Information Literacy for Electronic Resources

Needs Assessment

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POLL

Do you remember…

As a college freshman

Did you feel you were skilled at research?

Or using library resources?
Information Literacy for Electronic Resources

Needs Assessment
Needs Assessment

• Idea
  – Result of my personal experience
Needs Assessment

• **Idea**
  - *Result of my personal experience*
  - *Limited time on campus*
Needs Assessment

- **Idea**
  - Result of my personal experience
  - Limited time on campus
  - Need for accessing resources off campus
According to the American Library Association (1989), “To be information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information” (Presidential Committee on Information Literacy: Final Report, para. 3).

Purpose

To identify behavioral and attitudinal use of online information resources by University of Hawai`i Maui College (UHMC) students and determine the need to implement online instructional modules for electronic resources.
Project Goal

Assess information literacy knowledge, skills, behavior, and attitudes.
Project Goal

Assess information literacy knowledge, skills, behavior, and attitudes.

Outcome

Make appropriate recommendations to improve information literacy and determine the need for online instructional modules.

Information Literacy for Electronic Resources

**Background**


Information Literacy for Electronic Resources

Background

![Enrollment Increase Chart]

- **Online**
- **On Campus**


Information Literacy for Electronic Resources

Background


Information Literacy for Electronic Resources

Background

• F2F library instruction
Background

- F2F library instruction
  - Primarily English 100 students
Background

• F2F library instruction
  – Primarily English 100 students
  – Approximately 25% of English 100 students
Information Literacy for Electronic Resources

Background

• F2F library instruction
  – Primarily English 100 students
  – Approximately 25% of English 100 students
  – Students observe without interaction
Methodology

• Target Audience
Information Literacy for Electronic Resources

Methodology

• Target Audience
  – Undergraduate students
  – English 100
  – English 100 pre requisite
  – Total possible 1,691
Methodology

- **Protocol**
  - Anonymous online survey questionnaire
  - Mixed-method
Methodology

• **Protocol**
  – Anonymous online survey questionnaire
  • Mixed-method
  – SME, UHMC Librarian
Methodology

- **Protocol**
  - Anonymous online survey questionnaire
  - Mixed-method
  - SME, UHMC Librarian
  - Literature reviews
Methodology

• Protocol
  – Anonymous online survey questionnaire
    • Mixed-method
  – SME, UHMC Librarian
  – Literature reviews
  – Field test Fall 2011
Methodology

• Protocol
  – Anonymous online survey questionnaire
    • Mixed-method
  – SME, UHMC Librarian
  – Literature reviews
  – Field test Fall 2011
  – Institutional Review Board
Methodology

- Survey Questions
  - Likert scale
  - Multiple choice
  - Open-ended
Information Literacy for Electronic Resources

Methodology

- **Survey Questions**
  - Likert scale
  - Multiple choice
  - Open-ended

- **Survey Tool**
  - Google Forms
Methodology

- **Survey Questions**
  - Likert scale
  - Multiple choice
  - Open-ended

- **Survey Tool**
  - Google Forms
Information Literacy for Electronic Resources

Methodology

• Survey Questions
  – Likert scale
  – Multiple choice
  – Open-ended

  Have you had library instruction before? *
  Select one
  ○ Instruction from a librarian in a classroom
  ○ One-on-one instruction at the reference desk
  ○ Instructional videos provided by a librarian
  ○ None
  ○ Not sure

  Would learning how to use electronic resources help with your research? *
  Select one
  ○ Yes
  ○ No
  ○ Not sure

• Survey Tool
  – Google Forms
Methodology

- Method of Delivery
Methodology

- Method of Delivery
  - UH e-mail system
Methodology

• Method of Delivery
  – UH e-mail system
  – Introductory to instructors
Methodology

- **Method of Delivery**
  - UH e-mail system
  - Introductory to instructors
  - Follow-up e-mail

Google@UH
Methodology

• Method of Delivery
  – UH e-mail system
  – Introductory to instructors
  – Follow-up e-mail
  – Subsequent e-mail for distribution
Information Literacy for Electronic Resources

Results
Results

- Respondents $n = 45$
  - $N = 1,691$
Results

- **Respondents** $n = 45$
  - $N = 1,691$

- **Demographics**
  - Age 18 to 25 years – 62%
  - Gender
    - Female – 89%
    - Male – 9%
    - Decline to state – 2%
Results

• Educational Status
Results

• Educational Status
  – Full-time students
Results

• Educational Status
  – Full-time students
  – More than one semester
Results

• Educational Status
  – Full-time students
  – More than one semester
  – One online course
Results

• Educational Status
  – Full-time students
  – More than one semester
  – One online course
  – Completed English 100
Results

• Educational Status
  – Full-time students
  – More than one semester
  – One online course
  – Completed English 100
  – Received library instruction
Results

