

**ASSESSMENT OF COMPUTER AND COMMUNICATION LITERACY
SKILLS AS A CORRELATE OF STUDENT USE OF FEDERAL
POLYTECHNIC LIBRARY, UKANA**

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ABSTRACT

The study assessed computer and communication literacy skills: as a correlate of the student use of federal polytechnic library, Ukana. Descriptive survey design was adopted for the study. The study was conducted in Essien Udim Local Government Area. The population of the study comprised of 35 registered users of the library in Federal Polytechnic, Ukana. Census sampling technique was used for the study. The instrument for data collection was a researcher developed questionnaire titled: "Information Literacy Skills and Students' Library Use Questionnaire (ILSSLUQ)". Face and content validation of the instrument was carried out by an expert in test, measurement, and evaluation in order to ensure that the instrument has the accuracy, appropriateness, and completeness for the study under consideration. The reliability coefficient obtained was 0.83, and this was high enough to justify the use of the instrument. The researcher subjected the data generated for this study to appropriate statistical techniques such as descriptive statistics meant to answer the research questions. The test for significance was done at 0.05 alpha levels. The study revealed that computer and communication literacy skills have a significant influence on the students' use of Federal Polytechnic Library Ukana. In conclusion Polytechnic students with high ICT/computational literacy skills are more likely to use the electronic information resources more than those with inadequate ICT skills. While the ability to efficiently encode and decode information is enhanced by communication literacy. The study highlighted the influence of communication and computer literacy skill in the student use of federal polytechnic libraries. One of the recommendations made was that In order for students in federal polytechnic library, Ukana, to acquire digital

literacy skills, they need to master the three skill sets. Which are: information, media, and technology; learning and innovation skills; and life and career skills.

KEYWORDS: Computer, Communication, Literacy Skills, Student, Federal Polytechnic Library, and Ukana

INTRODUCTION

Understanding the terms, concepts, and processes related to everyday computer use is referred to as having computer literacy abilities. Computer literacy is the knowledge and skill necessary to effectively utilize computers and related technology, with proficiency levels ranging from basic operation to advanced problem-solving and programming. Computer literacy abilities can also relate to someone's comfort level when utilizing computer programs and applications and their comprehension of how computers work. Digital literacy skills will work in conjunction with computer literacy skills to make it easier for users to find the information they need online.

Communication literacy refers to the skills people use to give and receive various types of information. The process of communication can start even before a child is born. It entails the person engaging with others, the environment, and themselves. According to Wood and Hartshorne (2017), communication skills are essential life abilities that demonstrate how we learn, make friends, and achieve success in life. As a result, in order to connect with others successfully, people require "communication literacy". A communication literacy skill set includes the ability to listen, communicate, observe, and empathize. To achieve the intended goals, unique abilities are needed. Without these literacy abilities, it is impossible to interact with others effectively. (Hasanzadeh 2015). Affirmed that these skills are needed for the smooth use of the library in an academic institution. The library is considered an integral component of any educational system. It plays a vital role in the improvement of academic achievement (Charoghchian & Vahedian-Shahroodi 2020). Academic library usage is mostly influenced by users' awareness and the resources of the library. An understanding of the information needs as well as the ways students use the libraries is crucial for efficiently meeting their information needs.

STATEMENT OF PROBLEM

It is obvious that many students are yet to appreciate the need for sound knowledge of information literacy, where computer, digital, and communication skills are incorporated. For instance, in a class of 100 students, it is difficult to have at most 30 students who are well versed in computer skills. Equally, digital skills have been very far from a large number of students. In the same manner, communication skills are only

possessed by a very unremarkable number of students. It is quite poignant that some of our students are still far behind the current state of the information age. The truth is that students' low levels of information literacy have created much negative impact, which they may not know. One of the negative effects may be the inability to use the school library resources.

RESEARCH OBJECTIVE

1. To examine the influence of computer literacy skills on students' use of federal polytechnic library, Ukana.
2. To examine the influence of communication literacy skills on students' use of federal polytechnic library, Ukana.

RESEARCH QUESTION

1. What is the influence of computer literacy skills on students' use of federal polytechnic library, Ukana?
2. What is the influence of communication literacy skills on students' use of federal polytechnic library, Ukana?

