

# Reflections from MLS Students' Perceptions of Information Literacy Modules – a SoTL Study

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## ABSTRACT

Bringing together graduate students from different backgrounds into an online MLS program means that they show up with varying degrees of skills and competences in information literacy when they first start. As LIS educators, we often have trouble knowing where to fit this instruction into our courses, or we hesitate to take valuable instruction time from other concepts since we believe students should already arrive with a good understanding of information literacy from their undergraduate experience. Although it's often assumed that graduate MLS students already have a good handle on information literacy, in this researcher's experience, this is not always the case. This qualitative study of students' self-reflections during completion of information literacy modules looks at two semesters of data from our program's core Librarianship course and are being approached as a scholarship of teaching and learning study through the lens of constructivism from an andragogical perspective. Common emerging are that students still experience research anxiety at this level and that gaps in schooling can leave students unsure of their current competency level. Results so far indicate that students are overall appreciative of the modules and that the knowledge gained and information literacy concepts from prior experience remembered is helpful to them. They report using these skills and competencies immediately during coursework and plan to use them in the future in their jobs and life.

## ALISE RESEARCH TAXONOMY TOPICS

information literacy; curriculum; pedagogy; teaching faculty; education.

## AUTHOR KEYWORDS

SoTL; reflection in higher education; online learning object; information seeking.