

SEBASTIAN D. KOTUŁA
Institute of Cultural Studies
Maria Curie-Skłodowska University in Lublin
e-mail: sdkotula@poczta.umcs.lublin.pl
ORCID 0000-0002-5195-7289

INFORMATION SEEKING ON THE WORLD WIDE WEB IN OPINIONS OF HUMANITIES STUDENTS – SURVEY RESULTS



Dr Sebastian Dawid Kotuła – assistant professor in Institute of Cultural Studies at Maria Curie Skłodowska University in Lublin. He deals with the evolution of book culture, the promotion of books on television and open source technologies. Author of more than 80 publications, among others: *Wstęp do open source (Introduction to open source)*, Warszawa 2014, *Programy telewizyjne o książkach na kanałach polskich stacji w latach 2003-2018. Opis i dokumentacja (TV Programmes about books on Polish channels in the years 2003-2018. Description and documentation)*, Lublin 2019.

KEYWORDS: Information literacy. Information seeking. Internet users. World Wide Web

ABSTRACT: **Thesis/purpose of the article** – The aim of this research study is to examine whether information seeking on the World Wide Web is perceived as a process that requires prior mastery of proper competencies (information literacy). The article presents the results of a pilot study. The research was conducted on a group of 247 students of humanities at a university in Poland. **Methods** – a questionnaire consisting of 20 points was prepared to determine how participants perceive utilizing the Internet. Participants selected which of two activities best described seeking for online information on the Internet. **Results and conclusions** – the findings from the study showed that appropriate information competencies, in opinions of participants, was positively related for a more effi-

cient search for relevant information (data, content) on the Internet. Moreover, in opinions of participants, most Internet users do not have proper information competencies. It was also noted that information literacy education increases awareness of the necessary information competencies required for effective work on the Internet.

INTRODUCTION

The Internet is the basic medium through which most users search for information, data, and content. The most popular Internet service is the World Wide Web, which requires knowledge of building a hypertext environment and ways of working in this environment. Navigating the Internet involves the need to master the basic methods and ways of obtaining information and to assess the reliability of the information. In order to search for relevant information, data and content, individuals need the ability to use advanced functions, methods and search strategies, and to use various specialized databases, repositories and digital libraries otherwise, their searches may end up in a shallow Internet. Situational factors such as the program of education and studies can influence students' opinions about ability to navigate the Internet and gather information from the Internet. The education system at all levels has included issues from the field of information literacy. However, information literacy should be educated systematically, if only because the information technology environment is constantly changing. The need to educate students by professionals (academics, scientists, librarians) in the field of information literacy, information seeking behaviors and teaching appropriate search habits (tactics, strategies) is visible.

AIM OF THE CURRENT RESEARCH STUDY

The aim of the study was to examine how today's students perceive the process of searching for information (data, content) in the online resources of the World Wide Web. Presented study makes the assumption that Internet users see the differences in the ways of searching and working with modern information technologies, especially in the search behaviors of users equipped with proper information competencies (information literacy) and of users that are not equipped with such competencies. In theory a distinction is made that „information literacy is a constellation of skills related to information use, one of which is information seeking” (Clark, 2017, p. 417). However, for the purposes of this work, the following terms will be synonymous: searching for information, information literacy, information competencies. Each time they will refer to the skills of users that allowing them to efficiently navigate the wealth of information resources.

This paper describes the findings of a pilot study, which occurred among three groups of students (aged 19-24) of the same humanities. The first pilot study was conducted with a group of 69 students in January 2017. The students were introduced to basic search strategies used on the Internet and they learned basic search tools, i.e. general search engines, including semantic ones, meta search engines, specialized search engines and websites, vortals, repositories, digital libraries containing various specialized materials. The students filled in the questionnaire at the end of the semester, i.e. after participating in the course from the basics of information seeking. The next two groups of students were tested at the beginning of the academic semester in October 2017 (77 respondents) and in October 2018 (101 questioned), in both cases before the beginning of the class.

