

Understanding the Whole Student: CUNY Undergraduates' Lived Experiences

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Teach @ CUNY Day
CUNY Graduate Center
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Many thanks to

- the CUNY students and faculty we interviewed during our research
- our research assistants, CUNY graduate students Christopher Baum, Jay Blair, Rachel Daniell, and Brenna McCaffrey
- our CUNY library faculty colleagues, especially Jean Amaral @ BMCC

Undergraduate Scholarly Habits

Ethnography Project

- Where and how are students doing their academic work?
- Why do they choose those places? How do they make them work?
- What tools and technologies do they use or need?

Our Research



The City College
of New York



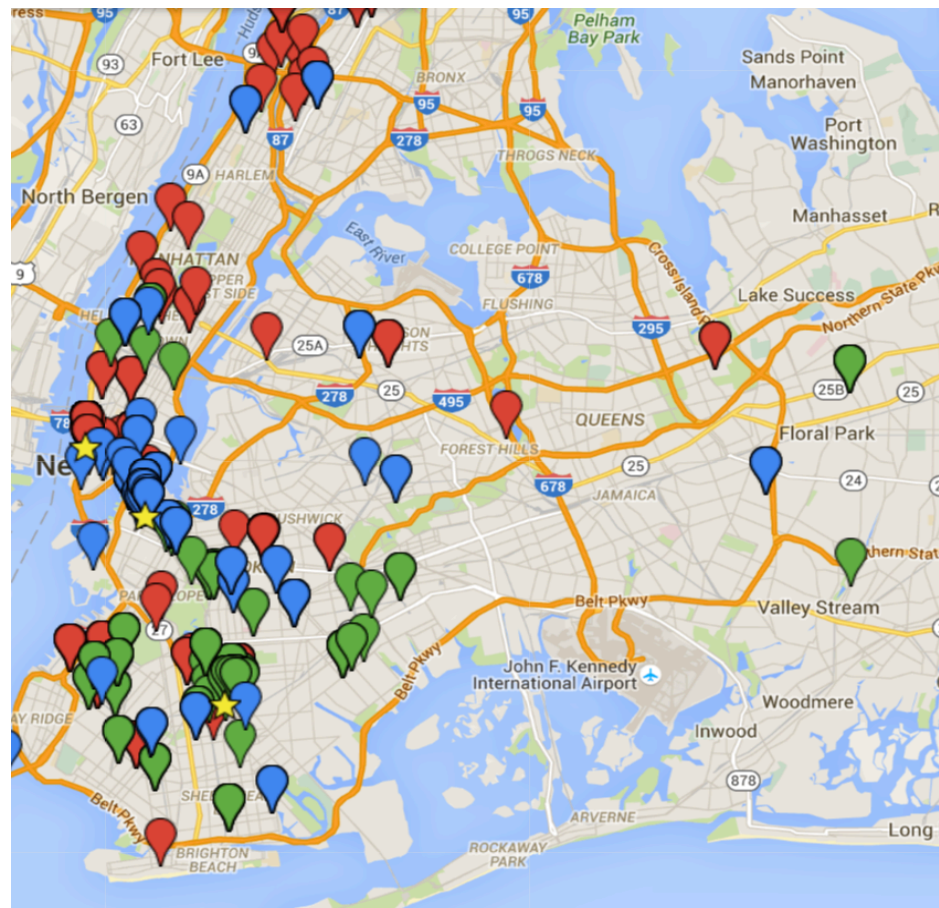
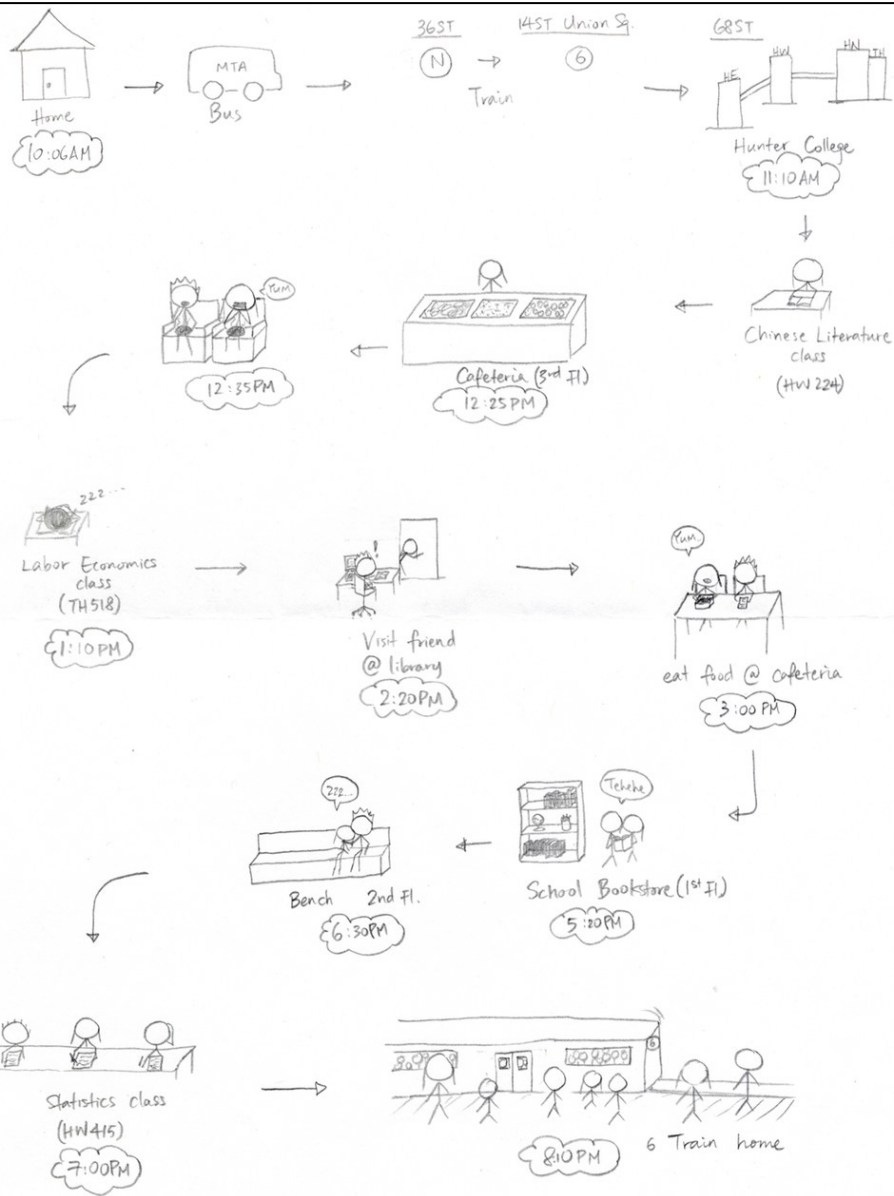
Brooklyn
College

