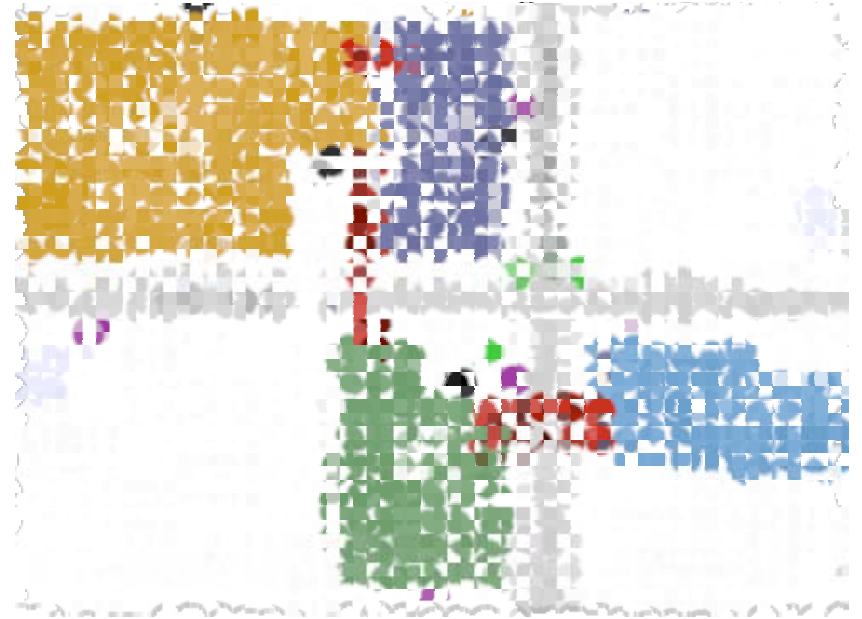


“The Campus Doesn’t Have a Refrigerator”

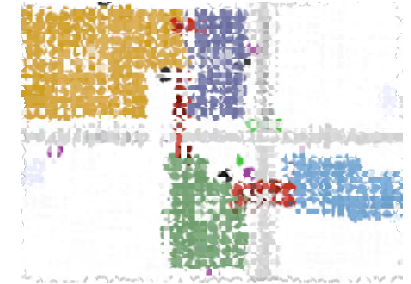


Student Study Habits and the Library

Maura A. Smale, NYC College of Technology
Mariana Regalado, Brooklyn College

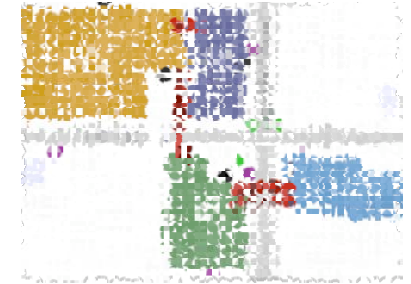
Hunter College Library Faculty Teaching & Research Forum
December 14, 2011

Guiding Questions



- How do students study, research, and complete their assignments?
- How do students use the library for their coursework (and, if they don't, why not)?
- What are faculty expectations for student scholarly work and assignments?

Research Sites



2 year degrees

- Borough of Manhattan Community College
- Bronx Community College

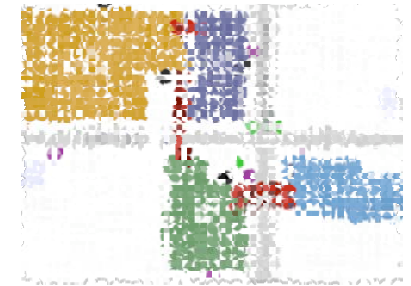
4 year degrees

- Brooklyn College
- City College
- Hunter College

2 & 4 year degrees

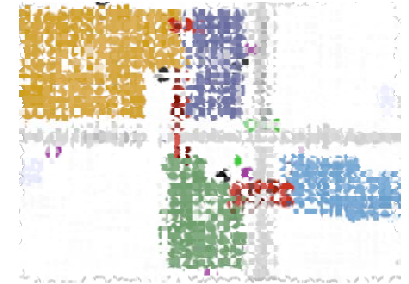
- NYC College of Technology

Methodology

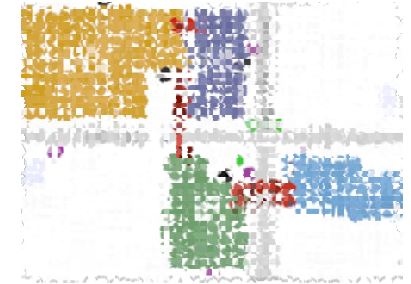


- 30 student interviews @ each campus
 - **Photo Surveys:** 10 students photograph 20 objects, locations, or situations related to scholarly habits
 - **Mapping Diaries:** 10 students record, map, and sketch their activities over a typical school day
 - **Retrospective Research Process Interviews:** 10 students describe and sketch the process of completing a research assignment
- 10 faculty interviews @ each campus
 - **Semi-structured Interviews**

