

Information Literacy and Distance Education

Article Review

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DETT 611 Section 9040

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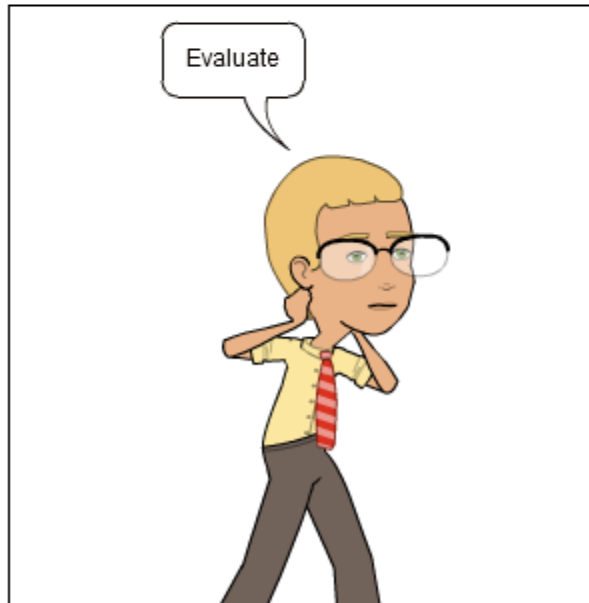
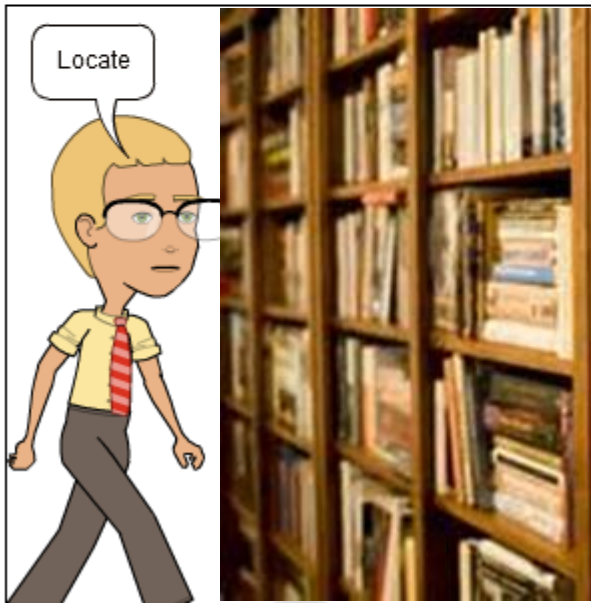
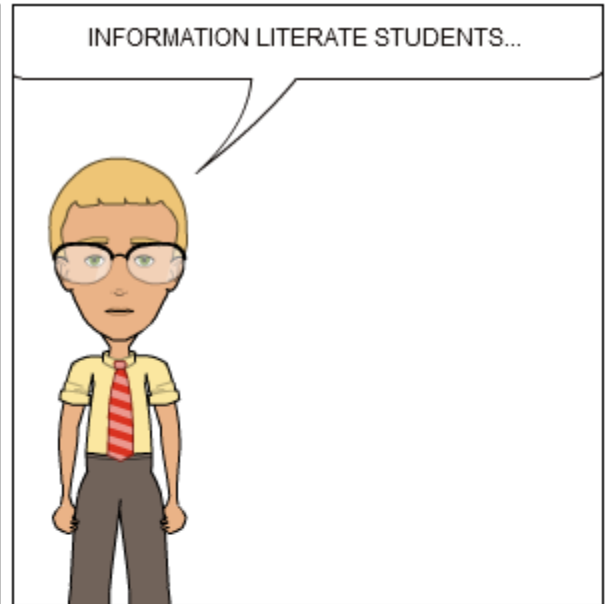
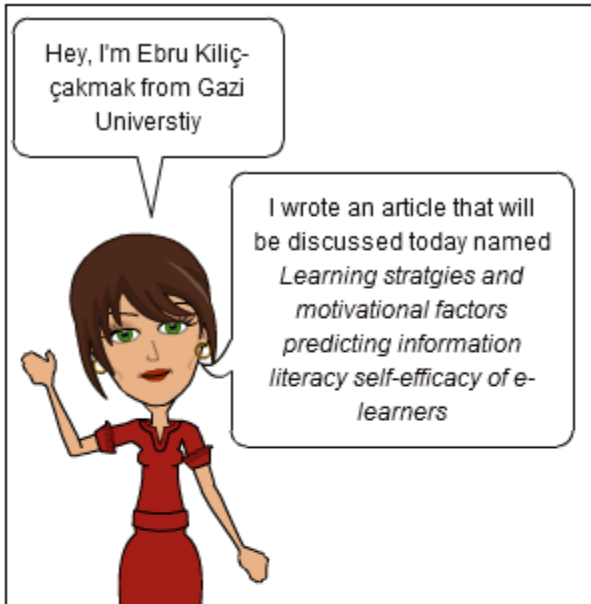
Learning strategies and motivational factors predicting information literacy self-efficacy of e-learners



