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RESISTANCE TO INFORMATION LITERACY

Abstract

The purpose of the study is to identify the cognitive factors responsible for students' resistance to information literacy in order to find appropriate solution to counter act them.



information needed ?

Accesses needed information



uses information



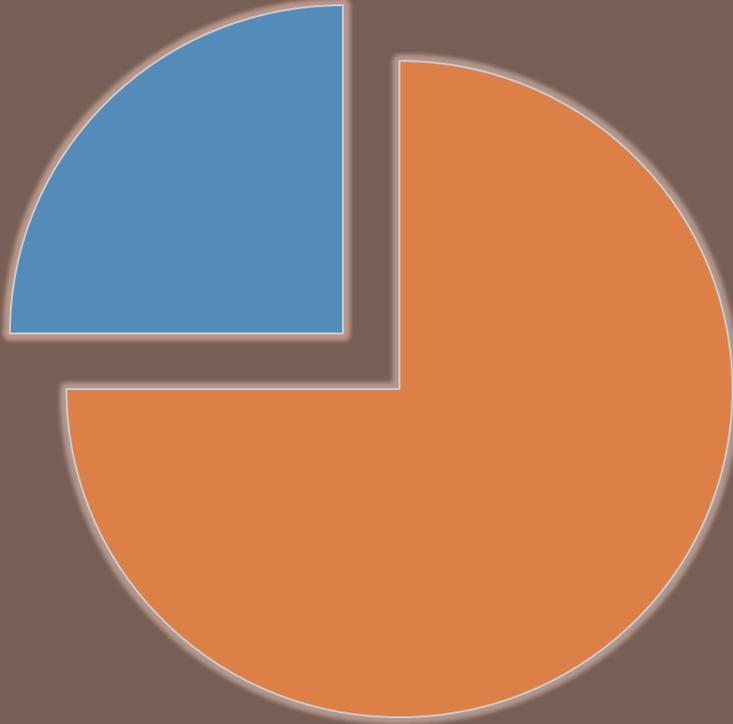
Evaluates information

incorporates selected information

What we know

- ⦿ Student improve when taught IL
- ⦿ Student resist IL
- ⦿ Students perceive themselves to be competent but they barely rate as beginner

**“Why do I have to take a research course.
I know this stuff already!”**



On average 75%
of first year
undergraduate
students failed IL
competencies
evaluation

Mittermeyer 2005

What we know

- ◎ Student improve when taught IL
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**“Why do I have to take a research course.
I know this stuff already!”**



I grew up with a piano
which mean I am a
virtuoso!

What we think we know

- Students who grew up with a computer are technologically savvy and good at searching.
- Students refuse to go further once they reach a “knowledge plateau”
- Students do not understand the term IL



What we need

- Take a step back!
- The cognitivist paradigm states that human action are a consequence of thinking i.e. when we do something we need to know why.
- 1) what are the cognitive factors responsible for students' resistance to information literacy?
2) are these cognitive factors the same across demographical context, like students age, gender and university status?

Methodology

- Literature review
- Semi-structure interviews with librarians, IL teachers and students to answer question 1
- Create a questionnaire based on interviews and literature review
- Sending online survey to undergraduate students to answer question 2

Anticipated Outcomes

- Find appropriate solution to prevent resistance.
- Improve the design of our learning interventions
- Increasing the number of students who will enter the workforce equipped with the lifelong learning skills of information literacy.

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Thank you!
Questions?