

Methods

- In 2008, a group of faculty and librarians codeveloped a short instrument to gauge student perception on:
 - Research Habits
 - Resource Use
 - Library Use
 - Library Services
- Tool is used by approximately 20 courses each semester
- Results are provided to faculty member for their class and the overall results
- The faculty member and librarian work together to adjust assignments based upon student perceptions.

This survey is meant to determine your perceptions on searching and finding information. The information gained from this survey will be used by faculty members to enhance assignments to better reflect what students already know about finding information. We also will share this information with librarians and faculty members outside the university via publication. You may choose to answer any/all of the questions in the survey, and do not have to complete the survey as a requirement for this class (and you will not be penalized for not taking the survey). Your instructor will not know who completed the survey. Completion of the survey indicates that you give your consent to participate in this project, and use the data as described above.

What is your major?

When you need information for a paper, how often do you use the following resources?	Rarely	Sometimes	Regularly	Frequently	All the time
Librarian					
Professor/TA					
Friends or colleagues					
Google (or another search engine)					
Google Scholar					
Library Resources (Books, Videos, Journals)					
Course Textbook					
Wikipedia					

In your opinion, what is the difference between a good research experience and a bad research experience?

When you reach a dead-end when searching (meaning that you are diligently searching, but still cannot find any relevant information), what do you do?

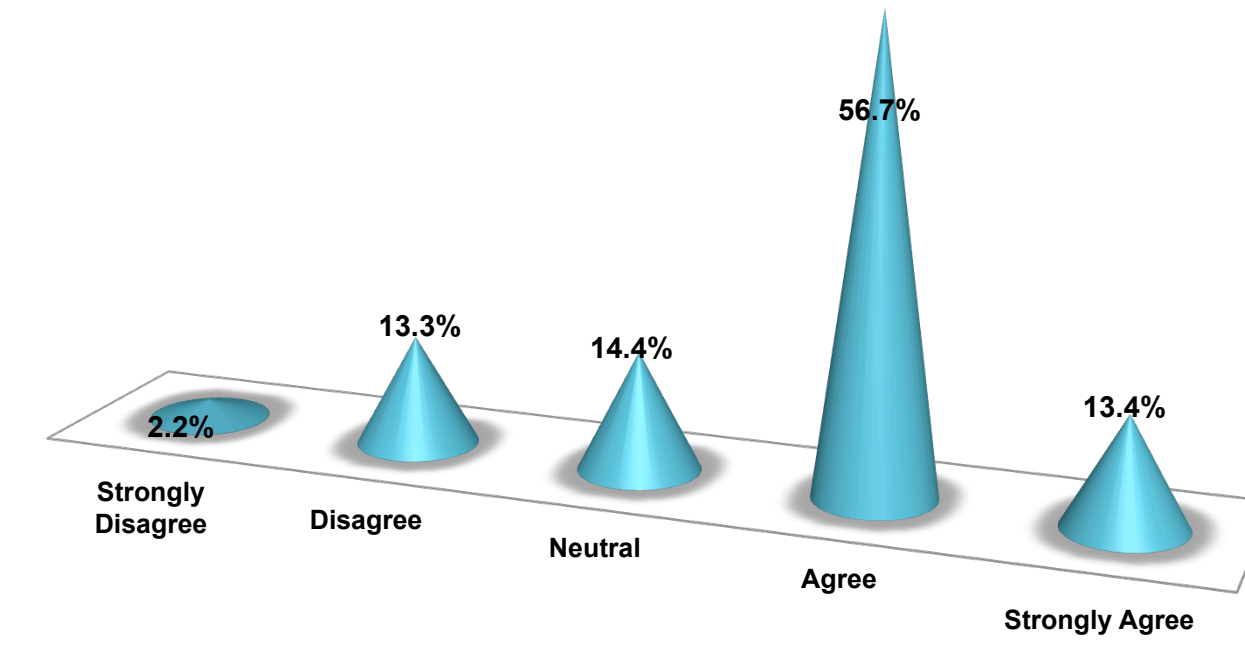
Please briefly describe your training in research and finding information at Miami (including library sessions, courses, online tools, etc.)

Please think about the work you do for your research assignments and indicate whether you agree or disagree with the following statements.

