USING FACULTY PERSPECTIVES ON INFORMATION LITERACY TO BUILD STUDENTS' RESEARCH SKILLS

Presenters:
Eleonora Dubicki, Monmouth University
Jeff Donnelly, Georgian Court University
Pamela Price, Mercer County Community College
Gary Schmidt, Ocean County College

VALE Conference
January 4, 2013
Faculty Perceptions of Information Literacy: Survey Results

Eleonora Dubicki
edubicki@monmouth.edu
Research Objectives

Study looks at the perceptions of faculty regarding information literacy (IL):

- Importance & value faculty place on the ACRL IL Standards
- Infusion of standards into the curriculum
- Assessment of the competency level of students in achieving these skills
- How students develop IL skills
Methodology

- 10-minute online survey
- Eight NJ institutions participated

<table>
<thead>
<tr>
<th>4 year Institutions</th>
<th>2 year Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Georgian Court University</td>
<td>Atlantic Cape Community College</td>
</tr>
<tr>
<td>Monmouth University</td>
<td>Mercer County Community College</td>
</tr>
<tr>
<td>Rider University</td>
<td>Ocean County College</td>
</tr>
<tr>
<td>The College of Saint Elizabeth</td>
<td>Raritan Valley Community College</td>
</tr>
</tbody>
</table>

- 353 faculty respondents
ACRL IL Standards

1. Identifies and addresses information need
2. Accesses information effectively and efficiently
3. Evaluates and thinks critically about information
4. Uses information effectively for a specific purpose
5. Uses information ethically and legally
Information Literacy = Research Skills

critical thinking
information technology
literature review
computer literacy
library research
bibliography

research skills

MONMOUTH UNIVERSITY WHERE LEADERS LOOK forward
Importance of Skills

Respondents gave “very important” rating:
- Evaluates and thinks critically about information (96.79%)
- Uses information ethically and legally (92.86%)
- Identifies and addresses information need (89.64%)
- Uses information effectively and efficiently (89.29%)
- Accesses information effectively and efficiently (85.71%)
Inclusion in Curricular Learning Outcomes

- Identifies and addresses information need: 88%
- Accesses information effectively and efficiently: 85%
- Evaluates and thinks critically about information: 93%
- Uses information effectively for a specific purpose: 93%
- Uses information ethically and legally: 89%
Assignments Requiring Research

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>All Respondents</th>
<th>4-year Colleges</th>
<th>2-year Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral presentations</td>
<td>58%</td>
<td>70%</td>
<td>46%</td>
</tr>
<tr>
<td>Short papers (1-5 pages)</td>
<td>76%</td>
<td>77%</td>
<td>75%</td>
</tr>
<tr>
<td>Long papers (6+ pages)</td>
<td>50%</td>
<td>64%</td>
<td>50%</td>
</tr>
<tr>
<td>Annotated bibliographies</td>
<td>36%</td>
<td>37%</td>
<td>47%</td>
</tr>
<tr>
<td>Do not require students to</td>
<td>7%</td>
<td>5%</td>
<td>9%</td>
</tr>
<tr>
<td>conduct research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>15%</td>
<td>14%</td>
<td>15%</td>
</tr>
</tbody>
</table>
Student Research Competency

Faculty Ratings of Skills Competency of Students

- Identifies info need
- Accesses info effectively
- Evaluates & thinks critically
- Uses information effectively
- Uses Information ethically

Colors:
- Excellent
- Good
- Satisfactory
- Poor
- Don't Know
Literacy at Graduation

**Students should be information literate at graduation (percentage)**

- Strongly agree: 86%
- Agree: 83%
- Disagree: 1%
- Strongly disagree: 1%

**Students are information literate at graduation (percentage)**

- All respondents:
  - Strongly agree: 49%
  - Agree: 44%
  - Disagree: 4%
  - Strongly disagree: 3%
- 4-Year colleges:
  - Strongly agree: 41%
  - Agree: 38%
  - Disagree: 4%
  - Strongly disagree: 3%
- 2-Year colleges:
  - Strongly agree: 8%
  - Agree: 7%
  - Disagree: 4%
  - Strongly disagree: 3%
Additional Skills Needed for Research

- critical thinking
- research process
- evaluation
- reading
- writing
- computers
- research
- emerging
- thinking
Where Students Learn IL Skills

- Faculty develop these skills: 84%
- Info literacy instructional: 62%
- Writing/Tutoring Center: 57%
- One on one consultation with: 57%
- Peer assistance from other: 51%
- Students develop skills: 43%
- Online tutorials teaching: 36%
- Info literacy workshops (open: 31%
Conclusions

- Information literacy = research skills
- IL valued across disciplines
- Faculty agree students should master IL skills by graduation, but only 55% do
- Major deficiency in critical thinking and evaluation
Recommendations

- Identify key courses for library instruction
- More demos and hands on searching during IL sessions
- Conduct small group intensive skill building
- Offer faculty workshops
- More campus collaboration: faculty/writing centers
- Develop virtual IL website (videos, tutorials)