Data



Student Study Locations



■ At home:

- The bathroom
- On a bed (own or someone else's)
- At a desk
- At the kitchen table
- On the sofa
- On the floor

■ On the commute:

- On the train, subway, bus or ferry
- Standing / sitting

■ Off campus:

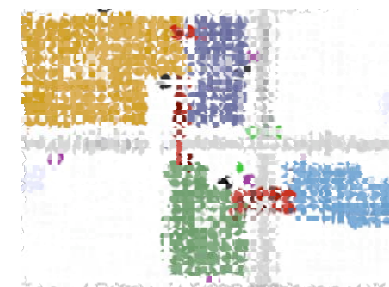
- In parks
- At a bookstore (with wifi)
- At the public library

■ On campus:

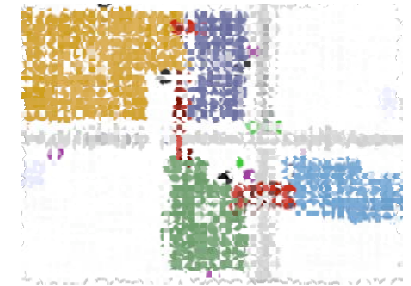
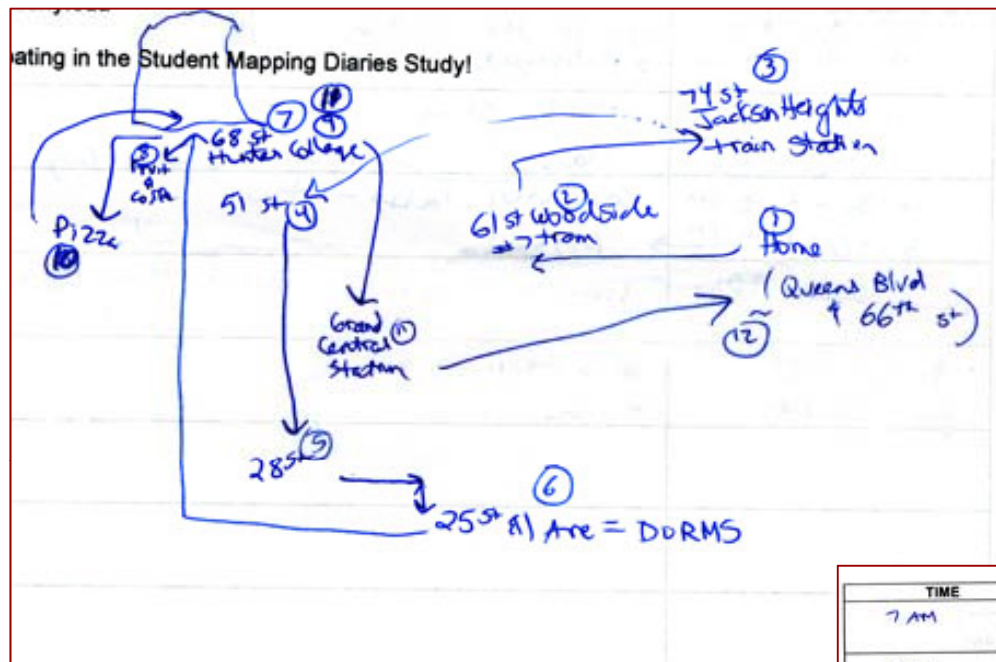
- In hallways
- On the bridges
- In lounges
- In the cafeteria
- In computer labs
- At their (campus) job
- Outdoor locations

■ In the college library:

