

# Information problem solving instruction: An overview of 21st century research

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**Information problem solving instruction**  
An overview of 21<sup>st</sup> century research

Iwan Wopereis

Expertisecentrum onderwijs en professionalisering

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## Overview

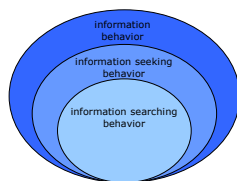
- Introduction
- Method
- Results
- Discussion

## Overview

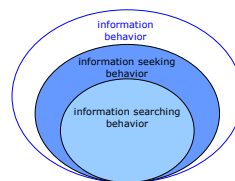
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## Introduction PREVIOUS RESEARCH

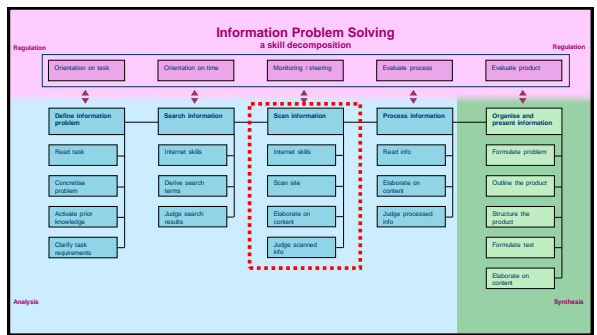
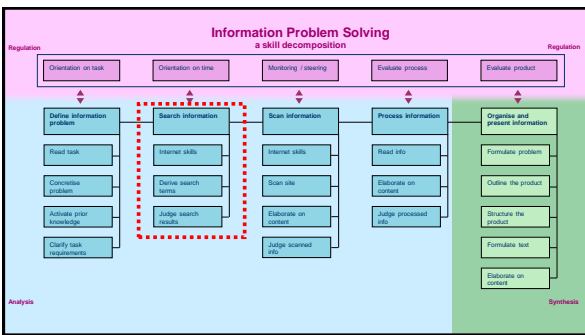
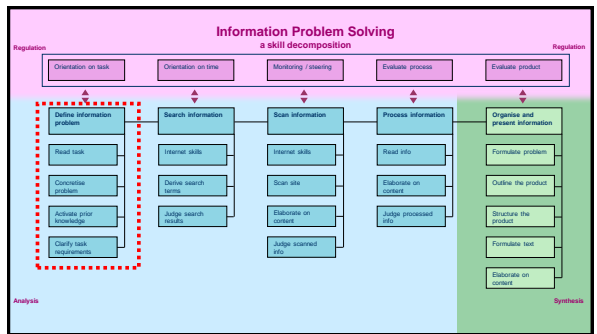
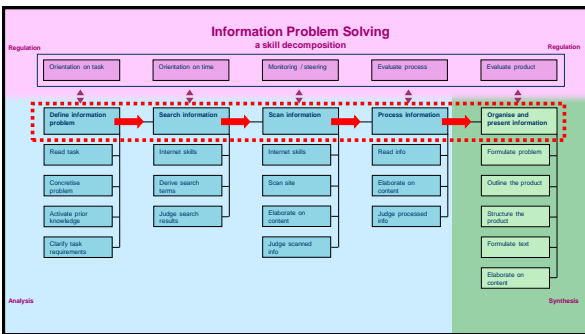
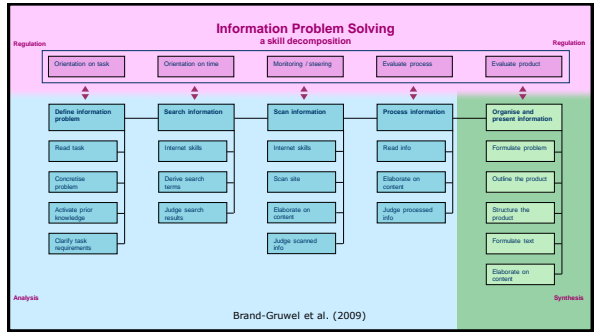
- Virkus (2003)
- Walraven et al. (2008) [secondary ed.]
- Kuiper et al. (2005) [K-12]

