Research on Information Literacy of Students in Independent Undergraduate Universities:
Empirical Analysis Based on G University

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ABSTRACT

University students' information literacy is not only related to their academic achievement, but also affects their lifelong learning ability and future sustainable development. The authors chose undergraduate students at G University as a sample, using questionnaires and statistical analysis to study the current situation of students' information literacy based on information literacy construct, lifelong learning construct, and sustainable development construct. According to the study, information consciousness and information morality performed better, information safety and information skills performed at a medium level, while information knowledge was the weakest one among the five factors. Gender, household registration, grade level, and major have various effects on the abovementioned five different factors. Based on the research, the authors give some suggestions for improving students' information literacy at G University in three aspects: The construction of G University's information environment, the introduction of digital learning resources, and differentiated training.

KEYWORDS:

Independent Undergraduate Universities, Students, Information Literacy, Empirical Analysis, Sustainable Development

INTRODUCTION

The Central Committee of the Communist Party of China and the State Council released the Education Modernization Plan 2035, demonstrating China's active participation in global education governance, fulfillment of its commitment to the United Nations 2030 sustainable development

agenda, and its contribution of Chinese wisdom, Chinese experience, and Chinese approaches to the world's education development (Xinhua, 2019). Therefore, as an essential part of China's education system, higher education should be continuously improved to cultivate more high-quality talents for sustainable development. The post-epidemic era has promoted changes in the teaching model and tested students' ability to cope with the information explosion even more. Thus, the information literacy level of students has become one of the key concerns of higher education, and exploring the current information literacy level of students in universities can help point out the direction for the reform of university education. Many scholars are interested in studying student information literacy; however, few have chosen one or a few universities to conduct the study. In this paper, we hope to contribute to the improvement of information literacy among students at tail-end universities through actual case studies.

This study combines information-based education and teaching characteristics in the post-epidemic era and proposes G University as an example. The authors adopted questionnaire surveys and statistical analysis to study the current situation of information literacy among students in independent undergraduate universities, and the problems and factors affecting students' information literacy. Based on their findings, in this paper, the authors believe that G University should coordinate multiple departments to improve the construction of the campus information environment, introduce more national information resource platforms, and provide differentiated training according to the current situation of students to enhance the level of information literacy and lifelong learning abilities and reach sustainable development.

The paper is organized as follows: The first section briefly introduces the background of higher education in China; the second section provides the literature review on information literacy from various countries and related constructs; the third, fourth, and fifth sections provide an in-depth analysis of the questionnaire results; the sixth and seventh sections give some comments on the findings and conclude the paper.

LITERATURE REVIEW

Related Studies on Information Literacy

Definition of Information Literacy

With the development of information technology, many scholars have studied "information literacy" since the 1990s. In 1974, Paul Zurkowski, the former president of the Information Industry Association, proposed to the U.S. National Commission on Libraries and Information Science that information literacy refers to a person's ability to master information tools, acquire relevant information, and solve practical problems through training (Wang, 2017). Subsequently, research on the definition of information literacy was concentrated on the relevant conferences and documents of the United Nations Educational, Scientific, and Cultural Organization (UNESCO), national policies of some developed countries, and personal publications. With the popularization of information technology and the Internet, after 2000, research on information literacy began to shift to the practical application level, that is, to equip citizens with the foundational competencies of information literacy through education and training, which means information literacy transformed from the skill level to the competency level. According to the Alexandria Proclamation of 2005, information literacy refers to the ability of people to recognize their information needs, locate and assess the quality of information, store and retrieve information, use information effectively and ethically, and apply information to create and exchange knowledge (Catts & Lau, 2008).

The earliest research on information literacy in China did not appear in the field of education. Xiong's (1989) work focused on the information literacy of business operators and is the earliest retrievable paper on information literacy in China. Wang's (1999) *Information Literacy Construct* is

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