

Report on Post-exhibition grade 5 survey

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1.0 Post-exhibition grade 5 survey

After their exhibition at the end of PYP, 257 mainstream and 12 SPP2 grade5 students and 54 mentors & teachers, all directly involved in the PYP exhibition, were asked to participate in a short and anonymous survey. The survey is kept short to encourage participation. The students in the Study Preparation Programme (SPP) follow a separate programme due to their limited knowledge of English. SPP2 students are being prepared to join mainstream. Due to their language limitations, this group is expected to give different answers as the language barrier is substantially higher for them. The group is therefore tabulated separately.

After the use of 2 follow-up emails, the response rate is:

- for mainstream students is 72% (187 replies)

- for SPP2 students is 100% (12 replies)

- for mentors & teachers 74% (40 replies)

The survey tries to get an idea of the students' confidence in their own research skills and learning preference for Information Literacy (IL) as well as the teachers and mentors perception on the same topic. The results are tabulated below.

The 2 finding out questions try to measure if the students found it easy to find information and if teachers and mentors had a similar perception of their students. The results show that the majority perceived the finding of information fairly easy. SPP2 students showed here a higher degree of confidence despite the language barrier. This can be due to a higher degree of teacher assistance as figure 1.2 'assistance for finding out' confirms. Remarkable is the difference in perception of who the students approach for help: teachers and mentors have the perception that

students often seek adult help; students mark the help sought from teachers substantially lower, but seek often fellow students' help. The reliance on the library teacher is remarkably low.

