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Survey: York University Faculty's Perceptions of Students' Information Literacy Competencies and Experiences with Information Literacy Instruction

Introduction

Please note that for the purposes of this survey **an information literate individual is some one who is able to recognize when information is needed and is capable of effectively locating, evaluating, and using the needed information**" (ACRL Information Literacy Competency Standards for Higher Education).

Information literacy programming forms an important part of the mandate of York University Libraries, and librarians aim to work in collaboration with faculty to enhance students' information literacy competencies. We are very interested in hearing from you so that we may collaborate more effectively in future in terms of information literacy initiatives.

If you are interested in obtaining more information about [the definition of information literacy competencies, including a link to the ACRL Information Literacy Competency Standards for Higher Education referenced above](#), please explore this link at the Libraries' web site.

Information About Survey Length and Question Types

This survey should not take more than about 20 minutes of your time to complete. In precise terms respondents to this survey will be asked between 26 and 36 questions with prompted responses or ranking options (question numbers per respondent may vary because skip logic applies in the case of some questions). Additional optional open-ended comments questions are asked (and form a subsection of most of the prompted/ranking questions) to simply allow for responses/comments not included among prompted options. In a very few cases (less than half a dozen), questions are stand-alone and ask for either open-ended one-line answers or feature a box for comments.

Thank-you for taking the time to answer this survey.

Please click on the "Submit" arrow below to proceed to answer the survey questions.



Survey Page 1

Survey: York University Faculty's Perceptions of Students' Information Literacy Competencies and Experiences with Information Literacy Instruction

Please tell us a bit about yourself

Demographic information is being requested to support analysis of the survey data

1

Which faculty/faculties at York do you belong to? **Please check all that apply.**

- Atkinson Faculty of Liberal & Professional Studies
- Faculty of Arts
- Faculty of Education
- Faculty of Environmental Studies
- Faculty of Fine Arts
- Faculty of Graduate Studies
- Faculty of Health

- Glendon
 - Osgoode Hall Law School
 - Schulich School of Business
 - Faculty of Science & Engineering
-

2

What department(s) or academic unit(s) (within the faculty or faculties specified above) do you belong to? Please type "non applicable" if this does not apply in the context of the faculty you work in.

3

Please specify your sex

- Male
 - Female
-

4

Please specify your status at York University?

- Tenured Faculty (YUFA)
 - Tenure-Track Faculty (YUFA)
 - CLA appointment (YUFA)
 - Contract Faculty (CUPE)
 - Other, Please Specify
-

5

Please specify your rank

- Full Professor
 - Associate Professor
 - Assistant Professor
 - Other, Please Specify
-

6

How many years have you been a faculty member at York University?

- Less than 1 year
 - 1-5 years
 - 6-10 years
 - 11-15 years
 - 16-20 years
 - 21-25 years
 - More than 25 years
-

7

Have you worked as faculty at other higher education institutions?

- Yes, for less than 1 year
- Yes, for 1-5 years
- Yes, for 6-10 years
- Yes, for 11-15 years
- No
- Other length of time, please specify



Survey: York University Faculty's Perceptions of Students' Information Literacy Competencies and Experiences with Information Literacy Instruction

8

Do you feel your students in general make sufficient use of the York University Libraries in preparing for coursework for you?

- Yes
 - No
 - Don't know
 - N/A (this is not required for courses I teach)
 - N/A (I don't currently teach undergraduate/graduate students)
-

9

If you have additional comments relating to your response above please enter them below (optional):



Survey: York University Faculty's Perceptions of Students' Information Literacy Competencies and Experiences with Information Literacy Instruction

10

To what extent is it important that students graduate from York University with the following information literacy competencies?

1	2	3	4	5	6	7	8	9
Not at all important						Extremely important	Don't know	N/A

Capable of defining a research topic effectively

1 2 3 4 5 6 7 8 9

Able to effectively identify information appropriate to a given research question

1 2 3 4 5 6 7 8 9

Understand how information is communicated in the primary discipline which they are studying

1 2 3 4 5 6 7 8 9

Understand the differences between scholarly and popular information sources

1 2 3 4 5 6 7 8 9

Able to distinguish between primary and secondary sources of information

1 2 3 4 5 6 7 8 9

Able to identify appropriate search tools (e.g. databases, online research tools) to find needed information

1 2 3 4 5 6 7 8 9

Capable of formulating effective search strategies when looking for needed information within online research tools

1 2 3 4 5 6 7 8 9

Understand how to critically evaluate library information sources found

1 2 3 4 5 6 7 8 9

Understand how to critically evaluate information found on the free Web

1 2 3 4 5 6 7 8 9

Able to effectively synthesize information gathered from different sources

1 2 3 4 5 6 7 8 9

Understand issues relating to academic integrity

1 2 3 4 5 6 7 8 9

Capable of citing information sources correctly

1 2 3 4 5 6 7 8 9



Survey Page 4

Survey: York University Faculty's Perceptions of Students' Information Literacy Competencies and Experiences with Information Literacy Instruction

11

How important are print library collections in supporting research in your field?

