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Students' Information literacy Skills: A study from Lahore Leads University

Hafiz M. Zeeshan¹, Ashina Sadiq²

Abstract:

Aim: The goal of this study is to measure the level of information literacy among students at Lahore Leads University.

Approach/ Design /Methodology: A survey method was employed to acquire pertinent data from the community. The participants were current Lahore Leads University students who represented the conditions and environment on the Lahore Leads University campus. The sample of 200 university students was chosen using a standard random sampling method. I created and managed a questionnaire by myself. As a result, the information gathered was assessed.

Findings:-Most students could not search and use the catalogue, select information sources, select relevant authorities or create search algorithms. Similarly, many students were ineffective users of university libraries.

Originality/value:-According to a thorough literature assessment, no analogous study has previously been undertaken among Lahore Leads University students. This research will undoubtedly aid the institution in developing various information literacy programmes that will promote and build students' literacy abilities while also improving learning quality.

Paper type: Research.

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1. INTRODUCTION

Lahore Leas University (LLU) is a major higher education institution. It is one of Pakistan's most prestigious private universities; there is something for everyone, from medical and engineering to the arts and social sciences. Students are universities' backbones, and they play a crucial role in attaining institutional goals. Because of the development of ICT, students now have various options for seeking and studying. The capacity to read and write in English is known as literacy. Print resource literacy, computer literacy, media literacy, web literacy, information literacy, and other types of literacy exist. Information literacy is a broad term that refers to several different literacies. Students now have to keep up with modern search tools, explore for information, and learn more than earlier generations of students.

There is no programme at Lahore Leads University (LLU) to teach students how to use the library, its online public access catalogue (OPAC), and online databases to retrieve material efficiently and effectively for their teaching and research. In different world places, other researchers have defined information literacy differently. The majority of these efforts are undertaken in the classroom. "Information literacy" was coined by Paul G. Zurkowski, president of the Information Industry Association, in 1974. He claims that people can find information sources and use and deploy appropriate technology to meet information demands.(Britz, 2013)

A new notion called information literacy has arisen in numerous fields during the last three decades. "To be information literate," according to the American Library Association, "a person must be able to detect when information is needed and be able to properly search, assess, and apply relevant material".(Association of College and Research Librarians - American Library Association, 2016) "Knowledge of one's information concerns and needs, as well as the ability to identify, locate, evaluate, organize, and effectively create, use, and communicate information to address issues or problems at hand," according to UNESCO .(Organización de las Naciones Unidas para la Educación, 2013) "Information literate persons will display an understanding of how they acquire, utilize, manage, synthesise, and ethically produce information and data, and will have the information skills to do so effectively," according to The SCONUL Working Group

on Information Literacy .(Harrison & Rourke, 2006) As a result, information literacy refers to more than what librarians call the information seeking process (Sodikin, 2014):

- Choosing and exploiting resources
- Locating information
- Evaluating resources
- Defining the research question

According to Bent and Stubbings(Sodikin, 2014) in their study on the seven pillars of information literacy, information literacy is a broad term that incorporates digital audiovisual media, information and knowledge management strategies, and abilities. According to Rehman and Alfaresi(ur Rehman & Alfaresi, 2009), there is a slight distinction between the terms bibliographic assistance, user education, and library instruction because information literacy is used in a broader context of identifying needed information and locating related sources to fulfil one's knowledge needs to become a life-long learner and informed citizen. According to Boekhorst and Britz(Britz, 2013), information and communication technology (ICT), information resources, and information process, information literacy is made up of three essential parts.

2. LITERATURE REVIEW

After the industrial revolution, the information revolution and curiosity have become the key phenomena of the twenty-first century. People have many alternatives for acquiring information due to the variety of information resources and many methods of getting the required information. Additionally, information productivity is unfiltered, creating concerns about the integrity and relevancy of the content. This poses ethical and legal issues in evaluating, understanding, and applying data. Users have significant challenges due to the suspect value and growing knowledge. Even the most extensive information and technology will not improve people's education unless they have the necessary skill and capacity to use knowledge progressively .(Peacock, 2004)

Information Technology and Information Literacy

Information literacy relates to information seekers and the academic environment, even though the two concepts are closely related. Computer, software, and database abilities are the ability to use computers, software, and databases to achieve personal and educational goals. To meet their information needs, those who are information literate must learn to employ relevant technologies (Iannuzzi, 2000).

