

HOW DO STUDENTS PERFORM AT EVALUATING INFORMATION QUALITY?

Based on data from international large scale assessments. The case of Poland against the international background.

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Thanks to the Internet all kinds of information spread within seconds. Young people are especially vulnerable to disinformation and cannot easily distinguish facts from fake news (1).

To what extent do students' declarations about their level of skills related to searching and verifying information online differ depending on age?

METHODS

Questionnaire data from PIRLS, TIMSS (10-year-old students) and PISA (15-year-old students) were selected for analysis. We took into account students' declarations on how they perform at searching for specific information on the Internet and how well they can assess if the information they found is trustworthy. Special emphasis was given to Polish students' results in comparison with international averages, also decomposed by gender. 16 OECD countries participating in all three studies analysed were selected for comparison.

Between-group comparison (based on country and gender) using frequency analysis is presented, focusing on 'Agree a lot' answers to questions regarding self-assessment of ICT skills, including statistical significance estimation (p value=0,05).

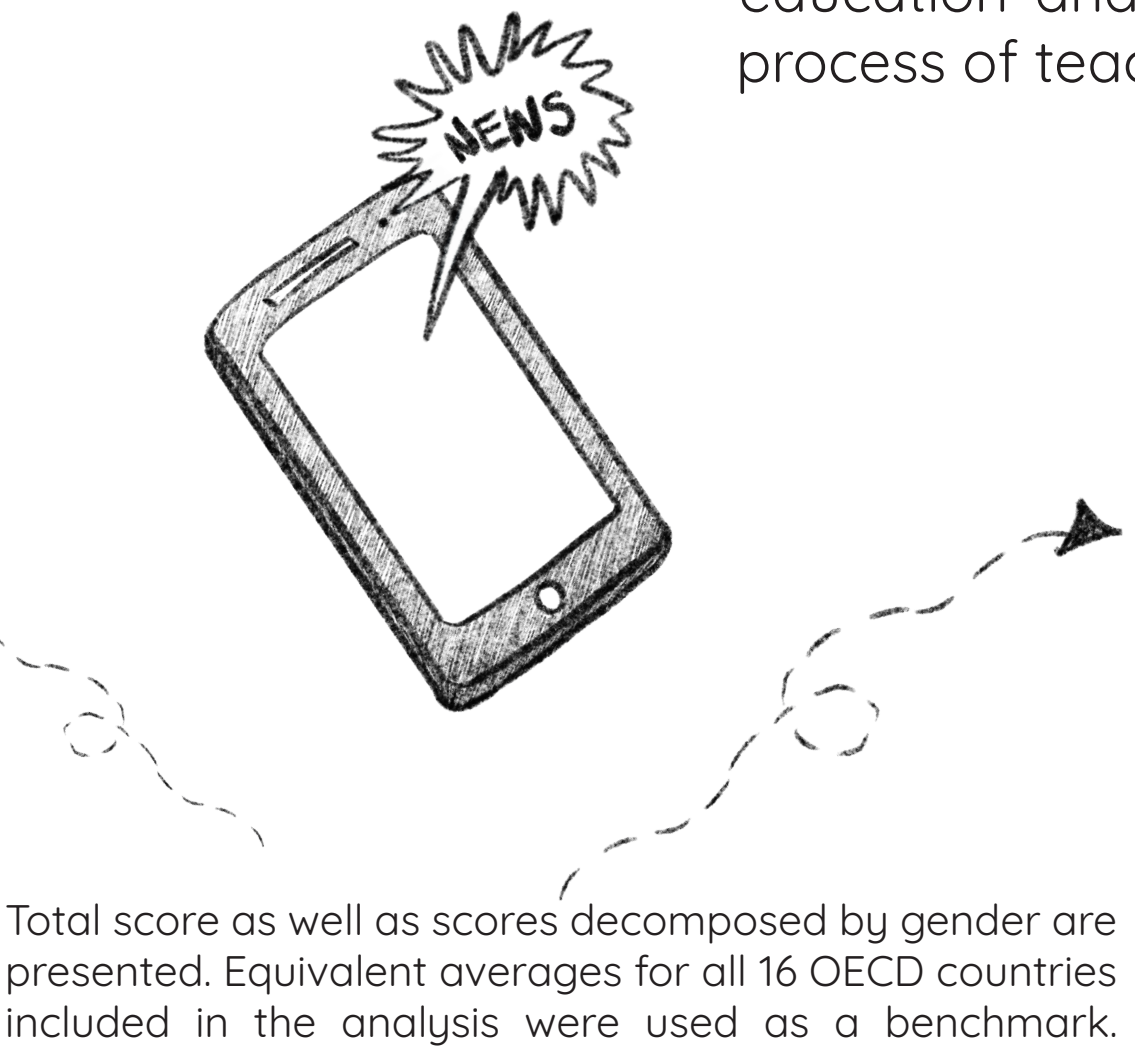
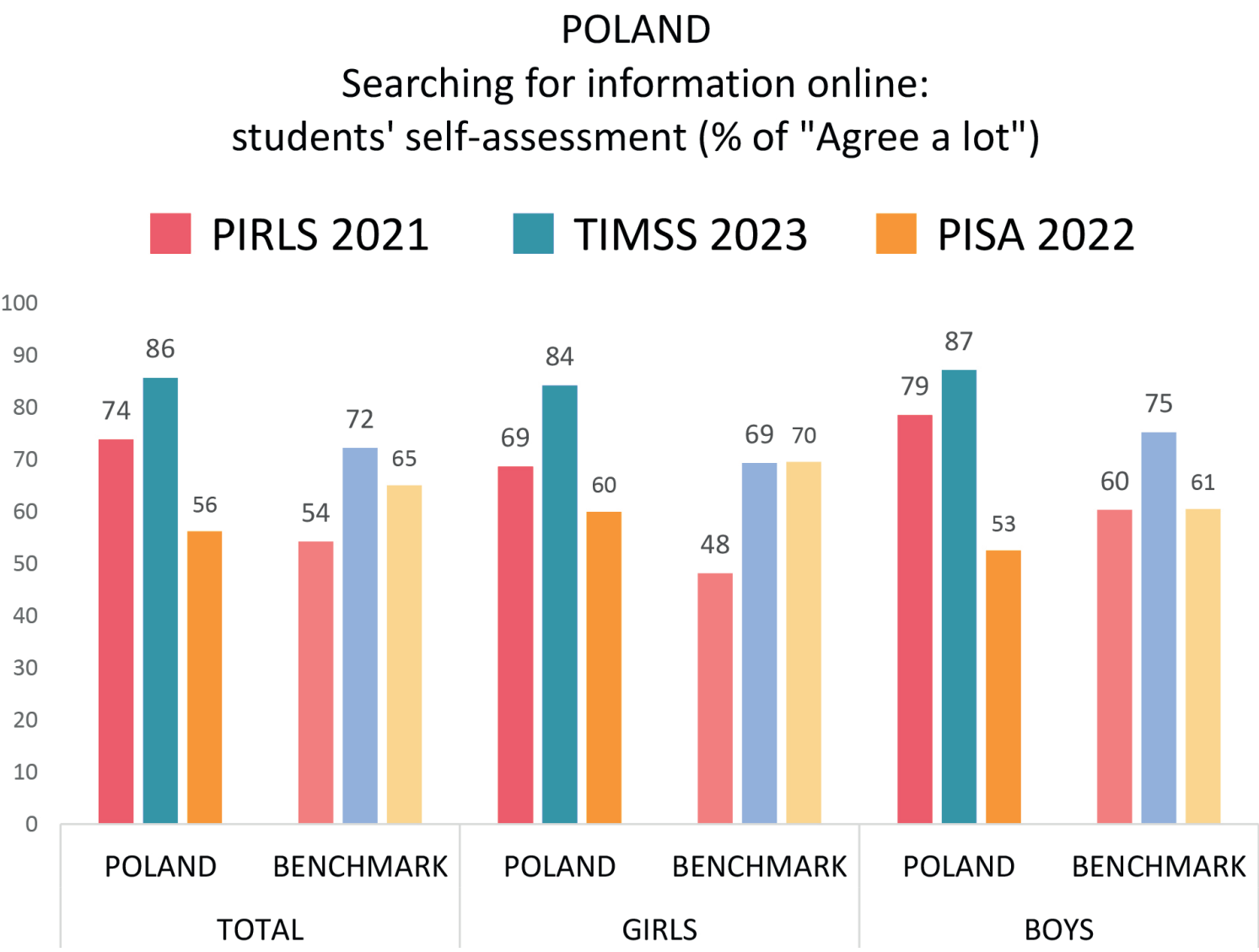
RESEARCH QUESTIONS

Are there any differences in students' self-assessment related to gender?

