

Malaysian Teacher Education Institute Trainees and Information Literacy Competency

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Scope: Case Study

State of Penang, Kedah & Perlis (The Northern Region)

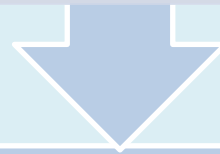


Introduction:

'The Presidential Committee on Information Literacy' defined IL as a set of skills, which require an individual, "to recognize when information is needed and have the ability to *locate, evaluate, and use effectively* the needed information" (ALA, 1989).

ICT + IL

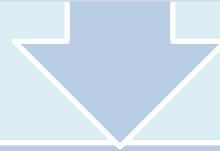
21st century education system -- IL plays a vital element for a successful lifelong learning (UNESCO, 2006).



21st century -- teacher's education -- young trainees -- more sophisticated IL skills compared to their predecessors (Breivik & Gee, 2006)

Facilitate students lifelong learning equip them on how to use information wisely in their lifetime (Jenkins, 2006)

**IL Guideline (Lau, 2006);
IL Standard for Teacher Education (EBSS, 2011)**



Researchers Increase Interest -- IL & Teacher Education

"...teachers' information literacy competencies today have great demand on usage of *research evidence* in their work" (William and Coles, 2007; Gandhe (2011); and Kocic (2012) .