According to the National Research Council (Press et al., 1999), information literacy and related technology skills are interchangeable concepts with minor ability variations. Technological capabilities aid information literacy. The primary idea is provided by the National Research Council, which elaborates on fluency, computing, and associated technical variables such as hardware and software, all of which are interconnected and vital to one another. The council connected these requirements and their knowledge of information literacy and technology. According to the council report, the difference between IT fluency and information literacy is that the former emphasizes searching, managing, communicating, and analyzing information. On the other hand, the latter emphasizes information gathering, organization, interchange, and evaluation.

According to the Association of College and Research Libraries (Iannuzzi, 2000), information literacy is a conceptual foundation for locating, organizing, presenting, discussing, and evaluating information while also extending lifetime learning opportunities. The extension of lifelong learning is considered dependent on the practical and integrated use of knowledge and information technologies.

Higher Education and Information Literacy

The primary goal of higher education is to provide a pathway to lifelong learning and the development of critical thinking abilities. Because it contributes to developing a well-informed community, information literacy is essential for lifelong learning. Information literacy skills grow and increase individuals' competencies outside of the traditional classroom framework, and individuals are allowed self-direction in their daily lives.

Students and Information Literacy

Bundy (Peacock, 2004) defines information literacy as "the ability to think critically about content, widen self-directed explorations, and prepare for organized learning" in any subject, learning setting, or degree of schooling.

For many years, librarians have been interested in students' impressions of information literacy and their level of participation in searching. Many studies have been undertaken in many sectors and institutions worldwide to determine students' perceptions of information literacy. Much of this study has backed up what librarians have long suspected. Students usually agree that information literacy is essential, but they need more encouragement to fully embrace it in the classroom.(DaCosta, 2010)On the other hand, the institution would make modern library contents and related technologies available to students for access and learning advancement.

The technological revolution at the end of the twentieth century, according to Thompson (Thompson, 2002), resulted in an explosion of information, which had a profound impact on the academic system and libraries. To improve learning and teaching abilities, this revolution began with acquiring technical skills and essential acts of information literacy, such as searching, organizing, retrieving, and assessing information. They prefer to learn by doing and by reacting to market conditions.

According to Floyd, Colvin, and Bodur(Floyd et al., 2008), information literate students create higher-quality articles, projects, and research. Students' reading abilities improve when using information literacy principles in their research and evaluation. According to Lau (Anunobi & Udem, 2014), literate information employees are more likely to be prepared for library use and expect increased information services.

Problem Statement

IL abilities are now widely regarded as one of the most critical skills for kids' long-term learning and academic success. "An information literacy skill enables students to locate important information, access it, critically evaluate it, and apply it." Rehman and Alfaresi's information literacy standards (ur Rehman & Alfaresi, 2009).

Graduate and postgraduate students are aware of databases and other electronic resources in libraries. They can access them, but their use of information is limited due to a lack of search skills, which are typically inadequate in utilizing databases and electronic resources .(*ImpactofInformationLiteracyonReadingHabitsofStudentsAStudyofEasternTheologicalCollegeof JorhatinIndia*, n.d.)

According to the researchers' early investigation, pupils had no official practical training in information literacy. Some postgraduate students in both Library schools may possess these abilities because they learned how to look for information utilizing databases informally or as part of their academic studies.

Information literacy skills are critical, and information professionals are responsible for training and instilling them in information consumers to become lifelong learners and effectively meet their information needs. It's worth noting that no research has been done on information literacy skills among information science students. It reveals a noticeable gap in the literature, which was desperate to fill. As a result, this study was deemed essential and was therefore developed to measure these students' information literacy skills.

Objectives

The following goals were set for this research:

1. Studying Lahore Leads University was established to assess students' IL abilities.
2. To determine the strengths and limitations of Lahore Leads University students in terms of IL skills.
3. Determine the obstacles that Lahore Leads University students experience in terms of IL skills.
4. To determine the level and type of IL programs available to Lahore Leads University students.

Research Questions:

The study was developed in response to the following research questions submitted by LLU students:

- What kind of information did students require, and how much did they require?
- How well do students know how to utilise and search the library catalogue (OPAC)?
- Does the student have a good grasp of sophisticated search options and Boolean operators?
- How do faculties communicate the data they've collected? What format(s) and medium(s) do they use?
- What criteria do faculties employ when evaluating data from various sources?

