



# Investigating the relationship between library use, One-shot IL session, use of library website and medical students' self-efficacy for information literacy skills.

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## ABSTRACT

**Objective:** The objective of this study was to investigate the relationship between library use, One-shot IL session, use of library website and medical students' self-efficacy for information literacy skills.

**Methods:** This quantitative study employed a correlation design. A paper-based survey was delivered to the entire population of 184 medical students. 91 questionnaires were returned. The Pearson's product correlation coefficient was used to determine the relationship between library use, One-shot IL session, use of library website and medical students' self-efficacy for information literacy skills.

**Results:** The results confirmed that one-shot information literacy session and the use of library website were positively and significantly correlated to medical students' self-efficacy for Information literacy skills. However, library use was positively but not significantly correlated to medical students' self-efficacy for Information literacy skills.

**Conclusions:** Enhancing the one-shot IL sessions and revamping the library website will tremendously improve the medical students' self-efficacy for Information Literacy skills.

**Keywords:** Information literacy, self-efficacy, medical students, library use, library website.

## I. Introduction

The amount of information in Medicine is expansive, (Ajayi, 2004; Baro et.al, 2011) signifying that searching for information in this field can be overwhelming. This calls for competence to effectively and efficiently identify, locate and utilize the relevant information (Sezer, 2020). Physicians must be astute in Information Literacy (IL) to be able to locate and provide their patients with pertinent health-related information (Azami et.al, 2020).

According to Carr et.al (2011) ... "these IL skills are ideally developed during medical school years".

Nyam et.al (2015) advance that initially, medical students need Information Literacy skills (ILS) to advance their education and scholarship. Information Literacy is a lifelong learning skill (Mi and Riley-Doucet, 2016) which is not only an outcome of university education but also an important ability for medical school graduates (Harvey et al., 2003).

This is why information literacy is critical to medical education accrediting bodies (Tagge, 2018). The Caribbean Accreditation Authority for Education in Medicine and other Health Professions (CAAM-HP) evaluators regularly seek information regarding how library staff contribute to equipping medical students with ILS by guiding them to retrieve information. IL skills are fundamental to medical career success. Information Literacy is the ability to recognize, locate, evaluate and use the appropriate information (Viele, 2012).

IL is a broad theme (Pilerot, 2014) and several studies on this subject have been carried out worldwide in educational institutions because Dauterive et.al (2017) attribute high academic outcomes to students with high information literacy skills. Nevertheless, Lanning and Mallek (2017) lament that students still enter the library without knowing what they are supposed to do due to lack of ILS. Since students from different disciplines usually have different informational attitudes, there is need for a report about their self-efficacy for information literacy skills (Pinto & Sales 2015) from a course-specific standpoint (Anderson & May 2010) and the subjects should be college or university students from a homogeneous area of study (Vezzosi, 2007, p 20). Whereas Chen et al. (2011) concur that medical students are ambitious in their study, on the contrary, Bulgiba and Noran (2003) maintain that the majority



of them do not know how to search medical literature and therefore IL skills among medical students still needs redress.

De Meulemeester et.al. (2018) created and validated a scale to evaluate the information literacy self-efficacy beliefs of medical students at a university setting in Belgium. The items used in their study could be categorized as concepts related to self-efficacy for information literacy skills, library use, and use of library website. They suggested that further research should apply their scale in diverse cultural and curricular settings but Soroya et.al.(2021) instead, expanded the scale developed by DeMeulemeester et.al (2018) by combining it with the Wong and Law Emotional Intelligence Scale to examine the predictors of medical students' self-efficacy of IL skills. Their findings confirmed that the frequency of attended IL instruction sessions, was one of the factors that has a significant positive impact on medical students' self-efficacy for IL skills. However, little is known about the relationship between library use, one-shot IL literacy session, use of library website and medical students' self-efficacy for information literacy skills. To fill this void in literature, this study investigated the statistical correlation between library use, One-shot IL session, use of library website and medical students' self-efficacy for information literacy skills using survey items from similar studies.

