



Assessing Awareness of Library Services

An Ethnographic Examination of Bachelor Students at Two Czech Technology Universities

by

Alena Chodounská & Stephanie Krueger

The European Conference on Information Literacy 2016 10-13 October 2016, Prague, Czech Republic

Research Questions

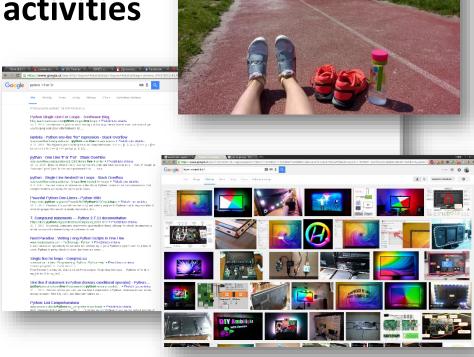
- 1. How are selected undergraduate engineering students at two technology universities in Prague interacting with libraries (if at all)?
- 2. Do these students feel libraries can play a role in their overall educational process?
- 3. How instructional/information literacy support services might be potentially developed in relation to interim research findings?

Ethnographic Methods

Observed the day-to-day information interactions of eight students **outside the library** to examine the context in which they work with:

- 1. In-depth interviews
- 2. Screenshots of online activities
- 3. Photo diaries





In-depth Interviews

Semi-structured interviews outside the library

Context

- Different types of tasks for different fields of study (math problems, programming, lab reports, technical drawings, map creation)
- No papers are required until Bachelor thesis across fields

Information Resources

- Specific non-library resources (Stack Overflow, documentation for programming languages, product catalogs, Google StreetView)
- Peer-to-peer assistance, resource and experience sharing (Facebook Groups, Wiki systems, other platforms)
- Materials and support provided by university

Library

- Physical place to study
- Difficulty accessing print collections, low awareness of electronic resources, perceived barrier between students and librarians

"[Would I ask a librarian for assistance]? Maybe, as a last resort. I do not want to bother anyone. What's on the Internet is best."

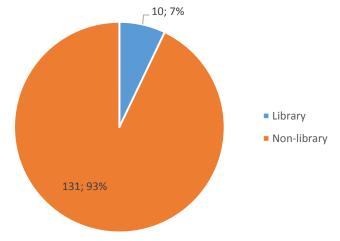
Participant	Interview
/Gender	Duration
	(Minutes)
1/female	39
2/female	61
3/female	141
4/female	
5/female	82
6/male	41
7/male	43
8/male	68
	Average
	length: 59

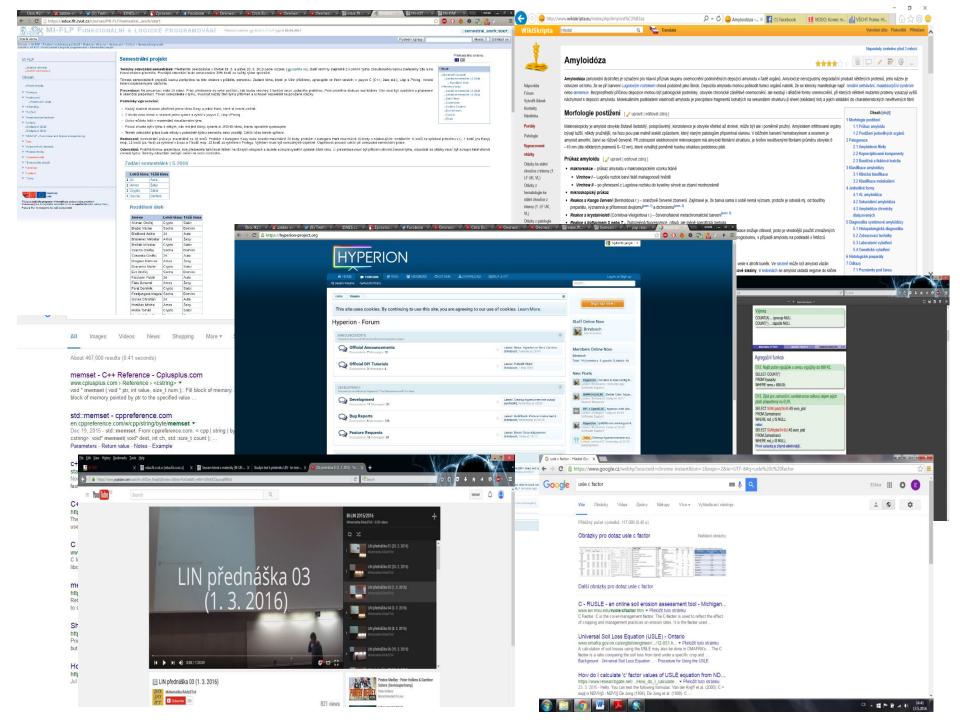
Screenshots

Participant/	Number of
Gender	Screenshots
1/female	30
2/female	14
3/female	27
4/female	3
5/female	5
6/male	7
7/male	47
8/male	8
	Total
	screenshots:
	141