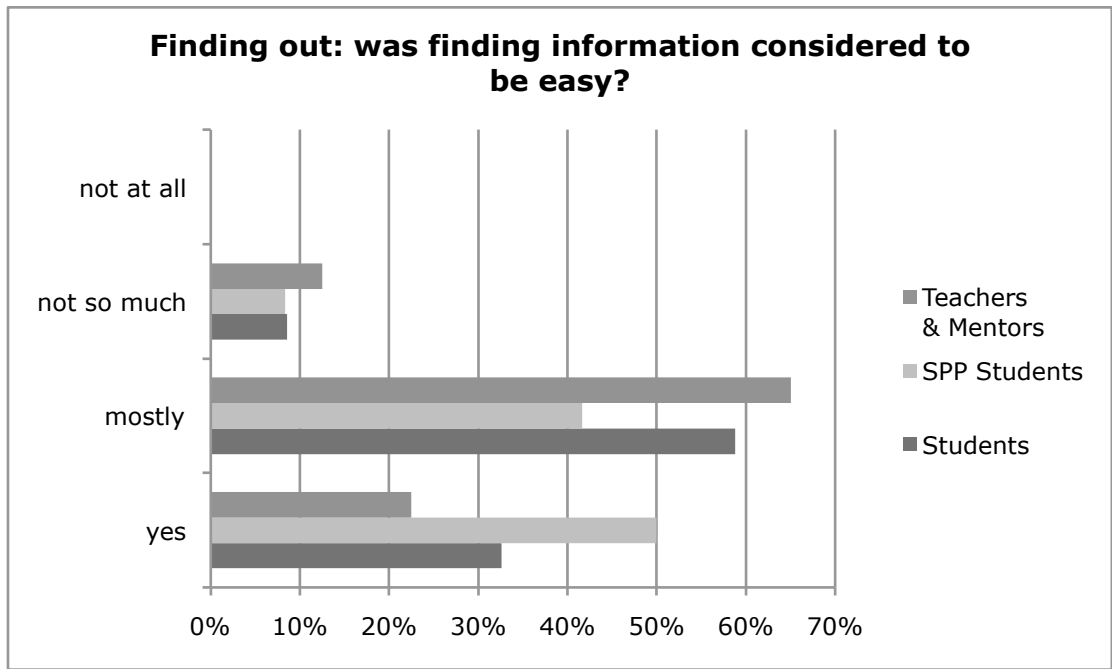


Figure 1.1 Post-exhibition grade 5 survey: ease of finding out

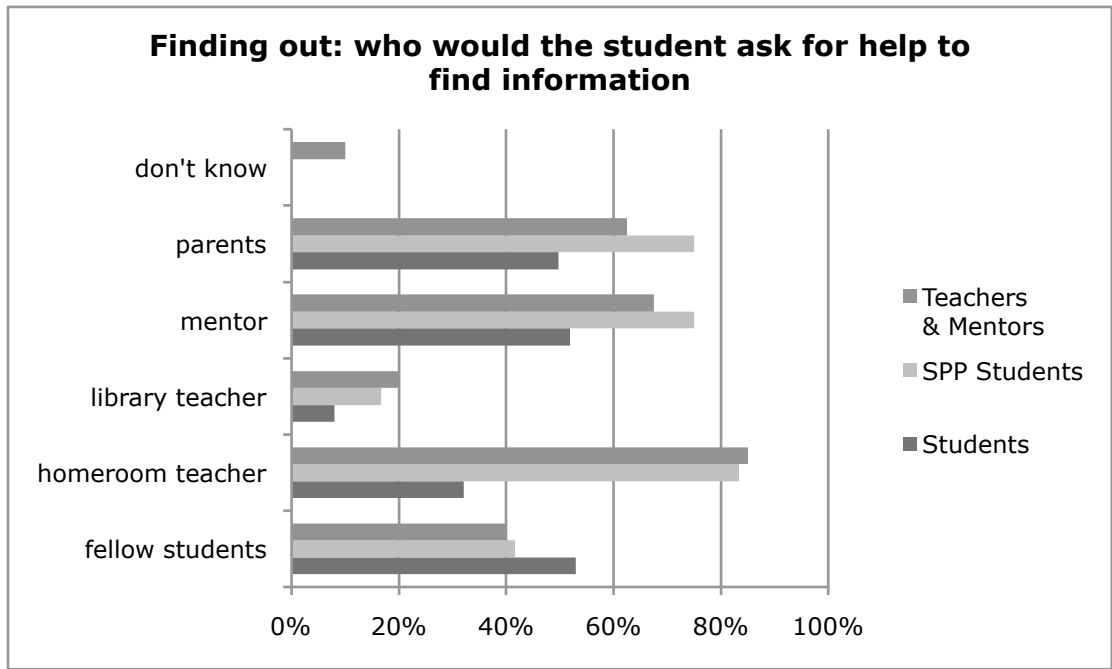


Figure 1.2 Post-exhibition grade 5 survey: assistance for finding out

The sorting out questions show an increasing confidence with students in their ability to understand the information they found, in contrast with the

perception of teachers and mentors . Also here, the previously noticed trend is confirmed: students seek much less help from teachers than presumed by their teachers & mentors but rely equally much on peer assistance. The repeated extremely low reliance on the library teacher points out that the library teacher, in contrast with the general consensus in the literature, does here not take a central role in the teaching of information literacy (Ross 2003, Baker 2006, Skirrow 2009).