### Setting

Trinity Medical Sciences University is an offshore American medical school located on the Caribbean island of St. Vincent and the Grenadines. In 2017, it became the only medical school in the country to be accredited through the Caribbean Accreditation Authority for Education in Medicine and other Health Professions (CAAM-HP), an accrediting body recognized by the U.S. Department of Education's National Committee on Foreign Medical Education and Accreditation (NCFMEA).

During the first week of every semester, the Medical Librarian conducts both Library orientation and Information Literacy Tutorial for First Term students. During the twenty minutes of Library orientation, students are provided with information about the Library opening hours, resources and services the medical library offers and Library rules and regulations. Thereafter, the librarian conducts a 50-minute Information Literacy Tutorial. The purpose of the tutorial is to introduce new students to resources available to them through the Library website. The Library website has quick access links to the Online Catalog, EBSCOhost, AccessMedicine, PubMed and Research4Life. The hands-on tutorial is

projected in the auditorium to demonstrate how one can access medical electronic resources. The students through Wi-Fi connection use their phones, tablets and computers to practice accessing resources on the library website. At the end of the session, the students receive hand-outs which contain information about copyright compliance, how to avoid plagiarism, how to tell the difference between credible and non-credible information and the benefits of using medical terminology in searching the databases.

## II. Literature Review

### *Self-efficacy for Information literacy*

In higher education, the need for students to have adequate levels of Information Literacy is even more pressing given that their scholarship takes place in a bigger framework of scientific information (Pinto et al., 2016). Despite the incorporation of IL in education from elementary school through college level, there is also a growing concern among faculty that students are developing superficial information literacy skills (Kim et al, 2021). While students may be savvy in using computers, cell phone apps and other modern technology, it does not necessarily mean that they have exceptional IL skills. According to Mi and Riley-Doucet (2016), that explains why IL has been to a certain extent incorporated into medical education programmes.

According to Moghimi and Rickelman (2021), engaging in research enables students to develop, practice and strengthen their IL skills. Regrettably, the research involvement of offshore medical schools compared to those based in the United States is insignificant (Halperin& Goldberg, 2016) because research is not highly regarded in most offshore medical schools and moreover, most of them lack research laboratories (Shankar et.al., 2017).

Notwithstanding, Schravendijk et al (2013) surveyed European medical schools and identified literature search techniques as one of the curriculum elements most suitable to improve research and IL skills. Besides, Lasserre et.al. (2011) investigated how medical students at the University of Queensland, Australia used library resources and services and found that the students were inclined towards print resources, a customized one-stop-shop website of medical library resources and preferred IL instruction to be delivered either onsite or online.

Therefore, in this study, Information Literacy refers to a concept used for capturing information, that is-seeking and -use activities (Pilerot, 2014). Hladek et. al. (2019) defines self-efficacy as one's belief or confidence in his/her ability to successfully perform a task to attain a goal.



### ***Library use and information literacy skills***

The Library has an important role to play in supporting institutions' learning outcomes through equipping students with ILS (Stewart, 2011). Soria et. al. (2013) found that there is a positive association between the importance of libraries and research, interest in medical profession, library satisfaction and advancement of IL skills. Sezer (2020) stresses that information literacy contributes to positive learning experiences for medical students by strengthening their research skills and preparing them for future challenges.

Nyam et. al (2015) examined the information needs and seeking behavior of medical students and the findings of their study showed that medical students explored journals, library catalogues and medical textbooks, held discussions with the medical librarian to meet their information needs and to be equipped with IL skills. Anyaoku (2015) surveyed undergraduate students' awareness and use of medical library resources and reported that the study subjects' major activities in the medical library were reading personal textbooks, newspapers, sourcing information for research or project work and class assignments.

Sahak and Masrek (2014) in their research found that the computers, reading area and discussion room were the facilities the medical students mostly used. In fact, Chen et al. (2011) undertook semi-structured interviews in two universities offering medical courses in two different countries; Kaohsiung Medical University in Taiwan and the University of New South Wales in Australia. They concluded that the library contributed to the learning of medical course subject matter and enhanced their IL skills.

