

Information Literacy: Study of Incoming First-year Undergraduates Students who major in English Language at Al-Hussein Bin Talal University

Mahmoud Bani Abdelrahman ^(a)

PhD Methods of Teaching English as a Foreign Language (TEFL)

Mustafa Jwaifell ^(b)

PhD Instructional Technology

Eid El-Subhieen ^(c)

PhD Methods of Teaching Social Studies

Department of Curriculum and Instruction, Faculty of Educational Sciences, Al- Hussein Bin Talal University, Jordan

Abstract

This study is aimed at determining Information Literacy (skills and standards) among undergraduate's students who majors in English Language at Al-Hussein Bin Talal University. The participants in this study are 142 Male/Female students. The researchers used a questionnaire developed by Mittermeyer and Quirion (2003) to achieve their aim and objective. The results of this study pointed that information skills are not mastered by AHU students, thus this study is recommended for students in AHU University and other institutions of higher learning.

Keywords: (information literacy, undergraduates, English Language).

1. Introduction:

Information Literacy is related to information skills, which is defined as a term used to describe "the process of acquiring knowledge of attitudes towards and skills in information, as a major determinant of the way by which people exploit reality, develop, live, work and communicate in an information society" as Marais (1992) mentioned in Hepworth (1999, p2). From this point of view, Information Literacy has broader implications for individuals and educational communities, where both students and educators can make use of navigating systems through the internet or data bases to achieve their goals, whether seeking knowledge or saving time throughout the navigating process.

Shapiro and Hughes (1992) discussed Information Literacy as a Liberal Art. Though, Information and computer literacy, in a conventional sense, are functionally valuable technical skills, information literacy should be conceived more broadly as a new liberal art that extends from knowing how to use computers and access information to critical reflection on the nature of information itself, its technical infrastructure, and its social, cultural and even philosophical context and impact. Information and computer literacy is essential to the mental framework of the educated information-age citizen just as the tritium of basic liberal arts (grammar, logic and rhetoric) was to the educated person in medieval society" (Shapiro and Hughes. 1992.p 3).

The higher education students in the Arab world, especially the first year students, are mostly shifted out of the school system with little or no opportunities of seeking information; because they are adherent with textbooks and have limited time in adhering to a new form of learning life which requires more self steaming and independency in gaining what they are advocating for. They may find some difficulties when their teachers during their higher education, asked them to write a report. For instance, to write a report about a problem matter beside the use of search engines in finding the related articles or using the electronic library system, they find it very hard to use the library at first.

2. Information Literacy Competency Standards:

The American Association for Higher Education (1999) endorsed five critical information literacy competency standards for higher education: 1) Determining the nature and extent of the information needed, 2) accessing

needed information effectively and efficiently, 3) evaluating information and its sources critically and incorporating selected information into the student's knowledge base and value system, 4) using information effectively to accomplish a specific purpose either individually or as a member of a group and 5) understanding most of the economic, legal, and social issues surrounding the uses and access of information ethically and legally (American Library Association. 2006). Therefore, each of the five standards has performance indicators beside what outcomes should be included.

The Australian and New Zealand Institute for Information Literacy (ANZIIL) published the second edition of the 2001 Information Literacy standards to reflect the ways academicians and librarians have used the first edition. They endorsed six standards and examples for information literacy (Bundy. 2004):

Standard One: An information literate person recognizes the need for information and determines the nature and extent of the information needed

Standard Two: An information literate person finds needed information effectively and efficiently

Standard Three: An information literate person critically evaluates information and the information seeking process

Standard Four: An information literate person manages the collection or generation of information.

Standard Five: An information literate person applies new information to construct new concepts or create good and better understanding

Standard Six: An information literate person uses information with understanding and acknowledges cultural, ethical, economic, legal, and social issues surrounding the use of information

Those standards meant that an information literate people should recognize a need for information, determine the extent of information needed, access information efficiently, critical evaluate information and its sources, classify, store, manipulate and redraft information collected or generated, incorporate selected information into their knowledge base, use information effectively to learn, create new knowledge, solve problems and make decisions, understand economics, legal, social, political and cultural issues in the use of information, access and use information ethically and legally, use information and knowledge for participative citizenship and social responsibility, and experience information literacy as part of independent and lifelong learning.

