UNDERGRADUATE STUDENTS' INFORMATION LITERACY BEHAVIOUR IN CHULALONGKORN UNIVERSITY
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Information Literacy (IL)

• Definition
• Educational necessity
• Some IL standards
  - Society of College, National and University Libraries (SCONUL)
  - Association of College and Research Libraries (ACRL)
  - United Nations Educational, Scientific and Cultural Organization (UNESCO)
Asian Survey of Information Behavior of College Students” (ASIBCS project)

- UNESCO aims to develop media and information literacy indicators
- Initiates IL activities as a part of life-long learning programmes
- Makes policies on IL in Asian countries
For this study, ...

- The survey results allow Chulalongkorn university executives understand its undergraduates’ IL behaviour in the current situation.
- The results benefit higher education leaders at a national and regional level.
Research purpose

To examine IL behaviour of the CU undergraduate students in four issues:
- The use of information resources
- Evaluation of information
- Research styles
- Difficulties encountered during their research practices.
Methodology

The questionnaire was designed on the basis of the University of Washington Information School’s survey instrument originally developed within its Project Information Literacy (PIL).
Results and discussions

1. Background information to respondents
2. Information behaviour of accomplishing course-related assignments
3. Information behaviour of conducting everyday life research
1. Background information to respondents

- Sent to 378 CU undergraduates in 18 faculties
- 369 questionnaires returned (95%)
- Most respondents were ...
  - Sophomores
  - 21/22 years old
  - Studying engineering, commerce & accountancy, and science
2. Information behaviour of accomplishing course-related assignments

- Type of course-related assignments: giving oral presentation with the submission of term-papers
- Most social sciences/humanities undergraduates frequently had to write term-papers.
- Most business undergraduates had to analyse case studies & write case reports.
Information sources used for assignments

- Wikipedia, 56.8%
- Classmates, 63.0%
- Search engines, 89.4%
- Course readings, 70.2%
- Librarians, 9.2%
Evaluation of library materials

- Different viewpoints, 39.3%
- Timeliness of content, 40.7%
- Has a bibliography or references, 48.1%
- Provide credits to sources, 37.0%
Evaluation of web content

- Different viewpoints, 45.1%
- Timeliness of digital content, 56.0%
- Web authors' credentials, 54.8%
Doing assignments in consultation with ...

- Classmates, 46.1%
- Lecturers, 40.7%
- Friends and Family, 26.2%
- Librarians, 11.5%
Research styles and practices

- Define topics/problems of term-papers at the early stage, 44.3%
- Stop searching information when getting enough references, 44.5%
- Create search terms, 59.6%
- Develop an outline, 54.6%
Goals of doing assignments

Getting a good grade, 72.7%
Passing the course, 82.7%
Finishing the assignment, 84.7%
Problems face the undergrads doing assignments

<table>
<thead>
<tr>
<th>Issue</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Getting started on the assignment</td>
<td>62.4</td>
</tr>
<tr>
<td>Defining a topic for the assignment</td>
<td>58.7</td>
</tr>
<tr>
<td>Narrowing down the topic in the research</td>
<td>51.8</td>
</tr>
<tr>
<td>Finding articles in the research databases on the library’s web site</td>
<td>44.0</td>
</tr>
<tr>
<td>Finding up-to-date sources</td>
<td>44.3</td>
</tr>
<tr>
<td>Filtering irrelevant results while searching information</td>
<td>51.6</td>
</tr>
<tr>
<td>Integrating different sources from research into the assignment</td>
<td>47.9</td>
</tr>
<tr>
<td>Writing about what is found</td>
<td>53.2</td>
</tr>
<tr>
<td>Knowing whether a source to be used constitutes plagiarism or not</td>
<td>45.4</td>
</tr>
</tbody>
</table>
Resources used for finding everyday life information

- Wikipedia, 69.4%
- Classmates, 68.2%
- Search engines, 85.7%
Doing everyday life research in consultation with...

- Friends and Family, 31.7%
- Lecturers, 31.2%
- Classmates, 46.5%
Problems face the undergrads doing everyday life research

- Determining trustworthy sources of everyday life research: 39.8%
- Narrowing down a topic for everyday life research: 36.4%
- Getting started on everyday life research: 34.6%
Recommendations: the CU libraries should ... 

1. Train their users to have IL skills in searching and evaluating information on the Internet
2. Promote an increase in the use of the databases
3. Deliver proactive public relations to inform users about reference collections and information services
Recommendation: CU should ... encourage faculty members to integrate training sessions of IL skills into classroom activities on any undergrad courses.
Lecturers should suggest their students …

• plan how to proceed the assignment
• learn techniques for getting started on the assignment
• define a research topic
• know methods of presenting term-papers
• limit the scope of research topics
• select right information for accomplishing course-related assignments
• Etc.
Future work

- Other methods for assessing students’ IL skills should be applied to further studies
- More research should be done to investigate the outcome of activities implemented for building up students’ IL skills
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