Abstract

There is a growing concern in scholarly literature indicating that college students struggle with conducting research and using information effectively (Head, 2013; Lawrence, 2013; Head & Eisenberg, 2011). This research study examines the elements and causes of information illiteracy from a secondary education perspective. The methods used assess the information literacy skill levels of high school juniors, intervene with information literacy instruction, and evaluate the merit of the intervention. The project purpose is threefold: (1) establish a baseline of students’ ability to seek, use, disseminate, and communicate information; (2) determine what instructional strategies (including self-paced resources, collaborative instruction, and assessments) will increase student capacity to locate and integrate information; and (3) measure student and teacher perceptions of the importance of information literacy.

Currently, the Common Core State Standards Initiative (2012) treats information literacy as a skill component to be integrated into the curriculum. Since there is not a state-sanctioned assessment examining information literacy within North Carolina, this study will serve as a springboard for capturing data related to information literacy. When implemented at the district level, this intervention method will use existing standards (specifically curriculum) to increase student readiness for career and college-level course work.