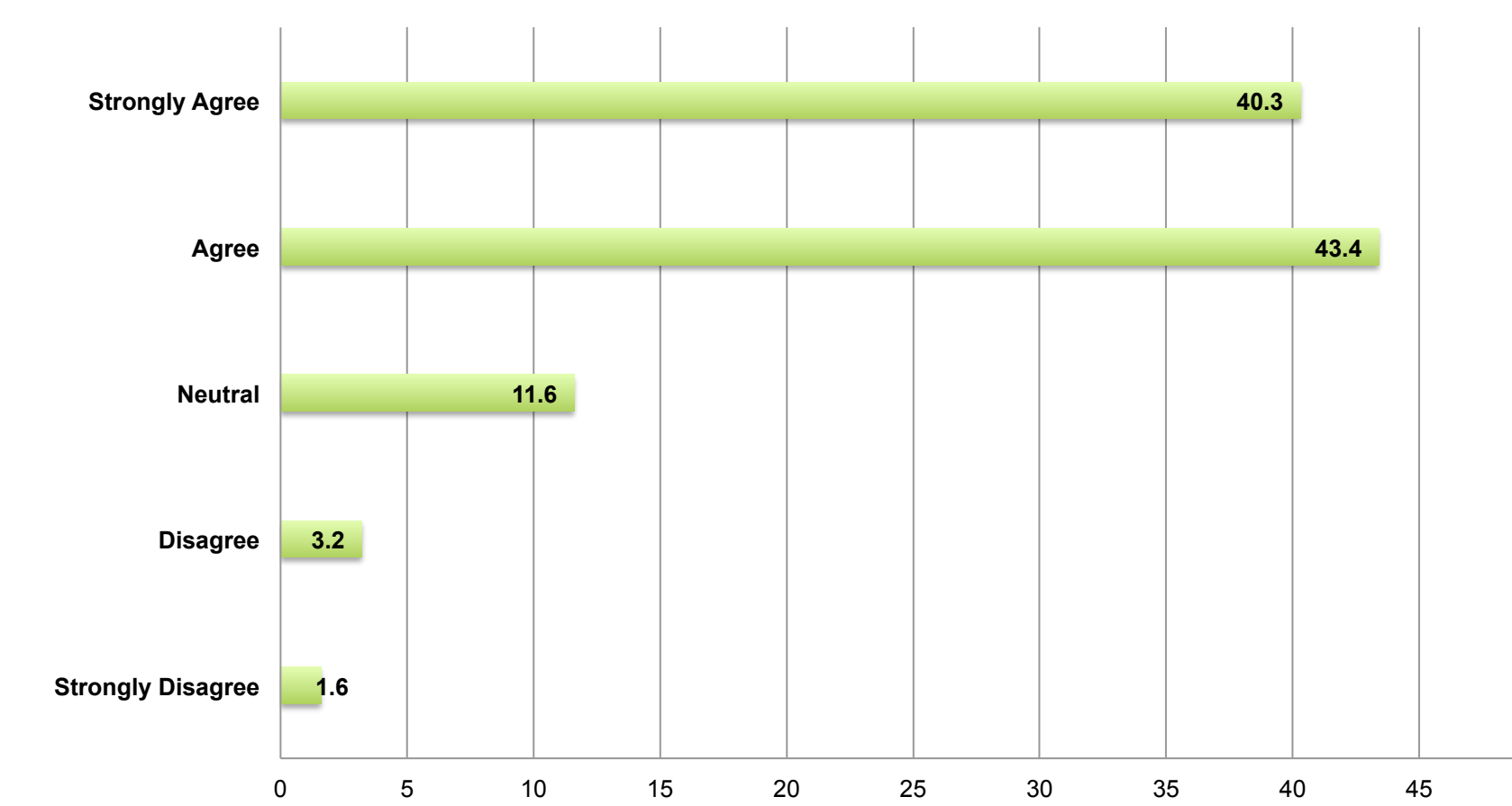
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know
I am prepared to do library research.						
I am confident in my ability to use library resources.						
Conducting library research is not relevant to me or my coursework.						
My instructors place too many restrictions on the types of resources I may use.						
I understand why my instructors place restrictions on the types of resources I may use.						
When I am doing research, I generally believe most information I find.						
The amount of information that I find overwhelms me.						
I am confident citing the information I use for research projects.						
The skills I have used to find scholarly information in one class can be utilized in other classes.						
The skills I have used to find scholarly information can be utilized in a job setting.						
Wikipedia is a source of scholarly information.						
I prefer using online resources over resources available only in print.						
I plan a search strategy before I begin to look for information.						
I have located and used resources at the library.						
I experience difficulties when I begin to find information for a research paper or project.						
I understand the difference between quoting, summarizing, and paraphrasing.						

