

Information Literacy Skills Assessment of Fine Arts Students

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Abstract

The purposes of this poster were to assess information literacy skills (IL) among undergraduate students of Banditpatanasilpa Institute with regard to the ACRL standards, and to compare IL skills with the factor variables and their gender, year of study, faculty, grade, and most information source usage and self-direct learning. The Purposive sampling was used to select 366 undergraduate students. The research instrument was an IL test. The data obtained were analyzed using descriptive statistics, including a t-test, F-test (One way ANOVA and post hoc) comparison using the Scheffe's test. The results revealed that the students had a medium level of information literacy (Mean = 2.43). The comparison of the students' IL and their gender, year of study, faculty, grade, and most information source usage found that there were different information literacy skills with a statistical a significance of .01 and .05. The female students were higher information literacy level than the male students. The first-year students were higher information literacy level than the second-year, third-year and fourth-year students. The students of Faculty of Art Education were higher information literacy than the students of Faculty of Music and Drama and Faculty of Fine Arts. The high-grade level students were higher information literacy than the medium and low-grade levels students. The students most using the Internet, places and persons as information sources were higher information literacy than the students who used the institutional information sources. Therefore, students with different levels of self-direct learning did not differ in terms of their IL skills. These findings demonstrated that the performing and fine arts students needed more support with information literacy as the context of curricula.

Keywords:

Information literacy, Performing arts, Fine arts, Undergraduate students, Self-directed learning, Banditpatanasilpa Institute

1. Introduction

Information literacy is one of the twenty-first century skills as a set of abilities requiring individuals to recognize when information is needed and have the ability to find, evaluate, and effectively use necessary needed information in an ethical way (Association of College and Research Libraries, 2000; CILIP, 2012). Information literacy constructs a framework for learning how to learn that colleges and universities provide lifelong learning skills to students for their studying lives and workplaces. The collaborative efforts of faculty, librarians, and administrators through the curricula, learning sources, services, administrative policies, and resources aim to support the information literacy of students. The ACRL established the Information Literacy Competency Standards for Higher Education in 2000 to be a guideline and an assessment for the information literate higher education students at all levels. The IL competency consists of the following five standards:

1. The information literate student determines the nature and the extent of the information needed.
2. The information literate student accesses necessary information effectively and efficiently.

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3. The information literate student evaluates information and its sources critically and incorporates selected information into their knowledge base and value system.

4. The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.

5. The information literate student understands many of the economic, legal, and social issues surrounding the use of information, accesses and uses information ethically and legally (ACRL, 2000).

The Banditpatanasilpa Institute (2017), under the authority of the Ministry of Culture, focused on performing and fine arts education including the arts, music, dance, and artisan. It provides students with the opportunity to engage the mind, body, and emotions into a collaborative expression through study and performance. Besides the creative expression, students also study the cross-over between dramatic arts and other disciplines to prepare them to navigate challenges outside school. Information literacy skills have arguably supported the fine art students in creating their workplace performance. The undergraduate students have to complete a thesis for graduation which needed information literacy skills to research, analysis, synthesis, as well as the creation of innovations of new performances in the arts and culture. Besides there are 44 research studies not a research study about information literacy of Thai undergraduate students in the arts, music, dance and artisan.

2. Objectives

The aims of this research were to assess information literacy (IL) with regard to ACRL standards and to compare IL with the factor variables were gender, year of study, faculty, grade, most information source usage, and self-directed learning.

3. Methodology

This research used a quantitative research methodology. The sampling group were 366 undergraduate students of Banditpatanasilpa Institute in academic year 2018, regarding the sample size of Krejsie & Morgan (1970, pp. 607-610), selected by the purposive sampling method. The 366 students were from Faculty of Art Education, Faculty of Music and Drama, and Faculty of Fine Arts. The research tool was information literacy test using a five-points Likert scale which five experts evaluated by the index of item-objective congruence (IOC). After the test try-out with another group of 36 students, Cronbach's alpha coefficient was used to determine the quality of the attitude test. The results revealed a score of 0.818, which is considered high quality and reliable. The data collection procedures took place in January 2019. All of the data were analyzed through descriptive statistics, including a t-test, One way ANOVA and post hoc comparison using the Scheffe's test.

4. Results

The respondents are undergraduate students of Banditpatanasilpa Institute which are 366 samplings. They are 198 females (54.1%) and 168 males (45.9%). Most of them are 103 fourth-year students (28.1%), studying in the first year (21%), and having an excellent grade (37.7%). The 136 students are studying in the Faculty of Art Education (36.9%) followed by the Faculty of Fine Arts (34.7%) and Faculty of Music and Drama (28.1%). The most use of information sources is the Internet (30.2%), followed by the Institute's libraries (27.1%), persons (22.1%), places (19.5) and other libraries (1.1%). They have a high level of self-directed learning (Mean = 4.26).

The research results revealed that the students had a medium level of information literacy skills (\bar{X} = 2.43). When considered as a standards, the students had a highest level of IL standard One (\bar{X} = 4.17), high level of standard 2 (\bar{X} = 3.08), and low level of IL standard Three, Four and Five as Table 1.