Information literacy does not stand at this point, as well as details concerning citation. This details which refers to intellectual property is one of the major critical issue that students in higher education must consider in their paper work, while citations patterns present in articles from major composition studies journals and from books published from the late 1980s to the early 2000s are substantially different from those in other social sciences and humanities disciplines (Coffey, 2006)

3. Literature Review:

The challenge faced by both educators and new students in higher education is how to adopt the new environment within a new educational system that requires more skills in communication and information technology. Gathering content or preparing research papers resembled in information form, entails collecting those information beyond library's books shelves, it can be found in a soft copies form such as CDs, cell phones, WebPages, and many other multimedia sources which requires skills to be obtained and mastered by first year undergraduate students, while education is responsible in helping the youths in acquiring information and research skills.

The growth of the concept of Information Literacy is highly needed not only in higher education but has become a way of life to humanity. It is not a new field of study in this century, but as Bruce (2004. P 8) stated: "The idea of information literacy, emerging with the advent of information technologies in the early 1970s, has grown, taken shape and strengthened to become recognized as the critical literacy for the twenty-first century" it can be one of the major foundations for learning in institutions of higher education. In the second millennium "Information literacy research is still in its infancy. The number of studies that identifies themselves as belonging to the domain is still relatively small, and the research endeavor is scattered" (Bruce. 2000. P 91)

Hepworth (1999) conducted a study on information literacy and skills of undergraduate students to determine Nanyang Technological University Students' strengths and weaknesses in term of their information literacy and skills. The research derived empirical data which showed that students faced considerable challenges in the area of information literacy and skills. A pragmatic framework was proposed for the incorporation of information literacy and skills into the undergraduate curriculum at Nanyang Technological University in Singapore. The implications of these changes were defined and a general framework for change was given. These changes need

to take place, but was debated, to ensure that future students leave tertiary education with information literacy and skills which are appropriate to the information age. In Chinese higher education, Sun (2003) discussed the new informational and educational environment in China and the increasing needs for information and knowledge in Chinese higher education. Information literacy is deeply becoming integrated into the Chinese education system with the development of the information society, but in order to realize the established goals in the near future, education needs to be streamlined so that it can include information skills training.

New students in higher education faced some difficulties using the libraries especially and have a lack of competencies regarding information literacy. Mittermeyer and Quirion (2003) conducted a study about incoming first-year undergraduates students in Quebec Universities, to determine students' information skills. The study reached the point of assuring the necessity of implementing the integration of information literacy competencies into the curriculum and affirming the role of university libraries in the development and promotion of information literacy. The study also concluded that there are difficulties among students in: retrieving relevant information, inefficient use of time, and risk of plagiarism due to a lack of knowledge of the principles of the ethical use of information and particularly the use of citations.

In South Africa higher education institutions, Jager and Nassimeni (2005) discussed the progress made by librarians in establishing partnerships with academicians to deliver quality education and to participate in the transformative agenda. Their study showed how librarians have developed their concept of information literacy education and makes the case that they can accelerate the uptake of information literacy education interventions in the curriculum by more pointed leverage of higher education policy initiatives.

In the Arab world, Information Literacy received some interest through the form of Information Technology skills as a part of using new technologies such as the web and integrating those technologies in e-learning (Tuhari, 2011). Though, the focus is on educators, but if they already possess the skills and the faculty member has already accepted the idea of integration, the study would show lack of Information Technology skills and applications of e-learning.

3. Statement of the Problem:

This study was conducted under the claim that students admitted into Al-Hussein Bin Talal University (AHU) have no skills to find, use and evaluate information. Therefore, this study is aimed at determining Al-Hussein Bin Talal University Students' information literacy by answering the following questions:

1. Can AHU First-year Students who major in English Language determine the nature and extent of the information needed?
2. Do AHU First-year Students who major in English Language use effective and efficient search strategies?
3. What types of documents that are validated by AHU First-year Students who major in English Language according to its sources?
4. What kind of search tools is mostly trusted by AHU First-year Students who major in English Language in information search?
5. Do AHU First-year Students who major in English Language understand economic, legal, and social issues in using information ethically and legally?