Not
important
at all

extremely
important no
opinion

1 2 3 4 5 6 7 8

12

How important are online library collections in supporting research in your field?

Not
important
at all

Extremely
important No
opinion

1 2 3 4 5 6 7 8

13

Do you see yourself as mainly a:

- Qualitative researcher
- Quantitative researcher
- Researcher following mixed approaches



Survey: York University Faculty's Perceptions of Students' Information Literacy Competencies and Experiences with Information Literacy Instruction

14

Please indicate which of the following groups of students you teach?
Please check all that apply

- 1st year undergraduates
- 2nd year undergraduates
- 3rd year undergraduates
- 4th year undergraduates
- Graduate students
- Don't presently teach

15

If you teach groups of students at York University other than those specified above please provide details in the box below.



Survey: York University Faculty's Perceptions of Students' Information Literacy Competencies and Experiences with Information Literacy Instruction

16

How would you rate the information literacy competencies of students taught by you in general on a scale of 1 to 7 where 1=very poor and 7=excellent?

1	2	3	4	5	6	7	8	N/A
Very Poor						Excellent	Don't Know	

1st & 2nd yr undergraduate students

1
 2
 3
 4
 5
 6
 7
 8
 N/A

Additional Comment (Optional)

3rd & 4th yr undergraduate students

1
 2
 3
 4
 5
 6
 7
 8
 N/A

Additional Comment (Optional)

Graduate students

1
 2
 3
 4
 5
 6
 7
 8
 N/A

Additional Comment (Optional)



Survey: York University Faculty's Perceptions of Students' Information Literacy Competencies and Experiences with Information Literacy Instruction

17

Do you think students in your discipline can benefit from receiving instruction designed to enhance information literacy competencies?

- Yes
- No
- Don't Know
- No response



Survey Page 8

Survey: York University Faculty's Perceptions of Students' Information Literacy Competencies and Experiences with Information Literacy Instruction

18

If no, is this because.

- You believe students have sufficient information literacy competencies already
 - Students can easily attain needed information literacy competencies themselves
-

19

If you do not believe students in your discipline can benefit from receiving information literacy instruction, and your reason for this belief, is not outlined above, please use the comments box below.



Survey Page 9

Survey: York University Faculty's Perceptions of Students' Information Literacy Competencies and Experiences with Information Literacy Instruction

20

Do you ask students to complete assignments in any of your courses which require them to conduct library research?

- Yes
- No
- No response



Survey Page 10

Survey: York University Faculty's Perceptions of Students' Information Literacy Competencies and Experiences with Information Literacy Instruction

21

Which of the following information resources, if any, do you refer students to specifically when conducting assignments for you which require some research? **Please choose all that apply**

- To the Reserve Desk at York University Libraries for readings you have placed there
- To the Libraries for specific readings you have asked them to consult not on reserve
- To the catalogue to find books on a topic
- To consult databases for articles on a given topic(s)
- To government information
- To dissertations and theses
- To conference proceedings
- To statistics and data
- To specific resources on the freely available internet which you have recommended
- To freely available internet resources in general
- To films or videos
- To sound recordings
- To archival sources
- To maps or atlases
- To geospatial data
- To legislation or legal publications
- To scientific and technical reports
- To patents

22

If there are other information resources not listed above which you ask students to use when preparing for research assignments please specify them below:

23

Have you ever worked with a librarian to design an assignment with a research component?

YES NO

Additional Comment (Optional)



Survey Page 11

Survey: York University Faculty's Perceptions of Students' Information Literacy Competencies and Experiences with Information Literacy Instruction

24

In your opinion whose role is it to teach students information literacy competencies?

- Course instructors
- Librarians
- Either course instructors or librarians
- Both course instructors and librarians

25

If your response is not among those prompted responses listed above, please provide it separately below.



Survey Page 12

Survey: York University Faculty's Perceptions of Students' Information Literacy Competencies and Experiences with Information Literacy Instruction

26

When should instruction designed to enhance information literacy competencies ideally take place?

- During regular class time
- Outside scheduled class time
- Best delivered online through interactive tutorial (on student's own time)
- Never (not relevant to courses I teach)
- Never (information literacy instruction is not needed by students)

27

If you have additional comments relating to your response above, please provide them separately below (optional):

28

In your view, should instruction designed to enhance information literacy competencies among students be:

- mandatory
- optional

29

If you have additional comments relating to the question above, please enter them here (optional).



Survey Page 13

Survey: York University Faculty's Perceptions of Students' Information Literacy Competencies and Experiences with Information Literacy Instruction

30

Did you know that York University Libraries offer instructional services for students?

YES NO

31

If yes, how did you learn about the Libraries' instructional services?
Please check all that apply.