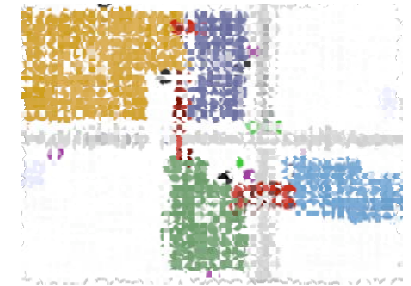
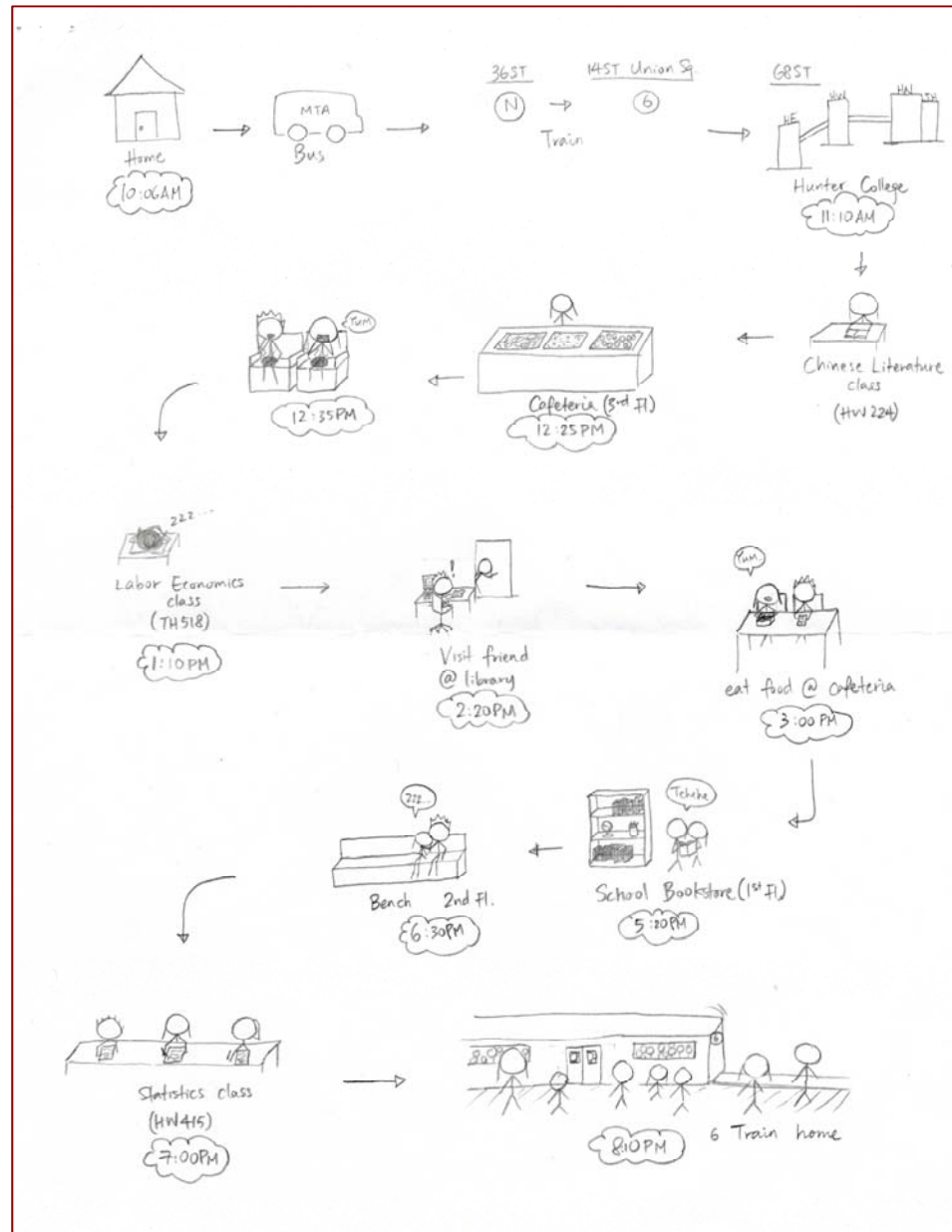
- Open tables
- Carrels
- Secluded
- Near service desks

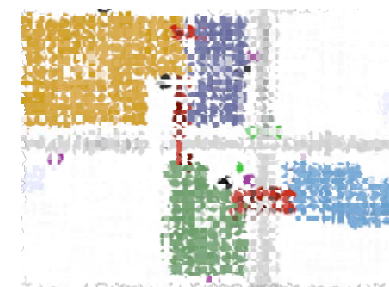


Hunter Students On the Move



TIME	LOCATION
7 AM	Queens Blvd & 66 th St } HOME Laurel Hill Blvd
9 AM	61 st Woodside #7 station →
9:10 AM	Jackson Heights 74 th station
9:30 AM	51 st train station
9:40	28 th station
9:55 AM	DORMS (25 th St / 1 Ave) (Pick up clothes/bags)
10:30 AM	28 th station
10:40-50	McDonalds
11:07 AM	Hunter College
11:10-12:25	class → Fruit & Coffee Guy - doing class
12:30-3:40 PM	Computer lab - HW
3:50-4:20 PM	Pizzeria
4:30 PM-9 PM	Computer lab (I work there too)
9:10 PM	#6 train → Home
10:15 PM	Home



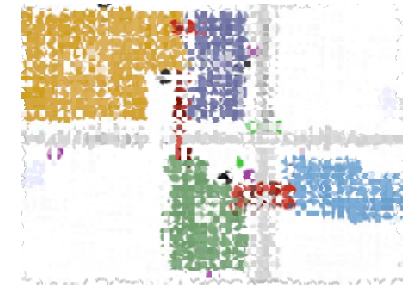


On the Hunt for Study Space in the Library

Library as Place



"I just like to study in the library more than anyplace else at Hunter.[...] It's more quiet. And...and because, like, I dunno it's just the atmosphere of the library. It makes you wanna study there."