Results: Not Surprising [3498 responses]

Google is the first place I look for information.

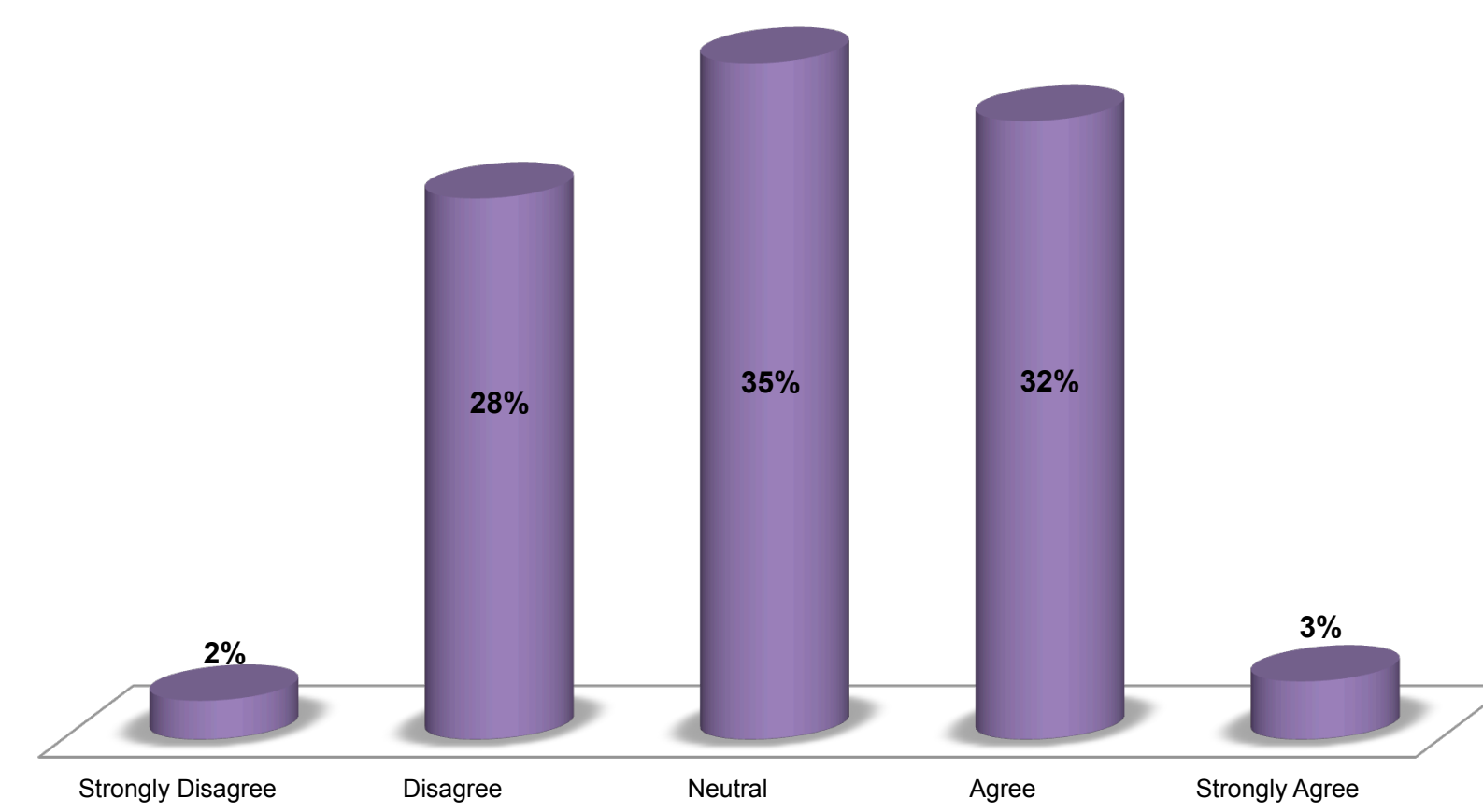


Grades motivate me to find the best information possible.

