

process; to select and evaluate selected strategies for specific goals, information needs, and personal success; and to adapt personal domain knowledge in light of newly acquired information--are presented as evidence linking these two fields of research. Implications of the interconnectedness between these two fields include increased understanding of the role information skills plays in the development of lifelong self-regulatory learning skills, increased inclusion of information literacy skills in the preservice education curriculum, and continued development of information literacy skills within discipline specific curricula.

Introduction

The purpose of this study was to explore the relationship between information literacy skills and self-regulatory learning skills in the context of a preservice education curriculum. The study was designed to investigate the impact of information literacy instruction on the development of self-regulatory learning skills in preservice educators.

The study was conducted in a preservice education program at a large university. The participants were preservice educators who were enrolled in a two-year program. The study was designed to investigate the impact of information literacy instruction on the development of self-regulatory learning skills in preservice educators. The study was conducted in a preservice education program at a large university. The participants were preservice educators who were enrolled in a two-year program.

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