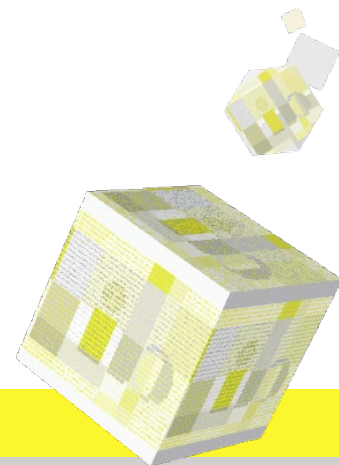


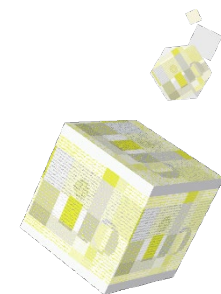
A Follow-up Study of Inquiry-based Integrated Information Literacy Curriculum in Junior-high Level

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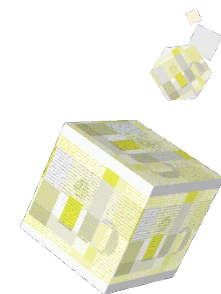


Introduction



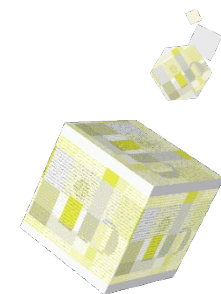
- Information literacy encompasses both the inquiry process and multiple literacies of library, media and computer.
- It had better be integrated across the contexts of school curriculum using inquiry-based learning.
- Most related studies are conducted in a short term; few research investigates the effects of information literacy instruction in a longer period of time.

Introduction



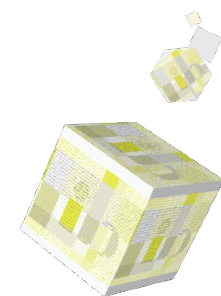
- Chen & Chen (2019) completed a six-year research project of integrating information literacy into the elementary instruction using the Super3 and Big6 inquiry models in an elementary school.
- We are curious how these elementary-school graduates, who have received the inquiry-based integrated information literacy curriculum for the past six years will perform in the junior-high level.

Methods

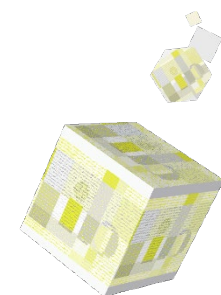


- This study used a longitudinal research method to gather data from 30 subjects; the data were collected over an extended period of time.
- Of the 30 subjects, 8 low-, 8 medium-, and 14 high-academic achievement students participated in this study. Since in 7th grade they were interviewed and answered surveys twice for one and half years.
- Besides the student subjects, 31 junior-high teachers and 3 elementary information literacy teachers were also interviewed and answered the surveys one or twice.

Methods



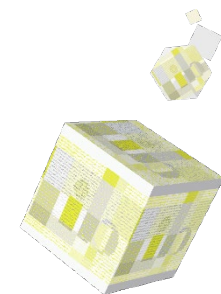
- The instruments included the information literacy follow-up surveys for students and teachers, interview questions, and feedbacks from parents.
- Student subjects were asked to evaluate their own 15 information literacy competences on a 5-point scale in the survey.
- Both junior-high and elementary teachers evaluated the subjects' competences too.



1. Experiences and performance of integrating information literacy into junior-high learning

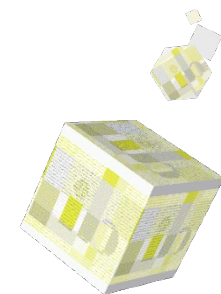
- According to the surveys, the average scores of students' information literacy competences evaluated by the 30 students themselves twice were 3.49 and 3.69 respectively, which were beyond normal level.
- The elementary teachers gave the students higher average score (3.96).
- The first average score given by the junior-high teachers was low (2.73); the second one was higher (3.28).

Results

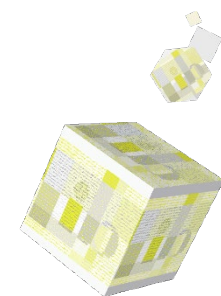


- 1.1 Low academic group: No. S0-7 said that her geography was weak because its concepts were hard to understand; she overcame these problems through using the strategies of drawing concept maps and taking notes in details learned in the elementary information literacy courses.
- 1.2 Medium academic group: No. S1-11 listed 8 useful experiences of using information; they were drawing concept maps, selecting suitable information seeking strategies, note-taking, comparing information, proposing critics, using reading strategies, integrating information with concept maps, and reflection.

Results



- 1.3 High academic group: No. S2-26 took good notes, arranged things logically, liked to try new learning strategies, and had good reflection ability.
- 1.3 High academic group: Though No.S2-17 performed well in elementary lower grade, she was used to reciting information, rather than employing information literacy competences. Therefore, when becoming an 8th grader, she expressed in survey that she studied hard but still couldn't understand main ideas in texts.



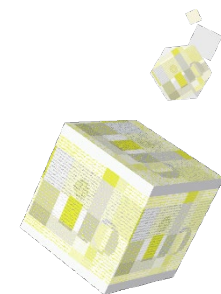
2. Implementation of inquiry-based integrated information literacy curriculum in junior-high schools

2.1 Little library literacy infused into junior-high curriculum

2.2 Visual & media literacy seldom taught

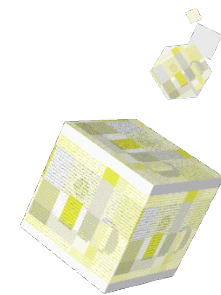
2.3 Inquiry learning rarely implemented

Discussion



- If inquiry-based integrated information literacy curriculum can be implemented systematically in elementary schools, students internalize information literacy gradually.
- Then when entering junior-high schools, they most would apply information literacy in their learning and daily lives.
- Despite of their prior academic performance, most students can overcome problems in subject content and learning performance using information literacy competencies.

InSight



The End

