Information literacy, self-efficacy and self-regulated learning

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How do we help students develop their information literacy skills and enhance their self-efficacy?

Information literacy includes the skills to discover, access, interpret, analyse, manage, create, communicate, store and share information.

Important in different contexts:

- Everyday
- Citizenship
- Education
- The workplace
- Health

(CILIP Information Literacy Group, 2018)

Albert Bandura's (1986 & 1997) theory of self-efficacy

'People who strongly believe in their personal capabilities tend to perform better and achieve more, whereas people who doubt their capabilities shy away from difficult tasks and tend to achieve less'
(Calhoun, 2002)

Calhoun, C. Ed. (2002) *Self-efficacy theory*, Dictionary of the Social Sciences, Oxford University Press. Available from: https://www-oxfordreference-com [Accessed 30th November 2020].

Business, Engineering & Natural Science liaison library team

Medicine and NHS liaison library team across campuses

BENS Team Teaching 2022-23

- 304 teaching sessions
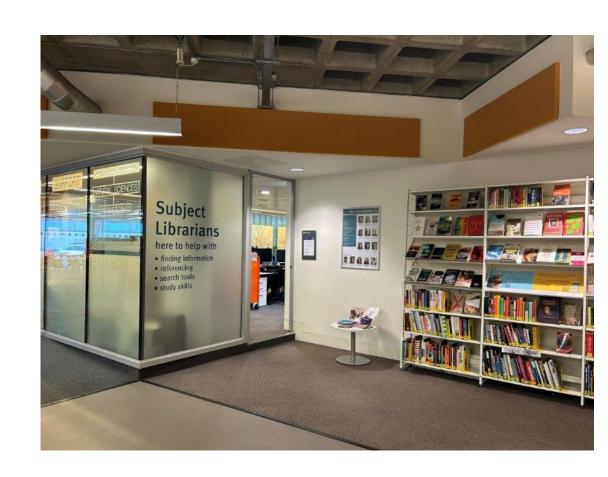- 208 1-1 appointments
- 14,170 students taught across departments

Role includes:
- collection development of journals, databases and books
- specialised subject information enquiry service

Information literacy within assignments:

- understanding a research question
- selecting tools
- online searching
- critically evaluating information
- using appropriate study skills
- correctly using citations and references...

Tutored Dissertations : Assessment Criteria

Class	%	Criteria
1st	100	Dissertation is of sufficient quality and scientific novelty to submit to an international peer-reviewed journal.
	95	Dissertation is a **succinct survey of the most important relevant primary literature**, with **thoughtful**
	90	**selection of relevant material** and **real attention to detail** (in references, figures, *etc.*). The dissertation

How we teach: variety of teaching formats

- Teaching within the curriculum specifically tailored for each degree

- One-off bespoke sessions (outside curriculum) based on student requirements

- 1-1 appointments with librarian to focus on students' information need

How we teach: variety of teaching approaches

- Active and experiential learning

- Flipped learning

- Blended learning

- Co-teaching with academic staff

Examples of teaching sessions for MSc Finance in Business School

Curriculum sessions:

- Introduction to Business Information and plagiarism awareness

- Applied Project Databases: academic papers, business news and equity research

- Finance Databases: company and financial data

Examples of teaching sessions (2)

Bespoke session:

- Referencing with BibTeX for LaTex users

1-1 appointment with librarian

- Looking at financial data sources for final project and asking questions on Harvard referencing

Information literacy and self-efficacy (1)

Research suggests that improved information literacy leads to more effective searching for information resulting in enhanced general self-efficacy (Ren, 2000)

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Information literacy and self-efficacy (2)

'Students who express an interest in learning about the library's electronic resources will be more likely to have higher self-efficacy'
(Waldman, 2003: p.1)

Waldman, M. (2003) Freshmen's use of library electronic resources and self-efficacy. *Information Research.* 8 (2) Available from: https://academicworks.cuny.edu/cgi/viewcontent.cgi?article=1051&context=bb_pubs [Accessed 28th September 2020]

Information literacy and self-efficacy (3)

Information literacy delivered via active learning provides 'psychological outcomes of decreased anxiety/increased self-efficacy using library resources' (Detlor et al. 2011:p.156)

Detlor, B., Booker, L., Serenko, A. & Julien, H. (2011) Student perceptions of information literacy instruction: The importance of active learning. *Education for Information*, 29, 147-161. P.156 Available from: https://doi.org/10.3233/EFI-2012-0924 [Accessed 9th January 2020].
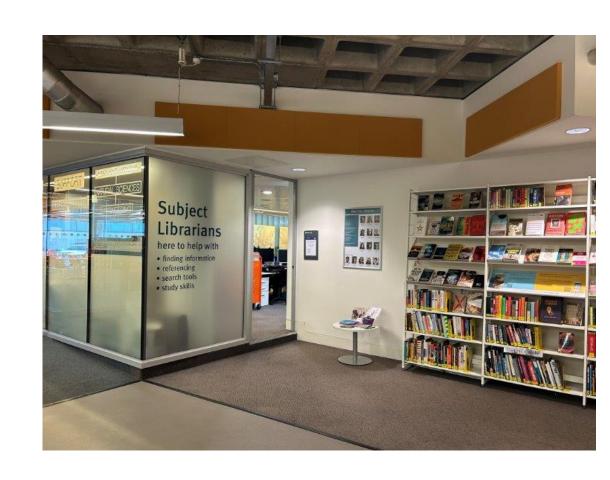
Self-regulated learning

Students can engage with:

- curriculum teaching sessions available for their degree

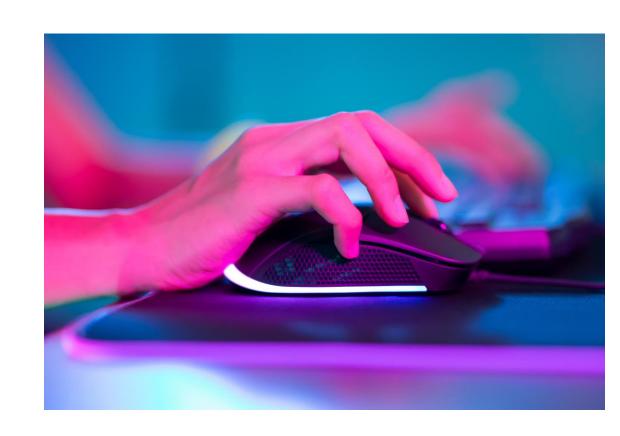- choose to attend one-off bespoke sessions that interest them

1:1 appointments

- Students use the option of a 1:1 appointment with their librarian to explore in greater depth their information seeking or research need

- Option to ask a question at any time provides scaffolding support

The impact of GenAI tools

- GenAI tools may challenge students' self-efficacy

- Critical evaluation of information more important than ever

Lifelong learning

We build students' information literacy skills and contribute towards their self-efficacy and enthusiasm for lifelong learning

To conclude

- Information literacy is essential to being a successful student

- Information literacy can enhance students' self-efficacy

- Teaching sessions and 1-1 guidance provide students with a range of self-regulated learning experiences