Aronoff (2016) surveyed 585 medical students at the University of Buffalo to determine their use of Library resources and services with the intention to plan for a new medical library. Surprisingly, the study results indicated that up to 67% of the medical students either rarely or never went to the library while 77% of them never borrowed printed books. Similarly, Fajardo et.al (2021) from survey feedback to inform future decisions regarding the library, discovered that though medical students used online resources than the library facility, most of them preferred both print and electronic textbooks. Due to discrepancies in the results of these studies, this study determined the relationship between library use and medical students' self-efficacy for information literacy skills.

### ***One-shot Information literacy session and information literacy skills***

Since technology has increased students' access to both high and low quality information, the need for IL instruction has become obvious (Walker and Pearce, 2014) to refine and develop their ILS that will enable them to be successful both in academia and their professional lives (Fain, 2011) through library tours, orientation sessions and lectures from library staff (McGuinness, 2006).

Carr et. al (2011) evaluated the effectiveness of the enhanced IL programme with respect to medical students' IL skills and found that tutor training in ILS and practicing ILS in first-year medical students enhanced their ILS. McClurg et.al. (2015) in their study at the University of Calgary's undergraduate medical education programme in Canada confirmed that instruction in a small group environment without a mandatory hands-on component had a positive impact on students' evidence-based IL skills. Turner et.al (2017) reports on a one-shot PubMed instruction class for medical students at a health sciences library where the students reported that the method was an effective way to learn how to search PubMed.

Stovold (2016) carried out a study at a University in Canada to assess medical students' perceptions of the impact of the IL sessions. Prior to the session the medical students were challenged by thoughts of not only where and how to search for information but also being overwhelmed by search results, but these issues were not worth worrying about after the IL session. Sezer (2020) found undergraduate medical students of Hacettepe University, Faculty of Medicine in Turkey had positive IL efficacy perception. The explanation for this was the four hours of IL training which improved the students' knowledge, skills and attitudes.

In Iran, Karimi et.al. (2015) studied the effect of IL training course on IL skills of undergraduate students of Isfahan University of Medical Sciences based on Association of College & Research Libraries (ACRL) standards of 2012 and concluded that IL training was effective in enhancing students' IL skills.

These studies show that Information literacy sessions have an influence on medical students' self-efficacy for information literacy. However, the objective of this study was to determine the relationship between one-shot information literacy session and medical students' self-efficacy for information literacy skills.

### ***The use of Library Website and information literacy skills***

Library services should be user-centred rather than data-centred (Buckland, 2003 in Liu and



Luo, 2011) thus many libraries have become gateways to information rather than knowledge storehouses (Hart, 1998). According to Raju (2014), “the explosive growth of mobile devices, tablets and related applications, have collectively altered the traditional academic library beyond recognition”. IT is widely used in medical education and the diversity of electronic information resources has widened and enriched students’ learning (Orr. et al, 2001; Ruzegea and Msonde, 2021; Khamis et.al., 2018).

According to Noh (2016), “with a plethora of new information resources and systems available, users are required to evolve their information search and use skills just as rapidly”. Swanson and Green (2011) submit that the ‘more items are added to the website the less findable each item becomes which calls for designing user- friendly websites providing simple and intuitive navigation’. Liu and Luo (2011) hint that increased reliance on electronic resources requires reexamination of our patrons or clientele. On the whole, (Manuel et al., 2010) advise that ensuring that the library website is usable and contains what students require is critical. These robust library websites also can include electronic reference services (e.g. Ask a Librarian) and can function as gateways to information resources which support users across a wide spectrum of information seeking behaviour –from goal- directed search to wayward browsing (Detlor and Lewis, 2006).

