

California Academic
& Research Libraries

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The Relationship Between
Information Literacy Instruction
and Global Citizenship

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Social Returns to Education



- Historic Educational Return Measures
 - » Econometrics
- Private Returns vs. Social Returns
- How Society as a Whole Benefits From an Educated Populous
- Quantitative Research in This Area is Relativley New

Global Citizenship as a Social Return to Post-Secondary Education



- Mission Statements
- Accreditation Process
- Commitment to Liberal Educational Ideals
 - Campus Initiatives
 - Studies Abroad
 - Greening Campuses

Institutional Mission and Accreditation



- One factor driving the measurement of social returns to education is the accreditation process
- Institutions have been adding the construct of global citizenship in mission statements
- The task of assessment for accreditation is upon the institutions

Defining Global Citizenship



Operational Definition of Global Citizenship for this Study

Environmentalism

Social Justice

Civic Participation

Global Citizenship Scale: GSC

Based on Behaviors not Attitudinal Measures

Environmental Behaviors



Recycling

Conservation

Transportation

Beef Consumption

Social Justice Behaviors



Relationship Variables

Religion

Gender

Sexual Identity

Ethnicity

Culture

Other Variables

Language

Travel=Exposure

Civic Participation Behaviors



Current Event Knowledge

Voting

Volunteering

Internet Usage

Information Literacy



- Association of College & Research Libraries
Information Literacy Standards for Higher Education
- Impact of Technology on ACRL Standards
- Information Literacy Operational Definition (IV) for This Study: Formal Information Literacy or Library Instruction

How Information Literacy is Being Addressed



Library and/or Campus Wide
Unit Based Information Literacy Classes
Course Integrated Information Literacy Instruction
Workshops
Online Tutorials
Handout Materials
Multi-Disciplinarian Curriculum Efforts

Measurement Tool



Global Citizenship Scale

Two Rounds of Data Collection

Developed for This Study Using Factor Analysis

Based on Behaviors Not Attitudes

Demographics

Independent Variables

Recode to Reflect Higher Score=Higher GC

First Sample



Graduate Students (PDGI)
Two Southern Californian Universities
Final N=217
Male = 26% Female= 74%

Caucasian	= 56.6%
Mexican American	= 21.2%
African American	= 7.1%
Asian	= 6.1%

Second Sample



Undergraduate Students One Southern Californian University

Final N=206

Male = 26% Female= 74%

Caucasian	= 64.1%
Mexican American	= 17.5%
African American	= 1.9%
Asian	= 7.3%
Pacific Islander	=2.9%
Bi-Racial	=4.4%
Other	=1.9%

Data Collection 1



Survey Goal N=200

IPEDS Variables

% of Minority Faculty

% of Minority Students

% of International Students

% of Travel Abroad Students

Data Collection 2



Survey Goal N=200

Refined Instrument

Refined IV's

No Outside Data

IPEDS or List

Dependant Variables



Dependant Variables:

Overall Global Citizenship Score

Environmental Subscale Score

Social Justice Subscale Score

Civic Participation Subscale Score

Independent Variables Overall



Demographic IV's

Age

Ethnicity

Gender

Non-Demographic IV's

Status- Masters or Doctoral

Community College

Information Literacy Instruction

IPEDS % of Diversity in Faculty and Students

Independent Variables This Analysis



Age

Gender

Ethnicity

Information Literacy Instruction

Limitations of Study 1



Graduate Students

PDGI's

Proximity to Mexican/US Border

Unidentified Determinants

Regression Model

Overall Global Citizenship

Study 1 Results



Regression Model IV's

Gender, Age, Ethnicity, Information Literacy Instruction

Model predicts 28.8% of a one point change in GC scale can be accounted for by these variables

Significant Variables in this Model

Gender, Age & Information Literacy Instruction

Regression Model Environmental Citizenship Study 1 Results



Regression Model IV's

Gender, Age, Ethnicity, Internet, IL Instruction

Model predicts 14.6% of a one point change in environmental citizenship scale can be accounted for by these variables

Significant Variables in this Model

Age & Information Literacy Instruction

Regression Model

Social Justice Citizenship

Study 1 Results



Regression Model IV's

Gender, Age, Ethnicity, Internet, Information Literacy Instruction

Model predicts 17.1% of a one point change in social justice scale can be accounted for by these variables

Significant Variables in this Model

Gender & Age

Regression Model

Civic Responsibility Citizenship

Study 1 Results



Regression Model IV's

Gender, Age, Ethnicity, Information Literacy Instruction

Model predicts 20.2% of a one point change in civic responsibility scale can be accounted for by these variables

Significant Variable in this Model

Age

Limitations of Study 2



Undergraduate Students

Private Institution

Proximity to Mexican/US Border

Unidentified Determinants

Regression Model

Overall Global Citizenship

Study 2 Results



Regression Model IV's

Gender, Age, Ethnicity, Information Literacy Instruction

Model predicts 26.2% of a one point change in GC scale can be accounted for by these variables

Significant Variables in this Model

Age & Information Literacy Instruction

Regression Model Environmental Citizenship Study 2 Results



Regression Model IV's

Gender, Age, Ethnicity, Information Literacy Instruction

Model predicts 12.3% of a one point change in environmental citizenship scale can be accounted for by these variables

Significant Variables in this Model

Age & Information Literacy Instruction

Regression Model

Social Justice Citizenship

Study 2 Results



Regression Model IV's

Gender, Age, Ethnicity, Information Literacy Instruction

Model predicts 12.9% of a one point change in social justice scale can be accounted for by these variables

Significant Variables in this Model

Gender, Age & Information Literacy Instruction

Regression Model

Civic Responsibility Citizenship

Study 2 Results



Regression Model IV's

Gender, Age, Ethnicity, Information Literacy Instruction

Model predicts 19.9% of a one point change in civic responsibility scale can be accounted for by these variables

Significant Variables in this Model

Age & Information Literacy Instruction

Significance



The Relationship Between Information Literacy Instruction and Global Citizenship Scores is Established in Both Studies.

Study One: Statistical Significance for Overall Global Citizenship Score & Information Literacy Instruction and Environmental Citizenship Score & Information Literacy Instruction.

Study Two: Statistical Significance for Overall Global Citizenship Score & Information Literacy Instruction and All Three of the Subscales

Significance



Age & Gender have an Impact on Overall GC and Several Subscales.

This is Not Surprising Because the Literature in Each Discipline Supports This Finding

Ethnicity is Not Significant in Any of the Regression Models

Implications for Practice



Operational Definition of Global Citizenship

Cross institutional Assessment Tool for Global Citizenship

Behaviors Instead of Attitudes

(attitudes \neq behaviors)

Information Literacy

Implications for Practice



Regression Analysis Identified Both Demographic and Institutional Variables Correlated with Global Citizenship

Increasing the Opportunity for Diversity Interactions on and Off Campuses

Curricular Efforts Should be Addressed in GE Courses Not Electives

Voting Registration Efforts

Travel Abroad Opportunities (Foreign Language)

Implications for Practice



Accreditation Procedures

Information Literacy Across the Curriculum

Information Literacy as a Required General Education Course

Addressing Information Literacy in K-12 and Teachers Education
Programs

Contact Information



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