The respondents were divided into two groups to show whether there are differences in their choices and to reveal if there is the impact of the course? The first group consisted of students who had taken a basic course in information seeking, and the second group were students who did not take such a course.

The respondents received questionnaires (in Polish) containing twenty points. In each of the points there were two statements marked as a. and b. (translations of statements into English can be found in Table 1). The statements indicate common daily activities undertaken by Internet users on the WWW. On the one hand, the statements indicate appropriate information competencies, and on the other hand, their lack. Statements indicating information literacy were formulated in relation to the explanation of the term information literacy presented in *Guidelines on Information Literacy for Lifelong Learning* (Lau, 2011, p. 6-8). Some of the statements are very general, however this is partly due to the explication of the term. The questionnaire consisted of choosing at each point one of the two possibilities and marking their choice; only one selection was allowed, i.e. one choice at each point. The surveys were anonymous.

These statements were divided into two groups. In the first group, there are items that refer to the conditions that should be met by the user in order to be able to get to the relevant information and content (compare points: 2-6, 8-9, 11-12, 14-15, 17-18). In the second group, there were statements that related to the opinions of respondents how the Internet is actually used by the community of all Internet users (see points: 1, 7, 10, 13, 16, 19-20). The obtained results show the current image of Internet usage based on the opinions of the respondents.

In each of the points, one statement pointed to information literacy and the other to the lack of information literacy. In addition, the statements referred to the Internet (WWW) and its use and/or to Internet users, and to the main processes related to searching for information, data, and content on the World Wide Web.

The questionnaire, included a check of respondents' awareness on the issue of reaching the relevant information objects on the Internet and so as the result of having appropriate competencies, skills and knowledge, or rather as a result of luck and external circumstances so as a lack of such competencies.

The study tested the following research hypotheses:

1. In opinions of participants individuals with appropriate information competencies are more effective users of the World Wide Web than individuals without such competencies.
2. In opinions of participants most Internet users do not have proper information competencies.
3. Information literacy education brings the expected result.

LITERATURE REVIEW

The literature on the subject of searching for information, having appropriate information competencies, information literacy, is extensive and diverse. Researchers pay attention to, inter alia, that "college students need information literacy skills-they need the ability to locate and evaluate sources, and to extract and apply information from them-but research shows that most students lack these skills" (Bohannon, Arnett & Greer, 2017, p. 1). Students' knowledge of information literacy is insufficient (Saunders, Severyn & Caron, 2017, p. 276). The students themselves are aware that they have insufficient funds of information literacy skills (Yevelson-Shorsher & Bronstein, 2018, p. 535)

RESULTS

Overview of Data

Table 1 shows the results from the study. The table consists of three columns. The first column contains the statements together with an indication of where they were placed. The second column shows the results of the group of students who received instruction how to search for information (column is marked as "after classes"). The third column presents the summary results obtained on two groups of students who were examined at the beginning of the class, who did not discuss the basics of information seeking (column is marked as "before classes").

In Table 1, bold font is used to mark cells with the statements indicating the appropriate information competencies, as well as cells with more frequent choices of students with the same observations. In Table 1, the use of *italics* marks the cells with statements indicating lack of appropriate information competencies, as well as to indicate the cells with more fre-

quent choices of students with the same observations. The underlined font shows the results, which within a single point is percentage different for the studied groups before introducing instruction how to search for information and after entering the classes focusing on information seeking. The distinguished cells indicate different preferences as to the choices in both groups. More precisely, the students belonging to one of the groups ("after classes" or "before classes") chose more often a different statement than the second group.