Sahak and Masrek (2014) determined the usage of library resources among first and third year medical students in the Faculty of Medicine and Health Sciences in Malaysia and found the library website to be the most used resource apart from internet and newspapers. A library website avails users with library resources and services like the online library catalogue and links to electronic resources (Okhovati et.al, 2017) such as e-journals, e-books and subject databases which include AccessMedicine, PubMed (Anyaku, 2015).

Boumarafi (2010) in a survey investigated the information-seeking behavior of medical students at a medical library and results showed evidence of use of e-resources. Eskola (2005) highlights that when students are in need of information and have to utilize databases to find the required information, they are prompted to learn how to use these databases and that intensifies their IL skills development. However, Ganesan and Gunasekaran (2022) established that though medical students in Mahatma Gandhi Medical College and Research Institute (MGMCRI) in India use medical databases, ‘their information literacy level was minimal’ which explained their difficulty in locating information material.

Due to inconsistencies in these research findings, this study determined whether there was a relationship between the use of Library Website and medical students’ self-efficacy for information literacy skills

### III. Materials and Methods

This study was predominantly quantitative which was appropriate in light of the study objectives. Cresswell (2009) highlights that questions asked in quantitative research often concern relationships among variables. After the approval of the researcher’s Institutional Review Board (IRB), a self-administered questionnaire (Appendix 1) was administered to all Term One to Term Five students. The print survey was distributed to all students at the beginning of one of their course sessions. According to Williamson (2002), it is “appropriate to survey all elements in case the population is small and administer a self-administered questionnaire with straightforward questions and clear instructions as to how to fill it”. While students of the same institution, using the same library have common experiences, surveying students provides feedback that is not influenced by the presence of others’ (Doshi et al., 2016).

The design of the questionnaire was informed by previous researches and slightly modified to suit the context of the medical school where this research was conducted. The variables related to medical students’ self-efficacy for information skills are Library Use, One-shot Information Literacy session and the Use of Library Website.

In this research, a correlation design was employed to investigate the factors related to medical students’ self-efficacy for information literacy (Amin, 2005; Bougie&Sekaran, 2020). Questionnaires were administered to medical students in the MD programme who enrolled in September 2021. The Pre Med students were left out of this study because they did not have information literacy tutorials.

#### Measurement of Variables.

Some items that measured both the Library Use and One-shot Information Literacy session concepts were adapted from Walker and Pearce (2014). One of the shortcomings they mentioned about their instrument is that, it is limited in terms of reliability and accuracy. Nevertheless, in this study, items from the study by Walker and Pearce (2014) were supplemented by items that measured Library Experience from Kuh and Gonyea (2003) whose instrument’s Cronbach alpha coefficient was 0.80.



These items were selected because they marched the description of Library Use in Anyaoku (2015). Items that measured One- shot Information Literacy session were adapted from Chen (2015).

Items in Chen's questionnaire were adapted from previously validated instruments based on a comprehensive review of Information Science literature. The wording of the indicators was slightly modified to be consistent with the context of the study. A pre-piloted study was conducted to identify ambiguities and incorporated refinements in the questionnaire. Through a pilot study, the questionnaire was evaluated in a targeted context, as a result, the survey questions were further refined for clarity based on the students' feedback. Furthermore, in this study, items that measured the use of Library Website concept were also adapted from her study.

To measure medical students' self-efficacy for Information Literacy skills concept, only one item was adapted from Saunders (2012) while other items that measured this concept were adapted from Newton (2007) and Pinto and Sales (2015). These items were selected because from the way they were phrased, they were appropriate for measuring medical students' self-efficacy for information literacy skills. Newton (2007) derived her tool for measuring Information Literacy competencies from the University-wide Research Student Needs Analysis (RSNA) Survey 2005 at the University of Leeds. Finally, other items that measured medical students' self-efficacy for Information Literacy skills concept were adapted from Pinto and Sales (2015) whose instrument's Cronbach alpha coefficient was 0.948. Mahmood (2017) states that "the culture of using good-quality scales needs to be promoted by IL practitioners".