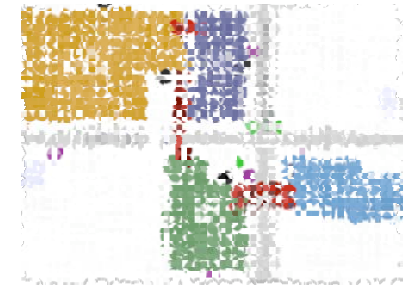
"School's like, like it's more easier to study 'cause it's not that much distractions. 'Cause I'm in the library. 'Cause you're in a reading environment, mostly just that too."



Illumination



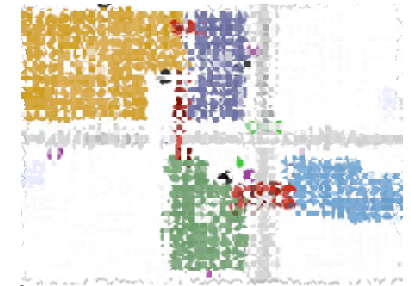
"I find that if I'm in a place where there's sunlight, it's a study area or even in Starbucks I'm able to stay awake, focused and finish the reading."



"I usually study in places that are close to the window 'cause I like the natural light instead of...ceiling light, I don't know what to call it."



Sound



"It's the place at school where you study... on the second floor in the library and it's always quiet. When I need to concentrate and think about if there's something important for me I go there 'cause it's always silent. Nobody's talking there."

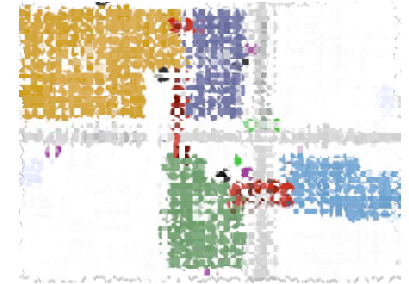
[I study] "on the group tables [on the 4th floor] that aren't the quiet area because I feel like it's too quiet. [...] I feel more comfortable there because it's not extremely loud, but you can like talk and in the quiet area I feel like you hear everything and it's just...it's too quiet for me."

Space

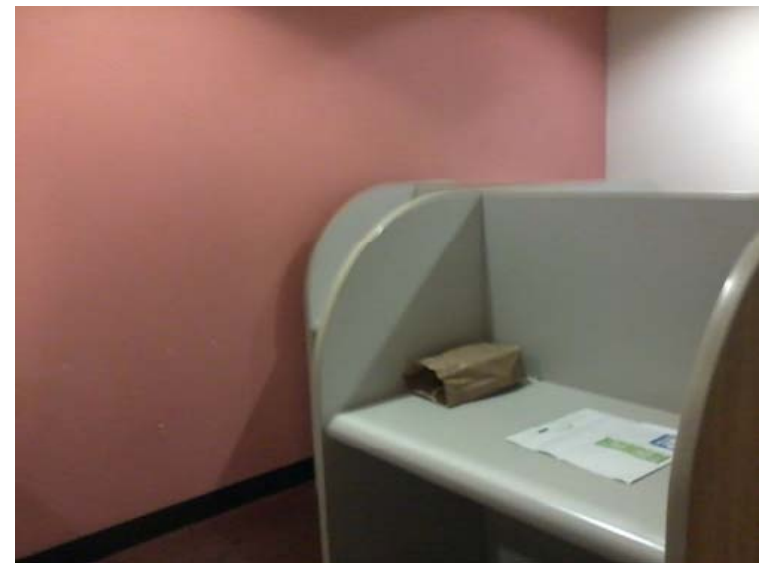


"Well I chose the second floor, just for...it's very ample you know. Very freeing; not so confined."

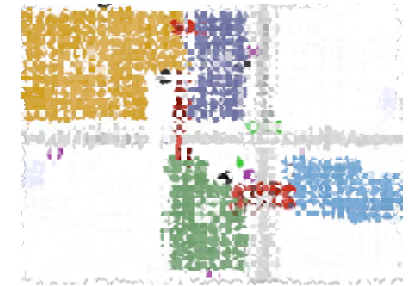
"I don't like the little cubicles. [...] They're just claustrophobic to me, and I dunno, I feel boxed in. I like to spread out my work sometimes, and you can't do that in the cubicle."



"The [carrels are] very close to each other. They're kinda intimate, so...that's why I don't love it."



Privacy



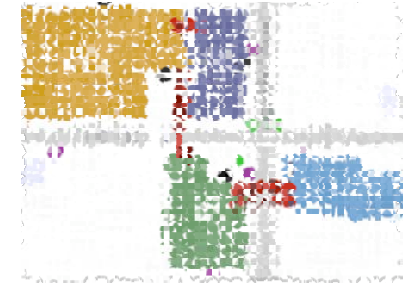
"And I like the cubicles. The size of the cubicle is enough to put all of my material, but at the same time its kinda like distant from each other. As you can see [they're staggered...] so that I don't have to be uncomfortably close to the next person. I kinda still have my own area. So that's why I like it."