Table 1

Statements from the questionnaire along with obtained results

Statements	After classes	Before classes
<i>1. a. In the search process, the searchers primarily use the Internet.</i>	58	155
1. b. In information seeking today users use many different media, not just the Internet.	11	23
<i>2. a. The Internet is a mine of knowledge that can be used without any training.</i>	25	109
2. b. Getting the most out of the wealth of the Internet requires prior training.	44	69
<i>3. a. The Internet is a huge garbage in which it is difficult to find anything.</i>	2	4
3. b. Finding the desired information depends on internavts' knowledge and competencies.	67	174
4. a. The Internet is a tool whose operation and construction must be known in order to be able to fully use it.	51	103
<i>4. b. The Internet is very easy to use, i.e. you just need to know any search engine.</i>	18	73
5. a. Finding relevant (desirable) information/content requires the creation of an extensive search query.	62	137
<i>5. b. The desired information/content is found on the Internet by accident.</i>	7	39
<i>6. a. You have to be very lucky to find what exactly you are looking for.</i>	3	14
6. b. To find what you are looking for on the Internet, you need to have the right skills and knowledge.	65	164
<i>7. a. Most users searching on the Internet end up finding not always what they need.</i>	49	96
7. b. Most users find on the Internet what they need.	20	82
<i>8. a. The Internet creates numerous threats that cannot be eliminate.</i>	10	32

8. b. A properly educated Internet user can protect his data, his privacy and neutralize the dangers threatening him in the network.	58	145
<i>9. a. In finding the desired information/content on the Internet, the accident plays a large role.</i>	6	14
9. b. Finding the desired information/content on the Internet results from the competence of the Internet user.	63	164
<i>10. a. To find the desired information/content, users usually enter the selected string of characters in the search window.</i>	58	161
10. b. To find the desired information/content, users use the advanced search function.	11	18
<i>11. a. A large number of search results makes it difficult to find relevant information/content.</i>	33	72
11. b. A large number of search results is not an obstacle in finding relevant information/content for a suitably educated user.	36	106
<i>12. a. If you are not on the Internet, you do not exist.</i>	30	53
12. b. The presence on the Internet is not necessary for the implementation of various plans, e.g. professional ones.	39	125
<i>13. a. Internet users most often use the search engine.....</i>	59	114
13. b. Internet users use many different search engines at the same time.	10	56
<i>14. a. Internet users often come across useless information, for example, misleading, false.</i>	25	87
14. b. Separation of untruthful information/content from reliable ones depends on the user's skills.	44	89
<i>15. a. It is difficult to find what you are looking for on the Internet.</i>	3	27
15. b. Finding the desired information/content requires appropriate qualifications and skills.	66	149
<i>16. a. Internet users commonly use social networking sites.</i>	66	157
16. b. Social networks are used sporadically.	1	20
<i>17. a. The Internet is an informational smog, namely it is littered.</i>	18	44
17. b. Internet users with appropriate competencies and skills know how to deal with Internet information clutter.	51	134
<i>18. a. The Internet is full of advertising and spam.</i>	32	100

18. b. Like every medium, the Internet contains advertisements, which, however, do not constitute an obstacle for the Internet user, equipped with appropriate competencies.	37	78
<i>19. a. Most Internet users experience information overload.</i>	57	107
19. b. Most Internet users can deal with the information overload, because they have appropriate competencies.	12	70
<i>20. a. On the Internet a lot of information is repeated, hence internavts repeatedly encounter the same.</i>	37	111
20. b. Internet users who can build search queries know how to find the desired information/content.	31	67

FINDINGS FROM STUDY AND DISCUSSION OF FINDINGS

The results obtained from point 1 of the questionnaire from both groups confirmed that the Internet is perceived as the main medium through which information is sought today as evidenced by 84% questioned in the group "after classes" and 87% in the group "before classes". The obtained answers show that in the opinions of participants the majority of individuals rely mainly on the Internet to gain information, which suggests that the majority are not competent. In theory of information science individuals require knowledge of the availability of alternative media, to obtain relevant information; alternative media includes traditional library resources such as catalogs, databases, bibliographies, books, journals, etc. The findings suggests that this awareness of multiple media sources in participants opinions concerns a smaller group of Internet users.

