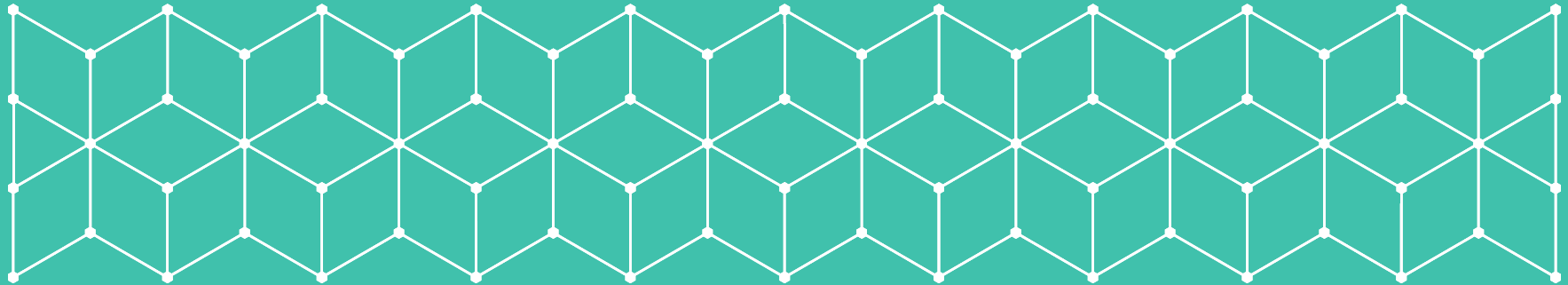


Assessment of Library Instruction: the Influence on Search Behaviour of First and Third year Students.

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Our background

- Østfold University College, Norway
 - South of Oslo
 - 2 campuses, 2 libraries
 - 6500 students
 - Mainly bachelor
 - 550 employees



Content of presentation

- Introduction
- Method
- Results
- Discussion

Aim of study

- To explore and assess how the students from nursing and teacher education faculties describe the influence of the library instruction courses of information literacy in their studies
- Find out how the library instruction had influenced their search behaviour
- Find out if and how we should change our teaching accordingly

Information literacy classes

- Frequency: normally at least one session each year of study
- We teach the students
 - How to search for information in the library catalogue and different databases
 - Critical use of sources
 - Referencing

Information literacy classes

- Lectures – 30-40 students in the classroom
- Collaboration with academic staff
 - Successful for some studies - not so successful for other studies
- Timing: usually when the students are writing an assignment
- The library usually knows the topics the students are working upon

Method

- Qualitative analysis
- Interviews
 - Semistructured interview guide
 - Individual interviews
 - 20 minutes
- The data were analysed by NVivo
- Observation
 - Immediately after the interviews
 - 20 minutes

The interview

- We asked the students about
 - How they searched for information
 - How they chose their sources
 - How they developed search strategies
 - Which sources they knew about
 - How they used the information

The initial study

- Conducted in 2011
- 19 first year students were interviewed
- 10 teacher education students, 9 nursing students
- Half of the students in each group had attended the library's courses in information literacy
- Comparison between those who had attended the library's information literacy classes, and those who had not

The follow-up study

- Conducted in 2014
- 12 of the same students were interviewed – as third year students
- Comparison of the information searching skills of the third year to the first year students
- The students' participation in information literacy classes varied

Results

- The initial study
 - Few or small differences between students who had attended/not attended library classes
 - Students remembered very little from the library instruction
- The follow-up study
 - The differences had increased
 - Students who had attended several library classes showed a better understanding of their search behaviour, recognized more databases, and talked less of Google than of academic sources of information

Nursing student:

I am especially fond of Svemed, Pubmed and Cinahl. And I have knowledge about what research is. ...I use the library's opac to check what kind of literature which is available and what kind of choices I have. And if there are e-books available I look through them quickly and I also borrow relevant books

Teacher education student:

The first thing I do is using the Internet, then I do some searches either on Google or I have been more clever to use the library's website. I also talk with the teachers and other experts.

The use of Google

- The initial study:
16 of 19 students mention Google as their first choice of searching.
- The follow-up study:
7 of 12 students mention Google, but this time only 1 student mentions Google as the first choice of searching

From the initial study:

When I need to find information, I mostly use Google. But when I kind of need to start searching for academic literature, I think I will be using the library a bit, too. I feel that may be a bit safer.

From the follow-up study:

(I use) web pages because they are easily accessed, the information is easy to find. You search Google, and it is easy to refer to the page. Books are much better and safe literature and easy to refer to. And scientific articles just because it is a requirement. You have to include it. And that is fine. The assignment is better when you refer to relevant research

What is an article:

Can you tell me what an article is?

Newspaper articles are the most common, it's like... They are about something scholarly

About articles:

When I find an article in a database I'm probably not as critical towards it, as I would be if I had found it somewhere online. I feel that it has been quality proved. I don't know if that is true or not. But of course I check to see if it is an academic article.

Topics to discussed

- Differences between the students who had attended and the ones who had not attended the library instruction.
- Differences between the students from the teacher education faculty and the nursing faculty.
- The use of Google and academic maturity.

The nursing faculty

- › The timing of library instruction
- › The integration of library instruction
- › Information literacy classes continuously
- › Cooperation with academic staff
- › Academic writing
- › Assignments requiring the use of academic databases

The teacher education faculty

- The library instruction was at the time less integrated in the study plan
- The students are not expected to search for scientific articles
- The students had attended few or even no library classes

The use of Google and growth in academic maturity

- Google is now the starting point for the library's classes
- Increase in academic maturity
 - The academic staff
 - The fellow students
 - The library

Conclusion

- Timing of library instruction
- Requirements for assignments
- Collaboration with academic staff

Read more about the initial study

- “The impact of library information literacy classes on first year students’ searching behavior”
- 2015, Vol. 9, No. 1, pp. 34-46
- <http://dx.doi.org/10.11645/9.1.1979>



Any questions?

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