



**Information Behavior of University  
Students: From Today's  
Information and Communication  
Student Towards Excellent  
Tomorrow's Information Specialist**

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# Methodology

- The ***purpose*** of the research presented is to analyze ***Vilnius University Faculty of Communication information and communication students'*** information behavior and information literacy skills
- The main ***tasks*** of the research were to reveal IL skills of LIS bachelor students and to test PIL survey instrument
- ***PIL survey instrument*** for analysis of IL skills of LIS students was used.
- Research was performed in the frame of ***international IL initiative, under guidance of Prof. Serap Kurbanoglu*** (Haccettepe University, Turkey)
- Acknowledgements – Vilnius University Faculty of Communication students and administration

# Research Activities

- 2012-2013 study year
- **Research object** – bachelor students at the Vilnius University Faculty of Communication (FC)
- **Surveying** – **86 students** from 100 were surveyed

# Demographic characteristic of respondents

Demographic characteristics		Number	Percentage
Sex	Male	20	23 %
	Female	66	77 %
Age	Under 18	0	0 %
	18-20	39	60 %
	21-23	23	35 %
	24-26	2	3 %
	27-29	1	2 %
	30-32	0	0
	33-35	0	0
	Over 33-35	0	0
	GPA	10	1
9		8	9.3 %
8		28	32.5 %
7		10	11.6 %
6		2	2.3 %
5		2	2.3 %
4		1	1.2 %
3		0	0
2		0	0
1		0	0
Current status as a student	First year	34	40 % (82 % from first year)
	Second year	9	10 % (90 % from second year)
	Third year	10	12 % (77 % from third year)
	Fourth year	33	38 % (65 % from fourth year)
	Other	0	0

Table 1: Demographic characteristics of respondents (n=86)

# Study programs analysed in the research

- *Library Science and Information*, 3rd and 4th study year;
- *Information and Library Services*, 2nd study year;
- *Culture Information and Communication*, 1st study year.

# Limitations of the research

- study programs **dealing with LIS** specifics were selected for the research (from all running at the FC)
- each of the study program was running adequately its 1st, 2nd, 3<sup>rd</sup> or 4<sup>th</sup> study year
- **bachelor students** were surveyed at this stage (master level programs dealing with LIS at the moment are not running at the FC)
- **92 % of the total** amount of bachelor students were investigated (86 students from the total 100)

# Let me remind research instrument structure -

- **PIL survey**, consisting from 2 sections, including 17 questions:
  - A. Demographic information
  - B. Research experience, information behavior and information literacy skills

# Results

- **Detailed and numerous results and findings** were received according to the survey, illustrating the situation
- The **most interesting and obvious** ones illustrating situation and the main trends are presented further and discussed in this presentation



