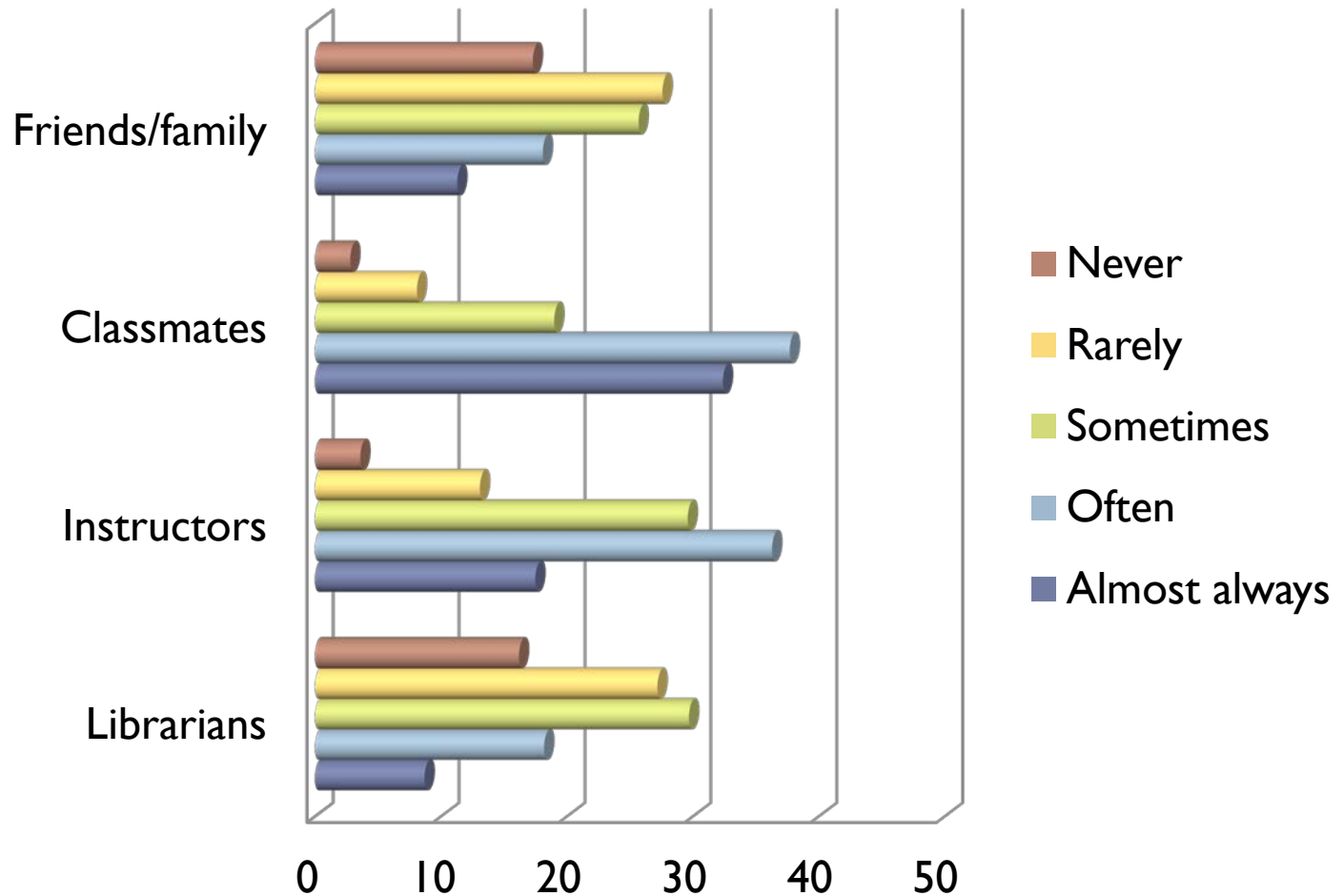
Consulting Resources for Providing Information



- Almost always
- Often
- Sometimes
- Rarely
- Never



Consulting People for Providing Information



Limitations & Discussion & Conclusion



- ▶ study relied on students' perceptions and self-reporting
- ▶ some patterns of IL levels and behavior common to LIS students in general
- ▶ some significant differences in their perceived difficulty
- ▶ these findings have implications for LIS faculty, who must decide whether their students are achieving the necessary level of mastery in IL related areas



Discussion & Conclusion & Recommendations



- ▶ they are comfortable with certain skills (developing search strategies, choosing search terms, and finding resources in libraries and on the Web)
 - ▶ they are not all using resources that would require or even allow for sophisticated searching (course readings)
 - ▶ some have difficulties (nearly one-third of students in some countries) on deciding which database to use and finding articles in a databases

 - ▶ LIS faculty in all programs must incorporate use of databases into their courses and programs and find ways to ensure that students are using them
 - ▶ LIS faculty might consider using exercises to determine whether students' confidence in searching is justified, and that they actually are performing high impact searches
 - ▶ LIS faculty should take into account that some students might have less experience with research databases and might need additional support and guidance
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Discussion & Conclusion & Recommendations



- ▶ some students (more than one-third in some countries) express difficulty in evaluating Web sources
- ▶ they will be expected to guide their patrons in the selection and evaluation of Web (and other) resources for research and decision-making
- ▶ LIS faculty should ensure that all LIS students build up the confidence and skills to evaluate Web resources
- ▶ utilization of pre-tests, clickers, or poll in the classes can help to get a sense of student abilities and understanding of source evaluation
- ▶ faculty might incorporate Web evaluation exercises into their courses



Discussion & Conclusion & Recommendations



- ▶ plagiarism and source citation are area of concern for many survey respondents
- ▶ LIS faculty might assume students already know these
- ▶ at least in some countries, students might need more explicit instruction in how to avoid plagiarism





Conclusion & Recommendations

- ▶ LIS students might not always master all IL skills
- ▶ LIS students display at least some of the same information-seeking behaviors and attitudes as other populations
- ▶ differences among students from different countries serve as a reminder to LIS faculty who work with students from abroad
- ▶ faculty need to be prepared to offer support to those students whose information literacy skills and behaviors or background knowledge may not conform to local expectations



Conclusion & Recommendations



- ▶ results prove
 - ▶ the importance of studies on core skills of LIS students
 - ▶ the importance of multi-national comparative studies
 - ▶ the necessity of international bodies such as EUCLID to facilitate such studies
 - ▶ the necessity of collaboration

