



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

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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 focussed 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)

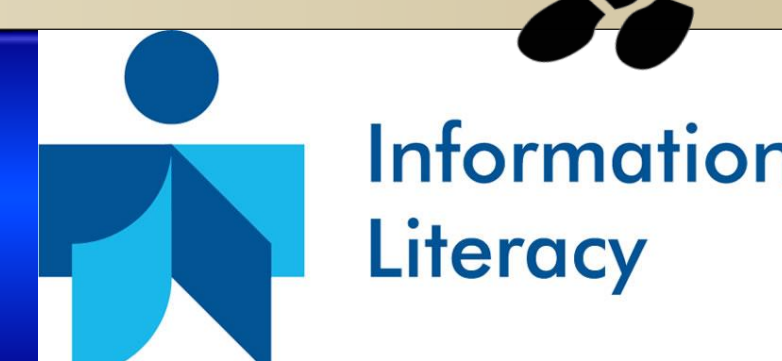
Improvement

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 OBJETIVE 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.



What

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

How

Up to date Professors Meeting with the University Library Staff

Students Two modalities

A The method is directly applied to the usual GWRP

B Professors ask students to find information about a particular topic

In both options the works are corrected considering the different levels achieved depending on the academic year studied by the students

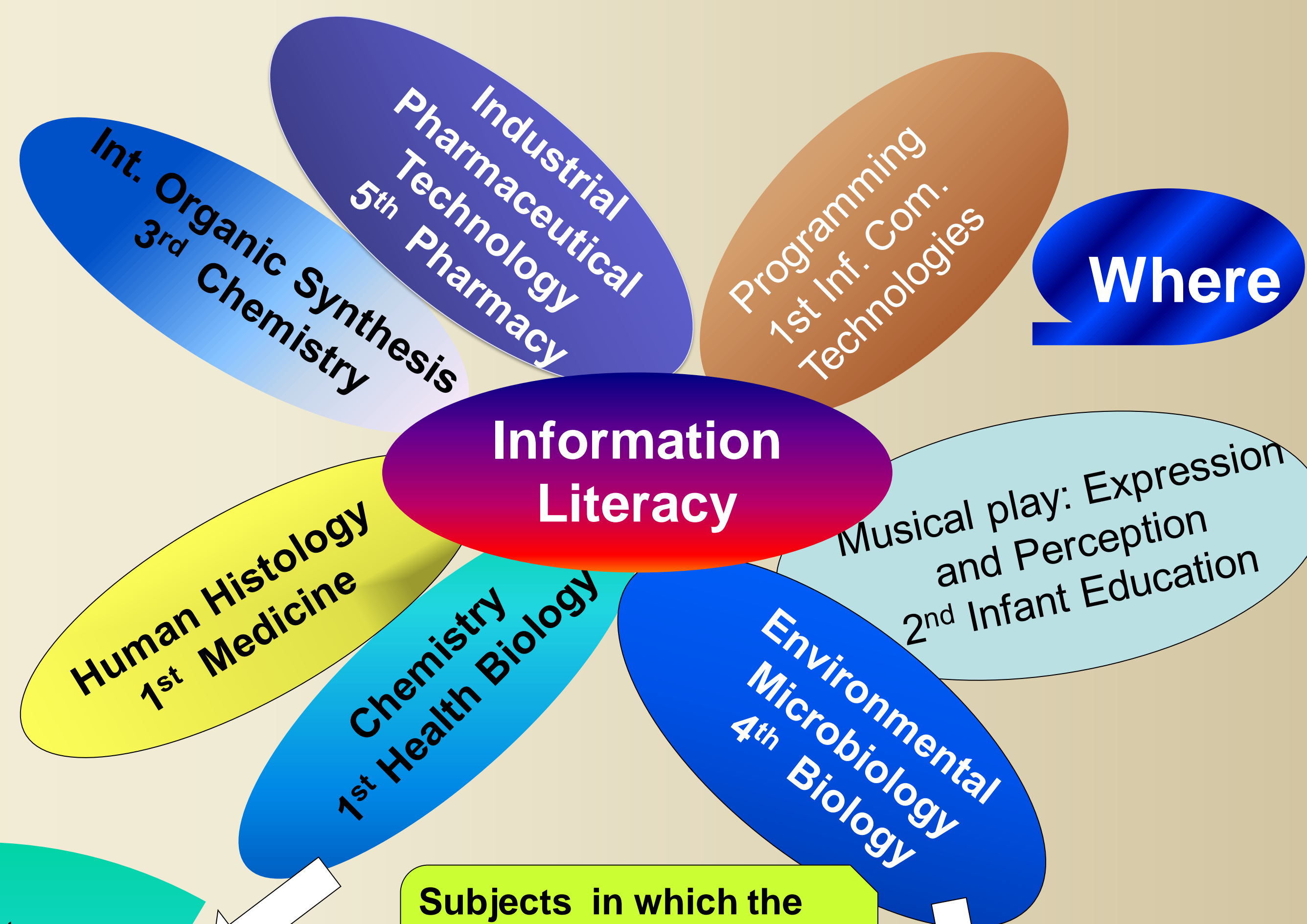
CONCLUSIONS

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

Where



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

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.