Definitions

The necessity for practical definitions of the investigation's vocabulary was crucial. These also show the constraints that were uncovered during the research process.

Literacy in Information. This research focuses on Lahore Leads University students' capacity to find, access, and use information sources, systems, and tools.

Students. This word refers to all students enrolled at Lahore Leads University in this study.

Cataloging skills. The ability of students to search library catalogues for resources by author, title, subject, or call number, trace materials, use Boolean operators and search techniques, and access them is referred to as this word.

Skills in Information literacy. Skills in information literacy, this phrase describes a professor's capacity to locate, organize, appraise, develop, utilize, and communicate knowledge effectively.

3. METHODOLOGY/DESIGN/RESEARCH

Because it was convenient for both the participants and the researcher, a closed-ended questionnaire was utilized to collect the necessary data from them.

Population

All students at Lahore Leads University were included in the study's main population. Computer Sciences & Information Technology, Software Engineering, English, Law, Business

Administration, Mathematics, International Relations, Economics, Mass Communication, Political Science, Sociology, and Psychology were among the university's fifteen departments.

Sample

Using a basic random sampling technique, the random table was utilized to collect data from the population. A random table was used to obtain the required number of participants. The surveys were given to 200 people chosen randomly from the entire population. The questionnaires were returned to 200 students. We analyzed 200 questionnaires that were sent to us.

Questionnaire Design

To acquire the essential information from respondents, the questionnaire was thoroughly developed. Each construct was a claim that needed to be evaluated. The survey was divided into four sections: one for demographic information, another for identifying library use, a third for cataloguing skills, and a fourth for information literacy skills. The questionnaire language was simple, easy, and transparent according to the students' level. The 20 closed-ended questions included search techniques, the amount of information they typically require, the level and medium of that information, library catalogues, Boolean operators, library use, getting needed resources, Internet search engines, and the medium of sharing discovered information. Experts examined the questionnaire in the field, and adjustments were made based on feedback and instructions.

Data Collection

Department-specific questionnaires were distributed to collect data. All students who struggled with the questions were given further guidance on how to finish the survey. SPSS, a statistical programme for social sciences, evaluated and analyzed the acquired data.

Findings

Profile of the Participants

The following is a list of the respondents' demographic information. Gender and programme of study information from respondents. A questionnaire was used to obtain data from Leads University students. Two hundred people completed the survey out of a total of 200. 145 (72.5%) of the 200 people who completed the survey were men, while 55 (27.5%) were women. BSCS (16 years) accounted for 40 (20.0 percent), BSIT (16 years) accounted for 38 (19.0 percent), BSSE (16 years) accounted for 25 (12.5 percent), and M.Phil/MS accounted for 25 (12.5 percent) (12.5 percent). BBA (16 years) was responsible for 17 (8.5%) of the total, while BS English (16 years) was responsible for 16 (8.0%). 40 (20.0%) students from the Computer Sciences Department, 38 (19.0%) from the Information Technology Department, 17 (8.5%) from the Business Administration Department, 25 (12.5%) from the Software Engineering Department, 16 (8.0%) from the English Department, 6 (3.0%) from the Law Department, 7 (3.5%) from the Mathematics Department, 9 (4.5%) from Clinical Psychology Department, and 2 (1.0%) from Sociology Department. Out of 200 people who completed the survey, 1 (0.5%) were between the ages of 46 and 55, 27 (13.5%) were between the ages of 26 and 35, and 172 (86.0%) were between the ages of 20 and 25.

Table1. Departments

Departments	Frequency	Percent
BSCS	40	20.0%
BSSE	25	12.5%
BSIT	38	19.0%
BBA	17	8.5%
BS English	16	8.0%
LLB	6	3.0%
BS Mass Communication	7	3.5%
BS Mathematics	7	3.5%
BS Pol Science	4	2.0%
BS Clinical Psychology	9	4.5%
BS Economic	1	.5%
BS Sports Sciences	1	.5%
BS IR	2	1.0%