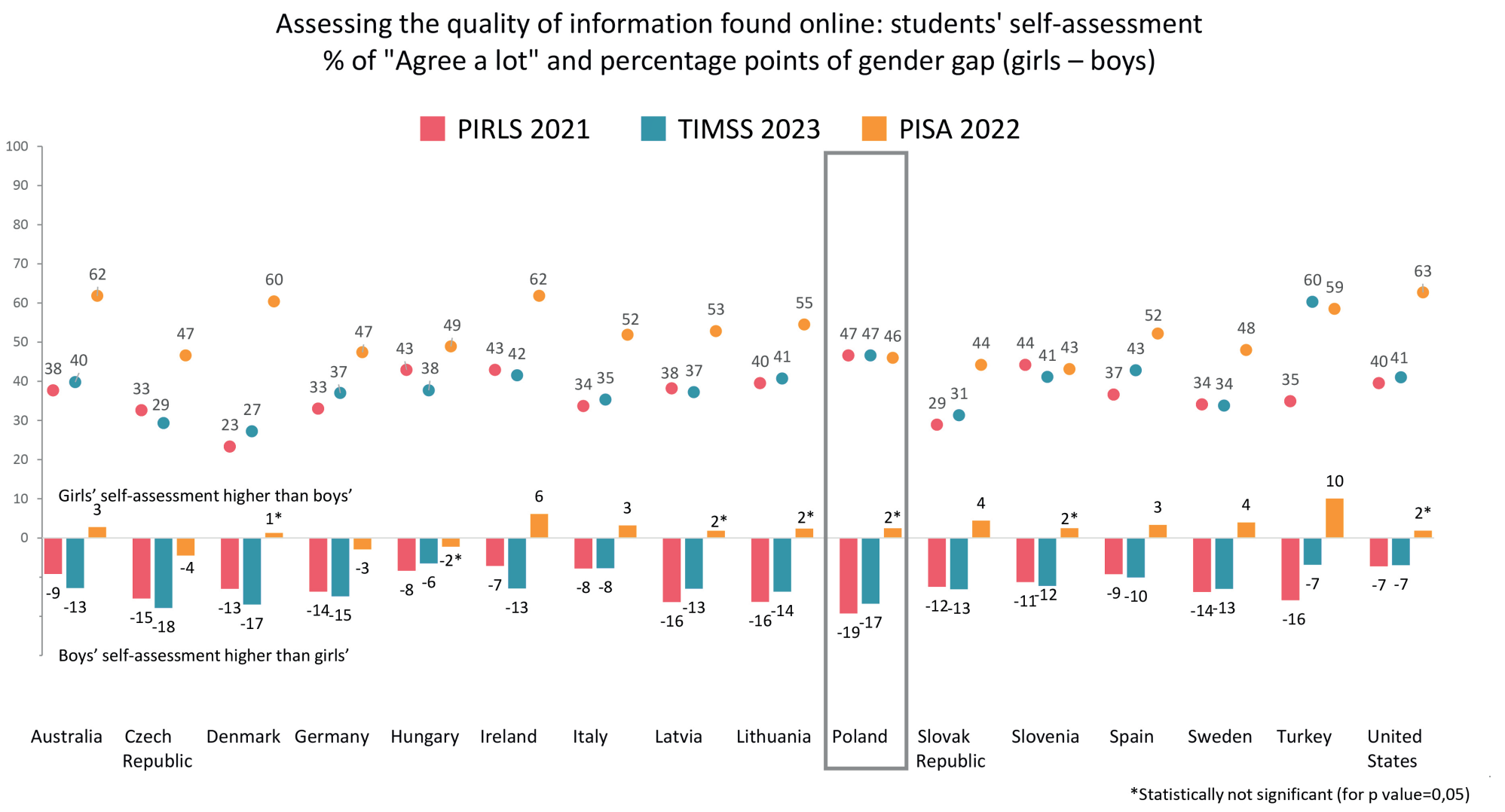
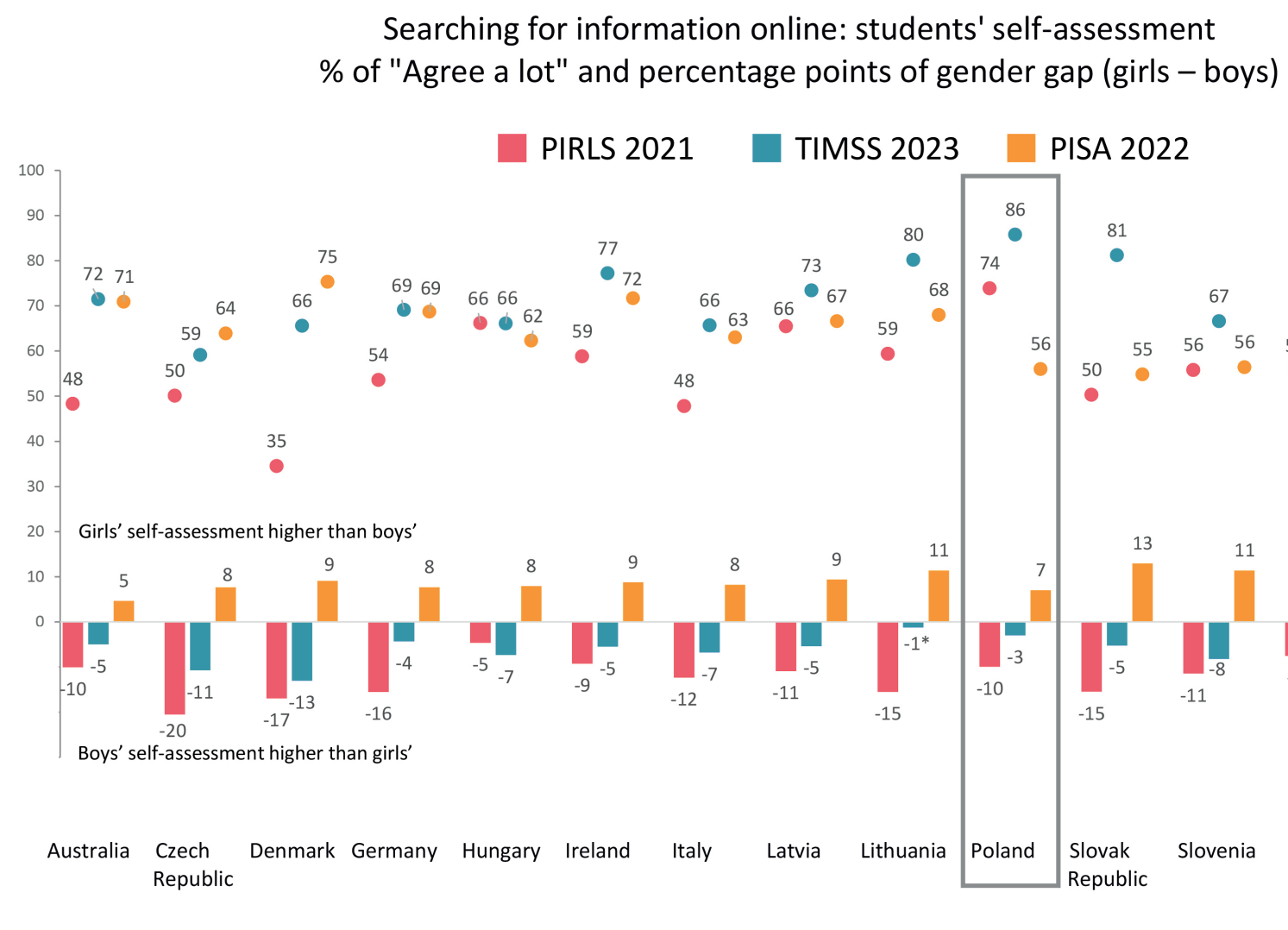
