

Undergraduate Scholarly Habits Ethnography Project

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Qualitative Studies of Student Scholarly Habits in Libraries

- **University of Rochester**



- **Project Information Literacy (PIL)**



- **ERIAL (Five Illinois libraries)**



Research Methods

Quantitative

Assumption: variables can be identified and relationships measured.

Methods:

- Seeks the norm
- Attempts to be objective
- Collection and analysis of numerical data to identify statistical relations of variables

Qualitative

Assumption: variables are complex, difficult to measure.

Methods:

- Searches for patterns
- Relies on involvement and empathic understanding
- Data from observation, interviews, etc. with a focus on the meanings / interpretations of participants

The Research Question

How do undergraduates study and do their research?

How do they make sense of their experience?



Guiding Questions

- What are faculty expectations for student scholarly work and assignments?
- 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)?

- Funding
- Incentives
- Institutional Review Board (IRB)
- Recruitment

<p>Alt: a research study got a Free Matchcard or TimesCard! Contract: Prof. Hegmann 718.754.8215 reginfo@brooklyn.auiyo.edu</p>	<p>Alt: a research study got a Free Matchcard or TimesCard! Contract: Prof. Hegmann 718.754.8215 reginfo@brooklyn.auiyo.edu</p>	<p>Alt: a research study got a Free Matchcard or TimesCard! Contract: Prof. Hegmann 718.754.8215 reginfo@brooklyn.auiyo.edu</p>	<p>Alt: a research study got a Free Matchcard or TimesCard! Contract: Prof. Hegmann 718.754.8215 reginfo@brooklyn.auiyo.edu</p>
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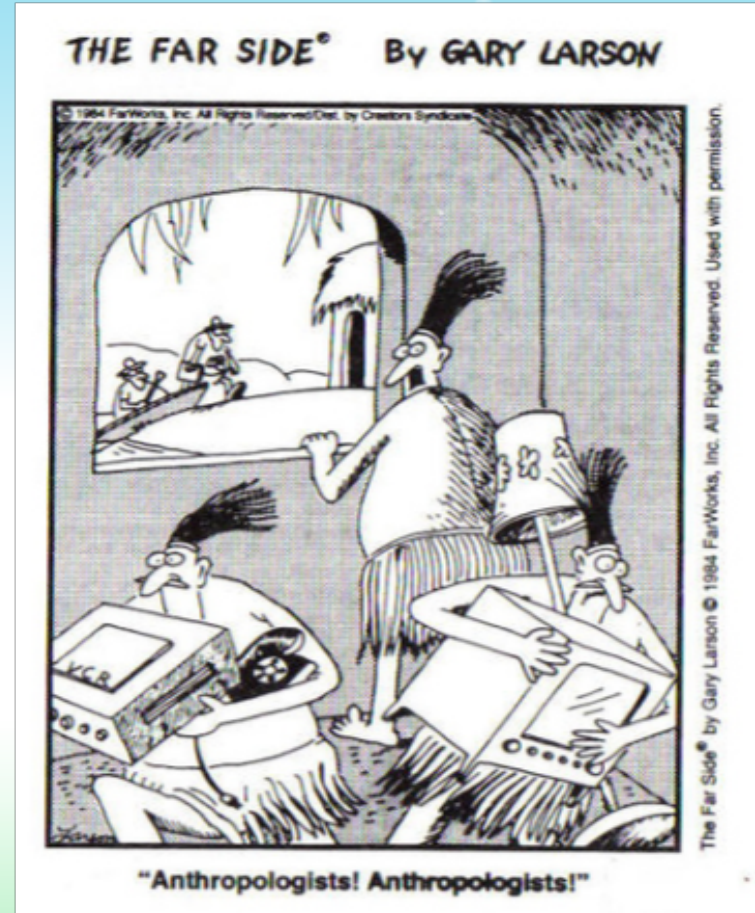
Research Methods