4. Research Methodology:

The design of the study is a descriptive study, thus the researchers conducted the survey through a questionnaire as a mean of collecting data on the information literacy of students.

4.1 The Study Sample:

The sample of this study was taken out of the Registration Department which consists of 145 first year English Literature students at Al-Hussein Bin Tala University. The questionnaire was distributed to all students but only 142 of the students could be reached.

Table (1): Sample distribution according to their gender

Gender	Frequency	Percent
Male	48	33.8
Female	94	66.2
Total	142	100

All the students possess the 12th grade certificate which is called in Jordan Tawjihi. None of them hold a diploma or less than Tawjihi, when they came from different districts in Jordan.

4.2 The Questionnaire:

The study employs the questionnaire used by (Mittermeyer & Quirion, 2003) after transcribing its items into Arabic Language which reflects the information literacy competencies and standards. The Arabic version where validated by 4 referees of AHU who hold PhDs in: Instructional Technology, Information Technology, Curriculum and Instruction, and one of them hold a PhD in Library and Information Sciences. The Reliability of the questionnaire where calculated using Cronbach's Alpha (.878) for the 40 items of the questionnaire after the conduction of the study.

The items of the questionnaire are based on the information literacy competency standards for higher education which was published by the Association College and Research Libraries (ACRL). Those skills were linked to variables grouped under five themes as shown in the following table (table 2).

Table (2): Questionnaire items distributed onto their variables and themes

Themes	Variables	Questions
Concept Identification	Significant Words	6,10 and 15
Search Strategy	Translation into keywords	4
	Boolean Operators	11 and 18
	Search Indexes	13
	Controlled Vocabulary	14
Document Types	Encyclopedias	5
	Periodicals	17
	Scholarly	22
Search Tools	Databases	3
	Search Engines	8
	Library Catalogues	9
	Meta-search Engine	16
	Catalogue	19
Use of Results	Read in Citations	7
	Bibliographies	12
	Evaluation Information	20
	Ethical use of information	21

5. Results:

To determine the information literacy and skills of AHU students, the research questions was stated according to the five themes that reflect information competencies and standards.

Results of question 1: Can AHU First-year Students who major in English Language determine the nature and extent of the information needed?

This question reveals students' skills under the standard of Concept Identification by using the significant words of the problem they are searching about. The students were asked to answer questions 6, 10 and 15 (see Appendix A) for the following purposes:

Q 6 Purposes: Selecting the right words and use the right words in the statement of the problem.

Q10 Purposes: Reducing the number of results by using significant words.

Q 15 Purposes: Determining if the students are able to distance themselves from the formulation used in the statement of the problem when selecting search term.

The table (3) shows the students responses for those questions:

Table (3): Students responses at theme 1: Concept Identification

Q.N	Q.A	Male				Female				Total			
		C.A		I.C.A		C.A		I.C.A		C.A		I.C.A	
		F	%	F	%	F	%	F	%	F	%	F	%
Q 6	A	9	19	39	81	27	29	67	71	36	25	106	75
Q 10	B	12	25	36	75	34	36	60	64	46	32	96	68
Q 15	D	11	23	37	77	25	27	69	73	36	25	106	75
Mean		11	22	37	78	29	31	65	69	39	27	103	73

Q.A: Question Answer; C.A: Correct Answer; I.C.A: Incorrect Answer; F: Frequency

Out of the table:

1. About 73% of the students did not know the right answer, while only 27% know the significant words they need to search for related information for the statement of the problem.
2. Male students' percentage of the total mean correct answer was 22%, while the Female students were 31%.
3. Only 27% of AHU First-year Students who major in English Language can determine the nature and extent of the information needed.

Results of question 2: Do AHU First-year Students who major in English Language use effective and efficient search strategies?

