

In spring 2010, one hundred-nineteen (n=119) English 1010 students from six classes were administered an online pretest/posttest in their information literacy/bibliographic instruction (IL/BI) sessions. Classes held on Tuesday and Thursday were chosen because they are allotted one-hour and twenty minutes class durations. This time allotment allowed the instructor to administer both the pretest and the posttest. The pretest was administered prior to the presentations, and the same pretest was administered as a posttest following the presentation to compare results.

The sample of English 1010 students (n=119) pretest and posttest results were compared and were shown to be accurately representative. A two-tailed t-test was used to compare results before and after the lecture intervention. The alpha level was set at $p < 0.05$ and the calculated probability value was .000. The paired mean scores for the pretest performance for skills of students was 9.83, whereas paired mean scores for the posttest performance for skills of students was 11.71, respectively as shown in Table 1. The post-test performance for these same skills increased overall by twenty percent