CONCEPT OF LIBRARY

Libraries have long been used to store information. A library is a building or area that has a collection of books; it is the best place to learn using both analog and digital media. A library's collection may include books, journals, daily newspapers, compositions, movies, maps, prints, archives, microforms, CDs, cassettes, videotapes, DVDs, Blu-ray disks, e-books, book recordings, and databases. There could be a few of book racks or a few million things in libraries. The library is essential for the growth of learning skills. According to LISBDNETWORK (2014), a library is defined as "a place in which books, manuscripts, musical scores, or other literary and artistic material are kept, for use but not for sale," and as an institution for the custody or administration of such a collection. Typically, paraprofessional employees (sometimes referred to as library technicians) and support personnel work in libraries alongside professionally trained librarians. A library is also a collection of publications in different formats that are (1) arranged by information specialists or other experts who (2) provide practical physical, digital, bibliographic, or intellectual access and (3) offer targeted services and programs (4) with the mission of educating, informing, or entertaining a variety of audiences (5) and the goal of fostering personal learning and advancing society as a whole. According to Olanlokun & Salisu (2019), libraries play a vital part in the development of nations since they have evolved into institutions that are reliant on the achievement, organization, conservation, stockpiling, recovery, and distribution of data in any form. Libraries may be a real site, a virtual area, or both, and they may offer physical or digital access

to material. Libraries frequently have quiet study spaces, gathering spaces for group work and collaboration, and may include public access points for its electronic resources, such computers and Internet access. The type of library will determine its clientele and services provided; for instance, consumers of a public library will have different demands than those of a special library or an academic library. Libraries may serve as community centers where individuals participate lifelong learning and receive programming.

CONCEPT OF LITERACY SKILL

Literacy skills are fundamental abilities that enable individuals to read, write, comprehend, and communicate effectively. These skills serve as the cornerstone of education and are essential for personal development, economic success, and active participation in society. Literacy encompasses both traditional print-based literacy and digital literacy in today's increasingly technology-driven world. It is a lifelong learning process that empowers individuals to access and critically evaluate information, express themselves, and make informed decisions. Reading is the foundation of literacy. It involves the ability to decipher written text, understand its meaning, and extract information from various sources. Strong reading and comprehension skills are vital not only for academic achievement but also for navigating everyday life. According to the National Assessment of Adult Literacy (NAAL) in the United States, proficient reading skills are correlated with higher employment opportunities and overall well-being (National Center for Education Statistics, 2003). Writing is the counterpart to reading and allows individuals to convey their thoughts, ideas, and experiences. Proficient writing skills are crucial for effective communication in both personal and professional contexts. Research by Graham and Perin (2007) emphasizes the importance of writing instruction and its positive impact on student achievement.

In today's digital age, digital literacy has become increasingly important. It encompasses the ability to navigate digital platforms, use technology for communication and research, and critically evaluate online information. The European Commission (2017) highlights digital literacy as a key skill for participating in the digital society and workforce. Media literacy is a subset of literacy skills that focuses on critically analyzing and interpreting media messages. It empowers individuals to understand the role of media in shaping public opinion and to differentiate between credible and biased sources. Research by Hobbs and Jensen (2009) underscores the need for media literacy education to foster informed citizenship. Literacy skills are not static but evolve over a lifetime. Lifelong learning is the concept of continuous education and skill development throughout one's life. It is essential in an ever-changing world, where new information and technologies continually emerge. The United Nations

Educational, Scientific, and Cultural Organization (UNESCO) recognizes lifelong learning as a fundamental component of literacy programs (UNESCO, 2019).

CONCEPT OF COMPUTER LITERACY SKILL

Computer literacy is an essential skill in the digital age, encompassing the ability to use and navigate computer systems and related technologies effectively. It goes beyond basic proficiency with hardware and software; computer literacy includes understanding concepts related to digital information, cybersecurity, and the ethical use of technology. In today's interconnected world, computer literacy is a fundamental skill that empowers individuals to access information, communicate, solve problems, and participate in the workforce. Computer literacy involves basic proficiency in using computers and common software applications. This includes skills such as using an operating system, word processing, creating and managing files, and navigating the internet. These foundational skills are essential for tasks ranging from writing reports to conducting online research.

