

“Measuring the Outcome of Information Literacy: Perceptions of Undergraduate Students”



UNIVERSITI
TEKNOLOGI
MARA

Kasmarini Baharuddin

Faculty of Information Management
Universiti Teknologi MARA, Selangor, Malaysia

Nurul Diana Jasni

Perpustakaan Tun Abd Razak (PTAR)
Universiti Teknologi MARA, Selangor, Malaysia

AGENDA

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Introduction

Info Literacy

The dramatic changes in information technology have made a considerable impact on libraries and their information literacy programs.

ACRL Standards

Library must provide information and digital literacy instruction programs to the distance learning community in accordance with the ACRL standards.

Aims of User Education

- To train the user to exploit the library resources effectively
- To provide the user with the skills for independent information seeking
- To encourage the user to seek the assistance of library professionals

Core Business of Academic Library

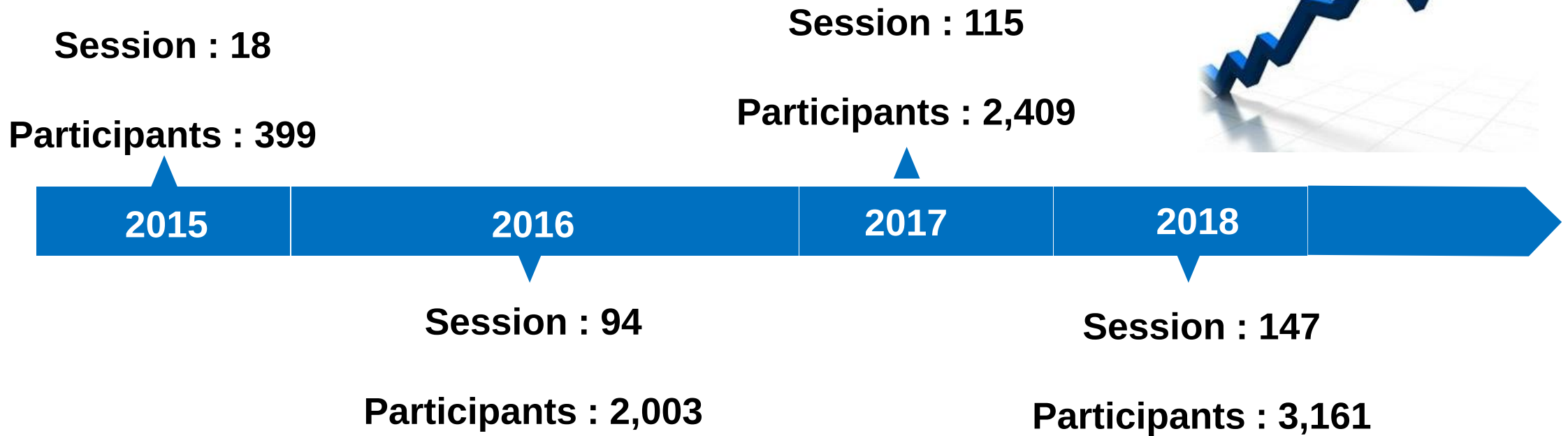
Support teaching, learning and research in a university.

Library UiTM Client Charter
“committed in providing world-class environment, services and resources to enhance the study, research and teaching experiences”



Information Literacy@UiTM Puncak Alam

Year 2015 - 2018



Methodology

The objective of the study is to measure the outcome of information literacy modules in terms of confidence, confusion and uncertainty from undergraduate students' perception

A pilot study was conducted to undergraduate students on March-July 2018 from various faculties



The Information Literacy Skill Class consists of eleven (11) modules

- Introduction to Library Systems
- Introduction to Library Electronic Resources
- Online Databases
- Reference Management Software – Endnote
- Reference Management Software – Mendeley
- Advanced Literature Search I (Scopus: World Largest Scientific Database)
- Advanced Literature Search II (Identify Collaborators Using Web of Science)
- Easy Write with Microsoft Word
- Writing and Publishing
- Open Access for Scholarly Publication
- Google Scholar & Google Drive





Methodology

A quantitative research method was conducted to collect survey data and descriptive statistical method was used to analyse the data using Statistical Product Service and Solution (SPSS)

30 questionnaires were returned and hence, giving a response rate of 100%

A 39-items information self-efficacy statements, were adapted and modified from Information Competency Assessment Instrument by Marshall's (2002)



10 areas as common importance for an individual to be competent

- 1) Identify a topic
- 2) Determine source requirements
- 3) Know how to search for needed information
- 4) How to locate and retrieve the information,
- 5) Evaluate the information,
- 6) Synthesize and organize the information
- 7) Understand ethical, legal and socio-political issues of the information
- 8) Appropriately use mass media for information
- 9) Present the information
- 10) Learn from feedback and apply to other projects

