Information Literacy, Motivation, and Learning

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Purdue University Libraries
The Purdue Libraries focuses on advancing student learning.

IL is an important aspect of this.
IMPACT

• Student-centered course re-design program
• 95.6% of current undergraduates have taken an IMPACT course

• 254 Purdue faculty
Fall 2017 Cohort = 31 Courses
IMPACT has the capacity to redesign 60 courses a year
• Attention to basic psychological needs results in enhanced student performance and persistence.

Ryan & Deci, 2017
INFORMED LEARNING

• Using information creatively and reflectively to learn.

Bruce, 2008
IMPACT EXAMPLE—STAT 113

- Statistics and Society
- Improve students’ statistical literacy
What is the relationship between:

IL and student motivation?

IL and student learning?
RESULTS
Using Regression Analyses
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<th>Model statistics</th>
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METHODS
IMPACT DATA FROM FALL 2015–SPRING 2016

• Data from:
  • 3,000+ students in 102 course sections
  • 8 out of 13 Colleges
  • Predominantly 100–300 course level
Sources of data

- Student Perceptions
- IL Questions
- Course Grades
Student Data

- Learning Climate Questionnaire
- Basic Psychological Needs Scale
- Situational Motivation Scale
- Perceived Knowledge Transfer Scale
IL Question

• Pose questions or problems that require further investigation.
• Access information outside of assigned readings and tasks.
• Evaluate information sources.
• Synthesize information and communicate the results through a deliverable.
• Apply conventions of attribution.
DISCUSSION
The frequency and types of engagements with information can motivate OR de-motivate students.

How students are tasked to use information has a measurable effect on course-level grades.
LIBRARIES SHOULD FOCUS ON HIGHER-ORDER IL.
NEXT STEPS

• Re-focus efforts in IMPACT to emphasize higher-order IL.
• Research relationship between IL and student motivation.
THANK YOU

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REFERENCES