The sentences introduced in point 2 of the questionnaire referred to the aspect of training in the context of using a wide variety of Internet resources. The findings show differences between the two groups. In the group "after classes" the majority of respondents (64%) indicated the need to acquire relevant competencies during the training/courses. Thus, they concluded that training allows individuals to effectively use the options made available via the Internet. It is also possible that the introduction of information literacy is effective in an indexed group of students who, after training, are aware of the need to acquire the competencies necessary for effective work in the WWW environment.

However, in the "before classes" group, 61% of participants responded that "the Internet is a mine of knowledge that can be used without any training", which clearly suggests that the Internet is a simple tool that everyone can handle, albeit in a limited way. The results obtained in this group of respondents showed that they think that information literacy is not a necessary factor need for using Internet.

The analysis of the indications from point 3 of the questionnaire confirms that finding the desired information on the Internet depends on the skills and competencies of Internet users. In addition in opinions of participants, those who devote their time to acquiring knowledge in the field of information literacy are also best prepared to be effective in using the Internet; participants belonging to both groups were almost unanimous (96% and 98% indications).

In a similar vein, the results obtained from point 4 of the questionnaire show that most of the respondents (74% in the group "after classes" and 59% in the group "before classes") recognized that the effectiveness in finding relevant information objects depends primarily on the skills of Internet users.

The scores on point 5 of the questionnaire (90% in group "after classes" and 78% in group "before classes") and on point 6 (96% in group "after classes" and 92% in group "before classes") illustrate that the respondents exclude the role of chance and luck in the Internet in favor of creating extensive search queries. This engagement in extensive search queries also involves the use of advanced commands (Boolean operators, functions and options of advanced search, etc.) and demonstrate advanced yet necessary skills in Internet navigation. Overall, these results suggest that not external forces, but internal skills and predispositions are the key to obtaining relevant information/content from the Internet.

However, the analysis of the results from point 7 of the questionnaire shows a strong belief (71% in group "after classes" and 54% in group "before classes") about the difficulties in finding relevant information and content. According to the respondents, most Internet users do not always find the information that they seek. In addition, it is noticeable that in the group of students who attended classes with the basics of information seeking, this conviction is stronger.

The data from point 8 of the questionnaire confirm the feelings of respondents, as to the need for adequate education, which allows for protection and privacy in the network and to eliminate various threats of the digital world (85% in group "after classes" and 82% in group "before classes"). These findings also suggest that the Internet is seen as a tool intended for users who can devote time to learning.

With regard for the need for education in the field of information literacy, the participants responded in a similar way to point 9 (91% in group "after classes" and 92% in group "before classes"). These findings suggest that properly educated Internet users are able to find the desired information and do not rely on the role of chance in their search.

In point 5 of the questionnaire, the respondents indicated that the search for relevant information depends on the extensive query. However, in point 10 of the questionnaire, the indication regarding the use of the

advanced search function was only received by 16% in group "after classes" and by 10% in group "before classes". Further, the results showed participants favored using any string of characters entered in the search window (84% in group "after classes" and 90% in group "before classes"). A reliance on the basic window of the search engine, in which Internet user enters only, any, or associating with information needs, strings or words, is not a sign of high competence. The result of such a query will in most cases be a large amount of web pages. Using even the basic functions of an advanced search significantly narrows the search, saves time, and is a sign of higher awareness of how to obtain information.

The findings show that, in the opinion of the respondents, the Internet is a medium intended for users educated in information literacy, although the majority of Internet users appear to be identified as people who are not educated in that field. Point 11 of the questionnaire concerned a large number of results obtained in response to the query. Respondents acknowledged that it is not a problem for a properly educated Internet user to find relevant information (52% in the group "after classes" and 60% in the group "before classes"), although these responses were not a decisive advantage and the competence aspect of Internet users was not important in this case. The choices of participants suggest that most Internet users utilize general search engines that provide references to thousands of websites and other information resources as a result of queries.

