Mobile Learning Innovation in Information Literacy Skills Training

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Project Overview

Undergraduate students lack the valuable information literacy skills that faculty want them to have (DaCosta, 2010). The Mobile Information Literacy (MIL) Tool Project is a user-friendly literacy interface to help with students majoring in psychology, social work, education or social development studies hone their information literacy skills through mobile technology.

The project supports the design and development of the MIL Tool and explores the best strategies for delivering and accessing learning content on mobile devices. Testing of the tool is underway to determine the effectiveness of using mobile technology to enhance students’ information literacy skills. Information literacy eLearning lessons have been designed to demonstrate how to locate, evaluate, and use information effectively.

Methodology

Mixed method (quantitative and qualitative) non-experimental approach, including both pre- and post-literacy tests and student questionnaires.

Social Work and Social Developmental Studies student participants volunteer to test the MIL Tool.

Fall 2014 semester (n = 70)
Winter 2015 semester (n = 40)

Preliminary Results

Most Frequently Accessed Modules/Lessons

Lesson 4: Peer Reviewed Journals
Lesson 9: RefWorks
Lesson 12: How to Approach Assignments

Average Login Time: 7:59 Minutes

Student Feedback

Positive experience with the info literacy lessons and the use of mobile technology: “short lessons but to the point.” “easy to use.” “creative – different test/quiz styles.”

Liked the flexibility/availability of any time learning: “very convenient.” “learn on my own time, anywhere.” “able to review from time to time.” “I can access and learn on Wi-Fi on campus and on the bus.”

Discussion

Preliminary results suggest that 58% of students maintain or increase their test scores for the ability to locate, use and evaluate information. The prototype MIL tool requires some technological and content enhancements, such as short videos and new exercises to enhance usability.

Conclusion

Outcomes of this project contribute significantly to the emerging field of m-learning. The inclusion of information literacy in the undergraduate curriculum often remains an aspiration rather than a fully realized ideal and this project addresses one way to incorporate information literacy into higher education classes.

The MIL project aims to fill this gap in the research while supporting m-learning pedagogy at the higher education level and promote mobile learning among undergraduate students, the community and beyond.

References