#### Correlation Analysis Results

Table 1  
Correlations between medical students' self-efficacy for Information literacy skills, Library use, One-shot Information Literacy session and Use of library website, n=91

VARIABLES	1	2	3	4
1. Library Use	1			
2. One-shot Information Literacy Session	.300**	1		
3. Use of Library Website	.381**	.650**	1	
4. Medical students' self-efficacy for Information Literacy skills	.176	.314**	.225*	1

\*\* Correlation is significant at the 0.01 level (2-tailed). \* Correlation is significant at the 0.05 level (2-tailed).

Key: 1- Library Use,

2- One-shot information literacy session

#### IV. Data Analysis

The filled-in questionnaires were first inspected in order to detect errors or omissions. 184 questionnaires were distributed to the entire student population. 96 questionnaires were returned. For five questionnaires, each had its first page filled out while the other pages were left blank. Therefore, a total of five questionnaires were removed from the study and destroyed. That left 91 questionnaires fit to be used in the study. So the response rate was 49.45%. The 91 questionnaires were given numerical identification numbers from 1 to 91, then they were coded and tabulated in a computer analysis package (SPSS version 24). Mean scores of the items under each variable, were used to describe the respective variable. Data analysis was carried out. The Pearson's product moment correlation coefficient, a statistic technique which gives a measure of strength of association between two variables was used in this study (Collis & Hussey, 2003). Bougie and Sekaran (2020) affirms that the Pearson correlation coefficient is appropriate for interval- and ratio-scaled variables.

#### V. Results

##### Demographic Features of Respondents

91 students took part in the study. 44 % of the respondents were male while 56 % of the respondents were female. 23 students were from Term 1, 23 students were in Term 2, 22 students were in Term 3, 12 students were in Term 4, while 11 students were in Term 5.



### 3. Use of Library Website

### 4- Medical students' self-efficacy for information literacy skills.

Table 1 shows factors related to medical students' self-efficacy for Information Literacy skills. The two variables that are significantly, positively correlated to medical students' self-efficacy for Information Literacy skills are One-shot Information Literacy session ( $p \leq 0.01$  level) and the use of the Library website ( $p \leq 0.05$  level). However, Library use is positively but not significantly correlated to medical students' self-efficacy for Information Literacy skills.

## VI. Discussion

Library use is positively but not significantly associated with medical students' self-efficacy for information literacy skills. This indicates that the medical students' usage of the library may not increase their self-efficacy for information literacy skills. It appears the students presume they could manage their medical studies without using the library services or resources because of their dependence on familiar materials such as their personal print textbooks (with Portable Document Formats or PDFs) and Medical Faculty PowerPoints for their assignments and examinations, this evidently does not increase their information literacy skills.

In this study, medical students' self-efficacy for information literacy skills is significantly, positively correlated to one-shot IL sessions. When students attend one-shot IL sessions, their self-efficacy for IL skills increases with a positive correlation of 0.314. Brainstorming with student representatives on the library committee could provide innovations as to how to attract medical students to attend the one-shot IL skills sessions. Enhancing IL sessions through providing a refreshment break between Library orientation and IL Tutorial session and conducting the IL session on zoom platform or posting the recording of the session on Panopto platform for students who are unable to attend in person will enhance the medical students' self-efficacy for information literacy skills.

Finally, the use of Library website was found to be positively and significantly associated with medical students' self-efficacy for Information Literacy skills. Benchmarking with library websites of similar institutions to revamp the library website to make it more user-friendly, and encouraging faculty to give students assignments that will compel them to use databases on the library website will enhance their IL skills. Students who visit the website

more not only practice but perfect their IL skills and report higher confidence in their information literacy skills.

### Limitations of the Study

This study has its limitations.

1. One-shot IL sessions and Use of Library website have positive, significant but weak relationship with medical students' self-efficacy for IL skills.
2. It is not representative of medical students because the researcher employed a non-probability sample (judgement sampling) from the entire student body with a rather small population which according to Williamson (2002), is for gathering ideas or gaining some insights into a particular phenomenon.

A similar research could be conducted with a larger population to provide results that show not only strong, positive and significant relationships between variables but also generalizability to medical students.