BS Sociology	2	1.0%
M.Phil / MS CS	25	12.5
Total	200	100%

Table2. Gender

Gender	Frequency	Percent
Male	145	72.5
Female	55	27.5
Total	200	100%

Table3. Age

Age	Frequency	Percent
20-25	172	86.0
26-35	27	13.5
46-55	1	0.5
Total	200	100

Library Use

The following section of the survey asked students about their library trips, including how often they went and why they went. They were also asked how they used different library resources to locate the information they needed, the degree of detail they needed, and the format/medium they required. The library less frequently or never by 48 students (24%). 86 students (43.0%) indicated they go to the library often to get information. Thirty students (15.0%) suggested they go to the library frequently to get information. 36 (18.0%) indicated they rarely go to the library to get information. Furthermore, when asked what they use the library for, 93 (46.5%) stated the study, 70 (35.0%) said research, 13 (6.5%) indicated official use, and only 9 (4.5%) said recreational use. When asked what level of information they require, a clear majority of 48 (24.0 percent) said they need moderate details, while 35 (17.5 percent) said they need advanced information. 117 people (58.5 percent) said they required basic information. Furthermore, 121

students (51.53%) claimed they prefer information in print format, while 79 (48.5%) prefer knowledge in an online form.

Table4. Format and level of needed information & frequency of library use

Frequency of library use	Frequency	Percent
Frequency	86	43.0%
Very Frequency	30	15.0%%
Less Frequency	48	24.0%
Rare	36	18.0%
Total	200	100

Table 5. Level of Needed Information

Level of Needed Information	Frequency	Percent
Basic	117	58.5%
Moderate	48	24.0%
Advance	35	17.5%
Total	200	100%

Table 6. Format of Information

Required Information Format	Frequency	Percent
Online	121	60.5%
Print	79	39.5%
Total	200	100%

Table 7. Purpose of Library use

	Frequency	Percent
Study	93	46.5%
Research	70	35.0%
Offical	13	6.5%

Recreational	9	4.5%
For a Mind Fresh	12	6.0%
For a Exam Preparation	3	1.5
Total	200	100%

Skills in Cataloging

Students were questioned about their abilities to use the Online Public Access Catalog (OPAC). Using a Likert scale, ten questions were created to measure students' perceptions of their ability to use the library's online catalogue.

Table 8. Students' Opinions on their Cataloging Abilities

Statement	N	Std. Deviation	Mean	Missing
The Leads Library has just what I'm looking for.	200	.99424	2.6354	19
I can find library resources via the Leads Library Online Public Access Catalogue.	200	1.19151	2.2670	24
In the Leads Library Online Public Access Catalogue, I can use the author entry/call number (OPAC)	200	1.08526	2.1086	25
I can use the Leads Library's Online Public Access Catalogue (OPAC) to locate a book.	200	1.10819	2.2989	26
I can locate essential information using search engines (e.g., Google, Yahoo).	200	1.28350	3.0057	26
I may search many databases for the information/articles I require.	200	1.26223	2.5838	27
I have access to the HEC digital library.	200	1.11155	2.1977	28
I can use the advanced search tool to narrow down my results.	200	1.15608	2.4598	26
I can find a variety of websites to help me with my information needs.	200	1.29615	2.6400	25

The Lahore Leads University students' cataloguing abilities were assessed using a five-point Likert scale.

1=No skill, 2=Basic, 3=Good, 4=Proficient, 5=Expert

The majority of students believed that they could find the information they needed via search engines and various websites. Students who retrieved their knowledge using databases and advanced search options were rated trivial. The hierarchy also revealed that a small number of students came to the Lahore Leads library or the HEC digital library to find their necessary material. The number of students who employed key phrases and author entry/call numbers was very high and modest.

Information Literacy Skills

Students were asked a series of questions to learn about their perceptions of their abilities in terms of information literacy skills. Twelve questions were chosen from the UNESCO information literacy life cycle stages to assess information literacy skills using a Likert scale. The perceived seriousness of the felt barriers was evaluated using a five-point Likert scale.

1=Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly agree

The resulting hierarchy revealed that most students could determine the existence of required knowledge and organize, analyze, evaluate, and completely comprehend it.