Faculty

- Interviews

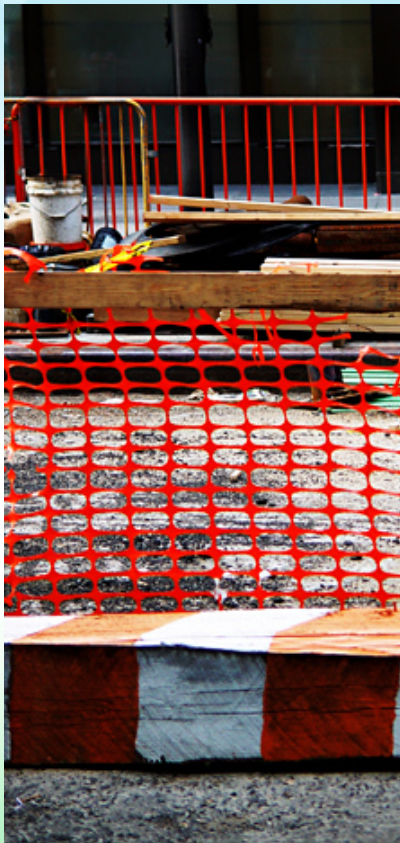
Students

- Mapping diaries
- Photo surveys
- Research interviews
- Scholarly habits survey



Faculty Interviews

Obstacles to good student work on research-based assignments:



- “We need to instigate parts of [learning to do research and writing] earlier on” in the curriculum.
- Some faculty said: “there isn’t time for hand-holding with the teaching load,” while some “try to maximize their classroom time” for students to work on research assignments.
- Students have many external constraints on their time, e.g., job, family, and other responsibilities.

Faculty Interviews

Perceived student weaknesses:



- “The central weakness [...] is the inability to think and to analyze clearly”
- “Not taking the time to think it through.”
- “Oh so many [...] would really expect complete sentences.”
- “They really are not willing to put in the labor...in advance, not...the night before.”

Faculty Interviews

Where librarians fit in (or don't):



- “We send students over with half-formed, half-baked, half-conceived notions of what we want from them.”
- “They don’t use the library—it’s rare that they’ll go see a librarian. They’ll come see me first and I’ll show them the library website.”
- “I actually think there is a disconnect to the library and...I should fix it.”
- Students “said that they find themselves intimidated when they go to the library.”