The results obtained from point 12 of the questionnaire made it possible to check how much the respondents are convinced about the need to mark the personal presence in the virtual Internet space. The majority of responses indicate that the presence on the Internet is not necessary today for the implementation of various plans, e.g. professional ones (57% in group "after classes" and 70% in group "before classes"). In other words, the Internet is not a condition sine qua non for achieving social goals. Although there was variation in previous responses, especially for the "after classes" group (43%) who revealed the need to rely on the specifics and possibilities of the Internet.

Point 12 may also be interpreted in the opposite way, namely a suitably educated user is able to use the Internet to fulfill professional plans. This is one way in which the Internet can be used in a skillful way. This might explain why in the "after classes" group there appeared such a percentage ratio of selected choices.

In point 13 of the questionnaire, students indicated one specific search engine most often used by Internet users or the phenomenon of using many different search engines at the same time. The predominant indication for one tool, which was the Google search engine, was chosen by 86% in the group "after classes" and by 67% in the group "before classes". Given respondents' belief that most of the Internet users use the

most popular tool in this field suggests that Internet users are perceived as people not properly educated in the information literacy field. In addition participants think that many users do not know other tools and do not have knowledge about the multiplicity of various technologies that allow the acquisition of information, e.g. specialist ones. Specialized information needs require the use of other, more specialized, search tools. In summary, in the opinion of responders, the majority of Internet users know and use primarily the most popular online search tool.

The indications from point 14 of the questionnaire provide an overview of opinions about Internet users educated in information literacy. The participants believed that Internet users with the right skills deal with the separation of untrue information from reliable ones (64% in the group "after classes" and 51% in the group "before classes"). In the "after classes" group, however, adequate education in the field of information literacy basics made it possible to provide statistically more frequent answers (64%).

In point 15, in both groups the answers (96% in the group "after classes" and 85% in the group "before classes") point that detachment of relevant information and content requires the acquisition of appropriate qualifications and skills.

In point 16 of the questionnaire respondents (99% in the group "after classes" and 89% in the group "before classes") pointed out that social networking sites are used universally. This can be interpreted as an opinion that Internet users are not properly educated in information literacy. Widely using these types of services, they narrow down the seeking of relevant information.

The results collected from point 17 of the questionnaire once again support the beliefs of the respondents that for Internet users with appropriate competencies and information skills, the information smog (74% in the group "after classes" and 75% in the group "before classes") does not prevent efficient searching of information on the Internet. The same conclusion emerges that the Internet is intended for users who are able to devote time and energy to acquire these competencies.

The responses given in point 18 are different for both groups. Students from the group "after classes" (54%) indicated more often that advertising and spam are not a problem for the Internet user with appropriate competencies, while in the "before classes" group only 44% gave the same answer. Education on the basics of information literacy changed the attitude of the respondents only to a small extent. Essentially, it can be assumed that the problem of unwanted advertising is noticeable and affected the cognition of respondents.

Data from the 19th point of the questionnaire points to the opinion that the majority of Internet users experience the phenomenon of information overload (83% in "after classes" group and 60% in "before classes" group).

This suggests that in opinions of participants Internet users do not have adequate information competencies to deal with the excess of information gathering. Internet searchers, in the opinion of respondents, obtain large numbers of query results, so they do not use advanced search methods and do not use specialized search engines, etc. As a result, they are not able to process the huge amount of information they receive. They absorb too much information, data and content.

The analysis of feedback from point 20 of the questionnaire is not unambiguous, because in the "after classes" group the responses were almost evenly distributed. According to 54% of respondents, Internet users encounter similar information and content. According to 46% of respondents, skilled Internet users deal with the problem of continually encountering the same and/or similar content. However, the majority of respondents (62% in the group "before classes") believe that most Internet users have problems with creating an effective search query, and often get the same information, data and content. The reason may be the use of similar general search engines.

