Exploring Faculty Perceptions of Information Literacy Learning: A Qualitative Study
Catherine Baird, Online and Outreach Services Librarian
Montclair State University, NJ, USA

Introduction
This qualitative study investigates faculty members in First Year Writing (FYW) courses at Montclair State University (a graduation requirement) and their perceptions of how their students learn information literacy (IL) skills.

The results contribute a current, unique and deep understanding of students’ information literacy learning from the perspective of First Year Writing faculty. The study fills a gap in the literature where only a few recent qualitative studies exist and simultaneously recognizes the important voice and perspective of First Year Writing faculty. This study was completed as part of the author’s participation in the Institute for Research Design in Librarianship.

Research Questions
1. How do First Year Writing Faculty perceive that their students learn information literacy skills?
2. What are the teaching and assessment strategies used by FYW that contribute to their students’ information literacy learning?
3. How do FYW view their students’ information literacy abilities?

Methodology
Population and Sampling
Using a non-probabilistic purposive sampling method, the author conducted 16 private, semi-structured interviews (35-95 minutes in length with the average length being 1 hour) with FYW faculty at MSU. Both part-time and full-time faculty were represented in the sample as were faculty who regularly worked with the library’s teaching program as well as those who did not.

Data Collection
In addition to the interview, all participants complete a short survey describing their teaching experience and provide their own definition of information literacy. The subsequent interview begins with a discussion of their definition of IL along with a review of the ACRL Framework and the different definitions of IL, the latter taken largely from the ACRL Framework. Interviews are recorded and then transcribed by a graduate student research assistant.

Semi-Structured Interview Questions (Selected):
• What do you expect your students know when they arrive in your class?
• What do you think they already know?
• What contribute to that struggle?
• What evidence are you looking for that tells you that a student has acquired these skills or not?
• More teaching time to devote to IL topics
• What do you think are the barriers to IL learning at your institution?
• What do you think are the enablers to IL learning?
• How could this list of enablers and barriers be useful to you? What’s interesting about them?
• What could the insights presented from this study change the way you approach teaching information literacy?