

The differences between individual inquiry work and group inquiry work from information literacy perspective of high school students

Geel Almaliach

Advisors: Dr. Ruth Ash, Dr. Daphne Ruth Raban, Haifa university

The purpose of the study is to examine differences in the characteristics of information literacy skills among students performing individual and group inquiry work, from student's perspective. Theoretical basis: Theories handling information process by individuals, such as ISP model (Kuhlthau, 1999) and others, developed in recent decades. The ISP model is still regarded as the most appropriate model for individual work. During these years, evolved the group learning methods. Studies over the last decade about the use of these models of group learning environment found that they are not fully qualified in this environment (Hyldegård, 2006, 2009). Group work is based on the principles of sharing, influenced by social, behavioral and mental conditions of the individual and those created by the dynamics of the group. These factors affect the mission and progress of the work process for preparing it. Behavioral characteristics and mental concepts of generation "N" students, are different from generation "X" (Prensky, 2005). Examining differences in terms of characteristics of information literacy skills is little researched. Perspective of the students is not reflected adequately as indicated and required from the characteristics point of view of Generation N. that will address in this research. Methodology for data collection and analysis is quantitative method using two questionnaires. Anonymous questionnaires will be filled by about 80-100 students. Main findings: data collection and analysis have not yet carried out. Contribution for studies and actual work is to provide a forum and presenting perceptions of student's work of individual and group inquiry work.