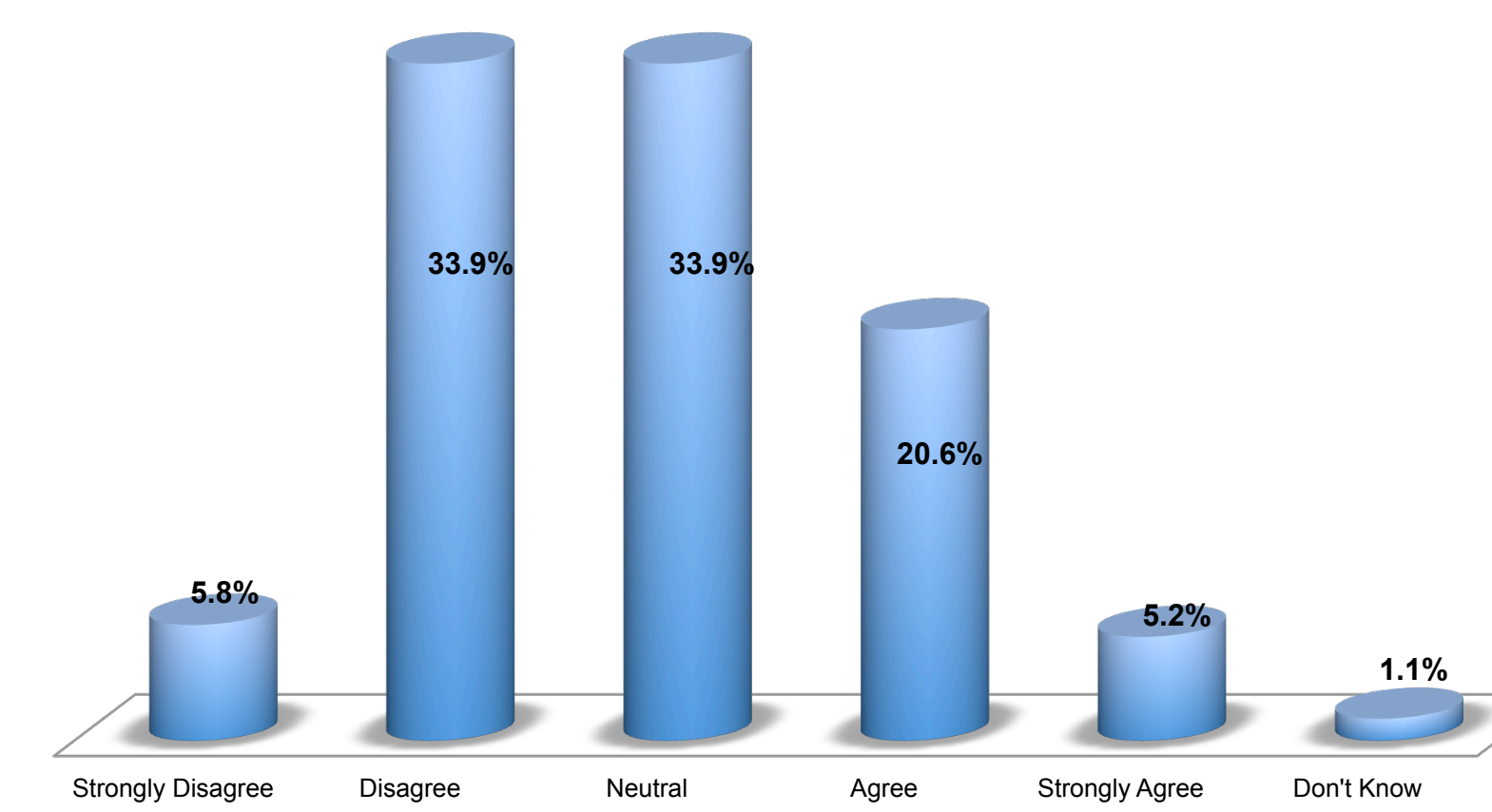


Results: Variable

Wikipedia is a Scholarly Resource