Ebru Kiliç-Çakmak

Gazi University

Article Summary



Learning opportunities that enhance information literacy use...



information and communication infrastructures and...



information infrastructure

Articles include patents Case law



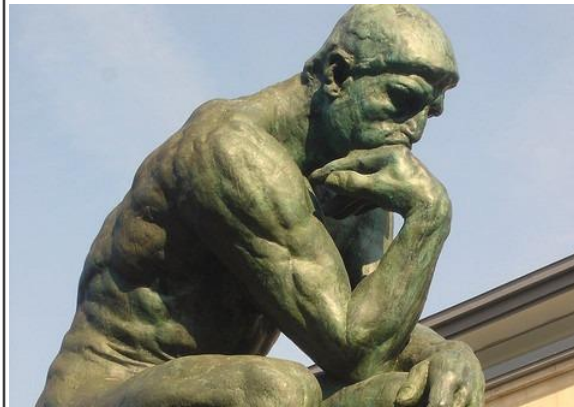
information practices which are effective in professional, civic and personal life.



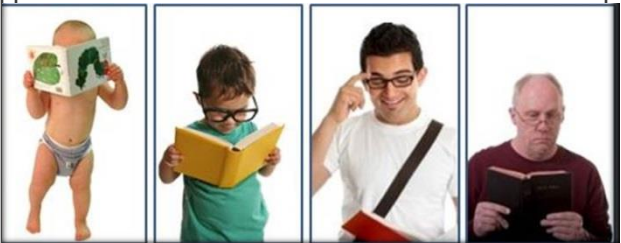
Information literacy education has the potential to...



encourage deep learning and ...



create independent, self directed, lifelong learners.



So I ran a study to determine learning strategies and motivational factors that predict students' information literacy self-efficacy



POPULATION
Gazi University
Distance Learning
June, 2008
119 Students
Computer Technologies and Programming
Business Administration



DATA COLLECTION TOOLS
Information Literacy Self-Efficacy Scale
Motivated Strategies for Learning Questionnaire

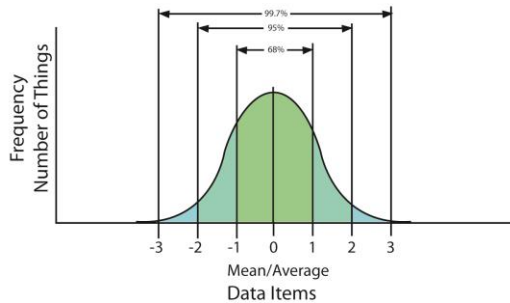
Table 1: Some examples of information literacy self-efficacy scale items

I feel confident and competent to	
1.	Define the information I need.
2.	Limit search strategies by subject, language and date.
3.	Decide where and how to find the information I need.
4.	Use Internet search tools (such as search engines, directories, etc.)
5.	Determine the authoritative, currentness and reliability of the information sources.
6.	Synthesize newly gathered information with previous information.
7.	Determine the content and form the parts (introduction, conclusion) of a presentation (written, oral).
8.	Critique the quality of my information seeking process and its products.