This question reveals students' skills under the standard of Search Strategy by using the variables: Translation into keywords, Boolean Operators, Search Indexes, and Controlled Vocabulary of the problem they are searching about. The students were asked to answer questions 4, 11, 13, 14 and 18. The table (4) shows the students responses for those questions:

Table (4): Students responses at theme 2: Search Strategy

Q.N	Q.A	Male				Female				Total			
		C.A		I.C.A		C.A		I.C.A		C.A		I.C.A	
		F	%	F	%	F	%	F	%	F	%	F	%
Q 4	B	11	23	37	77	32	34	62	66	43	30	99	70
Q 11	D	12	25	36	75	16	17	78	83	28	20	114	80
Q13	C	9	19	39	81	8	9	86	91	17	12	25	88
Q 14	C	6	13	42	87	7	7	87	93	13	9	129	91
Q 18	C	1	2	47	98	0	0	94	100	1	1	141	99
Mean		8	16	40	84	13	13	81	87	20	14	102	86

Out of the table:

1. About 86% of the students did not know the right answer, while only 20% of them use the effective and efficient search strategy for related information to the statement of the problem.
2. Male students' percentage of the total mean corrected answer was 16% while the Female students were 13% and no search strategies exceed 50% according to the variables.
3. Only 20% of AHU First-year Students who major in English Language use effective and efficient search strategies.

Results of question 3: What types of documents that are validated by AHU First-year Students who major in English Language according to its sources?

This question reveals students' skills under the standard of Document Types by distinguishing between the validated documents types according to its sources: Encyclopedias, Periodicals, and Scholarly when searching sites. The students were asked to answer questions 5, 17 and 22. The table (5) shows the students responses for those questions:

Table (5): Students responses at theme 3: Document Types

Q.N	Q.A	Male				Female				Total			
		C.A		I.C.A		C.A		I.C.A		C.A		I.C.A	
		F	%	F	%	F	%	F	%	F	%	F	%
Q 5	B: An encyclopedia	12	25	36	75	14	15	80	85	26	18	116	82
Q 17	D: A journal	11	23	37	77	18	19	76	81	29	20	113	80
Mean		12	24	37	76	16	17	78	83	28	19	115	81

Out of the table:

1. About 81% of the students did not know the right answer, while only 19% chose the right source of the document related information to the statement of the problem.
2. Male students' percentage of the total mean correct answer was 24% while the Female students were 17%.

To explore students' knowledge in distinguishing between scholarly journals and popular magazine, the students was asked Question 22 to describe(s) articles published in scholarly journal, where the right answers are b, c and d.

Table (6): Students responses to question 22

Questions Alternatives					Responses	%
	B	C	D		2	1.41
				F	41	28.87
			D		26	18.31
	B				17	11.97
		C			17	11.97
A					10	7.1
				E	9	6.34
		C	D		6	4.23
A			D		5	3.52
	B	C			4	2.82
	B		D		2	1.41
A	B	C	D		1	0.7
A	B	C			1	0.7
A	B		D		1	0.7
Total					142	100

Out of Table (6), only two students selected a, b and d answers that characterize the scholarly journal, while majority of the students selected the response (f) as indicator of their knowledge, which is “Don't Know”.

According to Table 5 and 6 results, it can be said that AHU First-year Students who major in English Language have no skills under the standard of Document Types in distinguishing between the validated documents types according to its source.

Results of question 4: What kind of search tools is mostly trusted by AHU First-year Students who major in English Language in information search?

This question reveals students' skills under the standard of trustable search tools by understanding that search engines are not appropriate tools in searching indexes and using the Internet as a search tool. The students were asked to answer questions 3, 8, 9, 16 and 19. The table (7) shows the students responses for those questions:

Table (7): Students responses at theme 4: Search Tools

Q.N	Q.A	Male				Female				Total			
		C.A		I.C.A		C.A		I.C.A		C.A		I.C.A	
		F	%	F	%	F	%	F	%	F	%	F	%
Q 3	B	2	4	46	96	4	4	90	96	6	4	136	96
Q 8	A	14	29	34	71	30	32	64	68	44	31	98	69
Q 9	A	4	8	44	92	8	9	76	91	12	8	130	92
Q 16	A	4	8	44	92	3	3	91	97	7	5	135	95
Mean		6	12	42	88	11	12	80	88	17	12	125	88

Out of the table:

1. About 88% of the students did not know the right answer, while only 12% chose the right search tool.
2. Both Male and Female students' percentage of the total mean corrected answer was 12%.