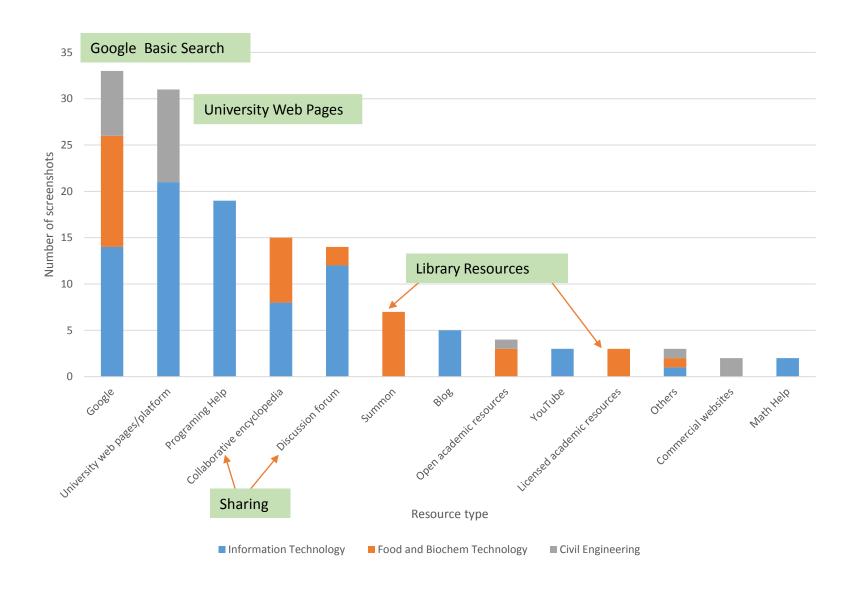
141 printscreens, 64 resources

- Most frequent: Google, university web pages, collaborative tools, non-library resources
- Just 10 printscreens from library resources, (all from students of UCT Prague)





Screenshots



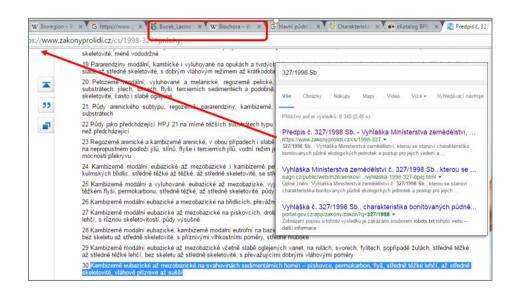
Discovery

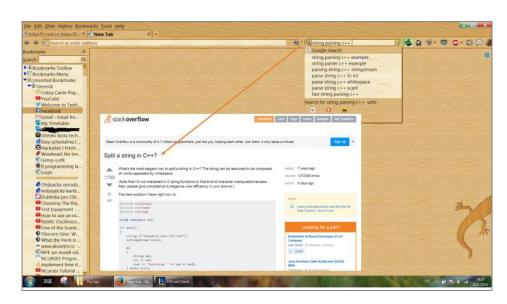
Tools (n=41)

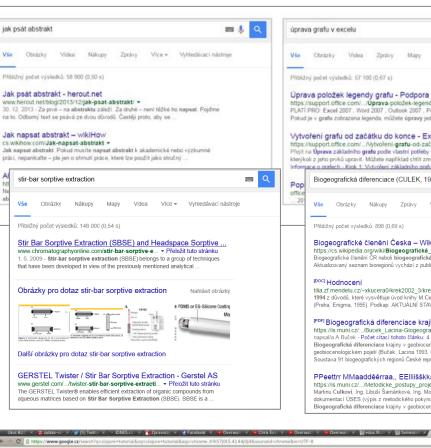
- 33x Google
- 7x Summon
- 1x Fiťák¹

Paths to Access (n=141)

- 68x Google
- 55x Direct Access
- 10x Library
- 8x n/a
- Basic search queries





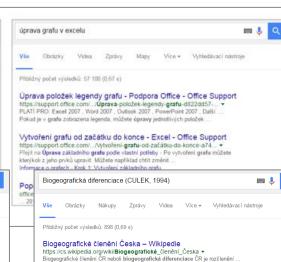


Google

clojure tutorial

Clojure Tutorials - Learn Clojure

suggestions for changes, please issue a comment of the



Aktualizovaný seznam bioregionů vychází z publikace CULEK, Martin, a kol.