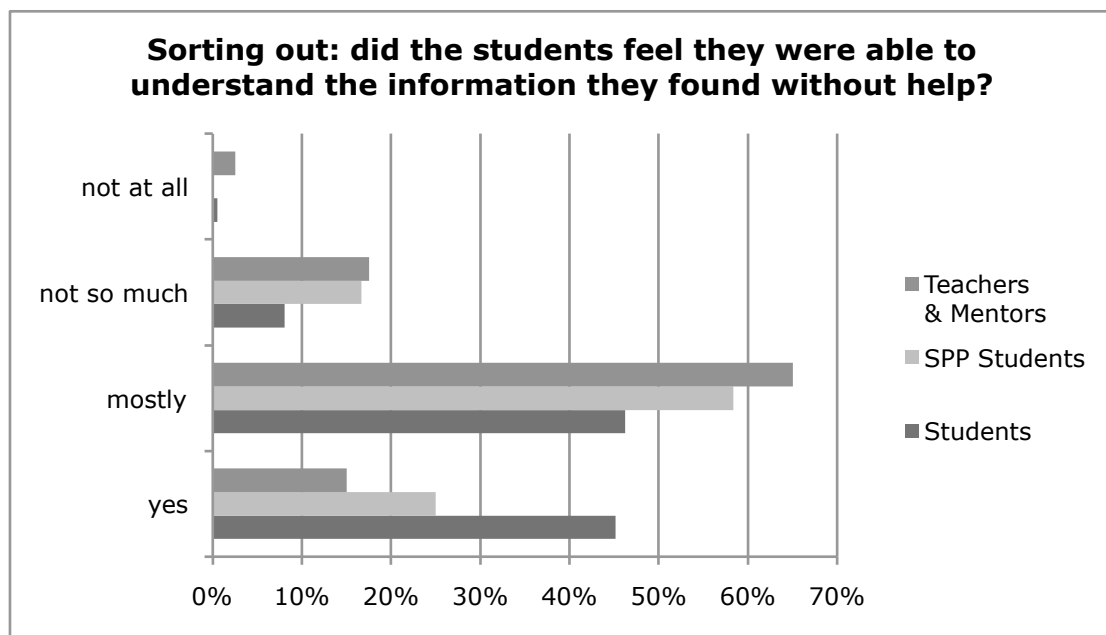


Figure 1.3 Post-exhibition grade 5 survey: ease of sorting out

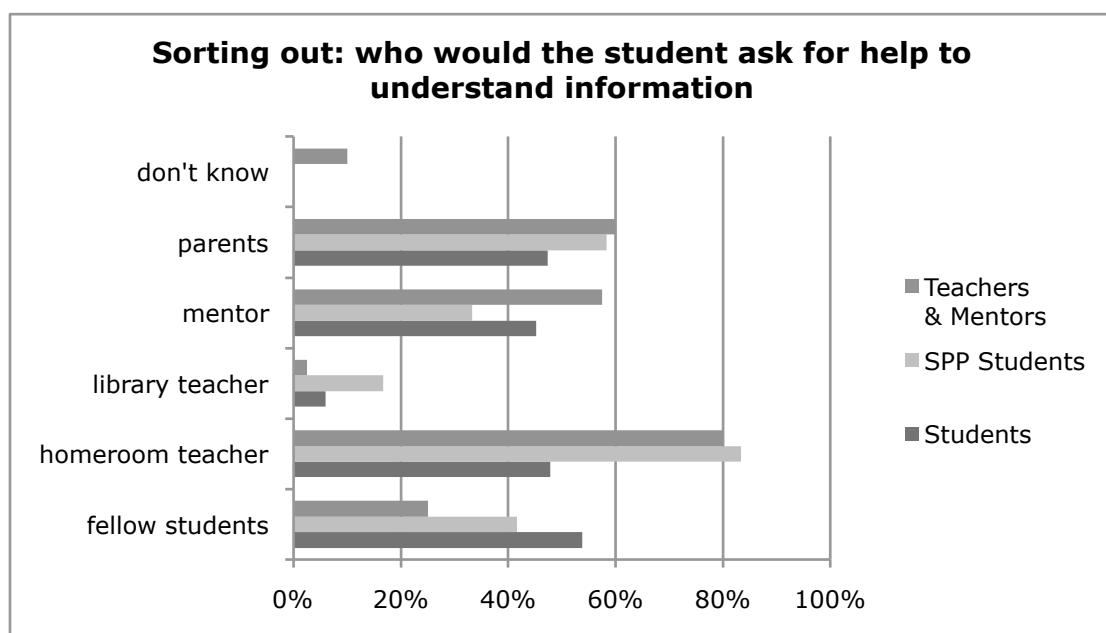


Figure 1.4 Post-exhibition grade 5 survey: assistance for sorting out

The next question tries to determine the students' level of confidence for carrying out research independently. The finding out and sorting out questions provided us already with an initial idea that students found these steps reasonably easy. This confidence level is confirmed here and is supported by teachers and mentors. Based on this, there is a consensus that grade 5 students are able to carry out research with little or no help. This is in line with existing research, indicating a high level of self-confidence by students with their own research skills despite students demonstrating only marginally the skills which are considered essential for an information literate (Scott and O'Sullivan 2005, Shenton 2007).