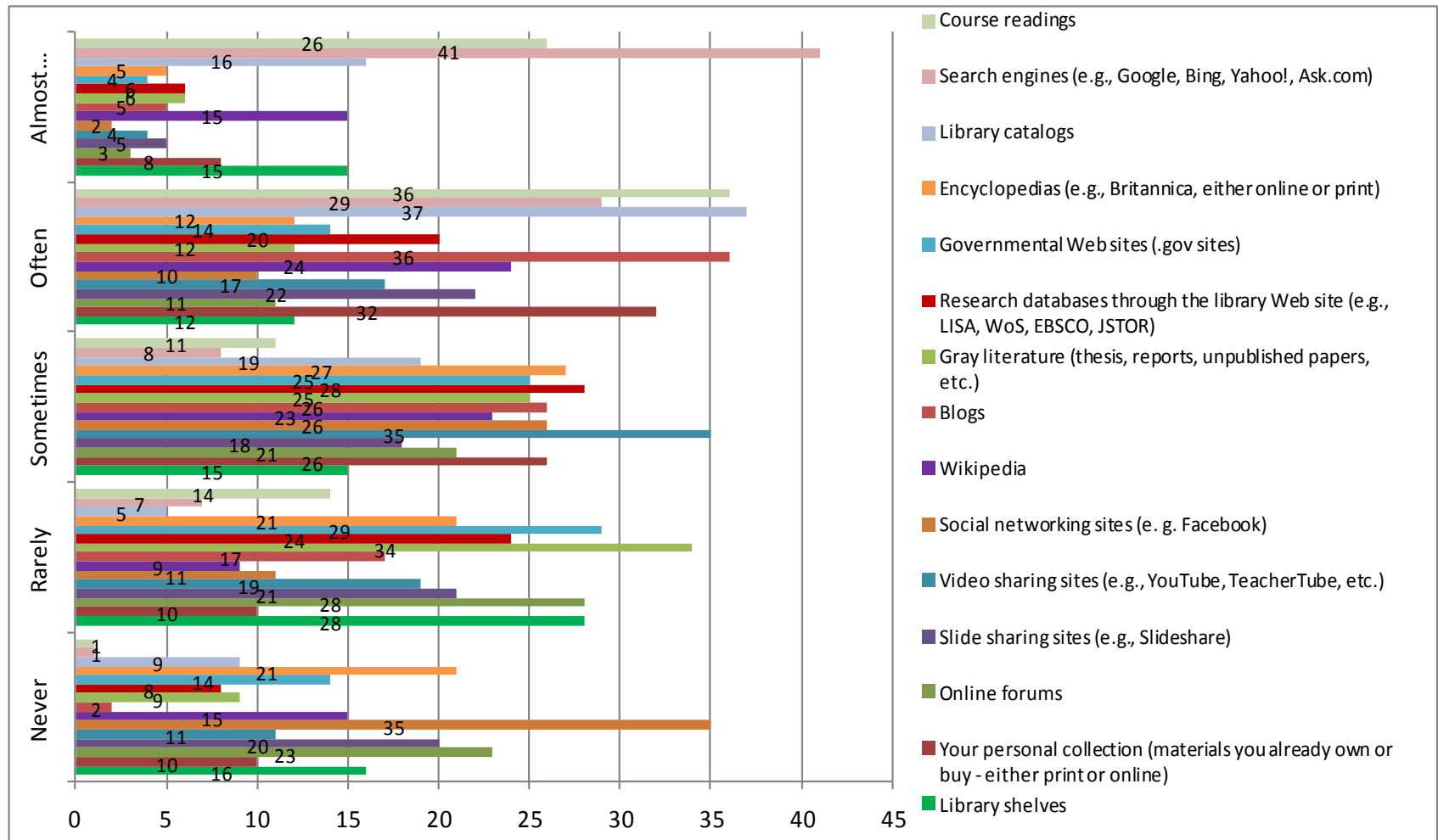
# Data analysis Criteria

- **content** (according to the subject of questions)  
**3 aspects:**
  - 1) *priorities for using information sources and tools for preparing course-related assignments,*
  - 2) *information seeking and assessing,*
