

**CONCEPTION, INTEGRATION, AND EXPERIENCES OF  
INFORMATION LITERACY THROUGH RESOURCE-BASED  
LEARNING**

**HALIDA BT YU**

**FACULTY OF COMPUTER SCIENCE AND  
INFORMATION TECHNOLOGY  
UNIVERSITY OF MALAYA  
KUALA LUMPUR**

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## ABSTRACT

This study employed a case study qualitative inquiry to understand how teachers incorporated, and students experienced information literacy through a resource-based school project. Although project-based learning is claimed to promote information literacy development, most of the studies are conducted in the western society. Few studies have explored on this area in the context of developing nations to validate the findings. Employing the *situated information literacy* (SIL) theory, this study argues that learning could only be understood by observing the process within its context. It uses the *three directions: SIL* model to examine information literacy experiences from three directions, namely: *actions and product, cognition, and participation directions*.

The participants in the study were four project teachers and twenty-three students (formed into four groups). They came from four schools that represent the “typical” schools in Malaysia. It adopted multiple data collection techniques: (a) teacher interview; (b) students focus-group interview (FGI); (c) students research journal. Two auxiliary techniques; classroom observation and students project report were also employed to triangulate the findings. The multiple method and data sources investigation have led to the *multi-stage, simultaneous data collection research protocol* research design to overcome time constraint and ethical challenges. Data were collected in three stages: (a) stage one: classroom observation, student journal; (b) stage two: teacher interview, collecting students’ journals, students FGI one; (c) stage three: students FGI two, collecting students’ report, FGI three.

The findings revealed low information literacy awareness among all participants. Most teachers and students did not know, or have never heard about “information literacy”. Students’ competencies were found to be at the lower end of the information literacy model orders. Teachers and students were nevertheless, found to engage in some information-related activities, particularly on information seeking, information use and referencing, and report writing. Teachers’ teaching approaches were examined to understand knowledge transfer pertaining to research and writing skills. The results revealed that teachers did not play crucial role to demonstrate complex skills in these areas. Accordingly, students demonstrated low competencies in these skills.

The straightforward nature of the project task and teacher’s teaching approach did not help to get students engaged into more challenging, information-based activities. They were spared from engaging in critical thinking activities such as defining the task or the problem statement. They opted for convenience, rather than reliable information during the information seeking stage and relied mostly on internet resources. They were innocently unaware of ethical information use practices and plagiarised indiscriminately, and report writing, to some extent was about transporting chunks of information into their report. There was almost no reflection made on learning process and the end product. Despite the negative findings, students reported to have learned and benefited much from the project, some of which were, developing; ICT skills, information seeking skills, referencing skills, collaborative skills, and report writing skills. The study therefore, validates the argument against merely focusing on getting students to accomplish several

isolated skills in a decontextualized environment. It maintains that each learning experience should be understood within its context.

## ABSTRAK

Kajian ini bertujuan untuk menyumbang kepada pengetahuan dan pemahaman terhadap pengalaman literasi maklumat melalui projek sekolah di sebuah negara yang sedang membangun. Walaupun pembelajaran berasaskan projek disebut dapat menyumbang terhadap integrasi kemahiran maklumat, kebanyakan kajian lampau dalam bidang ini dibuat dinegara negara barat. Tidak banyak kajian dalam bidang ini dijalankan di tempat-tempat lain di dunia untuk mengesahkan kesahihan penemuan ini. Dengan menggunakan teori “three directions: situated information literacy”, kajian ini mencabar pandangan yang mengatakan bahawa literasi maklumat dapat dipelajari di luar konteks pembelajaran, dan kemahirannya hanya ditentukan melalui keupayaan mencapai satu set kemahiran yang ditentukan. Ia menegaskan bahawa pembelajaran hanya dapat dinilai melalui pemerhatian terhadap proses pembelajaran dalam konteksnya sahaja.

Kajian ini menggunakan pendekatan kajian kes secara kualitatif untuk mengetahui bagaimana guru menjalankan pengajaran dan dan pelajar mengalami pengalaman literasi maklumat. Peserta kajian adalah; (a) guru-guru projek; (b) pelajar-pelajar yang membuat projek. Mereka datang dari empat buah sekolah yang dianggap sebagai “sekolah biasa” di Malaysia. Kajian ini menggunakan pelbagai teknik pengumpulan data: (a) temu-ramah guru; (b) temuramah secara berkumpulan pelajar; (c) jurnal kajian pelajar. Dua teknik tambahan iaitu 1) pemerhatian bilik darjah dan 2) laporan projek pelajar (analisa dokumen) juga digunakan bagi tujuan “triangulation”. Ini telah melahirkan reka bentuk kajian “multi-stage, simultaneous data collection’. Data dikumpul dalam tiga peringkat: (a) peringkat pertama: pemerhatian bilik darjah dan jurnal pelajar; (b) peringkat kedua: temu ramah guru,

pengumpulan jurnal pelajar, dan temu ramah berkumpulan pelajar 1; (c) peringkat ketiga: temu ramah berkumpulan pelajar 2, pengumpulan lapuran projek pelajar, dan temu ramah berkumpulan pelajar 3.

Hasil kajian menunjukkan kesedaran terhadap literasi maklumat adalah rendah dikalangan peserta kajian. Kebanyakan guru dan pelajar tidak tahu tentang kemahiran ini dan tahap kemahiran literasi maklumat dikalangan pelajar juga didapati rendah. Walaubagaimanapun, guru dan pelajar didapati tetap terlibat mempraktikkan kemahiran maklumat, terutamanya melalui aktiviti-aktiviti pencarian maklumat, penulisan rujukan dan penulisan lapuran projek. Kaedah pengajaran guru dikaji bagi memahami kaedah pemindahan maklumat diantara guru dan pelajar. Hasil kajian menunjukkan guru tidak memainkan peranan penting dalam mempamerkan kemahiran-kemahiran yang kompleks. Sehubungan itu, pelajar-pelajar juga didapati menunjukkan tahap kemahiran yang rendah dalam kemahiran-kemahiran tersebut. Tugas kajian yang mudah juga didapati tidak membantu pelajar-pelajar mempraktikkan kemahiran berfikir secara kritis. Mereka tidak didedahkan kepada tugas menghuraikan tugas atau pernyataan masalah kajian. Pelajar didapati cenderung memilih maklumat yang mudah berbanding maklumat yang boleh dipercayai. Pelajar juga tidak sedar tentang isu penggunaan maklumat secara beretika menyebabkan kejadian plagiat berlaku secara berleluasa. Kebanyakan aktiviti penulisan lapuran juga didapati dibuat secara memindahkan sebahagian maklumat dari sumber asal kepada lapuran pelajar. Pelajar juga sangat kurang membuat refleksi terhadap proses bekerja mahupun terhadap hasil tugas. Disebalik hasil penemuan yang negatif ini, pelajar tetap melapurkan mempelajari sesuatu dan mendapat faedah dari tugas projek.

Diantaranya adalah: membina kemahiran ICT, kemahiran pencarian maklumat, penulisan rujukan, kemahiran bekerjasama, dan kemahiran penulisan laporan. Oleh itu, kajian ini mengesahkan bahawa tahap kemahiran maklumat tidak sepatutnya hanya diukur berdasarkan kepada satu set kemahiran tertentu sahaja. Ia sepatutnya dikaji melalui pengalaman pembelajaran didalam konteksnya.



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