Computer literacy also encompasses the ability to access, evaluate, and utilize digital information effectively. This includes knowing how to search for information online, critically assess the credibility of sources, and properly cite digital content. In a world flooded with information, digital information literacy is vital for making informed decisions and avoiding misinformation. Computer literacy extends to understanding the basics of cybersecurity. Individuals need to know how to protect their personal data, recognize common online threats like phishing scams, and practice safe online behavior. Cybersecurity awareness is crucial to safeguarding one's digital identity and assets.

CONCEPT OF COMMUNICATION LITERACY SKILL

Communication literacy is a critical skill in today's information-driven society. It encompasses the ability to comprehend, critically evaluate, and effectively create and convey information through various modes of communication. It involves not only language proficiency but also the capacity to navigate and thrive in the complex landscape of digital communication technologies. Communication literacy is essential in both personal and professional contexts as it underpins effective interpersonal relationships, collaboration, and success in the digital age.

Communication literacy begins with the ability to comprehend information accurately. This involves reading, listening, and interpreting messages effectively. It also requires critical evaluation, where individuals assess the credibility, relevance, and bias of the information they encounter. In a world flooded with information, discernment is crucial to avoid misinformation and make informed decisions. According to a study

by Wineburg and McGrew (2017), teaching students critical evaluation skills is essential to help them navigate the digital information landscape successfully.

In the digital age, communication literacy also involves proficiency in digital and visual communication. This includes skills in navigating digital platforms, creating multimedia content, and interpreting visual information such as infographics and data visualizations. As noted by Jenkins, Clinton, Purushotma, Robison, and Weigel (2006), digital literacy is essential for active participation in today's participatory culture, where individuals are not just consumers but also producers of content.

Effective communication literacy extends to interpersonal and cross-cultural contexts. It encompasses skills in active listening, empathy, and cultural sensitivity. In an increasingly interconnected world, the ability to communicate across cultural boundaries and collaborate with diverse groups is crucial for success in both personal and professional relationships. A study by Gudykunst and Kim (2017) emphasizes the importance of intercultural communication competence in a globalized society. Communication literacy is a multifaceted skill that is vital for success in the 21st century. It involves not only comprehension and critical evaluation but also active creation and expression, digital and visual literacy, and the ability to navigate interpersonal and cross-cultural communication. As society continues to evolve in the digital age, the importance of communication literacy cannot be overstated. It is not only a foundational skill but also a key to informed decision-making, meaningful relationships, and professional success.

COMMUNICATION LITERACY SKILLS AND STUDENTS' USE OF LIBRARY

Communication is one of the most crucial components of human existence worldwide. Humans require "communication literacy" in order to interact with others and themselves effectively. The common definition of communication literacy has been brought forward by numerous researchers, including Wood and Hartshorne (2017), who described communication literacy skills as the basic life skills that demonstrate how we learn, make friends, and have good life outcomes. Communication skills are the process of moving knowledge from one location to another, claims the Skills You Need Blog (2020). This can be done verbally (using speech), in writing (using written or digital content like books, magazines, websites, or emails), graphically (using maps, charts, or graphs), or non-verbally (using body language, gestures, and voice tone and pitch). According to Vafaei et al. (2017), communication skills are the aptitudes a person uses when offering and receiving various types of information. It is the process by which we convey ideas, knowledge, and concepts to others by reading, writing, listening, and speaking (UKEssays, 2018). Many researchers have asserted that communication literacy is connected to

print media because it is equivalent to reading ability, including Bandura (2009), Hasanzadeh (2015), and Vafaei et al. (2017). Others, like Gill and Adams (2008) and Charoghchian and Vahedian-Shahroodi (2020), have suggested that it is connected to visual media and visual literacy. Communication literacy is sometimes referred to by other terms in the field of language, such as media literacy, computer literacy, visual literacy, or reading literacy. All of these specialized skills, such as media literacy, visual literacy, computer literacy, or reading literacy, are all included in communication literacy. Without the capacity to read, one is unable to communicate with people through texts, and messages cannot be understood without visual literacy (Hasanzadeh, 2015). The idea of any encoding and decoding of a message by man is emphasized in communication. It can be examined from a variety of angles, including whether it is one-way or two-way, mediating or not, emotional (Bandura, 2009), purposeful or reflective, intrapersonal, interpersonal, group, mass, or extra (Charoghchian & Vahedian-Shahroodi, 2018), verbal, non-verbal, or para-verbal. Sender, message, channel, receiver, feedback, and sound are some of the components that make up communication (Hasanzadeh, 2015).