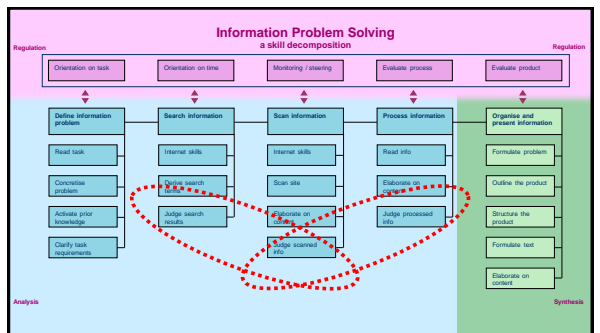
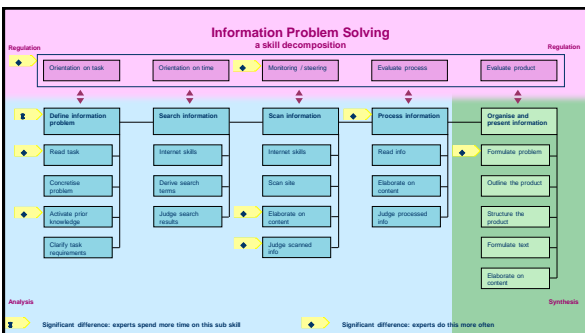
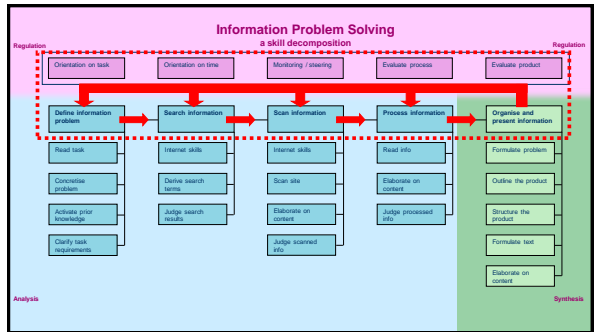
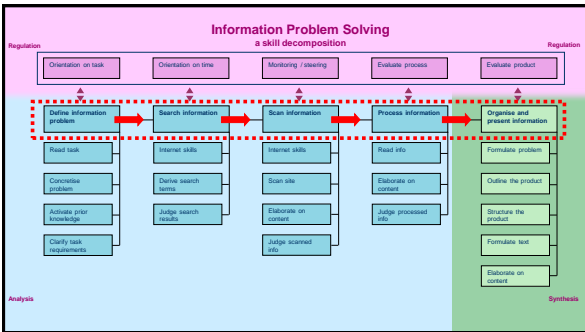
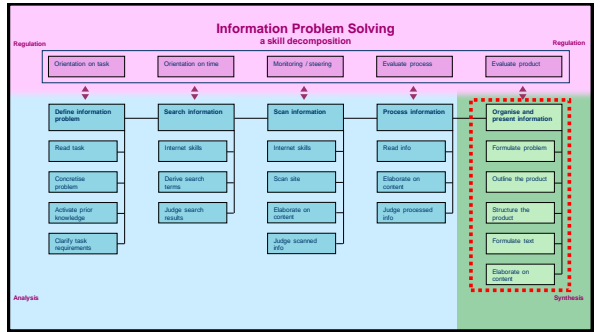
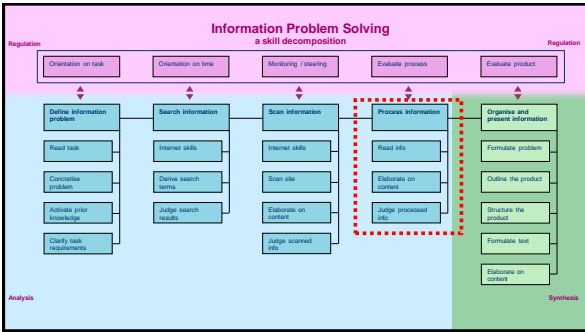


Wilson (1999)



Wilson (1999)





## Overview

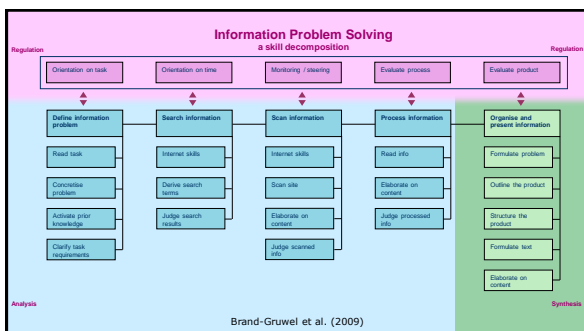
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## Method

- **Systematic review**
  - RQ1: What comprises IPS-instruction in HE?
  - RQ2: Is IPS-instruction in HE effective?
- **Data collection**
  - WoS; EBSCO (LISTA; PsycINFO; ERIC)
- **Data analysis**

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## Results RQ1: THEMES

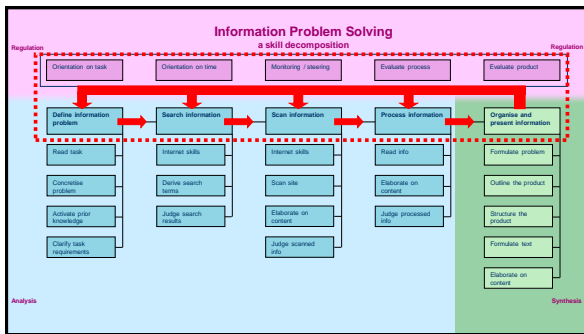
- Embeddedness
- Whole task approach
- Scaffolding
- Metacognition
- Evaluation of information

**Results** RQ2: EFFECTIVENESS

- Scores on tests
- Perceived quality

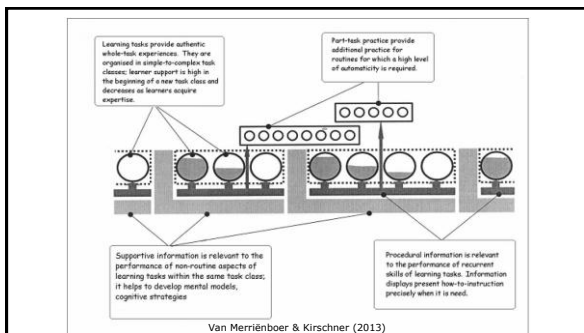
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**Discussion** FUTURE RESEARCH

- Research focus should be on efficiency and effectiveness of integrated 'whole task' IPS-skill learning
- Prerequisite: good instructional design



**Questions**

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