2009-2011: photo surveys, mapping diaries,
retrospective research process interviews, faculty
interviews



Brooklyn
College

2015-2016: mapping diaries, tech-specific interviews,
student/faculty questionnaire on hybrid/online
courses

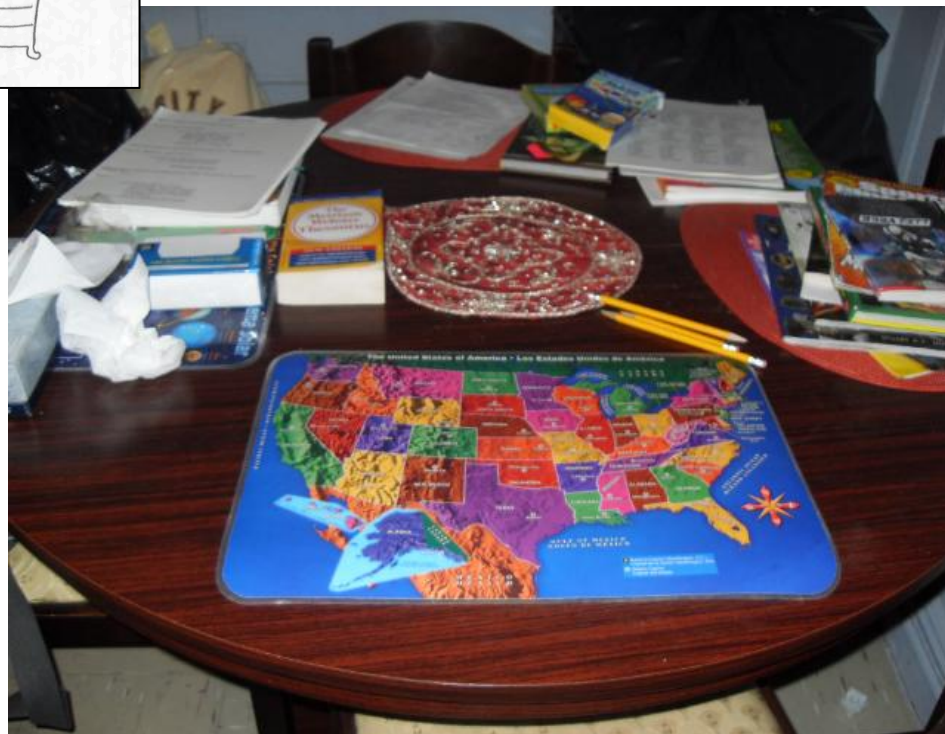
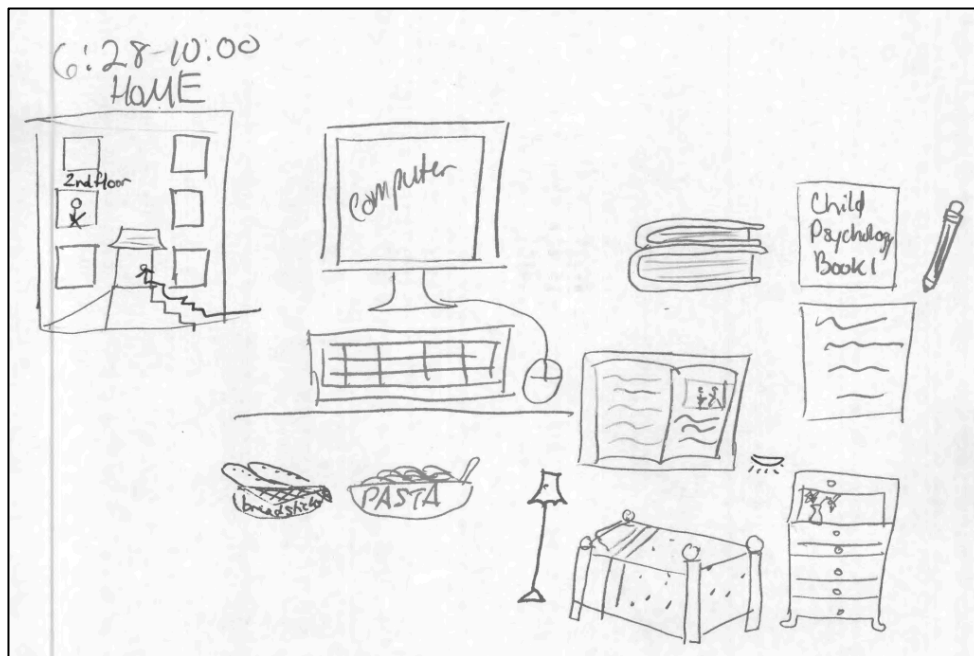


What have we learned about

- where students do their academic work,
- the technology they use to do their work, and
- their process for doing research?