"The carrel desk. 'Cause it's, like, uh, I have, like, some privacy which is, uh, a thing lacking at... So, I have some kinda privacy when I study in those types of things."

Outlets

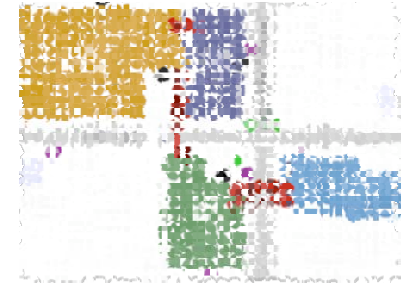


"I like how there are the plug thingies there [on the 2nd floor] so I don't have to look for a charger."



"Usually because I'm on a laptop, so then the plugs come in handy. If you try to find a big table you have to find the plugs because the computer will run out of battery pretty fast."

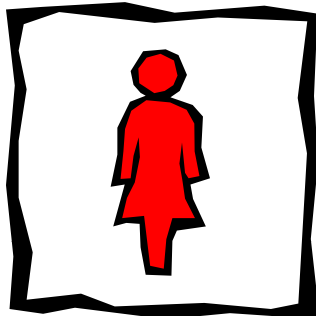
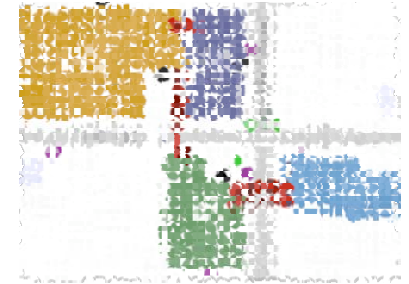
Comfort & Availability



"This is right in front of the library. There's a bunch of couches, and I actually prefer that to the library. I prefer studying there than the library, because it's, there's, it's always pretty empty."

"What I have a issue with the school is like you can never find a place to hang out, and for some reason that's in front of the library, really comfortable seats and you can always, usually, find a seat. So I really like that."

Restrooms

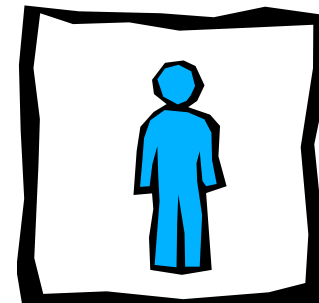


"And also: this floor has a bathroom. [...]
That's another important piece of the
puzzle."

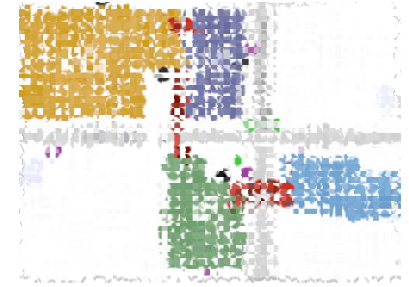
"I also go to the sixth floor 'cause
there's a bathroom there too."

"I think sixth floor I usually go a lot more
'cause of the bathroom nearby."

"Not every floor has a females bathroom, and
not every floor has a males bathroom. [...]
They're weird like that."



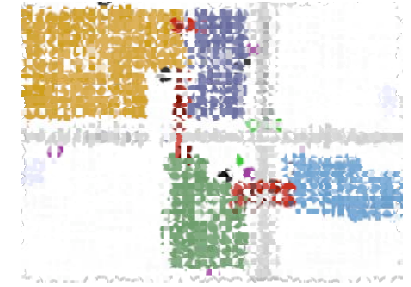
Choice



"This [photo] is just to show that, you get a nice window view if you want a little bit of a distraction, you have different sets of tables, so you have: a full table, or you have the cubicles whichever you prefer."

[On the 2nd floor] "You have a choice to sit with your friends if you wanna work together, or you have a choice of sitting by yourself and you can look outside, the lighting is good, the reference desk is right there if you need any help. I just thought it was kinda cool."

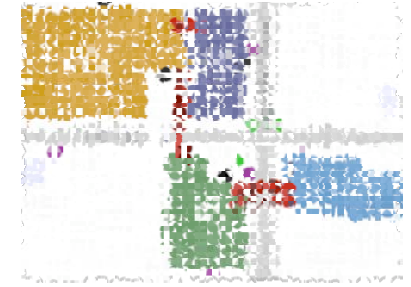
Photo for a New Student



"The most impacting thing, that when you say I'm a Hunter College student is that we have a nine-floor library so they say, like, "Wow! That's a big library."

"I thought, like, they have to see the books that we have. We have a lot of books here."

