**Essay**

Loretta Evans

SR 953-12: Research for 21st Century Scholarship

Feb 22rd, 2024

# **Bibliography**

American Library Association. (2015). Information Literacy Competency Standards for Higher Education. Retrieved from <https://www.ala.org/acrl/standards/informationliteracycompetency>

# **Summary**

* The American Library Association's Information Literacy Competency Standards for Higher Education (2015) defines information literacy and its relevance to universities. Literature reviews, which summarise relevant research by category and approach, are one of these demands. This review covers all aspects of sophisticated information literacy. The numerous study methodologies and approaches provided here show the range of information literacy in higher education, which has attracted significant attention. The literature review describes the study's demographics and registration requirements. This data helps explain the criteria and shows how to apply the findings effectively. The section summarises key literature topics after briefly presenting the study findings and conclusions. An orderly summary of higher education information literacy literature may help readers comprehend the standard's capabilities.

Hargittai, E., Fullerton, L., Menchen-Trevino, E., & Thomas, K. Y. (2019). Trust Online: Young Adults' Evaluation of Web Content. International Journal of Communication, 13, 1531-1552. <https://ijoc.org/index.php/ijoc/article/view/636>

# **Summary**

* The comprehensive "Analysing Young Adults' Evaluation of Web Content" (Hargittai, Fullerton, Menchen-Trevino, and Thomas, 2019) examines a crucial aspect of online information source analysis. Web content assessment dynamics may be better understood using the literature review. The study will evaluate the research kind and process, but first, this introduction sets the scenario. The researchers briefly describe the young people chosen for examination to help readers understand the selection process. The methodology section's strategy and method highlight the study's good designs.

Knowing the study's demographics helps grasp its consequences. By explaining the participant selection process and why they chose this demographic, Hargittai et al. (2019) address research issues more thoroughly. To illustrate the study's rigor, readers are provided a brief review of the quantitative and qualitative methods.

This paper presents findings and conclusions from our study on young people's internet content ratings. Hargittai et al. (2019) summarise their research by highlighting patterns, trends, and key findings. During data analysis, researchers found many elements that may inspire more research and reveal how young adults use the Internet to learn. In conclusion, the study's results help education, government, and digital media workers assess internet content.

Nguyen, L. T., & Dang, Q. A. (2018). The Role of Digital Literacy in Information Literacy Education: A Literature Review. Educational Research Review, 25, 157-172. <https://doi.org/10.1016/j.edurev.2018.09.002>

# **Summary**

* In 2018, Nguyen and Dang published "The Role of Digital Literacy in Information Literacy Education: Literature Review," which evaluates studies on the effects of digital and information literacy on education. Nguyen and Dang's (2018) literature review stresses information literacy's educational advantages and relationship to digital literacy. The review has numerous components to help readers understand the study. The categories cover several issues, including digital and information literacy, teaching and learning, and curriculum. The study employs a methodologically and structurally structured research strategy and scholarly papers to support its claims. The authors discuss essential findings and achievements while critically assessing the study's approach. This literature review targets information literacy instructors, students, and practitioners. Participants were chosen after a comprehensive search and review of appropriate content to ensure varied knowledge and digital literacy perspectives and experiences.

The literature evaluation shows that digital literacy improves information literacy training. Some feel digital skills are essential for managing the vast and evolving information resources. According to the review, a comprehensive plan encompassing both literacies is needed to educate students on assessing and applying digital information. The findings underline the relevance of information and digital literacy for students' success in the information economy. Nguyen and Dang (2018) contribute considerably to the ongoing topic of information literacy and digital literacy in education.

Shenton, A. K. (2017). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information, 22*(2), 63-75. <https://doi.org/10.3233/EFI-2004-22201>

# **Summary**

* In the information literacy class, Shenton (2017) provides a solid basis for research technique in his work "Strategies for ensuring trustworthiness in qualitative research projects," which explores qualitative research reliability and validity. To help information literacy students understand research methodology and qualitative research reliability, Shenton's (2017) literature review, "Strategies for ensuring trustworthiness in qualitative research projects," is organized into core categories. Shenton provides academics with a firm foundation by examining many credibility tactics. The literature review illuminates qualitative research methods in information literacy education by examining study type and procedure.

To explain the study's complicated design, the article briefly describes the research type and methods. Shenton values methodological honesty and focuses on strategies that boost qualitative research credibility. This article covers the pros and cons of several study methods to assist information literacy education researchers.

Shenton also provides a brief description of the population and participant selection processes. This information is crucial for assessing outcomes' relevance and practicality. Since the author explains participant selection methods and rationale, the study is more reliable and transparent. Information literacy students come from diverse backgrounds. Hence, studies evaluating participant characteristics, like Shenton's, should be carefully assessed.

In her study, Shenton uses the qualitative study's findings to emphasize key points. Shenton's transparency regarding the study's findings and how they improve educational information literacy gives readers valuable insights. This critical analysis of the study's conclusions examines its limitations and implications for future research. Finally, Shenton's article can help scholarship on qualitative research in information literacy training. Research methodology and validity will be more precise.