AT HOME





ON THE MOVE

Queens



6:30-7:30 am
woke up &
left

8:00



BUS
(ride)



TRAIN
(ride)



eat 5:00 -

6:45



Friends



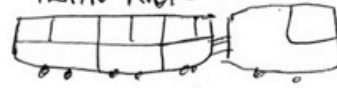
4:40 -
5:00 pm

Bus Ride



Approx.
20 mins.

TRAIN Ride



Approx.
1 hr.

School



class 1

9:30 -

10:45

class 2

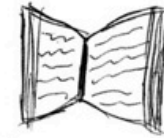
3:00 - 4:40
4th floor



12:45 - 3:00

Lunch

12:00 - 12:45





IN THE LIBRARY





INTENTIONALITY

“When I go home, I get distracted easily. Here, it's very quiet, you know, you can't be loud, you can't talk.

So I like being under those rules here.

I can concentrate a lot better, and I'm actually doing a lot better now in school than last semester.”

SMARTPHONES



“My smartphone. I am able to access my grades, type up a paper, review a power point, etc. in the palm of my hand.”



“I personally don't use a smartphone or tablet for schoolwork but have been present numerous times while my friends' work was **deleted** or **would not upload** from one of these devices.”

AT THE COMPUTER LAB



“My first year, I didn’t have the Microsoft Word application so I couldn’t type essays. So I would spend HOURS on hours sitting here and trying to focus while people are chewing gum and talking on the phone and arguing and hitting each other. It says it’s a ‘Learning Resource Center’ but in actuality it’s a ‘Hang Out With Your Friends and Look at Your Cousin’s Wedding Pictures Center’ . . . ‘on Facebook.’”

Student Resource Center

"We are Here to Serve You Better!"

TH 202



本雜誌乃由下列各處所購得
 自前 50 年以來 所有 之 本 刊



CELL PHONES!

1992-1993

THU. MAR. 24, 2012
6:00 PM
 WED. APRIL 27, 2011
 WE WILL **REOPEN** ON
 THURS. APRIL 28, 2011

© 2005 Blackwell Publishing Ltd

NOTE FROM PUBLISHER

THEY WILL BE
 APRIL 27, 2011
 WE WILL
 APRIL 28, 2011

NO
PRINTING

THE ONE WHO BE
WILL APPEAR 27 APRIL
WE WILL GO
THIRD APRIL 28, 2011

STUDENT
RESOURCE
CENTER

LAB 2

- 2 Computers
- 2 Internet
- 1 Printing
- 2 Copying

A88-1

- ☒ Computers
- ☒ Internet
- ☒ Printing
- ☒ Copying

LOUNGE

- 2 Microwaves
- 2 Games
- 2 TV
- 2 Video Games

SYSTEMS AND WIFI

“I would make sure that
the website being used
never has to be ‘under construction’
and I would make sure it is
always running as quickly and
efficiently as possible.”

“The most frustrating thing is our schools wifi. When in on campus trying to watch our videos it doesn't load properly,
it will pause frequently.”

TECHNOLOGY IS CRITICAL

“Enhance everything so that it’s
always fast and never crashes”

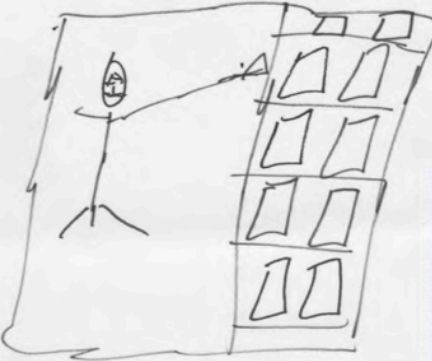
STUDENT RESEARCH PROCESS



Bus Ride



Library "Book Search"