CONCLUSIONS

The conducted research confirmed all the hypotheses. Referring to the first hypothesis that the Internet is designed for people with appropriate information competencies, it is noticeable that in the group "before classes" answers were chosen more often indicating that information competencies, knowledge, and skills of Internet users are important in finding relevant information (3, 6, 9, 15). In addition, the success in this area requires knowledge of the construction of the Internet (4), as well as the creation of advanced search queries (5). In addition, education in the field of information seeking helps to protect privacy and to eliminate threats present on the Internet (8), and also allows users to deal with the excess of information (11, 17) and allows users to identify valid information (14). Frequent indications showed that individuals can pursue career plans without using the Internet (12). Similar choices were made in the "after classes" group. In addition, two more indications appeared. The first pointed to the training needed to take full advantage of the Internet's wealth (2) and the second for ease of dealing with spam for an Internet user with appropriate competencies (18).

The second hypothesis was positively confirmed. Those questioned in the "after classes" group, were generally aware of the need to have appropriate information competencies to be able to take full advantage of the wealth of the Internet environment; nevertheless, they noted that the majority of Internet users do not have such competencies, because their Internet searches result in not obtaining the required information.

The most frequently selected statements constitute this confirmation. Therefore, the lack of ability to find the desired information/content results from users limiting their Internet use to using one source, the most popular Internet search engine (13); no advanced search function (10); using social networking sites (16); and also from information overload experience (19). The prevailing opinion among respondents is the universality of using the Internet in the *heureka* process (1), which is similar to using the Google search engine (13) and limiting itself to entering the string in the browser window (10). For most Internet users, the search fails (7). The reason may be, more often indicated in the questionnaires, the experience of information overloading (19), and this may be the result of using mainly one search engine (13), in which the results of the search query very often exceed the users' perceptual abilities such as displaying results in the form of links to many thousands of pages. In addition, users often encounter the same information (20). In the case of the "before classes" group, these failures in working with the Internet are also the result of using the Internet without any training (2). In addition, those questioned in this group point to an obstacle, which is spam (18).

The hypothesis concerning information literacy education was also confirmed in the obtained results of the study. In the group "before classes" proper information literacy education was indicated 11 times, and in the group "after classes" 13 times. Moreover, in the "after classes" group the percentage ratio of some responses indicating proper information competencies was larger, i.e. students from this group more often indicated the need to gain proper education (4 – 74%-59%; 5 – 90%-78%; 14 – 64%-51%; 15 – 96%-85%). This means that education in the field of information literacy has produced positive results. Academic teaching seems to partially support the deepening of competencies in this area.

Moreover, if the observations referred to the conditions necessary to meet individual Internet users, then the respondents more often indicated appropriate information competencies (confer points: 2-6, 8-9, 11-12, 14-15, 17-18). If, however, the statements referred to the entire population of Internet users, then more often the respondents pointed to lack of information literacy competencies (confer points: 1, 7, 10, 13, 16, 19-20).

The findings suggests that in the majority of cases, if a given point referred to the Internet and Internet work (implementation of information processes on the Internet), then the more frequently chosen statements indicated appropriate information competencies (confirmation of this observation in the "after classes" group was recorded twelve times in the following points: 2-6, 8-9, 11-12, 15, 17-18; in turn, in the group "before classes", confirmation of this fact was found ten times in the following points: 3-6, 8-9, 11-12, 15, 17). If, on the other hand, the point referred to Internet users, then the choices of the respondents indicated more often the lack of

appropriate information competencies (confirmation of this state of affairs in the “after classes” group was recorded seven times in points: 1, 7, 10, 13, 16, 19-20; in turn in the group “before classes” this confirmation was found seven times in the points: 1, 7, 10, 13, 16, 19-20). Overall, the indicated phenomenon confirmed nineteen responses in the group “after classes” (1-13, 15-20), and seventeen indications in the “before classes” group (1, 3-13, 15-17, 19-20).