To determine whether students know how to query the library catalogue for the types of searches it can be used, they have been asked Question 19, and the right answers are A and D.

Table (8): Students responses to question 19

Questions Alternatives				Responses	%	
A			D	14	9.86	
A				52	36.62	
			D	22	15.49	
				F	13	9.15
				E	9	6.34
	B			8	5.64	
		C		7	4.94	
A		C		5	3.52	
A	B			3	2.11	
A		C	D	2	1.41	
	B		D	2	1.41	
	B	C		2	1.41	
A	B	C	D	1	0.7	
A	B	C		1	0.7	
A	B		D	1	0.7	
Total				142	100	

Out of Table (8), only 9.86% of the students selected A and D answers where books and journals available in the library are indexed in the catalogue, not the other choices.

According to Table 7 and 8 results, it can be said that AHU First-year Students who major in English Language have no skills under the standard of an inappropriate trustable search tools.

Results of question

5: Do AHU First-year Students who major in English Language understand economic, legal, and social issues of using information ethically and legally?

This question reveals students' skills under the standard of Use of Results by understanding Reading in Citation, Bibliographies, Evaluation Information, and Ethical use of information. The students were asked to answer questions 7, 12, 20 and 21. Therefore, the purpose of question 7 is to determine students' ability of interpreting a bibliographic reference and recognize the document type to which it corresponds, while the purpose of question 12 is to understand the added value of the bibliographic references which was selected by the author. The table (9) shows the students responses for the first two questions:

Table (9): Students responses at theme 5: Use of Results

Q.N	Q.A	Male				Female				Total			
		C.A		I.C.A		C.A		I.C.A		C.A		I.C.A	
		F	%	F	%	F	%	F	%	F	%	F	%
Q 7	B	9	19	39	81	17	18	77	82	26	18	116	82
Q 12	C	8	17	40	83	18	19	76	81	26	18	116	82
Mean		9	18	40	82	18	19	77	82	26	18	116	82

Out of the table:

1. About 82% of the students did not know the right answer, while only 18% chose the right way of citation and bibliographies.

2. Both Male and Female students' percentage of the total mean corrected answer was 18%.

To determine whether students know how to evaluate information, they were asked Question 19, and the right answers are A and D.

Table (10): Students responses to question 20

Questions Alternatives					Responses	%
A	B	C			1	0.7
				F	42	29.6
			D		33	23.2
A					15	10.6
	B				10	7.1
A			D		10	7.1
				E	8	5.6
		C	D		6	4.2
	B	C			3	2.1
		C			3	2.1
		B	D		3	2.1
A		C	D		2	1.4
A	B		D		2	1.4
	B	C	D		2	1.4
A	B				1	0.7
A	B	C	D		1	0.7
Total					142	100

Only one student selected A, B and D and answered the date of publication provided, thus, the author is known in the field and the responsibility for the site was clearly indicated. But 29.6% of the students do not know the answer to the question.

To determine whether students are familiar with the principles of the ethical use of information, the students were asked to answer Question 21, and the right answers were A,B,C and D.

Table (11): Students responses to question 21

Questions Alternatives					Responses	%
A	B	C	D		2	1.4
				F	29	20.4
			D		24	16.9
	B				23	16.2
A					18	12.7
		C			11	7.8
				E	10	7.1
A	B				6	4.2
A			D		5	3.5
	B	C			4	2.8
		C	D		4	2.8
A	B	C			2	1.4
	B	C	D		2	1.4
A		C	D		1	0.7
	B		D		1	0.7
Total					142	100

Only two students selected A, B and C answers which shows their familiarity with the principles of the ethical use of information.

According to Tables 9, 10 and 11 results, it can be said that AHU First-year Students who major in English Language do not understand economic, legal, and social issues of using information ethically and legally.