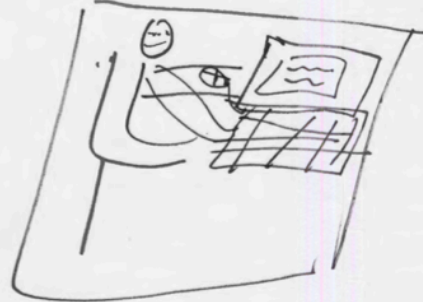
Reading



Thinking + Writing



Finally start



DEVELOPING A TOPIC

Day 1



Coming up
with ~~idea~~ idea



Brainstorming



Research

Day 2 - Day 20



Lazy Period

Day 21



Realization

Day 22

Back brainstorming

Day 23 - 28



Frantic Period

Day 29



Lack of sleep

Day 30

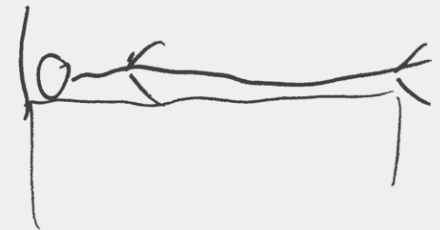


Relief

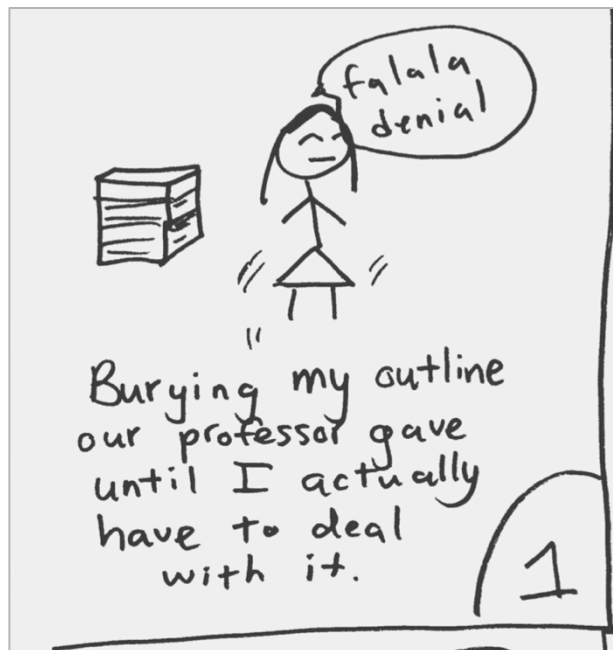
College Paper

Procrastination

Day 2 - Day 20

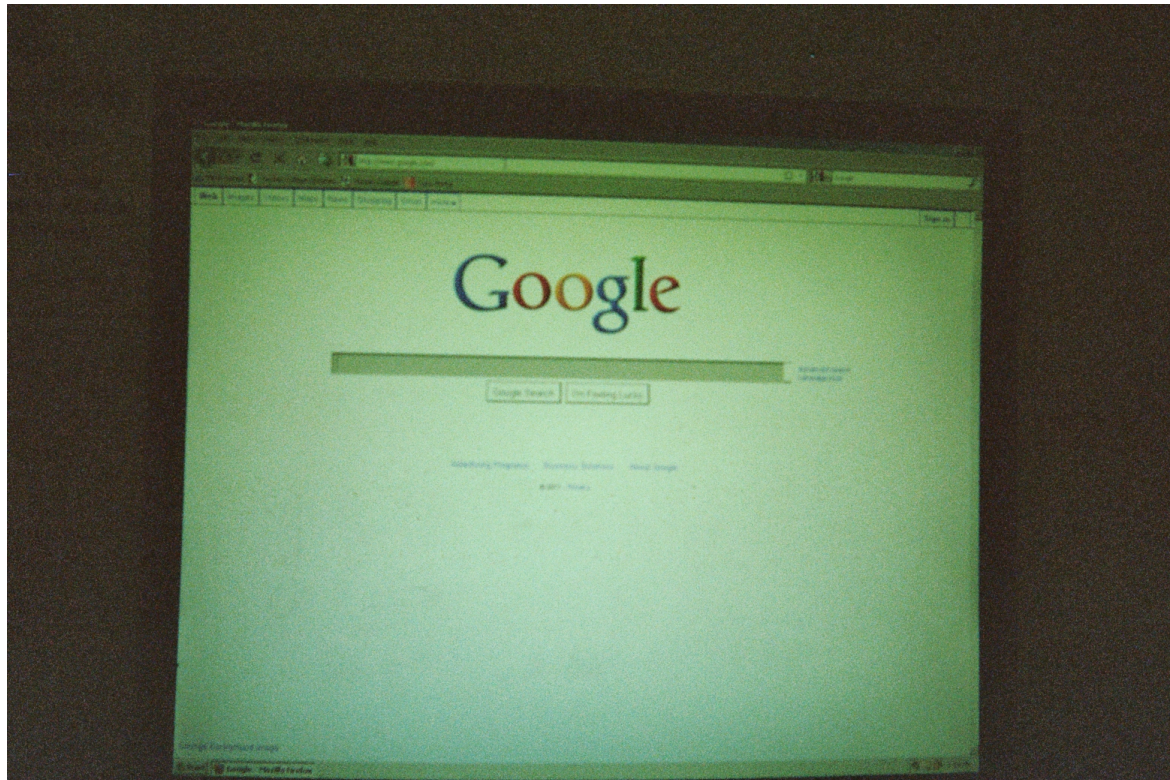


Lazy Period



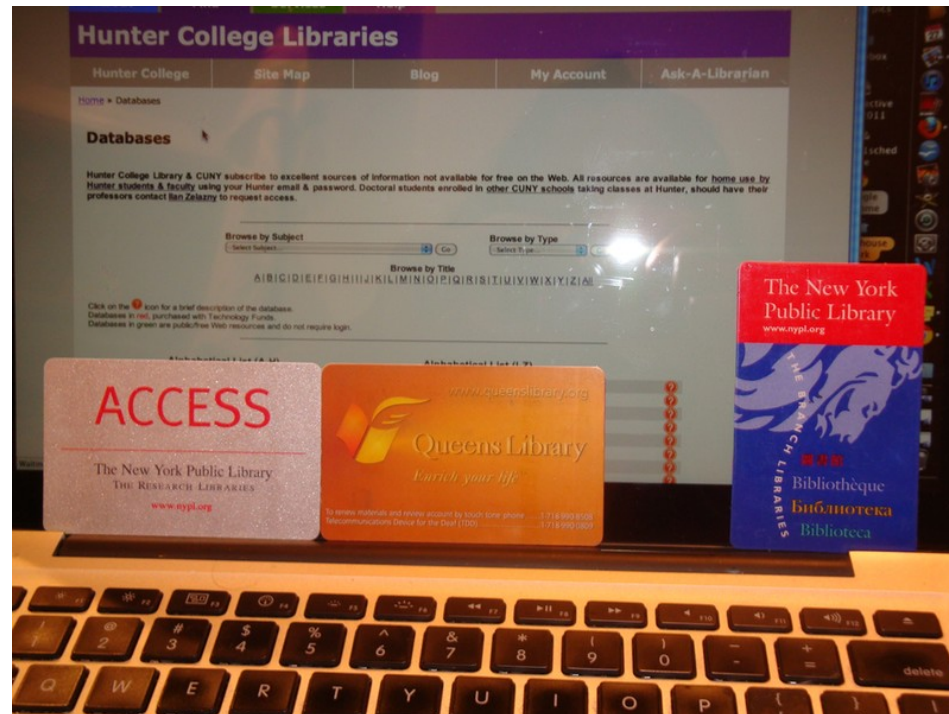
"No, I waited a little bit, you know. Because I wanted to make sure I had a nice grasp of what we were doing."