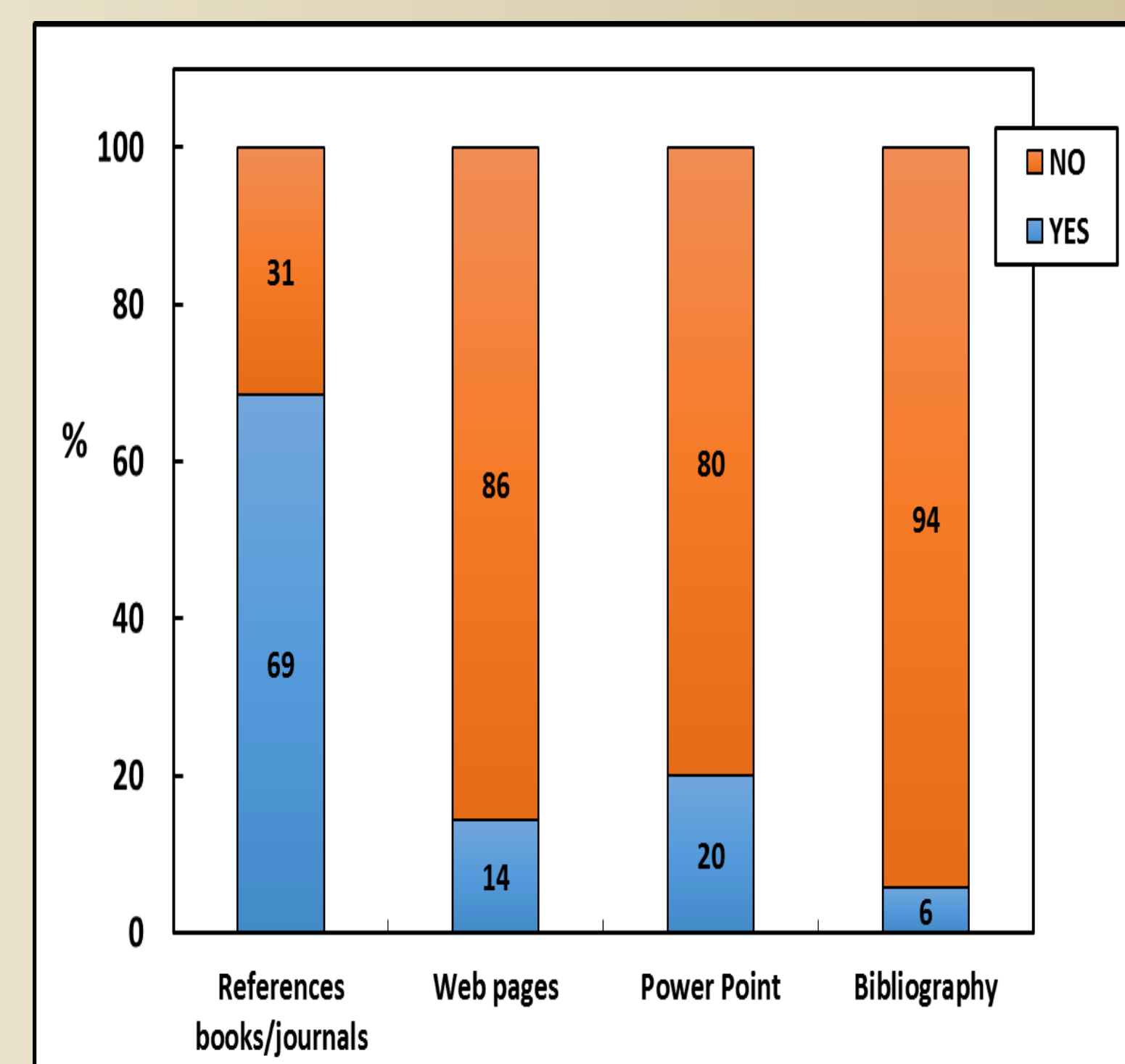
“is it possible to cite phrases said by a professor?”

Questions posed by the students

“how would be the method to cite this kind of phrases?”

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 corresponding to the book or web site consulted. Just one student placed the reference along the text



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 35.



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