• Educational Status

More than half
• Attended 4+ semesters
• Taken one online course
## Results

### Research Behavior

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where do you access the Internet most to do your school work?</td>
<td>At home</td>
<td>34</td>
<td>76%</td>
</tr>
<tr>
<td></td>
<td>On campus</td>
<td>11</td>
<td>24%</td>
</tr>
<tr>
<td></td>
<td>Public area</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

*Note: n = 45*
## Results

### Research Behavior

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which Web sites or search engines do you use during your research process?</td>
<td>Google</td>
<td>44</td>
<td>98%</td>
</tr>
<tr>
<td></td>
<td>Yahoo!</td>
<td>8</td>
<td>18%</td>
</tr>
<tr>
<td></td>
<td>Bing</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>Ask.com</td>
<td>7</td>
<td>16%</td>
</tr>
<tr>
<td></td>
<td>Wikipedia</td>
<td>18</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>2</td>
<td>4%</td>
</tr>
</tbody>
</table>

*Respondents may select more than one checkbox, so percentages add up to more than 100%*

*Note: n = 45*
# Results

## Research Behavior

<table>
<thead>
<tr>
<th>Question</th>
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<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which library resources do you use during your research process?</td>
<td>Librarian</td>
<td>22</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Hawaii Voyager</td>
<td>9</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>EBSCOHost</td>
<td>17</td>
<td>38%</td>
</tr>
<tr>
<td></td>
<td>ebrary</td>
<td>14</td>
<td>31%</td>
</tr>
<tr>
<td></td>
<td>Britannica Online</td>
<td>4</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>Credo Reference</td>
<td>4</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>Safari Books Online</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>None</td>
<td>8</td>
<td>18%</td>
</tr>
<tr>
<td></td>
<td>Not sure</td>
<td>11</td>
<td>24%</td>
</tr>
</tbody>
</table>

Respondents may select more than one checkbox, so percentages add up to more than 100%

Note: $n = 45$
### Results

#### Opinions and Preferences

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you use Web sites or search engines for research?</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Do you use the UHMC library for research?</td>
<td>67%</td>
<td>31%</td>
<td>2%</td>
</tr>
<tr>
<td>Would learning how to use electronic resources help with your research?</td>
<td>89%</td>
<td>9%</td>
<td>2%</td>
</tr>
</tbody>
</table>

*Note: n = 45*
## Information Literacy for Electronic Resources

### Results

#### Opinions and Preferences

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<th>Question</th>
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<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would you say learning about available electronic resources is important for your academic success?</td>
<td>Very important</td>
<td>26</td>
<td>58%</td>
</tr>
<tr>
<td></td>
<td>Important</td>
<td>15</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>Somewhat important</td>
<td>3</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>Not important</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>Not sure</td>
<td>0</td>
<td>0%</td>
</tr>
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Results

Opinions and Preferences

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</tr>
</thead>
<tbody>
<tr>
<td>Would you say accessing electronic resources is important for your academic success?</td>
<td>Very important</td>
<td>24</td>
<td>53%</td>
</tr>
<tr>
<td></td>
<td>Important</td>
<td>20</td>
<td>45%</td>
</tr>
<tr>
<td></td>
<td>Somewhat important</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>Not important</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Not sure</td>
<td>0</td>
<td>0%</td>
</tr>
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## Results

### Opinions and Preferences

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</tr>
</thead>
<tbody>
<tr>
<td>What is your preference for learning how to use electronic resources?</td>
<td>Face-to-face instruction</td>
<td>22</td>
<td>49%</td>
</tr>
<tr>
<td></td>
<td>Online tutorials</td>
<td>7</td>
<td>16%</td>
</tr>
<tr>
<td></td>
<td>Face-to-face instruction and online tutorials</td>
<td>23</td>
<td>51%</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Respondents may select more than one checkbox, so percentages add up to more than 100%

Note: $n = 45$
Discussion and Recommendations
Discussion and Recommendations

• Low response rate = 2%
  - $N = 1,691$
  - $n = 45$
Discussion and Recommendations

• Low response rate = 2%
  – \( N = 1,691 \)
  – \( n = 45 \)

• Additional questions identified
Information Literacy for Electronic Resources

Discussion and Recommendations

• Integrate tutorials on how to evaluate resources

Student quote

– “My concern is the legitimacy of resource findings. How accurate and reliable are in fact the sources from the information that is in this ever growing pool of data.”
Discussion and Recommendations

• Integrate social learning aspect

Student quote
– “Sometime I need help narrowing down my research. It always helps to have someone help me, listen to me and see what I’m striving for.”
Information Literacy for Electronic Resources

Discussion and Recommendations

- Further research
- Strategic and aggressive promotion
- Promote study during semester prior to deployment
- Justify or nullify findings of the study
Conclusion
Conclusion

• Common Themes
  
  – Library instruction & electronic resources

    • Relevant
    • Necessary
    • Beneficial
Conclusion

• Common Themes
  – Library instruction & electronic resources
    • Relevant
    • Necessary
    • Beneficial
  – Digital access to information
    • Priority for students
    • Libraries aim to meet the need
Thank you!
Questions?

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