The Value of Information Literacy
Conceptions of BSc Nursing Students at a UK University
Research results from a Doctoral thesis by Dr Antony Osborne

What were the results?

Category 1 Information searching and understanding conception
Information literacy is viewed as a way of using books, journals and the Internet to locate information to use within both university and work contexts.

Category 2 Information quality conception
Information is seen as something that has to be of high quality in order to be valued and useful in education and work contexts.

Category 3 Learning process conception
Information literacy is seen as part of the University education process and a point along the continuum of students' previous experience towards future knowledge. Students expressed difficulties in adjusting to the process.

Category 4 Information anxiety conception
Information literacy is seen as a difficult concept which, when linked with library usage and the process of evidence-based practice, may lead to anxiety.

Category 5 Information literacy and the role of the nurse conception
The place of information literacy and evidence-based practice are juxtaposed against participants' perceptions of what it means to be a nurse.

Category 6 Conception of evidence-based practice in the ‘real world’ of the nurse
Searching for and use/non-use of evidence-based information skills and practice by nursing staff during student placements is described by the participants.

Category 7 Information literacy: Professional development conception
Students perceptions of information literacy as part of professional development are contextualised through a variety of different experiences of its use and non-use in ‘real world’ settings.

Category 8 Information skills: Perceived improvement conception
Participants’ levels of ability in using information skills are perceived to have improved during the three years of the course.