ELECTRONIC EDUCATIONAL ENVIRONMENT
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Survey

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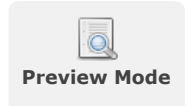
Preview Survey

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This is a preview of your survey as your participants will see it.

Scientific Information Literacy Survey

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The UC Irvine Science Librarians are investigating methods to help introduce more undergraduate science, engineering, and computer science students to core scientific information literacy skills and concepts. Although students learn writing and library research skills in their lower division writing courses, undergraduate science students often lack an understanding of how to find and use scientific literature effectively. We, the science and engineering librarians, would like to design an online tutorial that will help students learn how scientific, technical, and related information is produced, organized, and disseminated and help them develop the skills to find and use the best information from the most appropriate sources.

We are interested in learning from you what information literacy skills your students need in order to be successful in their academic discipline and in the workplace. Your responses to the questions on this short survey, which should take 10-15 minutes to complete, will help us determine how best to reach students, what concepts to include, and how we can assist you in educating your students about these concepts.

Instructions: For each of the following information literacy skills, please indicate (1) how well your undergraduate students understand the skill, and (2) your evaluation of how important it is for undergaduates to learn the skill.

1. Understand how scientific, technical, and related information is formally and informally produced, organized, and disseminated.

   Level of Understanding:
   ○ Good   ○ Fair   ○ Poor
   Importance of Skill:
   ○ Very Important   ○ Moderately Important   ○ Not Important

2. Use objective criteria such as authority of authors, supporting evidence, validity of data, accuracy, currency, and relevance to evaluate the credibility of scientific information.
   Level of Understanding:
   ○ Good   ○ Fair   ○ Poor
   Importance of Skill:
   ○ Very Important   ○ Moderately Important   ○ Not Important

3. Determine credibility by questioning the source of the information, limitations of the

information gathering tools or strategies, and the reasonableness of the conclusions.
   Level of Understanding:
   ○ Good   ○ Fair   ○ Poor
   Importance of Skill:
   ○ Very Important   ○ Moderately Important   ○ Not Important

4. Know that there are information sources such as conference proceedings, manuals and handbooks, scholarly journals, and journal indexes and abstracts etc. that are specific to the field.
   Level of Understanding:
   ○ Good   ○ Fair   ○ Poor
   Importance of Skill:
   ○ Very Important   ○ Moderately Important   ○ Not Important

5. Know how to use information retrieval systems and reference sources that are specific to the field.
   Level of Understanding:
   ○ Good   ○ Fair   ○ Poor
   Importance of Skill
   ○ Very Important   ○ Moderately Important   ○ Not Important

6. Understand how to read a scientific paper efficiently and use sections, such as the abstract or conclusion, to determine how useful the source will be in providing them with the information they need.
   Level of Understanding:
   ○ Good   ○ Fair   ○ Poor
   Importance of Skill:
   ○ Very Important   ○ Moderately Important   ○ Not Important

7. Know how to search citations and cited references for pertinent articles.
   Level of Understanding:
   ○ Good   ○ Fair   ○ Poor
   Importance of Skill:
   ○ Very Important   ○ Moderately Important   ○ Not Important

8. Understand the ethical, legal, social, and economic issues surrounding the production, dissemination, and use of scientific information
   Level of Understanding:
   ○ Good   ○ Fair   ○ Poor
   Importance of Skill:
   ○ Very Important   ○ Moderately Important   ○ Not Important

9. Understand what constitutes plagiarism and how and when to cite work attributable to others.
   Level of Understanding:
   ○ Good   ○ Fair   ○ Poor

Importance of Skill:

○ Very Important　　　○ Moderately Important　　　○ Not Important

___

10. Communicate clearly and succinctly with a style that supports the purposes of the intended audience.

Level of Understanding:

○ Good　　　○ Fair　　　○ Poor

Importance of Skill:

○ Very Important　　　○ Moderately Important　　　○ Not Important

___

11. Understand the need and have the knowledge to keep current regarding new developments in his or her field.

Level of Understanding:

○ Good　　　○ Fair　　　○ Poor

Importance of Skill:

○ Very Important　　　○ Moderately Important　　　○ Not Important

___

12. Are there other information literacy skills, abilities, or concepts not listed here that your students need? If so, please list them here. Be specific.

___

13. Would you be willing to require students to complete an online tutorial on scientific information literacy as part of a course taught by you or within your department?

○ Yes

○ No

Why or Why not?

___

14. Given your knowledge of the undergraduate curriculum in your discipline, what course(s) might include an introduction to science information literacy?

___

15. Use this space to share other comments or observations on the topic of teaching science information literacy.

16. Optional: Please provide your contact information so we can follow-up on your responses to this survey.

Thank you for completing this survey.

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