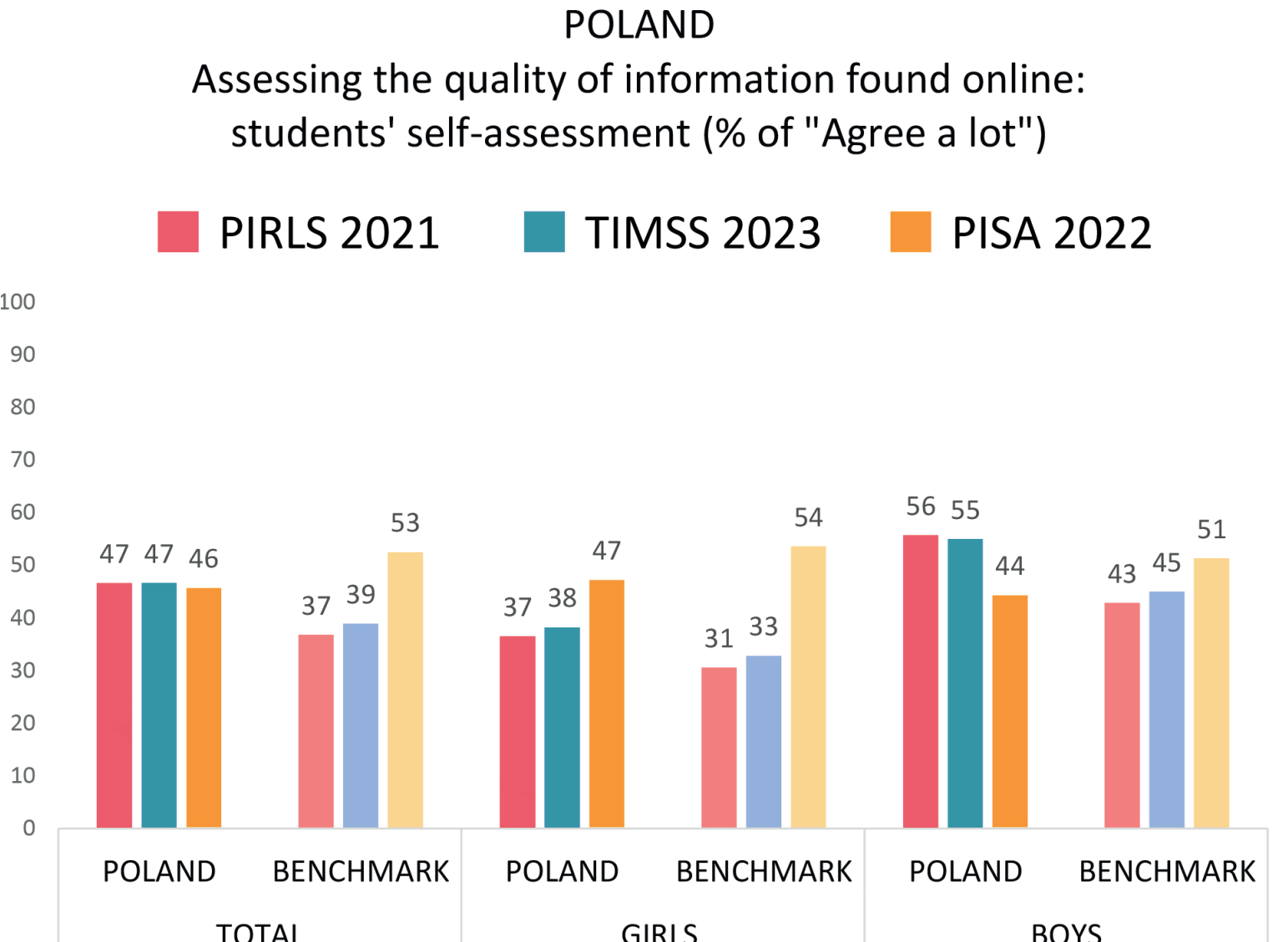
CONCLUSIONS