  - 3) *students opinion and problems in preparation of course-related assignments*
- results analysis according to the **study year.**

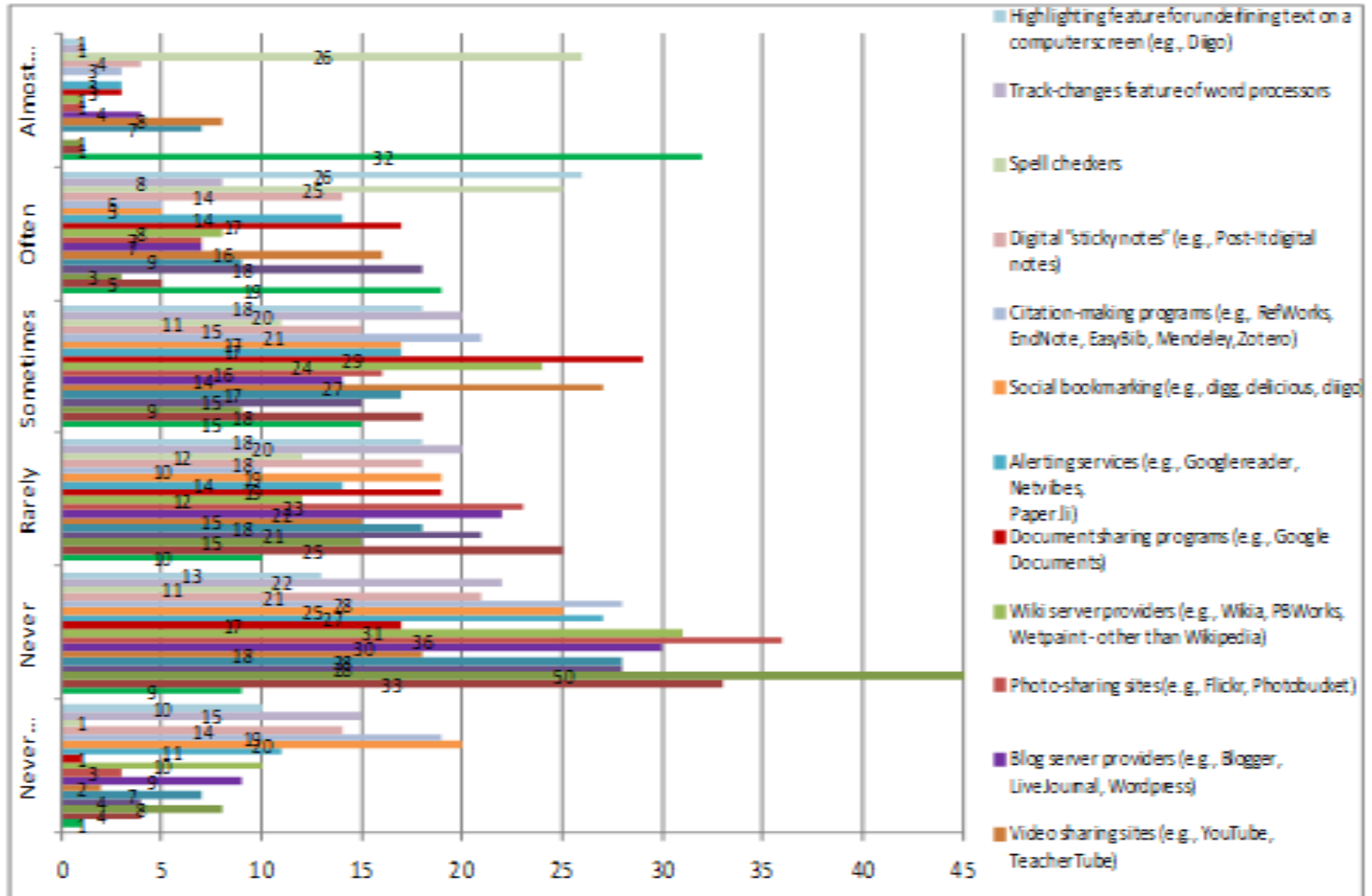
# **Results:** *1 aspect: Priorities for using information sources and tools for information for preparing course-related assignments in current degree studies:*