However, it is important to be cautious in over-interpreting the results because it was always a percentage ratio. Although most of the answers at a given point pointed to appropriate information competencies or to lack of them; however, there have always been choices indicating the second option.

In the context of obtained research results, a generalizing conclusion can be formulated. Although, according to the respondents, proper information competencies are necessary for effective work on the Internet (Internet is intended for appropriately educated users), most Internet users probably do not have them.

REFERENCES

- Bohannon, Jeanne L, Arnett, Jonathan E. & Greer, Ella. (2017). Learning Information Literacy Across the Curriculum (LILAC) and its impacts on student digital literacies and learning across the humanities. *2017 IEEE International Professional Communication Conference (ProComm)*. Madison, WI, pp. 1-8. <https://doi.org/10.1109/IPCC.2017.8013935>
- Clark, Malissa (2017). Imposed-inquiry Information-seeking Self-efficacy and Performance of College Students: A Review of the Literature. *The Journal of Academic Librarianship*, vol. 43, is. 5, pp. 417-422. <https://doi.org/10.1016/j.acalib.2017.05.001>
- Lau, Jesús. (2011). *Kompetencje informacyjne w procesie uczenia się przez całe życie Wytoczne*, IFLA. <https://www.ifla.org/files/assets/information-literacy/publications/ifla-guidelines-pl.pdf>
- Saunders, Laura, Severyn, Jenny & Caron, Jes. (2017). Don't they teach that in high school? Examining the high school to college information literacy gap. *Library & Information Science Research*, vol. 39, is. 4, pp. 276-283. <https://doi.org/10.1016/j.lisr.2017.11.006>
- Yvelson-Shorsher, Anna & Bronstein, Jenny. (2018). Three Perspectives on Information Literacy in Academia: Talking to Librarians, Faculty, and Students. *College & Research Libraries*, vol. 79, no. 4, pp. 535-553, <https://doi.org/10.5860/crl.79.4.535>

SEBASTIAN D. KOTUŁA

Instytut Studiów Kulturowych

Uniwersytet Marii Curie-Skłodowskiej w Lublinie

e-mail: sdkotula@poczta.umcs.lublin.pl

ORCID 0000-0002-5195-7289

WYSZUKIWANIE INFORMACJI W WORLD WIDE WEB W OPINII STUDENTÓW KIERUNKÓW HUMANISTYCZ- NYCH – WYNIKI ANKIETY

SŁOWA KLUCZOWE: Kompetencje informacyjne. Użytkownicy Internetu. World Wide Web. Wyszukiwanie informacji

ABSTRAKT: **Teza/Cel** – Celem artykułu jest zbadanie, czy wyszukiwanie informacji w World Wide Web jest postrzegane jako czynność wymagająca wcześniejszego opanowania odpowiednich kompetencji (kompetencji informacyjnych). W artykule przedstawiono wyniki badania pilotażowego. Przebadano grupę 247 studentów kierunków humanistycznych polskiego uniwersytetu. **Metody badań** – Przygotowano kwestionariusz zawierający 20 pytań, aby ustalić, jak respondenci postrzegają wykorzystanie Internetu. Osoby ankietowane wybierały jedno z dwóch działań, które według nich najlepiej odzwierciedlało wyszukiwanie informacji online. **Wyniki i wnioski** – Autor odkrył, że w opinii respondentów odpowiednie kompetencje informacyjne są konieczne, aby skuteczniej wyszukiwać właściwe informacje (dane, treści) w Internecie. Ponadto, według osób ankietowanych, większość użytkowników Internetu nie dysponuje odpowiednimi kompetencjami informacyjnymi. Zauważono też, że edukacja w zakresie kompetencji informacyjnych poszerza świadomość istnienia kompetencji niezbędnych do skutecznego przeszukiwania zasobów Internetu.