In all 16 OECD countries students across all studies assess their information searching skills at a much higher level than their evaluating the quality of information skills. However, still many students estimate their latter skills at a high level considering how difficult these skills are in the present social and cultural context. The issue calls for further analysis to investigate whether students' self-assessment of credibility evaluation skills correlates with corresponding cognitive results.

The analysis highlights the need of raising students' awareness about the necessity to verify the information they find. Developing habits of checking the source of data from an early age can prevent the formation of misconceptions, which might have negative influence in further education and life. More attention should be paid to these skills in the process of teaching and learning.



Total score as well as scores decomposed by gender are presented. Equivalent averages for all 16 OECD countries included in the analysis were used as a benchmark.



The graphs show the percentage of responses 'Agree a lot' or equivalent to corresponding self-assessment questions in PIRLS 2021, TIMSS 2023 and PISA 2022 related to the skills of searching for information online and assessing the quality of information found online. Total scores per country are presented on the scatter plot. Below, the bar charts show the gender gap (girls' score - boys' score) for these questions. All results are presented for 16 OECD countries included in the analysis.

REFERENCES

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- (2) Weremiuk, A. (2024) Technologie i umiejętności cyfrowe w kontekście osiągnięć uczniów w matematyce i przyrodzie. W: Dobosz-Leszczynska, W. (red.). Osiągnięcia matematyczne i przyrodnicze czwartoklasistów. TIMSS 2023: trendy, wyzwania, perspektywy. Instytut Badań Edukacyjnych.

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