(Praha, Enigma, 1995). Podkap. AKTUÁLNÍ STAV KRAJINY: v řešeném [PDF] Biogeografická diferenciace krajiny v geobiocenologickém ... https://is.muni.cz/.../Bucek Lacina-Giogeograficka diferenciace typolog... ▼ napsal/a A Buček - Počet citací tohoto článku: 4 - Související články Biogeografická diferenciace krajiny v geobiocenologickém pojetí a její ... v geobiocenologickém pojetí (Buček, Lacina 1993, Míchal 1994, Buček 2002).

tilia.zf.mendelu.cz/~xkucera0/krek2002_3/krek02_3.doc ▼ 1994 z dűvodű, které vysvétluje úvod knihy M.Culka: Biogeografická diferenciace ČR

Soustava 91 biogeografických regionů České republiky (Culek et al. 1996) navazuje.

https://is.muni.cz/.../Metodicke_postupy_projektovani_lokalniho_USES.t... •

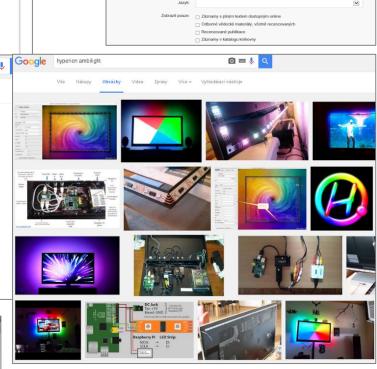
dokumentací ÚSES (výpis z metodického pokynu MŽP ČR 1994) 66 3.8.1. . Biogeografická diferenciace krajiny v geobiocenologickém pojetí vychází ze

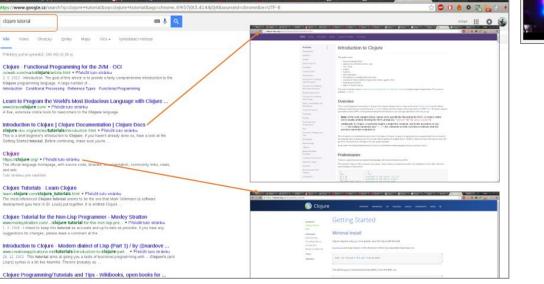
PPeettrr MMaadděěrraa,, EElliišškkaa ZZiimmoovváá ((eedds...

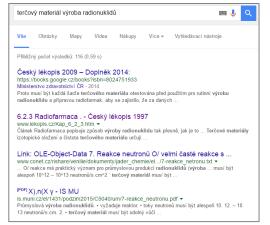
Martinu Culkovi, Ing. Libuši Šamánkové, Ing. Monice Tvrdoňové, RNDr. ... schvalování

[DOC] Hodnocení





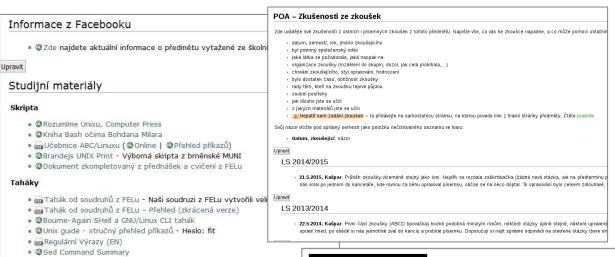


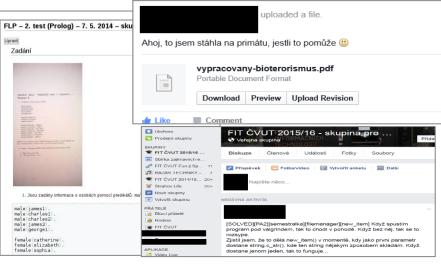


Sharing

- Experiences
- Notes
- Tests
- Illegal copies of textbooks









Specific Non-Library Resources

- 19 x Programming guides
- 5x Blogs

operator new[]

Allocate storage space for array

C++98 C++11 @

Default allocation functions (array form).

pointer to the first byte of this block.

On failure, it throws a bad alloc exception.