Reference Desk

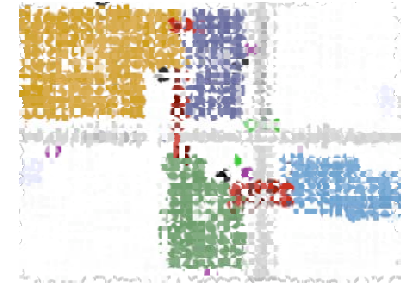


"Yes and they've been really helpfully. They helped me searching, like, what's the better way to search for a term which is kind of interesting 'cause I didn't think that would really help my research but it does."

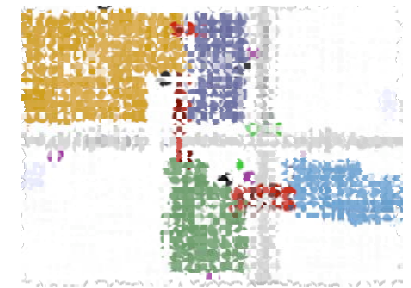
"I rarely ask the librarians at the reference desk because I find that I can find it on my own."

"I mean, the librarians [at the Queens public library] are actually helpful, so if you want to talk over your paper with them, they're, pretty good about that"

Caught between the Library & the Writing Center

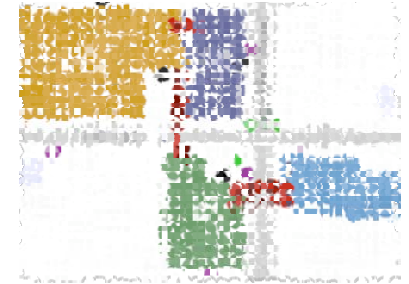


"I don't get as much help as I would like to [at the reference desk. . .]. So right now I'm writing a research paper and it's sort of difficult knowing that in a few years I'm gonna write citations and, you know, I actually wanted a book that could help me with that. I actually wanted someone to look over it with me, but the library doesn't do that, the other Writing Center does that and they're always so full 'cause there's not enough tutors. I was wondering if someone could just look at this one citation and say if its okay, and she was like 'I don't do that.' So they're very rigid."



The Curse of the Computer Lab

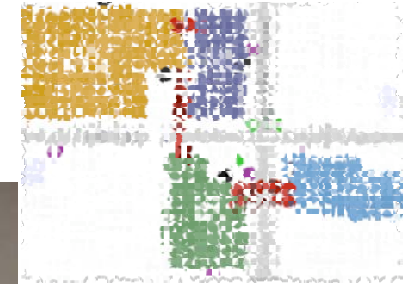
Library Computers



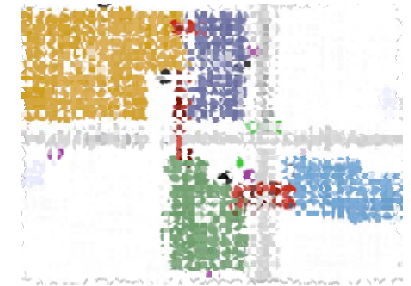
"Yeah, sometimes I study on the [library] labs where the computers are 'cause I need a computer. But I don't like too much 'cause the people's always talking."

"Everybody talks there (4th floor lab), and you can never get a computer there."

Printing

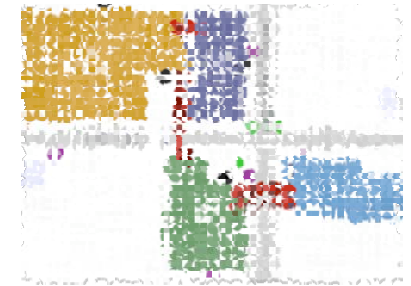


"This is the Student Resource Center. It's...you get, I think, three hundred pages of free printing every semester. As you can see, that sign says 'No Printing.' This has been like this for the past two weeks and this is like during our papers and... When you do go in sometimes the printers aren't working... You have to wait, like forty minutes. The school is supposed... I mean, this is the Resource Center, but you don't get much help."



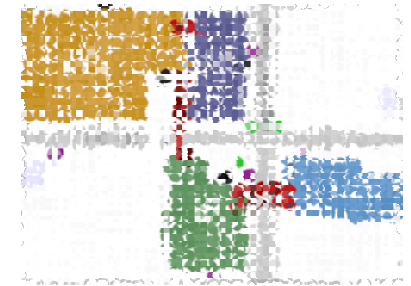
What
About
Research?