Table 9. Students' perceptions of information literacy skills

Statement	N	Std. Deviation	Mean	Missing
Recognize that there is a need or a situation that requires information.	200	1.25791	3.7727	24
Identify and describe the information required to meet a requirement, solve a problem, or decide.	200	1.21411	3.9435	23
Determine whether the required information is available.	200	1.23102	3.8333	26
Find the needed information	200	1.16796	4.0398	24

Unavailable information that I require is created or caused to be completed.	200	1.34835	3.6023	24
Fully understand found information	200	1.16568	3.7543	25
If you don't comprehend something, seek assistance.	200	1.25880	3.8857	25
The information must be organized, analyzed, interpreted, and evaluated.	200	1.22992	3.6875	24
Examine the report and its source for accuracy.	200	1.23708	3.8571	24
Others should be able to communicate and display information in suitable and usable formats and methods.	200	1.23043	3.9375	25
Use the data to solve an issue, decide, or fulfill a demand.	200	1.07521	3.9143	24
Information should be preserved, stored, reused, recorded, and archived for future use.	200	1.23576	3.7657	25
Protect the information that needs to be protected.	200	1.30735	3.6534	25
Safeguard information that should be protected and dispose of information no longer needed.	200	1.26459	3.6875	24

4. CONCLUSIONS

According to the findings, several LLU students lack appropriate information literacy abilities. The great majority of pupils cannot conduct simple catalogue and database searches. In addition, they cannot create effective search tactics and use appropriate subject terminology to acquire access to critical information resources. As a result, there is a sense of inadequacy in information

literacy among faculty members. As a result, the university has instituted such programmes to teach information literacy to LLU students.

The most up-to-date content in the subject would be included in student training programmes for improving their information literacy abilities. If a combined (theoretical and practical) strategy is employed to construct university training programmes, faculty members' learning will be more successful and relevant, consequently boosting teaching experiences.

Information literacy skills would be promoted by the university administration, the higher education commission, and other active partners. Training courses, seminars, hands-on workshops, and projects would be designed to expedite the pedagogical approach, with librarians and library resources indicated. Arp, Woodard, Lindstrom, and Shonrock (Arp et al., 1995) found that developing information literacy skills is a contentious process that cannot be taught once. Information literacy needs to be trained in various methods and at multiple times. It's also worth emphasizing that developing information literacy programmes is closely related to library resources, services, facilities, and staff.

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APPENDIX

Information Literacy Skills of Students: A Case Study of Leads University Lahore

Demographic Information

What is your Name ? _____

What is your Program ?

- BSCS
- BSSE
- BSIT
- BBA
- MSC
- BS (Hons)
- M.Phil / MS CS
- PhD
- Post Doctorate
- Law
- BS English
- BS Pol-Science
- BS Economic
- BS Mass Communication
- BS IR

- Clinical psychology
- BS Mathematics
- Others

What is your Gender ?

- Male
- Female

What is your age group?

- 20-25
- 26-35
- 36-45
- 46-55
- 55 and above

How many times do you use Leads University library?

- Frequently
- Very Frequently
- Less Frequently
- Rare

Purpose of Library use? (You can tick more than one option if appropriate):?

- Study
- Research

- Recreational
- Official
- For a Mind Fresh
- For a Exam Preparation

Level of your needed information?

- Basic
- Moderate
- Advance

In which format do you like to get your needed information? (Please. tick the relevant box):

- Online
- Print

Read these statements showing cataloging skills. Then, rate to what extent you are proficient with the skills?

Statement	No Skills	Basic	Good	Proficient	Expert
The Leads Library has just what I'm looking for.					
I can find library resources via the Leads Library Online Public Access Catalogue.					
In the Leads Library Online Public Access					

Catalogue, I can use the author entry/call number (OPAC)					
I can use the Leads Library's Online Public Access Catalogue (OPAC) to locate a book.					
I can locate essential information using search engines (e.g., Google, Yahoo).					
I may search many databases for the information/articles I require.					
I have access to the HEC digital library.					
I can use the advanced search tool to narrow down my results.					
I can find a variety of websites to help me with my information needs.					

Read each statement showing Information literacy skills. Then, rate to what extent you agree or disagree with that statement.

Statement	Strongly Disagree	Disagree	Neutral	Strongly Agree	Agree
Recognize that there is a need or a situation that requires information.					
Identify and describe the information required to meet a requirement, solve a problem, or decide.					
Determine whether the required information is available.					
Find the needed information					
Unavailable information that I require is created or caused to be completed.					
Fully understand found information					
If you don't comprehend something, seek assistance.					
The information must be organized, analyzed, interpreted, and evaluated.					
Examine the report and its source for accuracy.					

Others should be able to communicate and display information in suitable and usable formats and methods.					
Use the data to solve an issue, decide, or fulfill a demand.					
Information should be preserved, stored, reused, recorded, and archived for future use.					
Protect the information that needs to be protected.					