## VII. Conclusions

This study contributes to the current discussion on information literacy. Two factors were positively and significantly correlated to medical students' self-efficacy for information literacy skills; one-shot information literacy session and the use of Library website. Enhancing the one-shot IL sessions and revamping the Library website will help increase medical students' self-efficacy for IL skills.

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**APPENDIX 1: QUESTIONNAIRE**

**TOPIC: INVESTIGATING THE RELATIONSHIP BETWEEN LIBRARY USE, ONE-SHOT INFORMATION LITERACY SESSION, USE OF LIBRARY WEBSITE AND OFFSHORE MEDICAL STUDENTS' SELF-EFFICACY FOR INFORMATION LITERACY SKILLS**

*shot Information Literacy and use of Library website and medical students' self-efficacy for information literacy skills. This is to kindly request you to answer the questions asked in this questionnaire. There will be no direct benefit to you for your participation in this study. Participant data will be kept confidential. Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. Thank you for your participation.*

*Dear Respondent, the purpose of this study is to explore the relationship between Library Use, One-*

**SECTION A: BACKGROUND INFORMATION**

1. Your Gender. **(Please circle one)**  
a) Male b) Female

2. When did you enroll in this Institution (TSOM)? **Please state the month and year.**

\_\_\_\_\_

3. What term are you in? **(Please circle one)?**

- A. Term 1
- B. Term 2
- C. Term 3
- D. Term 4
- E. Term 5

**SECTION B: LIBRARY USE**

4. For the statements below, **please check the response** applicable to you.

**Response set: 1-Never, 2-Occasionally, 3-Often, 4-Very Often.**

<b>During this current school year, at this institution, about how often have you done the following?</b>	1	2	3	4
Used the Library as a place to study				
Found some interesting material to read just by browsing the stacks				
Asked the Librarian for help in finding material on some topic				
Read something in the reference section				
Gone back to read a basic reference or document that other authors referred to.				
Checked out books to read that were not textbooks				

5. For the statements below, **please check the response** applicable to you.

**Response set: 1-Never, 2-Occasionally, 3-Often, 4-Very Often.**

<b>How often do you visit the library to:</b>	1	2	3	4
Meet up with friends?				
Print out paper?				
Speak with a Librarian?				
Use an item your Professor placed on reserve?				
Search for books?				
Use the Group Study Room?				
Search for Print Journal articles in the Library Office?				

**SECTION C: ONE-SHOT INFORMATION LITERACY SESSION**

6. For the statements below, **please check the response** applicable to you.



**Response set: 1-Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree, 5-Strongly Agree.**

<b>How well do the following descriptions match what you experienced during your Library Instruction Session?</b>	1	2	3	4	5
I learned a lot about the library's resources.					
I learned a lot about the library's services.					
I was interested in what the librarian had to say.					
The Instructional session relayed valuable information.					
I interacted a great deal with the Librarian.					
I interacted a great deal with my fellow classmates.					
Class discussion helped to improve the quality of the instructional session.					
Feedback given during the session helped the Librarian tailor the session to class need.					
I enjoyed the Library Information Literacy Tutorial.					
My level of understanding of the Medical School Library's Web site was substantially improved after receiving the information literacy instruction.					
The quality of Library information literacy Tutorial I received has been sufficient for me to use the Medical School Library's Web Site efficiently and effectively in my studies.					
The quantity of Library information literacy Tutorial I received has been sufficient for me to use the Medical School Library's Web Site efficiently and effectively in my studies.					
The Library information literacy Tutorial course gave me the confidence in using the Medical School Library's Web Site.					