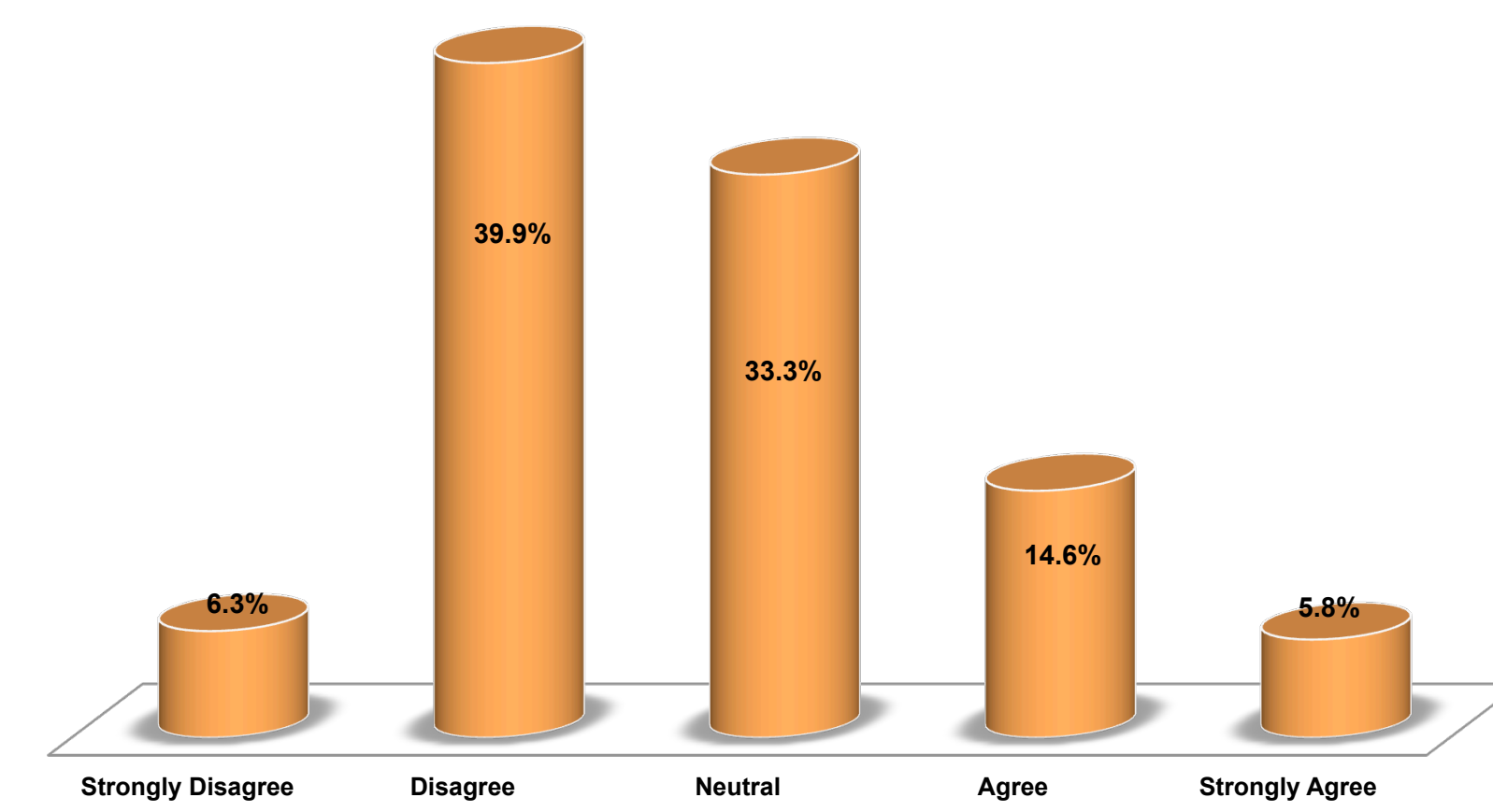


There are too many restrictions on resources I can use.