Clibrary:

Containers: Input/Output

<algorithm>

<chrono>

<codecvt>

<complex>

<iterator>

<memory:

<locale>

<new>

<exception>

- 2x Commercial websites
- 4x Licensed academic resources
- 3x Open academic resources

void* operator new[] (std::size t size) throw (std::bad alloc);

void* operator new[] (std::size_t size, void* ptr) throw();

The default definition allocates memory by calling operator new: ::operator new (size).

If replaced, both operator new and operator new[] shall return pointers with identical properties.

Same as above (1), except that on failure it returns a null pointer instead of throwing an exception.

If replaced, both operator new and operator new[] shall return pointers with identical properties

The default definition allocates memory by calling the nothrow version of operator new: ::operator new

void* operator new[] (std::size_t size, const std::nothrow_t& nothrow_value) throw();

Allocates size bytes of storage, suitably aligned to represent any object of that size, and returns a non-null

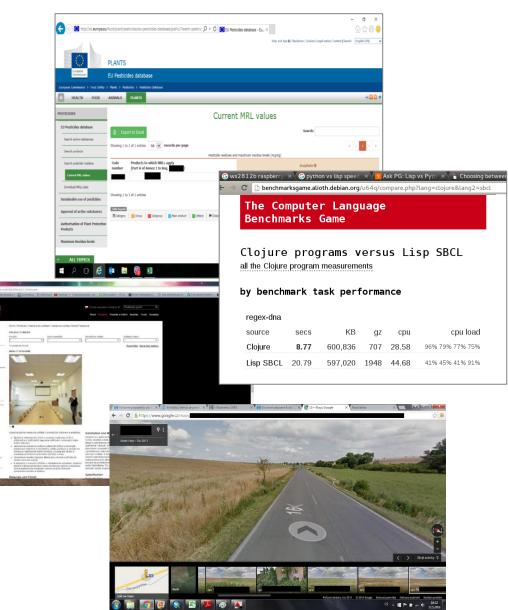
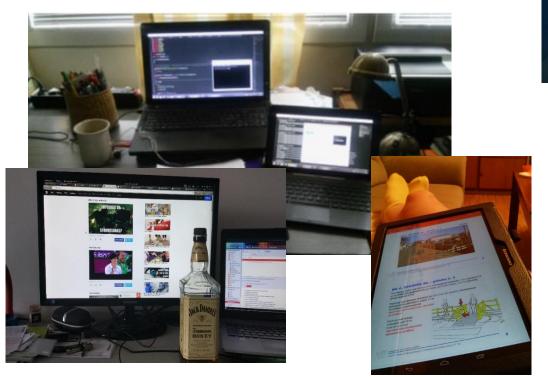
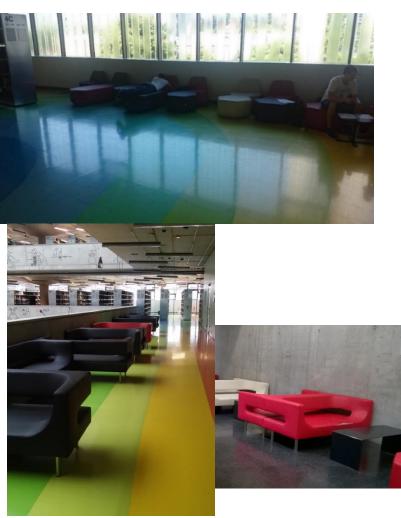


Photo Diaries

- Library as favorite physical place to study
- Different learning styles
- Technology in everyday life





RQ1: Do participants interact with libraries (if at all)?

- Yes, but as a physical place to study
- Participants turned to peers and professors for help (not librarians)
- Difficulty accessing to print collections: "All the good stuff is already checked out."
- Low awareness of electronic resources (except UCT Prague students who had had prior library instruction)
- Barriers between students and librarians

RQ 2: Do participants feel libraries can play a role in their overall educational process?

- No
- Primary focus: passing exams, completing Bachelor theses

RQ 3: Applying Findings to Service/Instructional Development

- 1. Raise awareness of current services
 - Integrate resources with course syllabi (not yet common in Czech Republic)
 - Link to library offerings from student sharing platforms (e.g. student discussion forums) – social media is not enough
- 2. Use findings to target particular areas (backward design of instructional content)
- 3. Develop deeper relationships with campus partners
- 4. Increase awareness of library resources at the secondary school level, prior to university studies

Thank you for your attention



Alena Chodounská



Stephanie Krueger

National Library of Technology in Prague (NTK)

https://www.techlib.cz/en/