Therefore, it should be noted that all students' didn't write any comments related to questions alternatives "other"

6. Discussion and Conclusion:

When comparing the results in this study with Mittermeyer and Quirion (2003) it is very obvious that there was a lack of standards among AHU students according to Information Literacy. Thus, it is hard to say that students who participated in this study have any idea or knowledge about using reliable resources or even understanding the meaning of legal issues. They also use Boolean Operators but they can't differentiate between OR & AND in reducing the results they are searching for via the Internet.

To compare Male students versus Female students without using Chi Square, it will seem the same distribution between them, but we didn't conduct such statistics because the goal of this study is to determine Information Literacy among first year undergraduate students if they can exceed 50% in answering the questionnaire items. Thus, it is obvious that comparing responses of Males with the Females is just a waste of time.

Some of the students were not able to understand the importance of those skills, while schools have the blame of Information Literacy skills lack, while libraries in the Jordanian schools have no any library digital data base, beside using new strategies of instruction and learning such as projects or writing a report.

In overall, the AHU students who major are English Language can't identify the concept under search, have no search strategy, have trust on what written at the Internet, can't use the results related to the topic or problem under search, and needs a lot of understanding of the legal issues.

7. Recommendations:

Depending on the findings and the study results, the researchers recommendations are:

1. Set a separated course or integrate Information Literacy into the curriculum at the school level.
2. Set an orientation period for incoming students to the university concerning Information Literacy by preparing hardcopy and digital copy of a brochure or by conducting workshops for first year undergraduate student to understand and gain those skills.

References:

- American Library Association (2006) "Information Literacy Competency Standards for Higher Education", September 1, 2006. <http://www.ala.org/acrl/standards/informationliteracycompetency> (Accessed April 26, 2013) Document ID: efeb57df-7090-e1d4-558f-d59c7537f9c7
- Bruce, Christine S. (2004) Information Literacy as a Catalyst for Educational Change. A Background Paper . In Danaher, Patrick Alan, Eds. *Proceedings "Lifelong Learning: Whose responsibility and what is your contribution?"*, the 3rd International Lifelong Learning Conference, pages pp. 8-19, Yeppoon, Queensland. <http://eprints.qut.edu.au>
- Bruce, Christine S. (2000) Information literacy research: dimensions of the emerging collective consciousness. Australian Academic and Research Libraries (AARL), 31(2), pp. 91-109. <http://eprints.qut.edu.au/46274/>
- Bundy, Alan. (2004). Australian and New Zealand Information Literacy Framework: principles, standards and practice. Second edition. <http://www.library.unisa.edu.au/learn/infolit/Infolit-2nd-edition.pdf>
- Coffey, Daniel P. (2006). A Discipline's Composition: A Citation Analysis of Composition Studies. The Journal of Academic Librarianship. Volume 32, Issue 2, March 2006. Pages 155-165. <http://www.public.iastate.edu/~dcoffey/discomppdf.pdf>
- Jager, Karin De and Nassimbeni, Mary. (2005). Information Literacy and Quality Assurance in South African Higher Education Insitutions. International Journal of Libraries and Information Services (Libri), 2005, vol. 55, pp. 31–38. <http://www.librijournal.org/pdf/2005-1pp31-38.pdf>
- Hepworth, Mark. (1999) 'A study of undergraduate information literacy and skills: the inclusion of information literacy and skills in the undergraduate curriculum'. *Proceedings of the 65th IFLA Council and General Conference, Bangkok, Thailand, August 20-August 28, 1999*. Available at: <http://www.ifla.org/IV/ifla65/papers/107-124e.htm>. (Accessed 1 May 2013).
- Mittermeyer, D. & Quirion, D. (2003). Information literacy: study of incoming first-year undergraduates in Quebec. Canada, CREPUQ. Retrieved March 12, 2013: www.crepuq.qc.ca/documents/bibl/formation/studies_Ang.pdf.
- Shapiro, Jeremy and Hughes, Shelley. (1996). Information Literacy as a Liberal Art. Shapiro, Jeremy. J. and Hughes, Shelley. K. 1996. Information technology as a liberal art Enlightenment proposals for a new curriculum. *Educom Review* 31(2). <http://www.ogs.edu/resources/docs/library/infolit.pdf>
- Sun, Ping. (2003). Information Literacy in Chinese Higher Education. *LIBRARY TRENDS*, Vol. 51, No. 2, Fall 2002, pp. 210–217. <http://cdigital.uv.mx/bitstream/123456789/6047/1/Information.pdf>
- Tuhairi, Wafa. (2011). The reality of having faculty members to use information technology skills, to accept the idea of integrating e-learning at the University of M'sila . Unpublished Master thesis. Hadj-Lakhader-Batna University. Algeria.