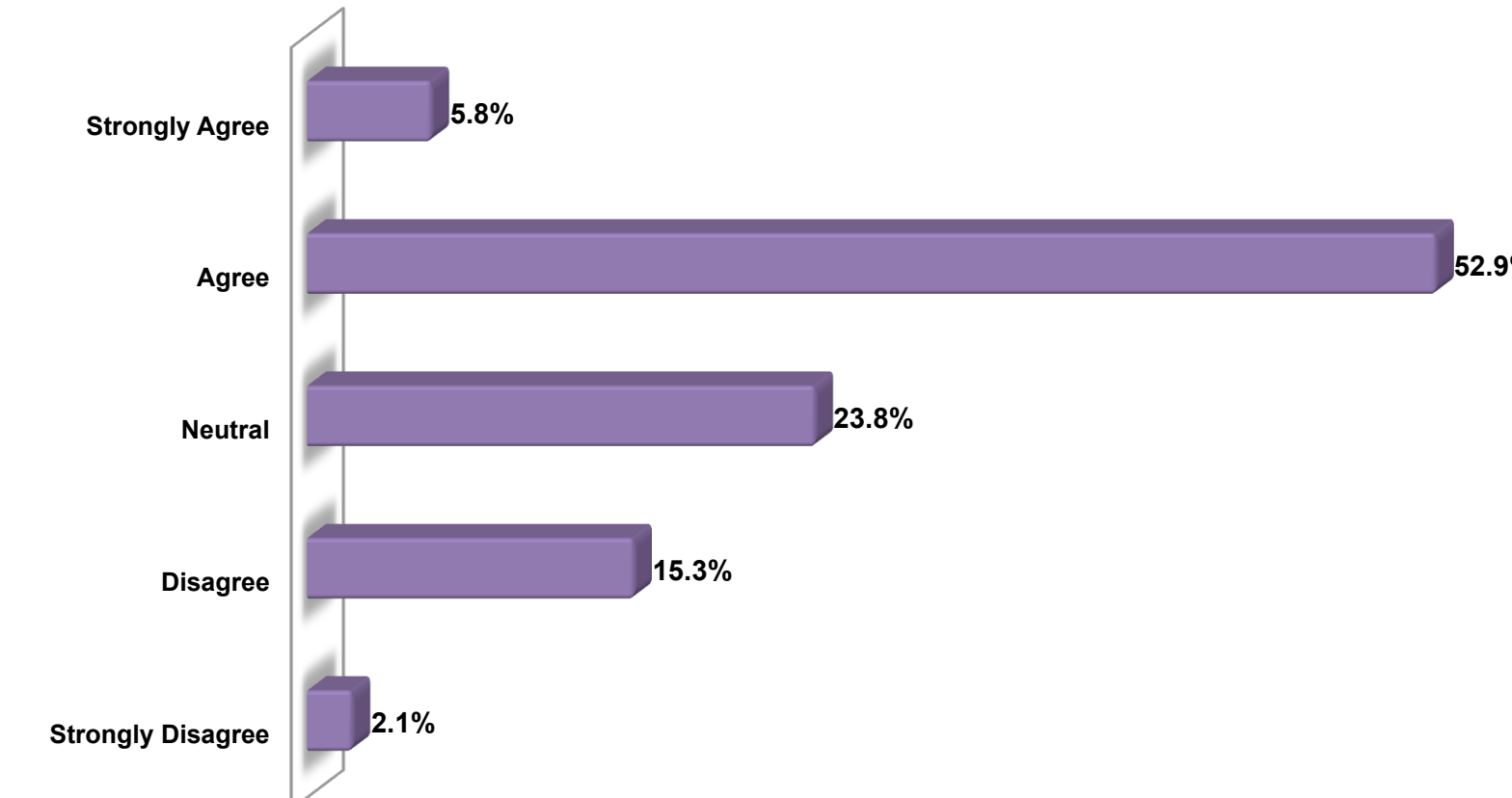


Results: Somewhat Surprising

The amount of information available overwhelms me.