RESEARCH: LIBRARY AND
INTERNET

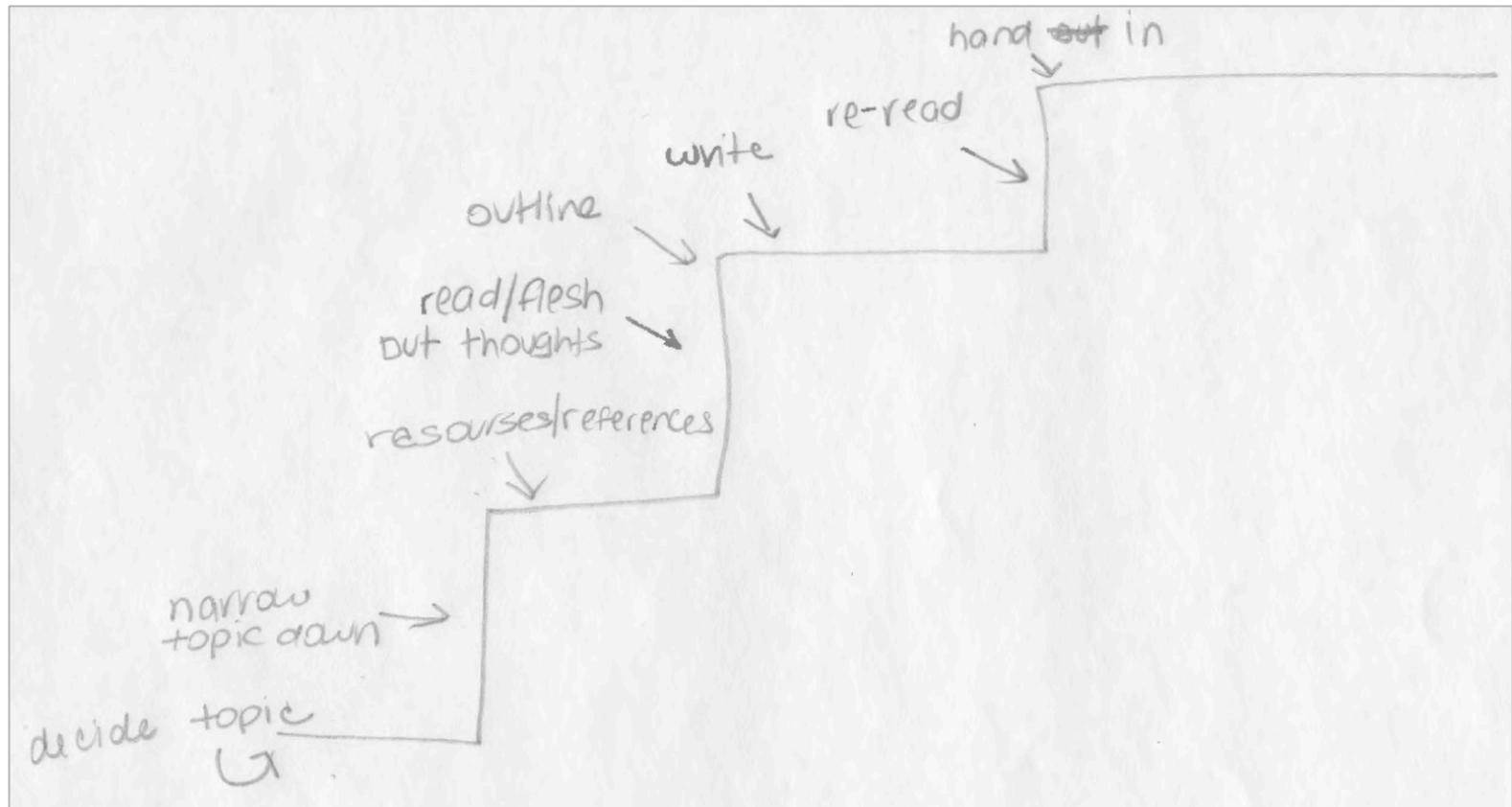


“The next part was **trying to navigate the CUNY website** which did run me into about **two or three hours worth of a headache**, followed by another **fifteen minutes on Google**, where immediately it was the **first link.**”

“[The librarians have] 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.”