Table 1: The information literacy evaluation of undergraduate students

ACRL IL Competencies Standards for Higher Education	Mean	SD	Level
1. To determines the nature and the extent of the information needed	4.17	1.45	Highest
2. To accesses necessary information effectively and efficiently	3.08	1.49	High
3. To evaluates information and its sources critically and incorporates selected information into the knowledge base and value system	1.54	1.00	Low
4. For individually or as a member of a group, uses information effectively to accomplish a specific purpose	1.79	1.25	Low
5. To understands many of the economic, legal, and social issues surrounding the use of information, accesses and uses information ethically and legally	1.56	1.03	Low
Over all	2.43	0.84	Medium

The comparison of the IL of the students and their gender, year of study, faculty, grade, and most information source usage found that there were different information literacy skills with a statistical significance of .05. Consequently, the female students had a higher IL levels than the male students, as well as, first-year students with higher IL levels than the second-year, third-year and fourth-year students. The students studied in the Faculty of Art Education had higher IL level than the Faculty of Music and Drama and the Faculty of Fine Arts. The students who had higher grades had higher IL levels than the lower grade students. The students who used the Internet, places and persons the most had higher IL levels than students who most used the in-house libraries. Additionally, students with different self-directed learning were not different in level of IL skills.

5. Conclusion and Discussion

The information literacy skills of Banditpatanasilpa Institute's undergraduate students were medium. According to the institute was established with the objectives as the announcement in the Government Gazette, Section 8, "Providing education and academic promotion from basic level to advanced professions in dance arts, music and visual arts in both Thai and international including local and national arts and culture" with the goal of producing specialized personnel for the branch to serve society by dividing into 3 levels, namely, practitioner level, expert level and expert level Performing arts, dance, music and art (Banditpatanasilpa Institute, 2017, pp. 2-4; 2018, p. 61). Therefore, teaching and learning focus on practical skills to create artistic skills rather than focus on academic. In addition, the Bunditpatanasilp Institute has no information course, but there is Information for Lifelong Learning course as a compulsory and general education course for the first-year students. The course content consisted of the general knowledge about information source, resources, reference books, book classification, information searching, information management process, law and ethics in information technology, academic writing, and referencing (Jaitiang, 2015), which does not cover information literacy skills. In addition, teaching in other courses may lack the integration of information literacy skills. The IL skills are not naturally occurring but can happen from learning and practicing regularly until becoming the skills (Howard, 2012, p. 76). This finding is consistent with Jiaokok (2004); Bucha, Apiwathanasorn, Boonsongsermsook, & Savangnate (2007); Baykhaikon & Phisanphong (2009); Mamak (2010); Injoy (2010); Wesoho & Kiatwanich (2010); Supun, Poolket, & Supakwanich (2013); Veerachard (2012); and Cha-um (2016). The result is not consistent with Brown & Krumholz (2002), Pranimit (2009), Chomintharachak (2016) Sirirat (2011), Ilogho & Nkiko (2014), and Omar (2014) that may be caused by different research with samples and universities.

The first-year students have information literacy skills higher level than the other year students because the first-year students studied Information for Lifelong Learning course which has many topics related to information literacy skills, thus, making first-year students gain knowledge and practice about information literacy skills. Actually, they are excited and interested in learning about everything at the institute as well as willing to understand themselves (Vichitkaow, 1999). Therefore, the upper year students lack continuous learning and training in IL may be caused by less information literacy skills than first-year students. Furthermore, the Faculty of Art Education students have information literacy skills higher than the students who are studying in the Faculty of Music and Drama, and Faculty of Fine Arts. The teaching objectives and methods of these faculties are different. The Faculty of Fine Arts and the Faculty of Music and Drama focus on producing graduates which are knowledgeable and competent in the arts or dance orchestral work to lead artists, academics and management professionals in the field of education. The Faculty of Art Education emphasizes the production of teacher curriculum graduates. Therefore, the Faculty of Art Education emphasizes the teaching profession concerning the research methods which rather integrate IL to courses (Banditpatanasilpa Institute, 2007, p.17).

The undergraduate students have obtained excellent grades are more information literacy skills than students with lower grades. The excellent students are usually seeking knowledge from various sources as well as be able to analyze, synthesize and critically think which are high-level thinking skills (Susaoraj, 2008). In addition, the ability to learn with this self-education increases the knowledge of information technology. The results of this research are consistent with the research of Jiaokok (2004), Veerachard (2012), Cha-um (2016), and Chomintharachak (2016). Besides, the students use most information sources such as the Internet, places, and persons have more information literacy skills than the students who use the Institute's libraries. The curriculum of Banditpatanasilpa Institute focuses on art and culture that requires learning from sources persons and real places for creating the pieces of art, performances and report or thesis writings. Nowadays,

Internet technology is becoming more and more a part of daily lives. The students can use the Internet via smartphone that increases the convenience of accessing information on the websites and databases which enabling them to practice their skills in searching information applied to education. The ability to access, searching and evaluating the information provides the students to practice IL skills. Moreover, students with different levels of self-directed learning are no statistic significant to IL skills. This result demonstrates that self-directed learning uninfluenced information literacy skills. The IL skills need to be learned and practiced regularly to learn and practice in education throughout the course until they develop skills. These findings demonstrated that performing and fine arts students needed more support information literacy in the context of the curricula.

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