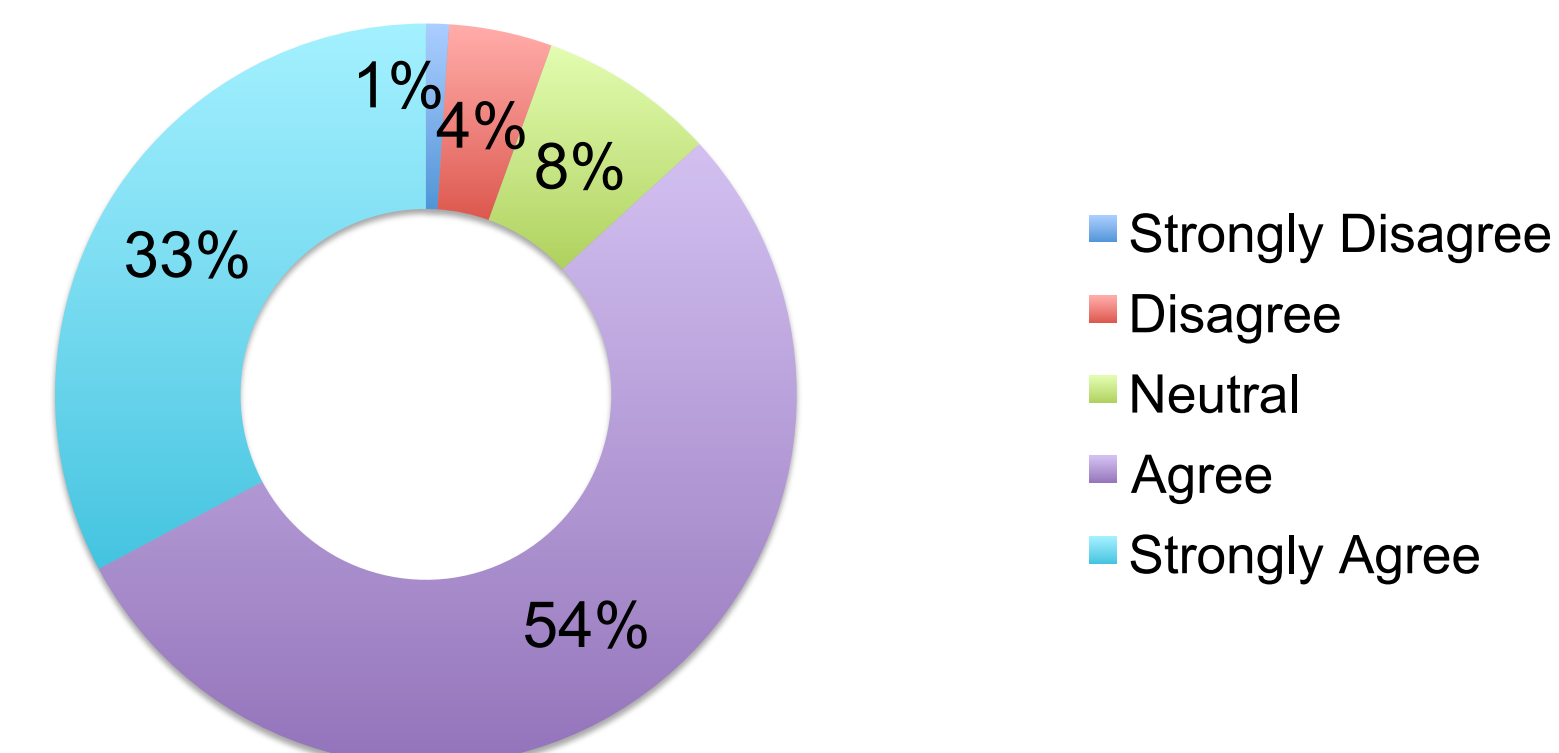


I generally believe most information I find.

