AN INFORMATION LITERACY APPROACH WITHIN THE “GUIDED WEEKLY REFLECTION PAPERS”

Gloria Quintanilla1, José Luis Copa-Patitío2, Antonio Guerrero3, Marta González-Santander4, Nieves Hernández5, María Selma Arias6, Mª Isabel Domínguez Arco7, María Angeles Peña8


University of Alcalá, 28871, Alcalá de Henares, Madrid (**) Tfno.: 918854015, Email: gloria.quintanilla@uah.es

INTED (The 9th International Technology, Education and Development Conference), Madrid (Spain), 2-4 March, 2015

INTRODUCTION

Our present work is aimed at helping students develop the necessary skills and acquire a searching criterion in the framework of the information literacy. The strategy was focused on some important items for the acquisition of information competencies. In this communication we analyse the progress of the GWRP tool and we explore the response of students to the information literacy approach.

METHODOLOGY PREVIOUSLY IMPLEMENTED

- The students write the Weekly Reflection Papers (WRP) and hand in them to the professors at the beginning of each week including:
  - A clear and concise exposition of the most relevant concepts studied in this period
  - A reflection about their own process of learning
  - Participation in the activity is voluntary but highly recommended
  - Professors return the papers corrected and commented as soon as possible to the students (1)

CHANGES IN THE METODOLOGY

- Planning the key points of each topic on which the student must perform the Guided Weekly Reflection Papers (GWRP) (2.3)
- Application of the concepts taught along the week to solve questions or problems posed by the lecturer
- Solve situations and real life problems using the learned concepts
- Search for the relationship between concepts explained in the different parts of the subject and / or other subjects of the curriculum
- In some of the subjects the stated questions were oriented to solve certain problems which might appear in a professional future situation

WHICH IS OUR OBJECTIVE NOW?

To help students acquire the necessary skills to transform information into knowledge and to use this information in an honest and responsible way, all in the framework of the information literacy (4) and in the reflective process.

**RESEARCH OBJECTIVES**

- Recognize, identify and determine the extent of information needed to accomplish a specific purpose
- Understand the ethical and legal issues surrounding the use of information, which implies the correct citation of the selected material
- Students are provided with quality information sources managed by the Library of the University of Alcalá

**METHODOLOGY IMPLEMENTED**

A. The method is directly applied to the usual GWRP

   - The professor did not explain the students the correct way to cite literature.
   - A) Results very promising, the students revealed the origin of the given answers.
   - B) Students had to write a review about the history of the development of the atomic theory along the years. The students have used more text books than expected instead of looking up mainly in web pages.
   - Lack: They scarcely write the year and the site consulted. Just one student answered that in a certain problem using a review in a book. The other students provided reviews from web pages, which they did not cite.

B. Professors ask students to find information about a particular topic

   - Questions posed by the students
   - "Is it possible to cite phrases said by a professor?"
   - "How would the method to cite this kind of phrase?"

WHERE

Subjects in which the method has been carried out in the first semester

- Programming
- Industrial and Pharmaceutical Technology
- 3rd Chemistry
- Microbiology
- Environmental Biology

CONCLUSIONS

- Students are taking a more critical and ethical attitude towards information
- Students are learning to use and to become aware of the quality resources managed by the Library, which will improve the quality of their work
- Students are acquiring the necessary skills to quote in a correct way and to make an honest use of information

REFERENCES


Graph 1. Percentage of students that properly cite (YES) references from journals, books, web pages or images used in the power point presentation. The total number of students analyzed was 55.