

INFORMATION LITERACY MISCONCEPTIONS OF STUDENTS IN FIRST-YEAR EXPERIENCE COURSES

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BACKGROUND

- Hinchliffe, Rand, and Collier (2018) conducted focus groups with librarians to develop an inventory of first-year students' information literacy misconceptions.

OBJECTIVE

- To test the validity of the misconception inventory with first-year students at Palm Beach Atlantic University (PBA).

ABOUT PBA

- Private, Christian university located in South Florida
- Full Time Enrollment in Fall 2019 was 3,118, of which 520 were first-time freshmen
- A Quality Initiative Grant from Palm Beach Atlantic University was used to fund this study.

METHODS

- Three focus groups conducted in October 2019
- Participants were solicited via student listserv
- 25 total participants, 5% of all first-time freshmen
- Transcripts coded using inductive coding
- Codes were used to compare responses with the information literacy misconception inventory

CONCLUSIONS

Participants think that:

- The library is more than a place to get books
- Accessibility is an indicator of a resource's quality

Implications:

- Misconceptions will vary by student body
- Instructors can address these misconceptions by highlighting the benefits of using the library and designing academically rigorous assignments in collaboration with librarians

RESULTS

RESEARCH ASSISTANCE



- Contrary to the inventory, participants indicated a willingness to ask for assistance when needed.
- The library was the #1 source for assistance, followed by professors and peers.

THE INTERNET

Sufficient Insufficient

- Our participants were divided regarding the sufficiency of the Internet for research needs.

INFORMATION LITERACY



- Participants believe they are information literate.

RESOURCES

Hinchliffe, L. J., Rand, A., & Collier, J. (2018). Predictable information literacy misconceptions of first-year college students. *Communications in Information Literacy*, 12(1), 4-18.

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