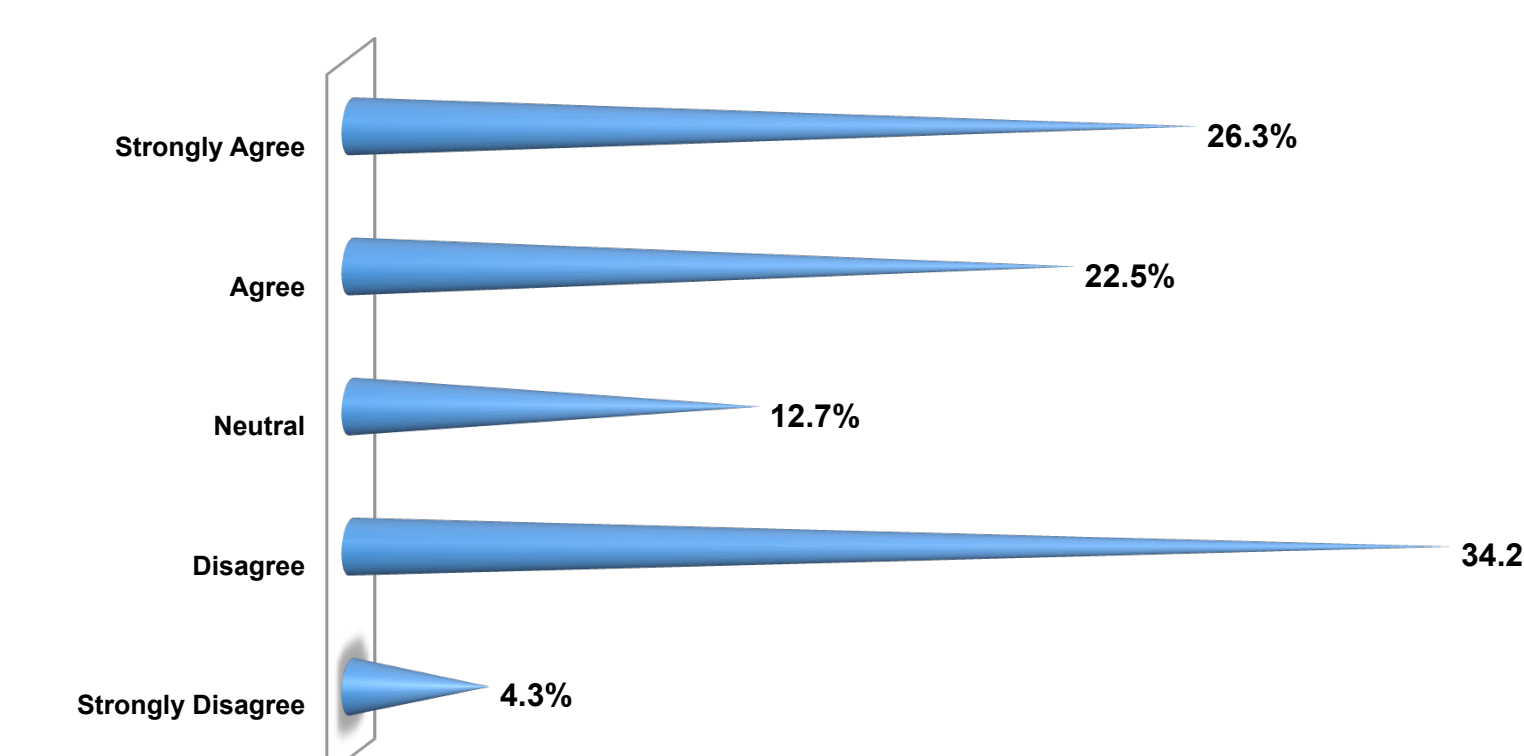


Results: Intriguing

I am confident in my ability to use technology.



I understand the difference between summarizing, quoting, and paraphrasing.



Discussion [course and assignment changes]

Examining the Role of Wikipedia in Scholarship

Several introductory history courses chose to have students create and revise existing Wikipedia articles. This helped students to better understand the nature of Wikipedia, and how the source is different from the sources they used to write the article.

Flexible Source Requirements

Depending on student development and interest, some students in courses are given more flexible guidelines on resource use. For those that insist on prescriptive formulas, special care is taken to help them explore the sources and their appropriateness in the research project.

Rethinking Google in a Research Context

Rather than pitting Google vs. other sources, faculty encourage students to think about how to use Google effectively for research, and how other sources are needed to fill in gaps.

Effectively Writing about the Ideas of Others

Faculty saw these results as a huge mismatch to their experience, and concluded that students believe they do know how to effectively summarize and paraphrase (but in fact do know). They agreed to workshops and review sessions in high-level classes that reinforce these ideas, from the perspective of a disciplinary scholar.

Revisiting CRAAP

In annotated bibliographies at all levels, students specifically note how Currency, Relevance, Authority, Accuracy, and Purpose play a role in each source and its quality.

Critically Thinking about Searching

Assignments such as research journals help students to actively think about their search strategies and the sources that they find. The objective is to help students develop a healthy cynicism about the information they find.

Demographics

