Examining the practice of information literacy teaching and learning in upper secondary schools in Vietnam

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Introduction
- The digital age raises many challenges in handling and using information resources effectively. Therefore, to help students encounter these challenges and achieve academic success, it is argued that educational institutions need to equip their students with high level of information literacy (IL) (Williams et al., 2013). Walton and Cieland (2013) indicate that IL comprises three spheres which are finding, evaluating and using information and each sphere triggers its own set of behavioural, cognitive, metacognitive, and affective states.
- There is no IL work in upper secondary schools in Vietnam to date. This research will address the gap by investigating the practice of IL teaching and learning in Vietnamese upper secondary schools.
- A pilot questionnaire survey was conducted at a non-public upper secondary school in Vietnam to measure students’ IL level. This poster presents preliminary findings of the study to understand Vietnamese students’ IL level.

Conceptual framework
An expanded version of AASL’s model (Figure 1) is proposed to the Vietnamese educational context based on study programme as well as current educational initiatives in the country. Specifically, foreign language use, especially English, is considered an additional standard.

Methods
- Data was gained via a multiple-choice questionnaire with the use of closed questions, no written responses required.
- The pilot survey involved 17 upper secondary students (n=17), age 15 – 18, from a non-public upper secondary school in Vietnam.
- Participants’ responses were analysed using SPSS.

Results and discussion
- Out of the 17 students, approximately 70.6% of pupils achieved average scores (> 30 and < 70), and 29.4% of them reached high scores (≥ 70) (Figure 2).
- The results indicate that students were good at searching information but weak at evaluating it (Table 1). This finding is similar to the results of an IL assessment in Singapore that shows that students have higher level of the earlier stages of the information behaviour (Chang et al., 2012).
- Female students were found to score higher than male students (Figure 3). Furthermore, it can be assumed that there was a statistical significant difference in overall IL scores between girls and boys, with p<0.05. This result reinforces the findings of a research conducted by Chang et al. (2014) which explores the difference between females and males in primary – 5 students in IL skills.

Continuing work
- The main questionnaire will be amended based on recommendations of the pilot survey.
- A main study will be conducted in two Vietnamese upper secondary schools.

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Reference

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