In fields like bio-communication, where the spectrum of communication literacy is extensive, certain types of skills and abilities are needed to function in particular contexts for efficient communication. Communication literacy improves one's capacity for information encoding and decoding. The process of encoding makes use of spoken, non-verbal, and para-verbal codes. Reading ability, for instance, relates to the capacity to decode written materials; decoding skill, on the other hand, is the capacity to comprehend codes (Ghasemi et al., 2014). Thus, communication literacy plays an important role in carrying out various activities that are geared towards meeting the information needs of the users.

COMPUTER LITERACY SKILLS AND STUDENTS' USE LIBRARY

Awareness of the value of computers, understanding of what they are and how they operate, and interface skills are all components of computer literacy. Many researchers have agreed with this point of view, including Reitz (2013), who defined computer literacy skills as the abilities needed to communicate and retrieve information effectively using computer hardware and software. This definition is based on a conceptual understanding of computer technology and how it can be used to complete specific tasks, as well as an awareness of both its advantages and limitations. Computer literacy abilities were described by Safahieh and Asemi (2008) as the knowledge and aptitude needed to use technology effectively. As a result, computer literacy refers to the knowledge and skills needed to utilize computers proficiently at all levels, from basic operation to complex programming and problem-solving. In a

similar vein, Hunter (2009) describes computer literacy skills as the knowledge and computer-related abilities necessary for an individual to survive in contemporary information-based society. In addition, computer literacy skills involve the ability to use the computer to solve numerical, logical, and informational problems. Kapur (2020) referred to computer literacy skills as the knowledge and capabilities to make use of computers and other technologies in an efficient manner.

Through the use of computers, libraries are currently offering users better and more effective information services so they may easily access information. In the view of Hindi et al. (2002), computer literacy entails conceptual understanding of fundamental terminology (including social, ethical, legal, and international issues) as well as the abilities required to complete tasks in word processing, database, spreadsheet, presentation, graphics, and fundamental operating system functions. Tharanganie, et. al., (2011) asserted that an individual is considered "computer literate" if he/she possess all the following six skills:

- i. Skills in basic hardware and basic operating system functions- identifying computer parts, powering up and shutting down the computer, open/save files, and recognize different file types.
- ii. Skills in word processing-create, save, print document, insert tables / charts/labels/symbols, format page layout (margins, page number, and page borders).
- iii. Skills in spreadsheet- create/save/print spreadsheets, insert tables/ charts, insert function and formula.
- iv. Skills in presentation graphic create/ save/print slide shows, insert new slide/layout/tables/charts and create animations.
- v. Skills in databases-design basic databases with queries and reports/forms.
- vi. Skills in internet and e-mail-surfing the Internet and sending email messages.

In order to efficiently utilize the computers at the library, it is highly recommended that a person have at least one of these computer literacy abilities. According to Allison (2005), individuals without rudimentary computer skills find it challenging to get employment and maintain connections with both local and global culture. A student who lacks computer literacy would have trouble using the library's electronic resources in the current digital environment. Everyone should be able to utilize computers to do personal and work-related duties, use web browsers to search the internet for information, and communicate with others through sending and receiving email (Safahieh & Asemi, 2008).

Nowadays, it's widely acknowledged that having computer literacy abilities is a requirement of modern living (Stephens & Shotic, 2007). In order to effectively use e-resources, it is crucial to develop computer

literacy abilities in higher education (Tella & Mutula, 2008). Students now prefer using online retrieval tools over card catalogs in libraries that are becoming more automated for resource retrieval. Inquiries for information at university libraries often include the use of computers (Chan-Lin, 2008). The understanding of search techniques and the user's capacity to recognize the information problem at the beginning of the search are both directly related to the usage of computers for information searching (Kim & Sin, 2011). According to Xie and Bugg (2009), one of the barriers keeping adult library customers from using the e-resources and services of the library is a lack of computer literacy. Likewise, Tsakonas and Papatheodorou (2006) pointed out that digital libraries and e-resources offer services assisting students to execute demanding tasks that call for sophisticated interaction activities. This suggests that without sufficient computer literacy skills, pupils may not be able to access and use electronic resources.