Related studies on IL competencies in research skills & teacher education

**Farmer (2003) –
California, USA**

**Floyd, Colvin, & Bodur
(2008) - Florida, USA**

Bhavnagri & Bielat (2005) – Detroit, USA

**Bavakutty &
Nasirudheen (2008)-
New Delhi, India**

Earp (2009) – Ohio, USA

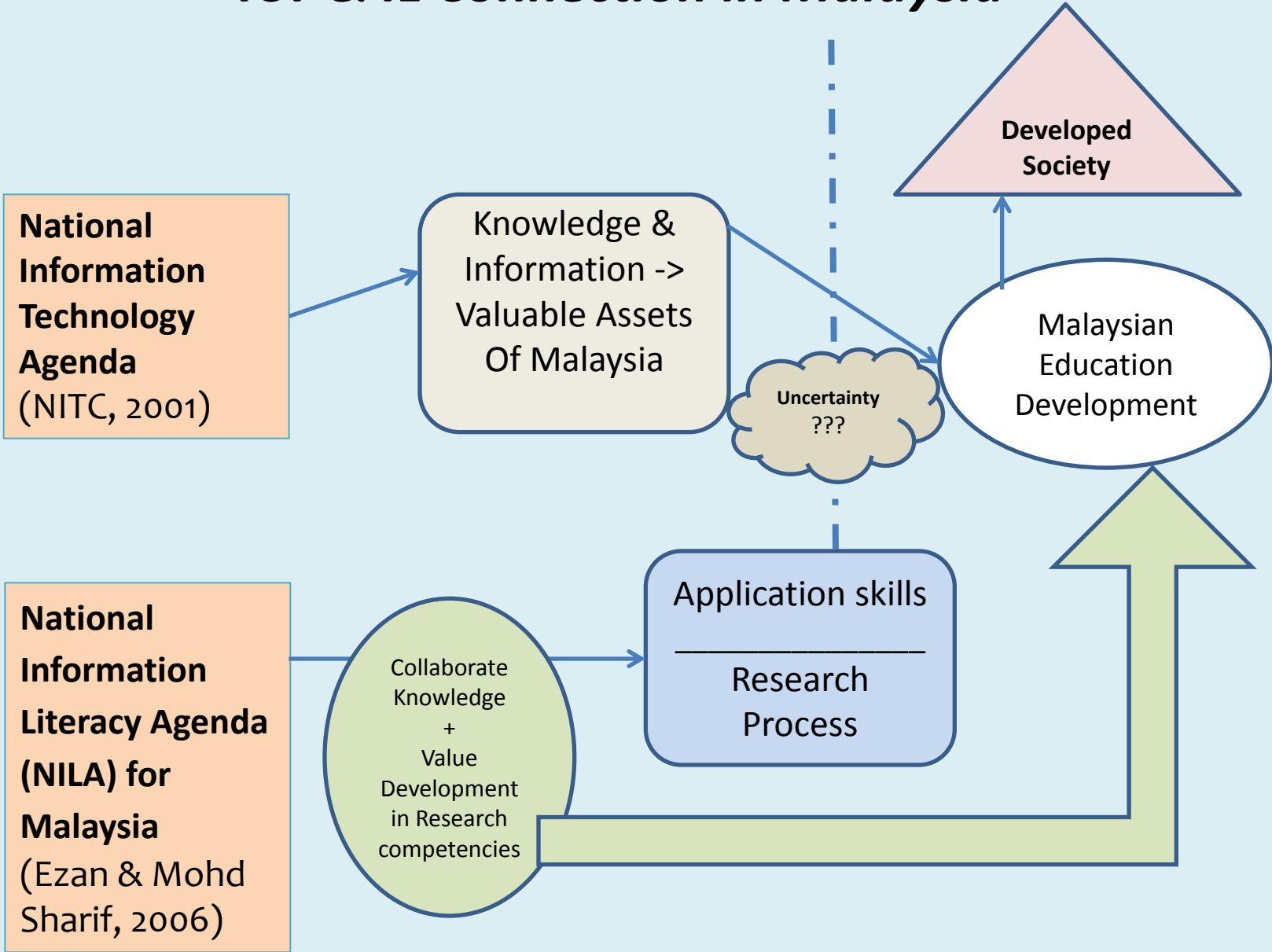
Gandhe (2011) – Goa, India

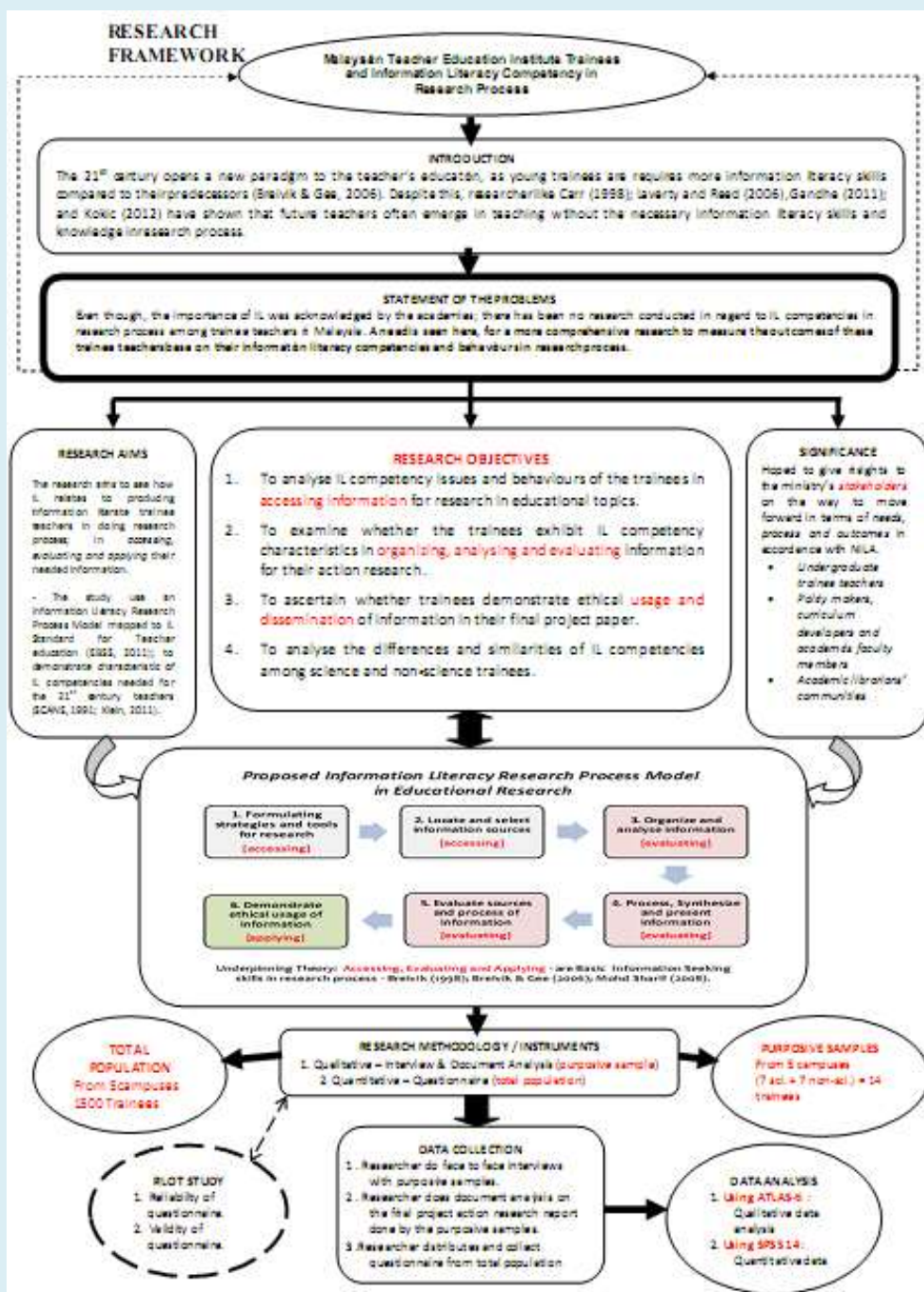
Kokic (2012) - Croatia

EBSS(2011) – ACRL, ALA

The 21st century education brought change on many research regarding basic 'Information Seeking Skills' such as *accessing, evaluating and using* the appropriate information in the content-area of specializations (Breivik, 1998; Breivik & Gee, 2006; Mohd Sharif, 2008).

ICT & IL Connection in Malaysia





<i>Scope of Evaluation</i>	<i>EBSS Standard</i>	<i>Competencies Performance Indicators</i>	<i>Basic Information Seeking Skills</i>	
<p style="text-align: center;">7</p> <p>Examine the differences and similarities of information literacy competencies behaviour based on demographic variables of science and non-science trainee teachers of IPG in the northern region</p>	<p style="text-align: center;">1</p> <p>Formulate retrieval strategies and tools in education topics</p>	<p>1. Defines and articulates the need for information and select strategies and tools to find that information.</p> <p>2. Locates and selects information based on its appropriateness to specific information need and the development need of the student.</p>	<p style="text-align: center;"><i>ASSESS INFORMATION</i></p>	
	<p style="text-align: center;">2</p> <p>Locate and select information sources in educational research</p>	<p>3. Organizes and analyses the information in the context of specific information needs and the developmental appropriateness for the audience.</p> <p>4. Synthesizes, processes, and presents the information in the information in a way that is appropriate for which information is needed.</p>		<p style="text-align: center;"><i>EVALUATE INFORMATION</i></p>
	<p style="text-align: center;">3</p> <p>Organize and analyse information in action research</p>	<p>5. Evaluates discrete pieces of information as well as entire information seeking process.</p>	<p style="text-align: center;"><i>USE / APPLY INFORMATION</i></p>	