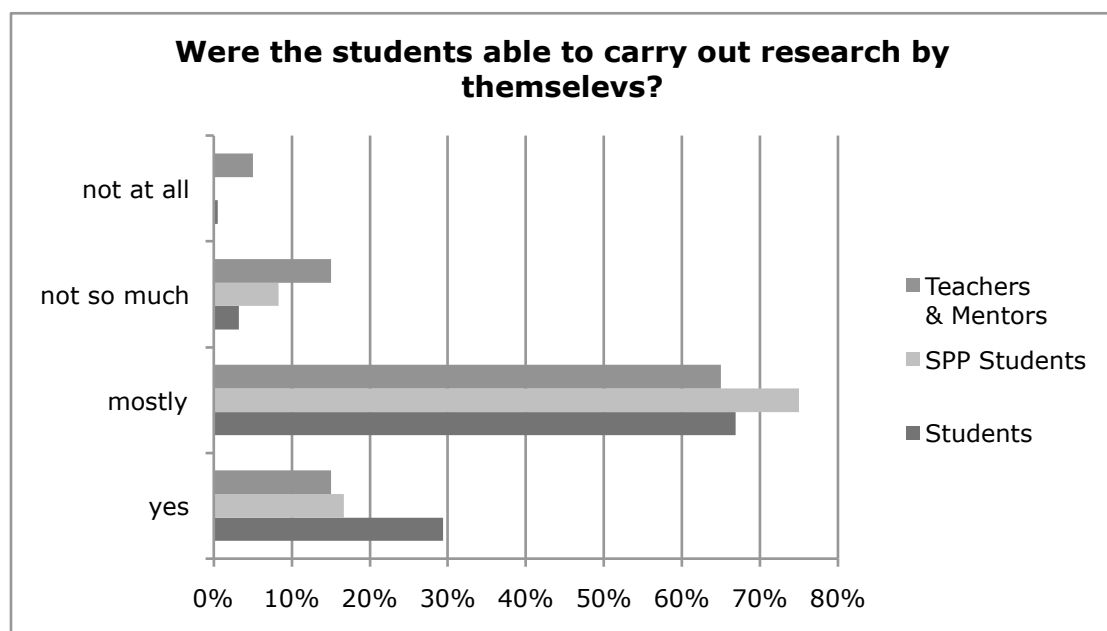


Figure 1.5 Post-exhibition grade 5 survey: independence

Despite this high level of confidence, teachers and mentors see room for improvement and find it useful to plan additional lessons focussing on research skills. Students seem to share the view that they can improve but prefer by large to learn on the job, a view shared by a large part of the literature (Baldwin 1992, Scott and O'Sullivan 2005, Baker 2006). This last aspect is particularly important as it demonstrated a substantial difference in the preferred learning methodology for IL skills between teachers & mentors and students.

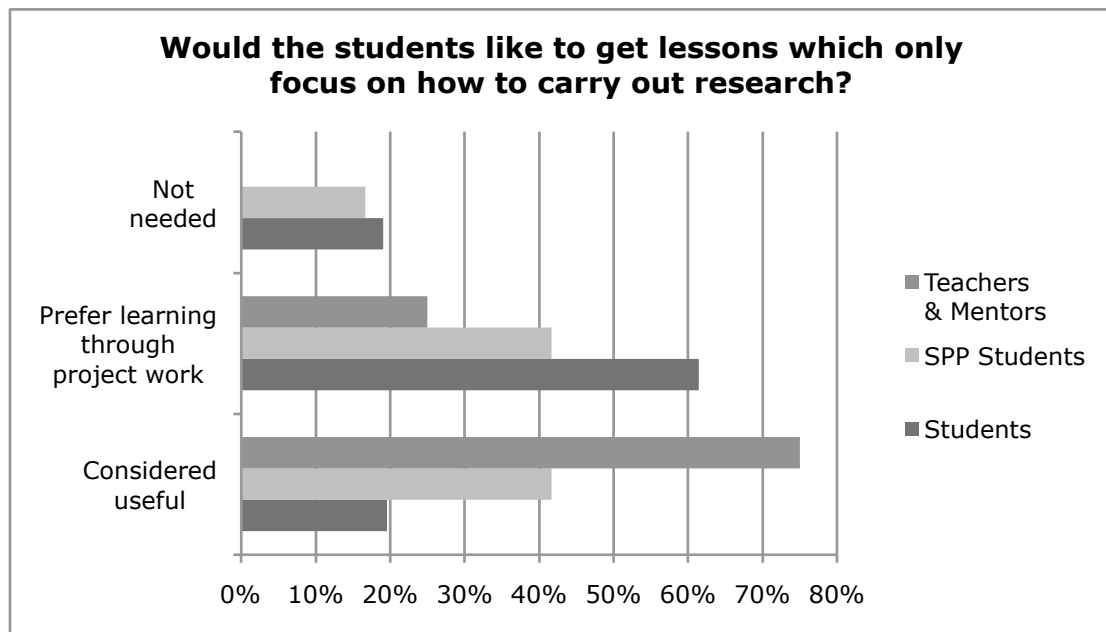


Figure 1.6 Post-exhibition grade 5 survey: additional instruction

2.0 References

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