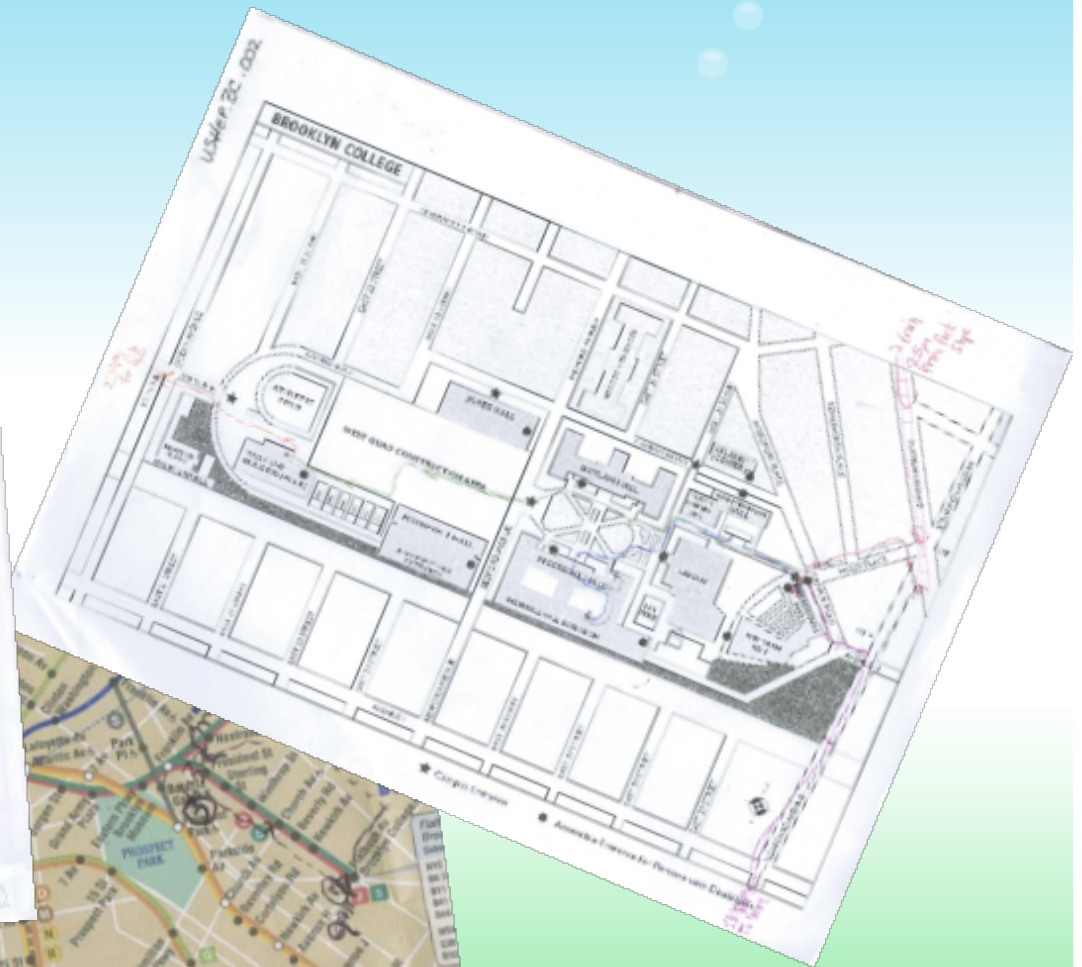
Preliminary Results: Mapping Diaries

Tuesday, November 17, 2009

Student Mapping Diary Log

Please use this log to record your movements throughout the day. If you need more space, please write on the back of this sheet.

TIME	LOCATION
9:30am	Woke up, got ready. Slightly hungry. Took clothes, books, water, food, etc. to school.
10:30am	Ran to catch B44. Work on 2008 test review sheet for Thursday's test.
11:55am	(Dropped bag - see below) Got off B44. Went to 1st floor of BC campus. Got off at 5th floor. Went to get 2008 test book. Took some time to get a book. (see below for details)
12:00pm	Got to 5th floor. Review for test. (330 New York)
12:20pm	Jumped, making a list of things to do. Back to 5th floor. To pick up 2008 test book. (see below for details)
12:30pm	Went to 5th floor. Meeting. Practiced scales w/ 12 number piano & guitar in way.
1:00pm	Went to class meeting/lesson.
1:20pm	(see below for details)
1:40pm	Went to 5th floor. (see below for details)
2:00pm	Went off to 5th floor. (see below for details)
2:30pm	(see below for details)
3:00pm	(see below for details)



Preliminary Results: Mapping Diaries



Preliminary Results: Mapping Diaries

Most frustrating part of the day

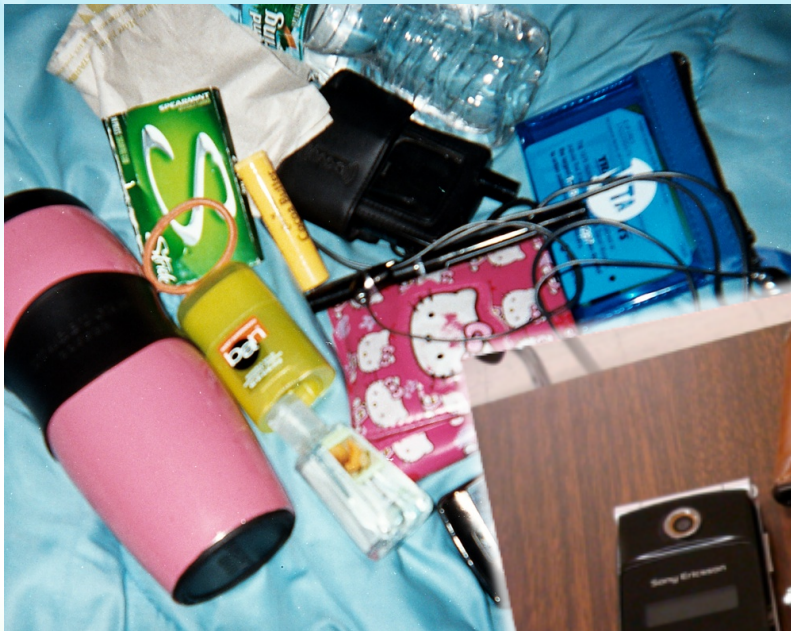
- “having lunch, because I had to have lunch in the train station”
- “homework, because I have to stay here and use their computers“

Parts of the day to look forward to

- “I guess going home”
- “the gym”
- “I like coming [to the library], because when I go home, I get distracted easily.”

Preliminary Results: Photo Surveys

The things you always carry with you



Preliminary Results: Photo Surveys

A place at school where you study



Preliminary Results: Photo Surveys

A place in the library you don't like



Next Steps: Application



How can what we
learn help us
improve our
library services
and
the student
research
experience?

Next Steps: Research & Dissemination

- Data coding/analysis
- Funding: PSC-CUNY & CUNY CIRG
- Phase II research @ CUNY
- Focus groups @ BC and City Tech
- ACRL 2011?
- Publications!





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