	<p style="text-align: center;">4</p> <p>Dimensions used inprocessing, synthesizing and presenting final project paper</p>	<p>6. Knows how to ethically use and disseminate information.</p>		
	<p style="text-align: center;">5</p> <p>Evaluate the sources and processes that have been used</p>	<p>7. Organize information</p> <p>8. Analyse information</p> <p>9. Process information</p> <p>10. Synthesize information</p> <p>11. Present information</p> <p>12. Evaluate individual information</p> <p>13. Evaluate information seeking process</p>	<p style="text-align: center;"><i>USE / APPLY INFORMATION</i></p>	
	<p style="text-align: center;">6</p> <p>Used and disseminate information ethically</p>	<p>14. Use and disseminate information ethically</p>	<p style="text-align: center;"><i>USE / APPLY INFORMATION</i></p>	

Design

Case study - to deal with a 'logical problem' and not a 'logistical problem' as indicated by Yin (1994a & 1994b); Cohen, Manion and Morrison (2007).

Design as **“an empirical inquiry that investigates a logical contemporary phenomenon within its real-life context”** (Yin, 2003) of IL in research process among trainee teachers in their **“true setting”** (Eisenhardt, 1989) of the five Teacher Education Institute campuses in the northern region.

Methodology

Mix method : Triangulation

1. **Face To Face Interview & Document Analysis** on **purposive sample** - *qualitative approach* (Denzin & Lincoln, 2011)
2. **Questionnaire** on **total study population** from the five northern campuses - *quantitative approach* (Ololube & Kpolovie, 2012)

Questionnaires adapted - Network of Illinois Learning Resources in Community Colleges (NILRC, 2012).

Preliminary Findings from 14 Purposive Samples

RQ1: How do the final year trainee teachers formulate their needs through information retrieval strategies and tools for research in educational topics?

Respondents (R1, R2, R3, R5, R6, R7 and R8) through in-depth interview
...in the process of formulating their research topic; they have to begin by identifying the purpose...