Appendix A: English Questionnaire

Dear Student: This questionnaire covers a variety of topics pertaining to information seeking when you work on an assignment for a course. The goal of this questionnaire is to help us assess your information literacy skills in order to give recommendations to the administration and your teachers in the University for better understanding when responding better to your needs.

1) Last degree completed:

High School

Cegep/College

University Undergraduate

Program:.....

Other (please, specify):.....

2) In which program will you study in Fall 2013?.....

Your responses are anonymous and it is important to answer all questions without consulting anyone else. If you don't know the answer, circle "Don't know".

For questions 3 to 18, circle only one

3) If I want to find journal articles about “*The popularity of video games*”, I will search in:

- a) The library catalogue b) A database c) Yahoo or Google
- d) The journals in the library
- e) Other (please, specify):..... f) Don't know

4) You have used the words “*business letters*” in a library catalogue search. No document is found by the computer. What do you conclude?

- a) The library does not have any documents on this topic
- b) I have not used the right words
- c) All documents on this topic are already on loan
- d) The system is down
- e) Other (please, specify):.....
- f) Don't know

5) In order to become familiar with a subject about which I know very little, first I consult:

- a) A journal b) An encyclopedia c) A database d) A book
- e) Other (please, specify):..... f) Don't know

6) You must use a psychology database to find information on “*The effect of family relations on the academic results of primary school students*”. Which combination of words will you use?

- a) family relations, academic results, primary school
- b) family relations, academic results
- c) effect, family relations, academic results
- d) effect, family relations, academic results, primary school
- e) Other (please, specify):..... f) Don't know

7) Which one of the following citations refers to a journal article?

- a) Miller, A.W. (1997). *Clinical disorders and stressful life events*. Madison, CT, International University Press.
- b) Anderson, K.H. (1999). "Ethical dilemmas and radioactive waste: A survey of the issues." *Environmental Ethics*, 2(3):37-42.
- c) Hartley, J.T. & D.A. Walsh. (2000). "Contemporary issues and new directions in adult development of learning and memory", in L.W. Poon (ed.), *Aging in the 1980s: Psychological issues*, Washington, D.C., American Psychological Association, pp. 239-252.
- d) Maccoby, E.E. & J. Martin. (1983). "Socialization in the context of the family: Parent-child interaction", in P.H. Mussen (ed.), *Child psychology: Socialization personality, and social development*. New York, Wiley, vol. 4, pp. 1-101.
- e) Don't know

8) Using a search engine such as Google or Yahoo, I would not find:

- a) The books available in the library
- b) Biographical information about famous people
- c) Merchandise catalogues
- d) Information about companies
- e) Other (please, specify):.....
- f) Don't know

9) A friend told me that I should read an article published in the November 2001 issue of Internet Guide, "The Microsoft Xbox Console", by Mark Kenney. To check the availability of this article at the library, I search in the catalogue under:

- a) Internet Guide
- b) Mark Kenney
- c) The Microsoft Xbox Console
- d) Answers (a), (b), and (c) are correct
- e) Other (please, specify):.....
- f) Don't know

10) Using a search engine such as Yahoo to search for documents on "The depletion of the ozone layer and the impact on health", I use the words:

- a) impact, depletion, ozone layer, health
- b) ozone layer, health
- c) ozone layer
- d) skin cancer, ozone layer
- e) Other (please, specify):.....
- f) Don't know

11) In order to find more documents on my topic I can include synonyms in my search statement. To connect those synonyms in my statement, I use:

- a) AND
- b) +
- c) NOT
- d) OR
- e) Other (please, specify):.....
- f) Don't know

12) You have found a book that is right on your topic. Which section of the book will you consult to find other documents on the topic?

