2015 IUPUI Faculty Survey

Teaching Information Literacy

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Survey Research Office
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PURPOSE: To have measures about use of information literacy skills in IUPUI classrooms.

METHODS: Faculty survey administered to census of all part-time and full-time faculty (not in the School of Medicine) in Spring 2015. Overall response rate: 43% (49% of tenure-track faculty). Participant school affiliation closely approximates the population.

Table 1. Types of Information Literacy Skills Taught by Faculty Type

Information Literacy Skills	Full-time faculty	Part-time Faculty	Total
Identifying and using basic library resources**	55%	40%	52%
Encouraging students to follow up with a librarian or seek help in the library***	47%	29%	43%
Selecting appropriate sources of information for a topic or question*	69%	60%	67%
Recognizing what constitutes plagiarism and how to avoid it	64%	58%	63%
Differentiating between scholarly and popular information*	63%	54%	61%
Using appropriate techniques to more precisely search many different forms of information	45%	38%	44%
Evaluating and selecting relevant information for a given assignment, including subject-specific or multi-disciplinary databases	54%	47%	52%
Constructing citations according to a specified style guide**	54%	42%	51%
Finding and navigating library research guides**	31%	19%	28%
Finding contact information for a subject librarian	21%	18%	20%
Differentiating between original (primary) and secondary sources of information	47%	41%	46%
Locating and using appropriate subject-specific reference materials**	54%	41%	51%
None of the above**	8%	17%	10%
n	563	158	721

$* \ p < .05, ** \ p < .01, *** \ p < .001$

- One in ten faculty members (17% of part-time faculty; 8% of full-time faculty) report including no information literacy skills in their average course.
- Part-time faculty were significantly less likely to include a variety of specific information literacy skills in their courses.
- Over half (55%) of all tenure track faculty include identifying and using basic library resources in their courses. Just under 70% include selecting appropriate sources of information for a topic or question.
- One in five faculty include finding contact information for a subject librarian in a course.

Table 2. Further Incorporation (Of faculty who teach at least one information literacy skill)

I write specific learning outcomes or objectives based on information literacy skills	39%
I schedule specific instruction time to teach information literacy skills on my own	33%
I invite a librarian to speak with my class about information literacy skills	25%
I assess students' information literacy skills using quizzes, one-minute papers, worksheets, or other tools	33%
I do none of the above	26%
n	**650**

- Of the faculty who include at least one information literacy skill in their course, 39% write specific learning outcomes or objectives based on those skills.
- One-third of faculty who include information literacy in their course schedule specific instruction time to teach information literacy on their own while roughly one-quarter invite a librarian to speak to their class about information literacy skills.
- One-third of faculty who include information literacy in their course assess students' skills.
- Over one-quarter of faculty who include information literacy do none of the above.

Table 3. Librarian or Specific Instruction Time by Faculty Member – More Effective?

Having a librarian come to speak on information literacy	15%
Specific instruction time that you teach information literacy	14%
Both are equally effective	72%
n	**81**

Of the 81 faculty who have a librarian come in to speak on information literacy and use specific instruction time that they teach information literacy, the vast majority (72%) argue that both are equally effective.

Table 4. Effectiveness of Incorporation of Librarian Speaking to Class (n=161)

	Very effective	Effective	Somewhat effective	Ineffective	Did not use
In person, one session (1 hour or less)	26%	46%	26%	1%	16%
In person, one session (more than one hour)	38%	33%	27%	4%	48%
In person, multiple sessions throughout the semester	51%	27%	24%	0%	71%
Online, one session	36%	16%	37%	16%	81%
Online, multiple visits or interactions	29%	47%	18%	6%	83%
One-on-one appointments and/or consultations with students (in person or online)	29%	53%	6%	2%	52%
Appointments and/or consultations with students in small groups (in person or online)	51%	43%	3%	3%	65%

- Of those faculty who incorporated a librarian speaking to class, the majority did so by inviting a librarian to the class in person for one session (1 hour or less). Over 70% of those who incorporated a librarian in this manner though it was effective or very effective.
- The least common methods for incorporating a librarian are (1) in person, multiple sessions throughout the course, (2) online (one or multiple sessions), and (3) appointments/consultations with students in small groups.

Table 5. Effectiveness of Assessment of Information Literacy Skills (n=215)

	Very effective	Effective	Somewhat effective	Ineffective	Did not use
Quizzes	28%	40%	28%	4%	15%
One-minute papers	19%	36%	33%	12%	52%
Worksheets	23%	47%	24%	6%	34%
Other assessment tools	43%	49%	8%	0%	13%

- The most popular means in which information literacy is assessed, when assessed, is through quizzes and other assessment tools. When used, the majority of faculty think that quizzes and other assessment tools are effective or very effective.
- The least common methods for assessing information literacy are one-minute papers.