

Adapting information literacy instruction to students' academic progress – A field report

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What is Information Literacy (IL)

[the ability to] “recognize when information is needed and [...] the ability to locate, evaluate, and use effectively the needed information”.

(ACRL, 1989)

- for teaching and learning Psychology, IL means...

Scholarly Information Literacy

ability to...

- determine nature and extent of information needed
- access information effectively
 - use of adequate resources (e.g., PsycINFO)
 - use of effective search strategies (e.g., thesaurus)
- evaluate information and its sources

(Psychology IL Standards; ACRL, 2010)

Relevance of IL

- learning goal for undergraduate Psychology programs (APA, 2013).
- therefore, in this talk, I will:
 - present our Blended Learning IL training
 - compare two versions of the training
 - derive recommendations for IL instruction in Psychology programs

“BLInK” Training

= “Blended Learning of Information Literacy”

- tailored to Psychology students
- online materials (8 chapters; 7-8 hours)
- training manual (1 or 2 sessions)
- online learning prior to classroom learning

- successfully evaluated
- available online for free (German)

(Leichner et al., 2015)

Two versions of "BLInK"

	short version	long version
<u>online materials</u>	reduced	complete
<u>classroom session</u>	1 session ~ 90 min.	1 session ~ 150 min.
<u>target audience</u>	1 st year students	all undergraduate
<u>location</u>	Trier University, Germany	University of Luxembourg
<u>course integration</u>	introductory course requiring an empirical observation study and a term paper	introductory course only requiring a term paper (non- empirical)

“BLInK” online materials

- publication types, citation styles
- overview/comparison of resources (e.g., library catalogue, bibliographic databases, Google Scholar)
- how to use these resources
- how to access full text versions
- how to evaluate scholarly information (evaluation criteria, citation indices, strategies for managing inconsistencies)

“BLInK” classroom session

short and long version:

- identification of adequate search terms
- conducting a literature search on a given topic
- differences between resources (PSYINDEX, PsycINFO and Google Scholar)

“BLInK” classroom session

long version only:

- searching without thesaurus terms
- evaluating sources
 - reputation of author, journal or publisher
 - citation indices
- reference based searching

Participants

- total sample: $N = 71$
- long version (Luxembourg) $n = 20$ (out of 60)
 - 90% female
 - 1st year: $n = 13$ / 2nd and 3rd year: $n = 6$
- short version (Trier) $n = 51$ (out of 96)
 - age $M = 20.02$ ($SD = 1.81$); 92% female
 - first year students

Procedure

short version (Trier University)

- evaluation study with objective performance measures (pre and post-test)
- learning experience assessed at post-test

long version (University of Luxembourg)

- learning experience assessed via online questionnaire (link by email)

(for evaluation results at Trier University, see Mayer et al., 2016)

Measurement Instrument

- questionnaire for the evaluation of Blended Learning instruction (Peter et al., 2014)
- 8 scales with 46 items
- most items: 7 point rating scales
- additional comments

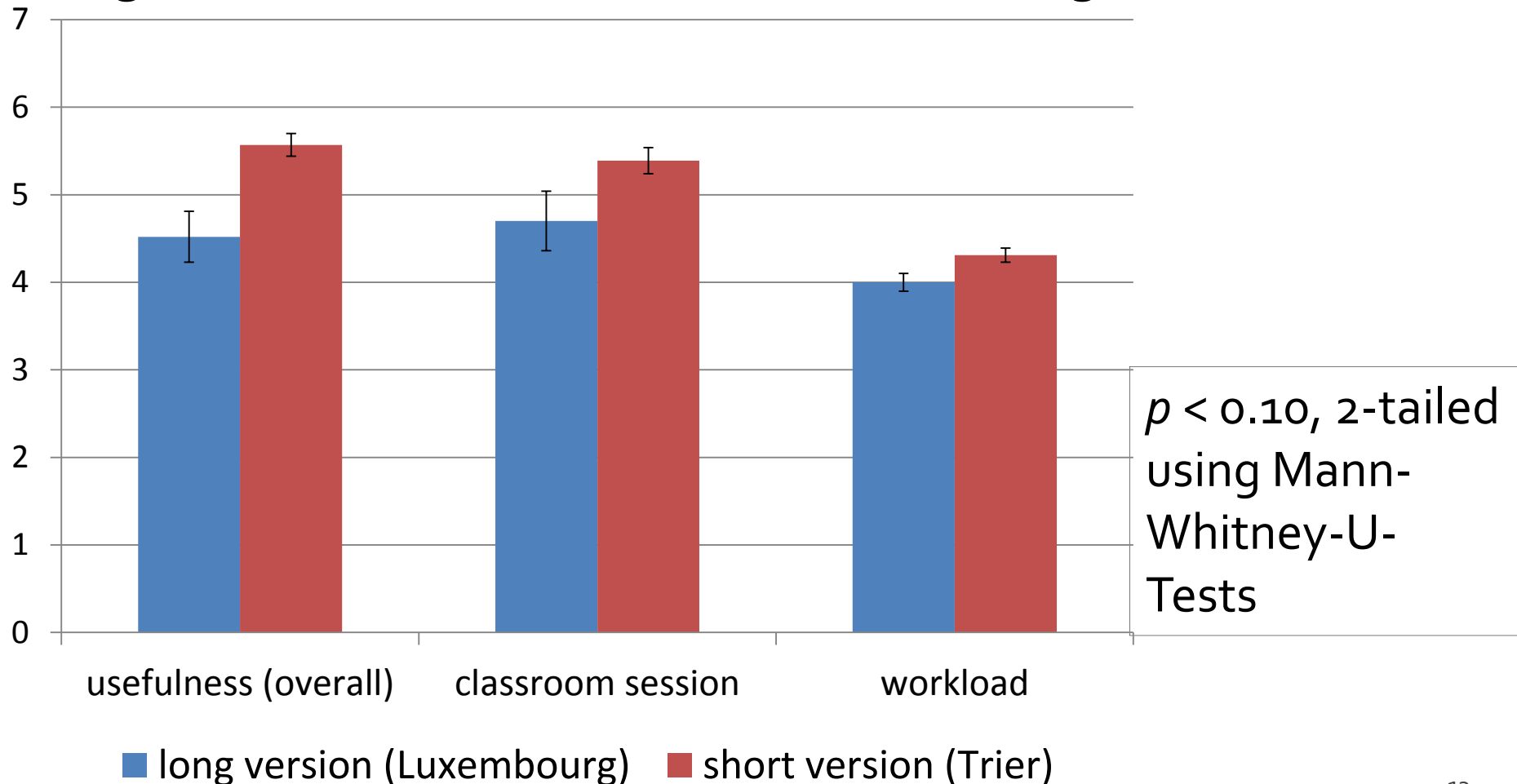
sample item:

“the classroom session helps me to a deeper understanding of the materials”

(own translation)

Results

significant differences on three out of eight scales



Results

- poorer evaluation for the long version at the University of Luxembourg
- possible reasons
 - homogenous audience at Trier University
 - shorter training targeted at audience
 - long training overwhelming for first year students?
 - term paper provided use case for IL skills

Recommendations

- use Blended Learning
- homogenous learner group
 - instruction can be tailored to the academic progress of the audience
- integrate IL instruction into courses that require application of IL skills
 - students can see what these skills are good for

Thank you!

www.zpid.de/blink

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