- a) The glossary
- b) The index
- c) The bibliography
- d) The table of contents
- e) Other (please, specify):.....
- f) Don't know

13) To find all the documents about Margaret Atwood in the library catalogue, I would do a search:

- a) By title
- b) By publisher
- c) By subject
- d) By author
- e) Other (please, specify):.....
- f) Don't know

14) When searching a specialized database for documents on my subject, it is recommended to use the terminology specific to the database. To identify these terms I would consult:

- a) An ideogram
- b) A dictionary
- c) A thesaurus
- d) An Internet search engine
- e) Other (please, specify):.....
- f) Don't know

15) You must make an oral presentation on the topic “Measures currently used across the country to decrease the damage to the natural environment”. Among the following choices, which one describes best the ideas contained in your subject?

- a) Damage to the natural environment, Canada
- b) Measures currently used, environment, country
- c) Damage, environment, measures currently used
- d) Protective measures, environment, Canada
- e) Other (please, specify):.....
- f) Don't know

16) Using a meta-search engine such as Copernic and MetaCrawler, it is possible to:

- a) Launch a search in many search engines simultaneously
- b) Execute a search in all the existing Web sites
- c) Extend the search into foreign language Web sites
- d) Execute the search in all the databases available in the library
- e) Other (please, specify):.....
- f) Don't know

17) To find the most recent information about drug abuse, I consult:

- a) A book
- b) A journal
- c) An encyclopedia
- d) A dictionary
- e) Other (please, specify):.....
- f) Don't know

18) You have to write a paper on the “Treatment of depression”. Which search strategy will find the least number of documents?

- a) Depression and psychotherapy
- b) Depression or psychotherapy or antidepressants
- c) Depression and psychotherapy and antidepressants
- d) Depression
- e) Other (please, specify):.....
- f) Don't know

For questions 19 to 22, you may circle more than one answer.

19) Some of the items that can be found in the library catalogue include:

- a) All the titles of the books available in the library
- b) All the titles of the books available on the market
- c) All the titles of articles found in the journals available in the library
- d) All the titles of journals available in the library
- e) None of the above
- f) Don't know

20) Among the characteristics that are used to evaluate the quality of an Internet site one finds:

- a) The date of publication is provided
- b) The author is known in the field
- c) Responsibility for the site is clearly indicated
- d) The site is rapidly accessible
- e) None of the above
- f) Don't know

21) You found magazine articles and Web pages presenting different views on a current issue. You want to use this information to write your paper. In which case(s) do you need to include a reference to the source of information?

- a) When I copy word for word a paragraph from a magazine article
- b) When I copy word for word a paragraph from a Web page
- c) When I write in my own words what is being said in a magazine article
- d) When I write in my own words what is being said in a Web page
- e) In none of the above cases
- f) Don't know

22) Which of the following best describe(s) articles published in a scholarly journal?

- a) The information is written for the layperson
- b) It includes a list of references
- c) The research method used is described
- d) It has been evaluated by an editorial board before publication
- e) None of the above
- f) Don't know

We thank you very much for your participation.

The IISTE is a pioneer in the Open-Access hosting service and academic event management. The aim of the firm is Accelerating Global Knowledge Sharing.

More information about the firm can be found on the homepage:
<http://www.iiste.org>

CALL FOR JOURNAL PAPERS

There are more than 30 peer-reviewed academic journals hosted under the hosting platform.

Prospective authors of journals can find the submission instruction on the following page: <http://www.iiste.org/journals/> All the journals articles are available online to the readers all over the world without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. Paper version of the journals is also available upon request of readers and authors.

MORE RESOURCES

Book publication information: <http://www.iiste.org/book/>

IISTE Knowledge Sharing Partners

EBSCO, Index Copernicus, Ulrich's Periodicals Directory, JournalTOCS, PKP Open Archives Harvester, Bielefeld Academic Search Engine, Elektronische Zeitschriftenbibliothek EZB, Open J-Gate, OCLC WorldCat, Universe Digital Library, NewJour, Google Scholar