Information Resources

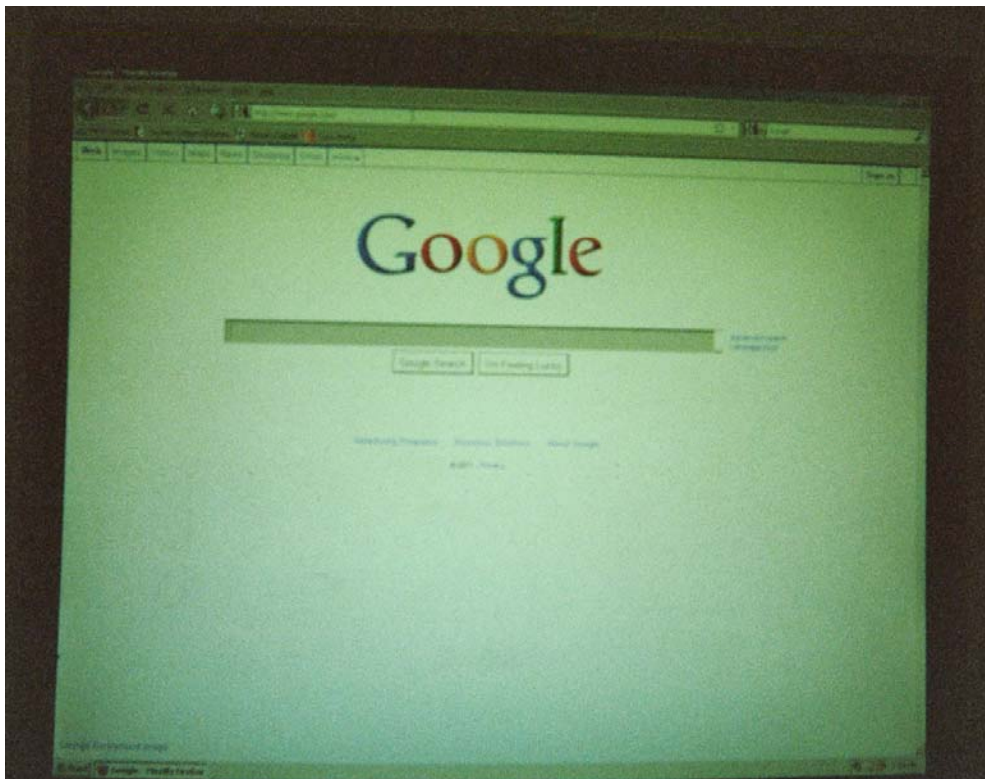


PSYCINFO
GOOGLE
SCHOLAR
PORTAL
INTERNET
FACEBOOK
JSTOR
LIBRARY
DATABASE
tagxedo.com

~~Google
Research~~



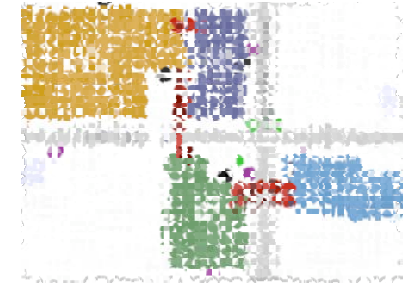
"I feel like [Google]'s really general and it helps give me an idea of where to start. So that's what I mainly use it for."



"Google! Yes this must be 'something I can't live without.' Or is it 'tools I use for research assignments'? This is a tough one. [...] 'Cause I love Google."

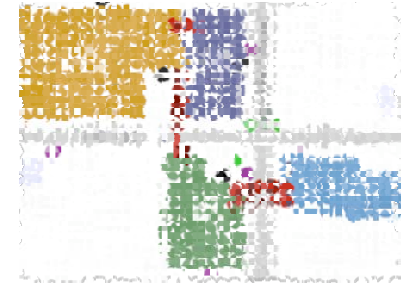
"I tend to just skip the library and go straight to Google."

In sum



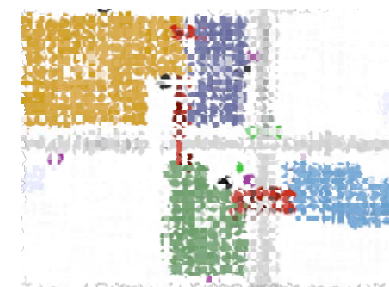
"Google I find is just more direct. You can type in anything you want and something will come up. You know? I mean, I could go to the...I could go the database and look for what I need. But...I mean, it's Google. You just...it's one field, type in what you want and that's it. You know, and it will give you...in other words, what I do, I'm taking research classes now and, you know, some of my papers come from *Journal of Neuroscience*, other papers come from *Nature*, some of the papers come from *Biology of the Cell*. So...rather than going through each website, I just go to Google and it'll show me a paper from all of those sites and I'll pick what I want."

Remote Access



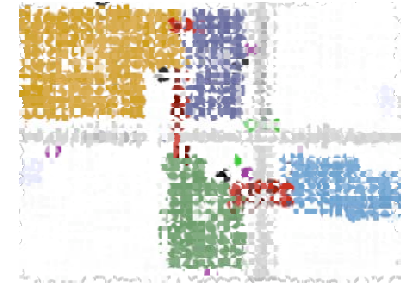
Most students seem to be aware of it, but . . .