**SECTION D: THE USE OF LIBRARY WEBSITE**

7. For the statements below, **please check the response** applicable to you.

**Response set: 1-Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree, 5-Strongly Agree.**

	1	2	3	4	5
I find it easy to use the Medical School Library's website to find information I need.					
I find the Medical School Library's website easy to navigate.					
Using the Medical School Library's website provides me with information that would lead to better research.					
Using the Medical School Library's website makes it easier for me to do my assignments and prepare for examinations.					
Using the Medical School Library's website improves my academic performance.					
The Medical School Library's website give me access to information that I cannot find elsewhere.					
The Medical School Library's website provides sufficient information to accomplish my task.					
The Medical School Library's website provides accurate information.					
The Medical School Library's website provides up-to-date information.					
The Medical School Library's website provides information that is helpful.					
The Medical School Library website is always available.					
Steps to complete a task in the Medical School Library's website follow a logical sequence.					
The Medical School Library website loads its pages quickly.					
The Medical School Library's website provides quick responses to library service requests I make.					
The Medical School Library's website has a good interface to communicate my needs.					
It is easy to get online assistance through email when I have trouble finding information using the Medical School Library's website.					



I am satisfied with the handouts regarding the Medical School Library's website.					
The information I retrieve from the Medical School Library's website is satisfying.					
My interaction with the Medical School Library's website is satisfying.					
I am satisfied with the services provided on the Medical School Library's website.					

8. For the statements below, **please check the response** applicable to you.

Response set 1= <b>0 times</b> , 2= <b>1 to 2 times</b> , 3= <b>3 to 5times</b> , 4= <b>6 to 8 times</b> , 5= <b>over 8 times</b>	1	2	3	4	5
<b>How many times per week do you use the Medical School Library's website?</b>					
Response set 1= <b>0 hours</b> , 2= <b>1 to 2 hours</b> , 3= <b>3 to 5hours</b> , 4= <b>6 to 8 hours</b> , 5= <b>over 8 hours</b> .	1	2	3	4	5
<b>How many hours per week do you use the Medical School Library's website?</b>					
Response set 1= <b>Almost never</b> , 2= <b>less than ½ hour</b> , 3= <b>from ½ hour to 1 hour</b> , 4= <b>1-2 hours</b> , 5= <b>2-3 hours</b> .	1	2	3	4	5
<b>On average, how much time do you spend per day using the Medical School Library's website for course preparation or assignments?</b>					
Response set 1= <b>never</b> , 2= <b>rarely</b> , 3= <b>monthly</b> , 4= <b>2-3 times a month</b> , 5= <b>weekly</b> .	1	2	3	4	5
<b>How often do you use the Medical School Library's web portal to perform each of the following tasks?</b>					
a. Look up a book title.					
b. Find books on a specific topic.					
c. Find full-text journal articles.					
d. Retrieve readings on electronic reserves.					
e. Ask Librarians questions.					

### 9. SECTION E: MEDICAL STUDENTS' SELF-EFFICACY FOR INFORMATION LITERACY SKILLS

For the statements below, **please check the response** applicable to you.

Response set: 1- <b>Strongly Disagree</b> , 2- <b>Disagree</b> , 3- <b>Neutral</b> , 4- <b>Agree</b> , 5- <b>Strongly Agree</b> .	1	2	3	4	5
I understand how to avoid plagiarism in my work.					
I usually find information I'm looking for quickly.					
I feel confident in searching for information and managing the information I find for my research.					
I am able to use advanced features of search engines, to find quality web resources.					
I know how to critically appraise web-based information.					
I have a strategy for keeping up to date with the latest publications in my research area.					
Information literacy is an important concept for students to master.					
I know the terminology of my subjects (e.g. pediatrics, palliative care, etc).					



I use the online catalogue.					
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Questions 1 and Items to measure the Use of Library Website concept in Questions 7 and 8 were adapted from Chen (2015)

Items to measure the Library Use concept in Question 4 were adapted from Kuh and Gonyea (2003).

Items to measure the Library Use concept in Question 5 were adapted from Walker and Pearce (2014).

Items to measure the One-shot Information Literacy session concept in Question 6 were adapted from Walker and Pearce (2014) and Chen (2015).

Items to measure the Information Literacy skills concept in Question 10 were adapted from Newton (2007), Saunders (2012) and Pinto and Sales (2014).