ACCESS_01.1 Identifying purpose {30-7}~ [19]

ACCESS_01.2 Determining-factors {79-2}~[23]

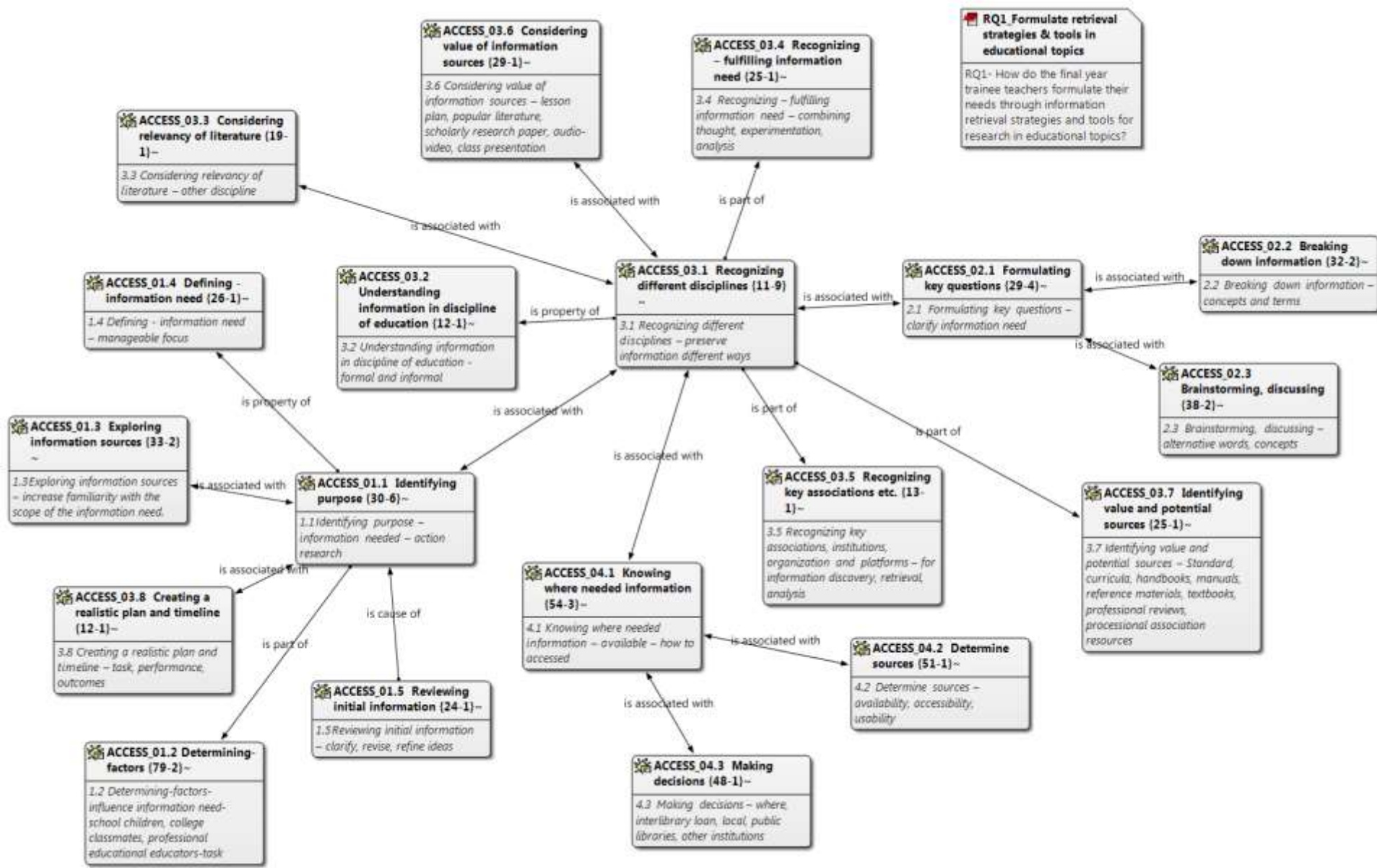
(30 quotations - 'groundedness' from ATLAS-ti analysis)



IL Determining Factors – Prior Important In Research Process:

- i. Discussion and guidance from supervisors and lecturers form the same subject field,
- ii. Discussion and guidance from school teachers and class teachers during practical training,
- iii. Observation of their school students' work during practical training and,
- iv. Discussion with friend, classmates and housemates.

Network-view of RQ1-‘formulate retrieval strategies and tools in educational topics’



Comments and suggestions

Thank You