

The relationships between personality, perceptual, cognitive and technological variables and students' level of information literacy / Hadass Gur Hadar

Abstract

Objective

The purpose of this study was to examine whether the variables: Openness to experience, curiosity, learning styles, technological literacy, and self-efficacy, are associated with university students' information literacy level.

Methods

The research was conducted among 180 first year university students from 7 faculties in Bar-Ilan University in Israel, and was held during the first semester of the school year (fall 2014). Participants were given questionnaires that examined: whether they received library instruction; an estimation of their internet searching skills; their information literacy level; computer mastery; openness to experience (from the Big Five model); curiosity level; self-efficacy in computer use; and preferred learning strategies ("deep" or "surface" approach). In addition, demographic data were collected.

Results and Conclusions

The results of this study revealed that, as predicted, the variables openness to experience, curiosity, deep learning strategy, computer mastery, and self-efficacy in computer use are significantly related to students' level of information literacy. An association was also found between the use of both deep and surface learning strategies to a higher level of information literacy. In conclusion, the research findings show that a higher level of information literacy is, in fact, associated with various