METHODOLOGY

In carrying out the study a descriptive survey design was adopted. The study was conducted in Essien Udim Local Government Area. The population of the study comprised of 35 registered users of the library in Federal Polytechnic, Ukana. Census sampling technique was used for the study. The instrument for data collection was a researcher developed questionnaire titled: "Information Literacy Skills and Students' Library Use Questionnaire (ILSSLUQ)". Face and content validation of the instrument was carried out by an expert in test, measurement, and evaluation in order to ensure that the instrument has the accuracy, appropriateness, and completeness for the study under consideration. The reliability coefficient obtained was 0.83, and this was high enough to justify the use of the instrument. The researcher subjected the data generated for this study to appropriate statistical techniques such as descriptive statistics meant to answer the research questions. The test for significance was done at 0.05 alpha levels.

RESULTS AND DISCUSSIONS

Research Question One

The research question sought to find out the influence of computer literacy skills on students' use of Federal Polytechnic Library, Ukana? To answer the research question, percentage analysis was performed on the data

(See table 1).

Table 1: Percentage analysis of the influence of computer literacy skills on students' use of Federal Polytechnic Library, Ukana

S/N	Computer Literacy Skills	A	D
1	enhance knowledge of operating system	25 (71.43%)	10 (28.57%)
2	give confidence for computer programming	20 (57.14%)	15 (42.86%)
3	enhance database management	21 (60%)	14 (40%)

Table 1 presents the percentage analysis of the influence of computer literacy skills on students' use of Federal Polytechnic Library, Ukana. From the result of the data analysis, 25(71.43%) agreed that computer literacy skills enhance knowledge of operating system and 10(28.57%) disagreed with the statement. Also, 20(57.14%) of the respondents agreed that computer literacy skills influence students' use of Federal Polytechnic Library, Ukana, while 15(42.86%) of the respondents disagreed with the fact. 21(60%) of the respondents agreed that computer literacy skills influence students' use of Federal Polytechnic Library, Ukana, while 14(40%) of the respondents disagreed with the fact.

Research Question Two

The research question sought to find out the influence of communication literacy skills on students' use of Federal Polytechnic Library, Ukana? To answer the research question, percentage analysis was performed on the data (see table 1).

Table 2: Percentage analysis of the influence of communication literacy skills on students' use of Federal Polytechnic Library, Ukana

S/N	Digital Literacy Skills	A	D
1	With the knowledge of communication skill, I can listen effectively	30 (85.71%)	5 (14.29%)
2	Good communication skill enhances effective compliments	25 (71.43%)	10 (28.57%)
3	Excellent communication skills ensure good verbal/nonverbal communication	26 (74.29%)	9 (25.71%)

Table 2 presents the percentage analysis of the influence of communication literacy skills on students' use of Federal Polytechnic Library, Ukana. From the result of the data analysis, it was observed that as regards "With the knowledge of communication skill I can listen effectively" highest percentage (85.71%) of the respondents agreed that communication literacy skills influence students' use of Federal Polytechnic Library, Ukana, while the least percentage (14.29%) of the respondents disagreed with the fact.

CONCLUSION

The study concluded that Polytechnic students with high ICT/computational literacy skills are more likely to use the electronic information resources more than those with inadequate ICT skills. While the ability to efficiently encode and decode information is enhanced by communication literacy. The study highlighted the influence of communication and computer literacy skill in the student use of federal polytechnic libraries. Therefore, the result revealed that computer and communication literacy skills have a significant influence on the students' use of Federal Polytechnic Library Ukana.

RECOMMENDATION

- In order for students in federal polytechnic library, Ukana, to acquire digital literacy skills, they need to master the three skill sets. Which are: information, media, and technology; learning and innovation skills; and life and career skills.
- In order for students in federal polytechnic library, Ukana, to possess the knowledge of communication literacy, they are required some kinds of subordinate abilities such as the ability to efficiently encode and decode information.

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