- From another faculty member
 - From the Libraries' web site
 - At NFTY (New Faculty Teaching at York) or other CST event
 - From a Libraries' Y-file announcement
 - From your liaison librarian
-

32

If you learned about the Libraries' instructional services in a way or ways other than those specified above, please indicate how below.



Survey Page 14

Survey: York University Faculty's Perceptions of Students' Information Literacy Competencies and Experiences with Information Literacy Instruction

33

Are information literacy competencies taught to students as part of any of the courses you teach at York University?

- Yes
- No
- No response



Survey: York University Faculty's Perceptions of Students' Information Literacy Competencies and Experiences with Information Literacy Instruction

34

I do not incorporate teaching of information literacy competencies within any of my courses because. **Please check all that apply.**

- I didn't know librarians could be asked to come to my class(es). Had I known I would have considered doing this
- These skills are not relevant to the courses I teach
- Though relevant, the curriculum is already very full – there isn't sufficient time
- Students have these skills already
- Students can teach themselves these skills
- It's not my responsibility to organize teaching of these skills
- For other reason(s)
- No response



Survey: York University Faculty's Perceptions of Students' Information Literacy Competencies and Experiences with Information Literacy Instruction

35

Please indicate the approximate percentage of courses you teach which incorporate teaching of information literacy competencies.

- 70-100% of courses I teach
- 50-69% of courses I teach
- 25-49% of courses I teach
- Less than 25% of courses I teach
- Don't know
- Other, please specify

36

In classes where you incorporate teaching of information literacy competencies, who does the teaching?

- I do this myself
- I ask a librarian to do this
- This is taught by myself and a librarian

37

If the answer you would like to give is not among the prompted responses provided above, please enter it in the box below.

38

Have you ever arranged an instructional session designed specifically to help students with library research for assignments you have given them?

YES NO

Additional Comment



Survey Page 17

Survey: York University Faculty's Perceptions of Students' Information Literacy Competencies and Experiences with Information Literacy Instruction

39

Which of the following approaches do you use for delivery of information literacy instruction to students? **Please check all that apply.**

- Offered during scheduled lecture time(s)
- Offered during scheduled tutorial time(s)
- Offered during additionally scheduled class time
- Offered online
- Offered by means of a combination of online and in-class instruction

40

If your response is not listed among the options given above, please provide it below.

41

How much time is allocated to teaching of information literacy competencies on average in courses you teach where instruction in such skills is relevant?

- 30 minutes or less
- 50 minutes - 1 hour
- 1.5 hours
- 2 hours
- 3-4 hours
- More than 5 hours
- Other, please specify

42

If you've had a librarian come to your class(es), how frequently have you done this in the last three years?

- Once
- 2-3 times
- 4-5 times
- 6-10 times
- More than 10 times
- n/a
- Other, Please Specify



Survey: York University Faculty's Perceptions of Students' Information Literacy Competencies and Experiences with Information Literacy Instruction

43

Where information literacy competencies are taught in your classes, do you typically work with a librarian to determine the content of the instructional session?

YES NO

Additional Comment



Survey Page 19

Survey: York University Faculty's Perceptions of Students' Information Literacy Competencies and Experiences with Information Literacy Instruction

44

In general how would you evaluate the impact of instructional sessions delivered by librarians to your classes on your students' information literacy competencies?

- Substantial
- Some
- Minimal
- None
- Don't Know
- Cannot Assess

N/A (Librarians have not taught my students)

45

If you indicated in the question above that improvement in students' information literacy competencies was apparent, how did this evidence itself, in your observation?



Survey Page 20

Survey: York University Faculty's Perceptions of Students' Information Literacy Competencies and Experiences with Information Literacy Instruction

46

Do you think the instructional services of the Libraries are adequately promoted?

YES NO

47

If you answered no to the question above, do you have any suggestions for how the Libraries' instructional services might be better promoted on campus?



Survey Page 21

Survey: York University Faculty's Perceptions of Students' Information Literacy Competencies and Experiences with Information Literacy Instruction

48

Do you use the Libraries for your own research?

YES NO

Additional Comment

49

How often do you visit the libraries at York University?

- Almost daily
 - At least once a week
 - At least once a month
 - At least once a semester
 - Never
 - Other, please specify
-

50

How often do you access library online resources?

- Almost daily
- At least once a week
- At least once a month
- At least once a semester
- Never
- Other, please specify

51

Do you ever seek the help of a librarian with your own research activities?

Additional Comment



Survey Page 22

Survey: York University Faculty's Perceptions of Students' Information Literacy Competencies and Experiences with Information Literacy Instruction

Thank-you for taking this survey.

52

If you have any other comments pertaining to information literacy competencies among York University students or the Libraries' instructional programs at York, which you would like to share with us, please enter them in the box below.

Requests for Copies of Summary Results

53

If you would be interested in receiving a summary of the survey results on completion of the survey research, please provide an e-mail address below, to which a summary of results can be sent.