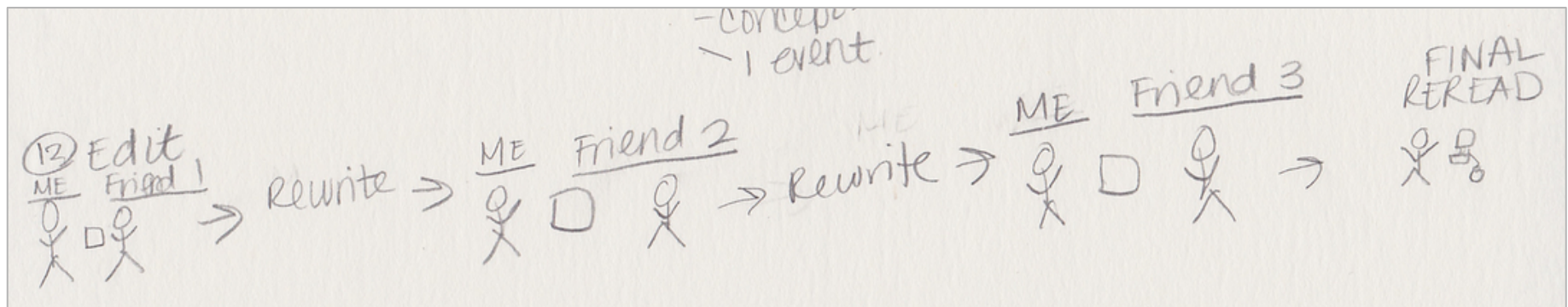
SCAFFOLDING



“This sort of forced me to do each little step and report back constantly to the teacher. The orchestratedness of it allowed me to not procrastinate.”

FORMAL AND INFORMAL FEEDBACK

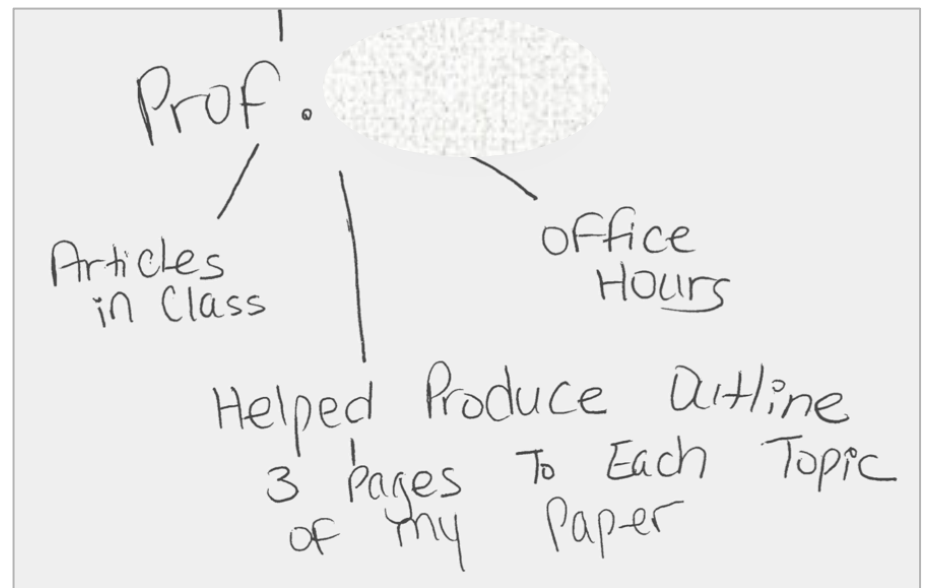
“[In class workshopping] was interesting ‘cause I, like, reading other people’s work, and especially when we’re in the same class, you know? I don’t . . . I mean, we didn’t wanna be too critical and mark up our classmate’s papers . . . And the feedback was good, like, what they thought of it.”



SUPPORT

“I don’t get as much help as I would like . . . So right now I’m writing a research paper and . . . 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.**”**

“[Writing tutors] explain it more easily than the professors.”



WHAT CAN WE DO?

We – all of us – can

- ask them!
- be flexible wherever possible
- advocate for access and support
- connect and collaborate across campus

Questions?



Thank you!

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