Table 2: Some examples of MSLQ items

1.	In a class like this, I prefer course material that really challenges me so I can learn new things.
2.	Getting a good grade in this class is the most satisfying thing for me right now.
3.	When I take a test I think about items on other parts of the test I can't answer.
4.	It is important for me to learn the course material in this class.
5.	I'm confident I can learn the basic concepts taught in this course.
6.	If I don't understand the course material, it is because I didn't try hard enough.
7.	When studying for this course, I often try to explain the material to a classmate or friend.
8.	I usually study in a place where I can concentrate on my course work.

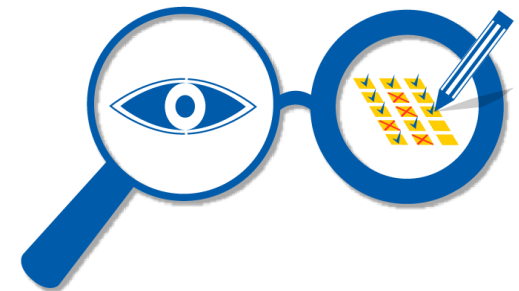
PROCEDURE AND DATA ANALYSIS
Online Surveys
Frequency and Percentage
Arithmetical mean and standard deviation



RESULTS
Metacognitive Strategies:
Planning, Organizing, & Self-Evaluation of
Information Construction Process
Key Predictor of Learner Success



RESULTS
Learning Strategies:
Critical thinking and effort management
help learners manage their learning



So what can be concluded from this study?



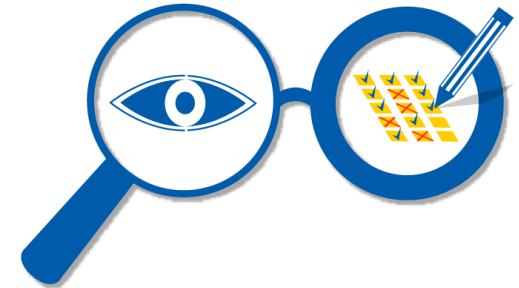
CONCLUSIONS

"For ensuring and making widespread use of metacognitive strategies, students should be provided with environments where they are able to do planning, monitoring and regulating" (p. 203).



CONCLUSIONS

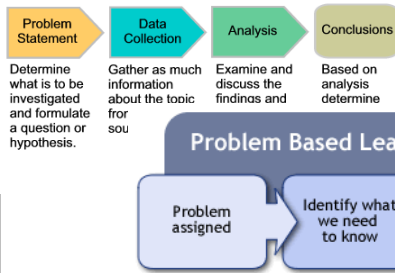
"Learning how to manage their efforts to increase their beliefs related to assess information in e-learning environments should be a primary goal for students and instructors" (p. 203).



CONCLUSIONS

"Constructivist learning environments should be designed, such as inquiry based learning, case based learning, project based learning, problem based learning" (p. 203).

Inquiry-based Teaching Strategy



CONCLUSIONS

"Activities whereby students can make summaries and take notes should be designed in order to encourage e-learners to use elaboration strategy." (p. 204).



CONCLUSIONS

"Providing for the development of self-control to improve performance and information literacy self efficacy of e-learners" (p. 204).



Joanne's Comments on
Information Literacy and
Distance Education

Hi, I'm Joanne.
With Ebru Kiliç-çakmak & Breivik, I think
that educators have the
responsibility to help students
acquire research skills



We need to teach students the skills
needed to test the reliability and
relevance of the information they find.



Critical thinking skills help students
identify, evaluation, and use the
information they find.

CHART 1. INFORMATION LITERACY UMBRELLA



Remember, our
student drowning in
information?



Soooo much
information!



That is why teaching information
literacy and helping students gain
critical thinking skills is of greater
importance now more than ever!



REFERENCES

Breivik, P. S. (2005). 21st century learning and information literacy. *Change: The Magazine of Higher Learning*, 37(2), 21-27. Retrieved from <http://www.changmag.org>

Kilic-Cakmak, E. (2010). Learning strategies and motivational factors predicting information literacy self-efficacy of E-Learners. *Australasian Journal Of Educational Technology*, 26(2), 192-208.