

## Supplement 2

### *Descriptive statistics for questions about interest, need and effort*

These data are for the following questions, posed to 134 undergraduate and PhD students, before and/or after the test:

1. 'I am interested in being or becoming an information literate person'  
(before and after the test; 1 = Not true for me at all, 6 = Very true for me)
2. 'I need more skills in information literacy'  
(before and after the test; 1 = Not true for me at all, 6 = Very true for me)
3. 'Knowing myself, I will make the effort to develop stronger information literacy skills' (after the test; 1 = not likely at all, 6 = highly likely)

**Table 1**

*Descriptive statistics for low- and high-performing<sup>a</sup> students' interest in being or becoming information literate people<sup>b</sup>*

	Before IL test			After IL test		
	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>
Undergraduates						
Low performers	4.59	0.94	21	4.53	1.01	17
High performers	5.32	0.82	41	5.35	0.70	40
PhD students						
Low performers	5.60	0.68	20	5.25	0.97	20
High performers	5.28	1.30	32	5.55	0.63	29

<sup>a</sup> Low performers are those who scored below the median on the IL test, and high performers are those who scored above the median.

<sup>b</sup> Question 1 above

**Table 2**

*Descriptive statistics for questions about students' interest in being/becoming information literate, need for more IL skills, and likeliness to pursue this felt need*

	Before IL test			After IL test		
	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>
I am interested in being or becoming an information literate person.						
Undergraduates	5.11	0.93	70	5.14	0.87	64
PhD students	5.44	1.04	64	5.38	0.80	60
I need more skills in information literacy.						
Undergraduates	4.59	1.17	70	5.13	0.86	64
PhD students	4.31	1.17	64	4.55	1.06	60
Knowing myself, I will make the effort to develop stronger information literacy skills.						
Undergraduates	-	-	-	4.09	1.05	64
PhD students	-	-	-	4.70	1.03	60