- **Consulted for providing information:**
  - **Often/Almost always** 50 % – search engines (Google, Yahoo!, Ask.com); next - course readings, libr. Catalogs (3<sup>rd</sup> year stud.)
  - **Never** - gray literature, social networking sites (4<sup>th</sup> year stud.)
- **Preparing, sharing, communicating with teacher, mentor, librarian:**
  - **Often/Very often** – presentation tools (Power Point, Prezi), spell checkers, video sharing tools (YouTube, TeacherTube) (1<sup>st</sup> year stud.), e-mail
  - **Never use** 57 % - microblogs (Twitter) (4<sup>th</sup> year stud.), citation-making programs 32 % (22 % never heard about this tool), social networking 29 % (23 % never heard about it)
- **Technical equipment for assessing information**
  - **Often/Almost always** - laptops 66 %
  - **Never** – tablets 60 %  
20 % 1<sup>st</sup> year students use landline telephone ☺

**Fig. 1.** How often repondents *use sources and tools for providing information* during their course-related assignments



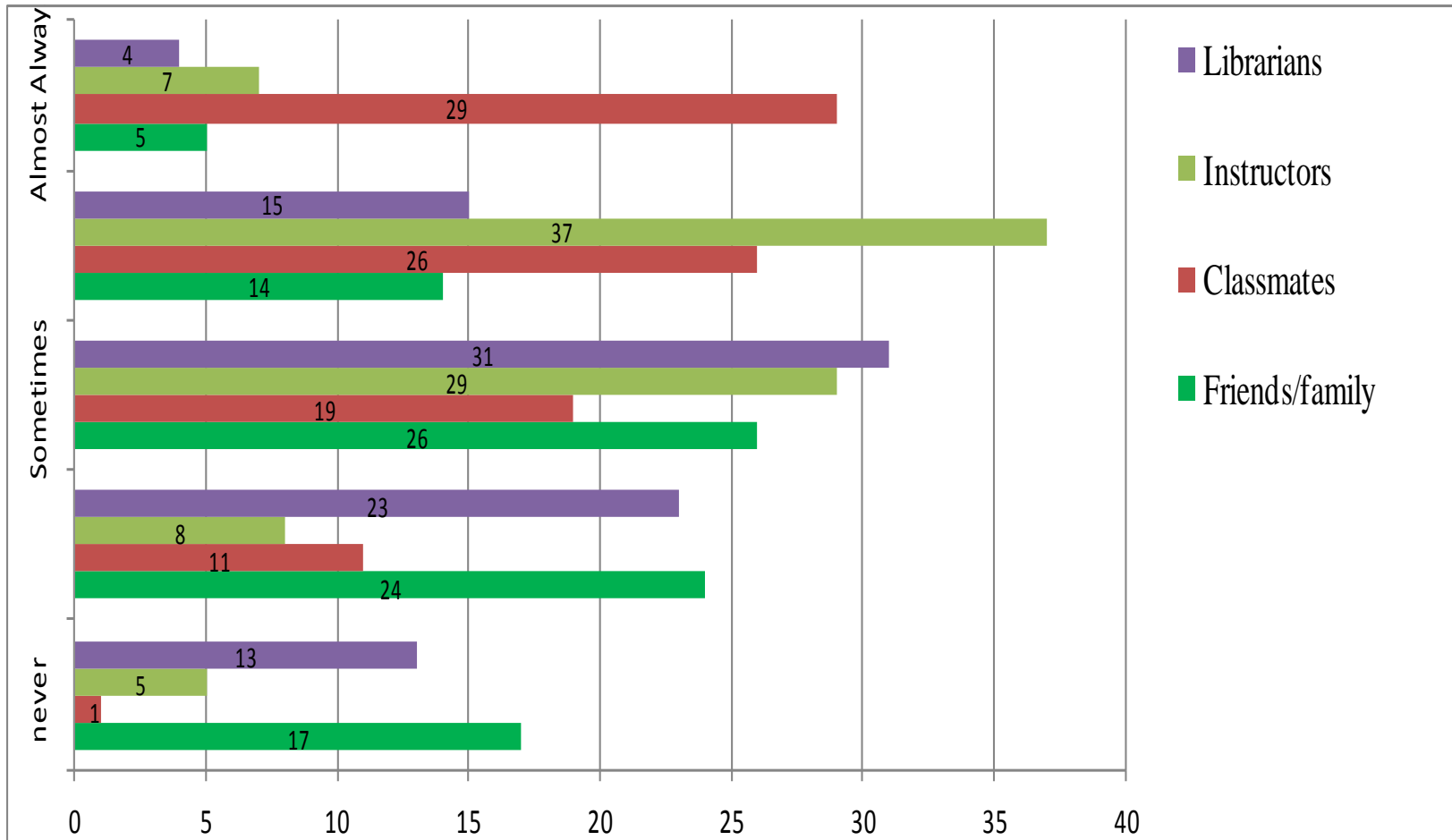
**Fig. 2.** Use of different *tools for preparing and sharing* course-related assignments



# Results: 2<sup>nd</sup> aspect: Information seeking and assessment

- **Consulting different people to get and validate information**
  - **Often** – instructors, 63 % (of 4<sup>th</sup> year stud.), classmates
  - **Sometimes/Rarely** - librarians (4<sup>th</sup> year stud.)
- **What was considered when a source found through the library:**
  - **Often** - instructor's positive role and opinion, 64 %
  - **Often** - language of the source:
    - 57 % priority to native language (but 1<sup>st</sup> year students didn't consider language☺)
  - **Never** - author's credentials (where the author works) 38 %
  - **Never consider** - publisher of the source:
    - 54 % (76 % - 4<sup>th</sup> year stud.)
  - **Never** - how current the source was:
    - 78 % (3<sup>rd</sup> and 4<sup>th</sup> year stud.)

**Fig. 3.** *People groups consulted* by students preparing course-related assignments



# Results: 3<sup>rd</sup> aspect: *Students opinions and problems in preparation of course-related assignments*

- Kinds of assignments students had during their degree studies:
  - **Very often** – oral presentations, oral presentations and accompanying papers that present an argument about an issue
    - 87 % oral presentations
  - **Never/Rarely**: quantitative and qualitative research:
    - 80 % - 1<sup>st</sup> year stud.; 94 % - 2<sup>nd</sup> year stud.
- Different statements about starting and searching for information:
  - **Agreed** – getting started on assignment was difficult 51 %
  - **Strongly disagreed** - 33 %
- Use of different study practices:
  - **Almost always/Often** - develop an outline or an overall research plan
    - most students
  - **Never/Rarely** - start over with a brand new topic, if they don't find anything during one or two searches
  - **Never/Rarely** – interlibrary loan or document delivery services
- Getting a good grade from the instructor:
  - **Very important/Important**
    - 86 %
  - **Not important/Of little importance**: impressing parents and friends
    - Mostly 4<sup>th</sup> year students

# Conclusions

- PIL survey **instrument has proven to be an adequate tool** for students' IL research
- PIL survey instrument enabled to illustrate current situation of LIS students **IL literacy in very detailed way**,
- research results **reveals positive and negative aspects** of current situation of LIS students' IL skills,
- negative aspects of current LIS students' IL skills indicates correlation with **gaps in study plans and quality of teaching**,
- assumption should be done that some deviation in drawing final conclusions should be allowed because of **gaps in students' knowledge and understanding of concepts** used in PIL survey instrument,
- IL research gave a mandate to faculty studies administration about **rethinking teaching and learning methods** seeking to improve LIS students' IL skills.