"Well, once you get into the website [of the journal via a Google search], then you have to...then you may or may not get the whole text. You may have to subscribe or login. So...[...] I don't look at the article. Or if I really, really need it I'll tell my professor that I need it and have them send it to me. Because changes are that they have a subscription. Yeah, but I'm not gonna pay for a subscription, I'm only in the class for a couple, what, like, three months?"



A Word From the Faculty

Why Assign Research?



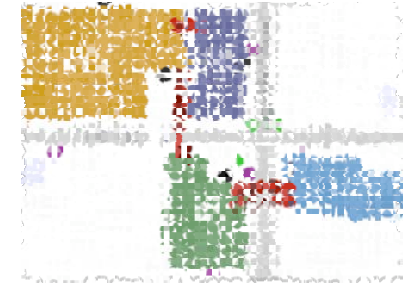
So students practice/learn

- disciplinary ways of doing research & writing

And also because

- a “research-based education” is not about reading a text book, but rather current literature: “it’s about what is going on in the field right now.”
- it gives “the student the responsibility and challenge of pursuing something that interests and excites them.”

Student Weaknesses



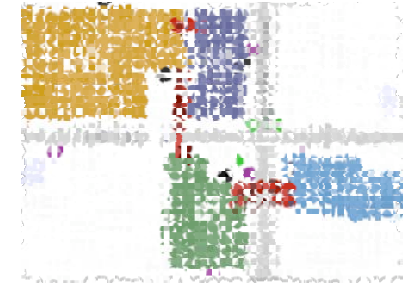
Student tendency to do

- shallow reading and mining articles for quotations
- cut & paste and over-use of direct quotations

Furthermore, students

- do not understand the rationale for precision in citations
- lack background knowledge
- have poor reading skills

Students as Researchers

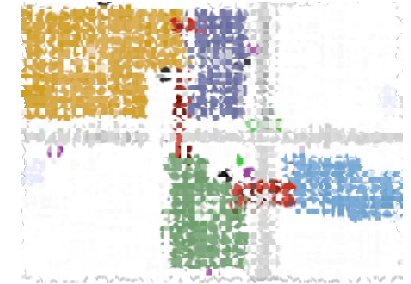


- Go straight to the internet
- Rely almost exclusively on internet-based resources

And, distressingly,

- Don't know the difference between a website and a professional journal that happens to be on the web

Library Instruction



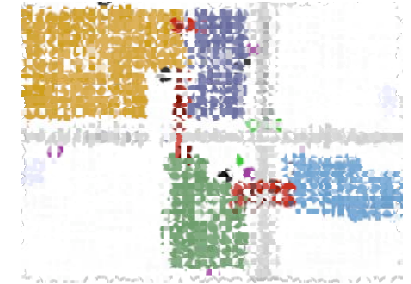
Many faculty appreciate it

- a good experience for students to go into the library, see the space, and meet librarians
- faculty learn too: “they are actually teaching me”
- acknowledge that instruction works best if class is prepared

Some identify problematic areas

- time may be a factor: some do their own library instruction
- some suggest lower-level students don’t need it, BUT
- one said that upper-level students are already fluent in library use
- some wish instruction was more topically immediate

About the Library



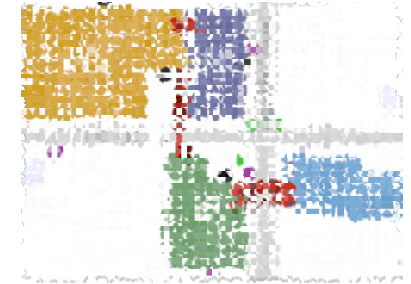
A lot of praise

- "We have a very good library staff here and they are committed to teaching."
- "The library staff here is really wonderful."

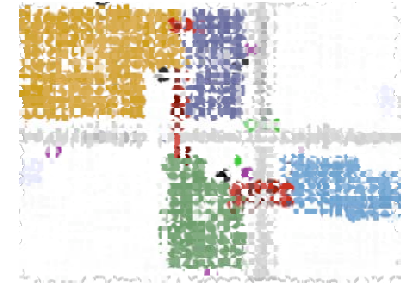
A complaint

- When librarians disagree with classroom faculty members' teaching style or methods in front of a class: "It wasn't like the working together thing, it was like 'Well, this is the way you should do it.'"

Curious to Know More?



- Our Hunter data will soon be available for sharing
- Visit our website <http://ushep.commons.gc.cuny.edu> for
 - ✓ the complete protocol of our CUNY study
 - ✓ other presentations of our CUNY data
 - ✓ bibliography for further reading on qualitative library studies, including methods and results
- Try your own study! Observation is a great ethnographic tool to gather data unobtrusively, when and where you want.



Thank you!

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&

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<http://ushcp.commons.gc.cuny.edu>