

attention to information literacy and develop their competence it can influence their pedagogic thinking and the way they conceive of their own discipline.

7. Research Limitation

Certain limitations of this research are given as well as the directions for future research. First of all, the sample is limited to the students of University of Applied Sciences VERN' Zagreb, Croatia. This university is a private university with a strong entrepreneurial direction. Many students who choose to study here are more oriented towards acquiring practical than academic skills and it can be assumed that they do not have enough motivation for academic writing. The form of this survey was easy to fill. Despite this, some students either had difficulties with the online form, or they lacked the motivation to read different instruction for each set of the items. What is more, some terms in the survey were not additionally described (accuracy, precision, reliability, subjectivity, and coverage) and it is likely that some students just did not understand the meaning of them (it refers especially to the term subjectivity, as it was discussed before).

8. Conclusion

To conclude, the answers to the previously set research questions are given below.

Majority of the 326 tested participants found or would look for information for their seminar papers on the Internet (68%). Other ranked sources were: going to a library (14.38%), asking the professor (14.05%), asking a senior student for help (1.67%), or using a private library (1.67%).

The highest appraisals for accuracy precision, reliability and coverage of different sources were given to scientific databases, and the lowest to blogs, forums and social networks. For subjectivity, the highest appraisal is given to organization/institutions' websites, and the lowest to the Wikipedia.

When asked to rank five different criteria for choosing a concrete online text for a seminar paper, all the participants chose website type as their first criterion and website graphical design as their last criterion. Self-efficacy in writing seminar papers was estimated on the 7 item scale called *seminar paper literacy*. Average result was $M=3.26$ ($\sigma=0.24$). The 6 item scale called *Internet credence* measured how much students believe in online sources as opposed to hard copy text. Average result on this scale was $M=3.11$ ($\sigma=0.74$).

The first and the final year students show little difference in their habits in using information.

Nevertheless significant, positive correlation is found between number of written seminar papers and results on seminar paper literacy scale. Furthermore, positive correlation between number of written seminar papers and evaluation of forums credibility is significant too.

Typical sources of seminar paper literature that students actually use were measured through analysis of 144 seminar papers made for a psychology class. Majority of students used (mandatory) psychology textbook for their papers, then specialized portals (e.g. specialized health portals, Ministry of education portal etc.). Scientific journals were used in only 3 cases.

9. Future Research

In this research actual seminar papers from third year students have not been analysed, as no comparable course exists on the third year. It would be useful for some future researches to test whether increased seminar paper literacy is related to increased paper quality.

Moreover it would be interesting to determine how lecturers motivate their students not only to use information, but also to analyse and interpret it, to construct new meaning and to create new perspectives from it. Furthermore, which motivational strategies are the most effective with different types of students.

Finally it would be useful to test how high is lecturers' motivation in correcting seminar papers, but also their self-efficacy in managing online information and in evaluating student's seminars.

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