Findings 1: Perceptions of Undergraduate Students toward Information Literacy Modules: Confidence

MEAN SCORES

5.83

“I am certain that I can use the information I find”

MEAN SCORES

5.63

“I feel confident determining the topic I need to search”

MEAN SCORES

5.57

“I am able to learn what processes would be helpful for finding information in the future”

MEAN SCORES

5.33

“I know the difference between ‘primary’ and ‘secondary’ sources”

“I can confidently spot inaccuracy, errors, etc. in the information from mass media”

“I am sure that the information I have answered my question or addresses my topic”

MEAN SCORES

5.10

“It is easy to interpret the results of a search”

“I understand the organization of materials in libraries”

MEAN SCORES

5.07

“I can tell when information is biased”

Findings 2: Perceptions of Undergraduate Students toward Information Literacy Modules: Confusion

MEAN SCORES

5.53

“Confused is probably the best term to describe me when starting a project”

MEAN SCORES

5.10

“I get confused because of the many different formats (print, electronic, etc.) when searching for information”

MEAN SCORES

4.67

“A lot of the information I find is irrelevant or unnecessary”

MEAN SCORES

5.47

“Sometimes my question changes depending on what information I find”

MEAN SCORES

5.40

“I am sometimes unsure of how much information I need for the assignment”

MEAN SCORES

5.23

“I am not sure how to record or cite all my sources”

Findings 3: Perceptions of Undergraduate Students toward Information Literacy Modules: Uncertainty

MEAN SCORES **5.53**

“I am not confident that the information I get is accurate”

MEAN SCORES **5.47**

“Feedback is demoralizing to me”

MEAN SCORES **5.10**

“I get confused because of the many different formats (print, electronic, etc.) when searching for information”

“I sometimes have doubts as to why I am communicating this information”

MEAN SCORES **4.67**

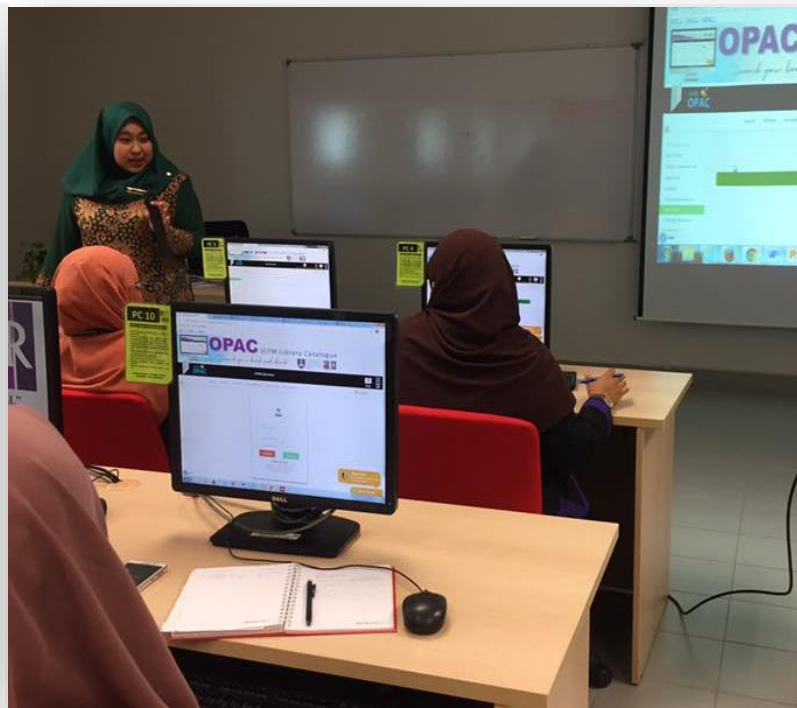
“I am not sure how to use an index (e.g. book catalog, database, etc.)”

MEAN SCORES **5.23**

“After the presentation of the information, I am not sure how it was received”

Kahoot Session





Info Literacy Hands-on Session



Conclusions & Recommendations



✓ **Further research** should be conducted to evaluate the sub-skills possessed by undergraduate students

✓ Different **information literacy patterns** and their **information seeking needs** can be drawn from various students' educational backgrounds.

✓ **Collaborations** from the faculty of their respective institutions in order to ensure the librarians can play a pivotal role

✓ **Parallel curriculum** in information literacy forming a strong foundation of a college education

✓ Library professionals have to update themselves with the **latest ICT / digital skills**



THANK YOU

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