



Study your students

 **Mizzou**
University of Missouri-Columbia

Hsin-liang (Oliver) Chen
School of Information Science and Learning Technologies

A report from The Chronicle of Higher Education, April 29, 2008, The Wired Campus

<http://chronicle.com/wiredcampus/article/2943/a-sociologist-says-students-arent-so-web-wise-after-all-interview>

A Sociologist Says Students Aren't So Web-Wise After All

Eszter Hargittai, an assistant professor in Northwestern University's sociology department, has discovered that students aren't nearly as Web-savvy as they, or their elders, assume. Ms. Hargittai studies the technological fluency of college freshmen. She found that they lack a basic understanding of such terms as BCC (blind copy on e-mail), podcasting, and phishing. This spring she will start a national poster-and-video contest to promote Web-related skills...

Mixed feedback from blogs:

#1

Students have difficulty evaluating the credibility of information online”? Read the *NY Times* and other major newspapers to see how naive professional reporters and their editors are about online information that confirms their prejudices.

#2

Finally someone says it. We listen ad nauseam to administrators and journalists blather about tech in the classroom and this generation’s web-and-computer savvy. Bollocks. My students (at an R-1) have had enormous difficulty posting documents to Blackboard and WebCT; don’t know how to use a program’s tutorial; don’t know how to save documents in different file formats than the default; don’t realize they can discover basic information about our university (e.g. a phone directory, a registration calendar) through our webpage. They are as tech savvy as they are anything-else savvy: not so much, unfortunately.

#3

This is News???? Anyone who has taught an online or taught a computer-oriented class knows this. And I have seen lots of articles and reports along the same lines over the past year. But I guess that as long as keynote speakers keep talking about the “digital natives” these stories need to be posted to remind them that we are really dealing with “digital naives.”

#4

Librarians have known about this for years. It’s a good story anyway—folks come to library instruction classes with all kinds of skill levels. We try to demonstrate database use and not to Google everything. Hargittai is stating the obvious, but sometimes you have to do that. Students want what is easy and fast...the source be damned.

Opportunities:

1. The importance of this research area: information and technology fluency
2. The recognition of the area from other fields: interdisciplinary collaboration

Challenges:

1. “It is not new” attitude in the LIS community
2. Research methods

My current project: Use of multi-modal media and tools in an online information literacy course: College students' attitudes and perceptions

i312 Information In Cyberspace Home | Schedule | Modules | Contact | Resources

Module One | Unix & Linux: [1]|2|3|4|5|6|7|8|9|10|11|12|next >

1 An Introduction to Linux & Unix

First, let's discuss this module a little bit. This module is very much a survey module: it touches briefly on a whole lot of subjects involving computers, Unix and Linux, and some of them are fairly complicated if you haven't been exposed to them before.

By the end of module one, you will:

- be familiar with some computer-related terms, such as **operating system**, **client** and **server**
- know a little about the history and philosophies of Unix and Linux
- learn to use some programs in Linux, including pico
- learn to use command-line commands in Linux
- be able to say with some authority that you have no idea who owns Unix or Linux (yes, this is somewhat tongue-in-cheek)

Deadline: Monday, February 6th @ 8:00 AM

In this module, you will log into our iSchool server, echo. Your account was generated based on the information you emailed after the orientation. If you find you cannot log in, please contact an instructor.

Allow me to mention also one of the idiosyncrasies of an author of this module. I'm sure you're all familiar with emoticons. ^_^ is the same thing as :) and just a habit I picked up on some mailing lists. ^_^

That said, let's [get this module started...](#)

Module One | Unix & Linux: [1]|2|3|4|5|6|7|8|9|10|11|12|next >

© Copyright 2005 | School of Information, University of Texas at Austin. W3C CSS W3C XHTML 1.0

Module One
Unix & Linux
Communication 1
XHTML 1
Class Participation 1
Module One Assignments

i312 Resources
FAQs
Glossary
XHTML 1.0 Reference
CSS Reference

Upcoming i312 Events
Today is Saturday, January 21st.
Module One is Closed

About You
You are viewing this site with **Firefox** on a machine running **MacOS**.
Your IP address is **67.67.196.168**.

Course web site

i312 Information In Cyberspace

Contact Information:

i312 Instructors

Sam Burns
AIM: **i312sb** ● online
Skype: **i312sb**
Class section Unique #:
26065 or 44690

Tony Cherian
AIM: **i312tc** ● offline
Skype: **i312tc**
Class section Unique #:
26080 or 44705

Don Hamerly
AIM: **i312dh** ● offline
Skype: **i312dh**
Class section Unique #:
26070 or 44695

Patrick Williams
AIM: **i312pw** ● online
Skype: **i312pw**
Class section Unique #:
26075 or 44700

i312 Teaching Assistants

AIM screen names:
i312mc ● offline
i312an ● offline
i312dl ● offline
i312hr ● offline
i312mel ● offline
i312dt ● offline
i312neal ● offline
i312lauren ● offline

Contact

Just because this is a Web-based course doesn't mean you can't talk to a real-live human being! If you need help, and you can't seem to get it online, come talk to one of us in person. Send an email to your instructor and request an appointment. We'll be glad to sit down with you and answer your questions. Please add the TA screen names (as well as your instructor's screen name, all are listed to the left) to the buddy list in your instant messaging client. Wanna know who you can talk to right now? Take a look at the online/offline status icons next to each name.

AIM Schedule

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
2-5:30: i312lauren	5-6: i312mc	2:30-5:30: i312mc	12:30 - 2:30: i312tc	1 - 3: i312sb	4-7: i312dt 5-10:	6-11: i312dl
8-9:30: i312mel	6:30-8:30: i312hr	5-7: i312mel	1 - 4: i312pw	2:30-5:30: i312mc	i312lauren	11-12am: i312dh
8-11: i312neal	10-12am: i312dh	7:30-11: i312dl	4-6: i312mel	5:30-8: i312dt		
9-11: i312pw			5-8:30: i312hr	8-10:30: i312neal		
9-11: i312sb			5:30-7: i312mc			
10-12am: i312tc			7-10: i312neal			
			11-12am: i312dh			

All times PM except where noted

Contact

Upcoming i312 events

Today is Saturday, January 21st.

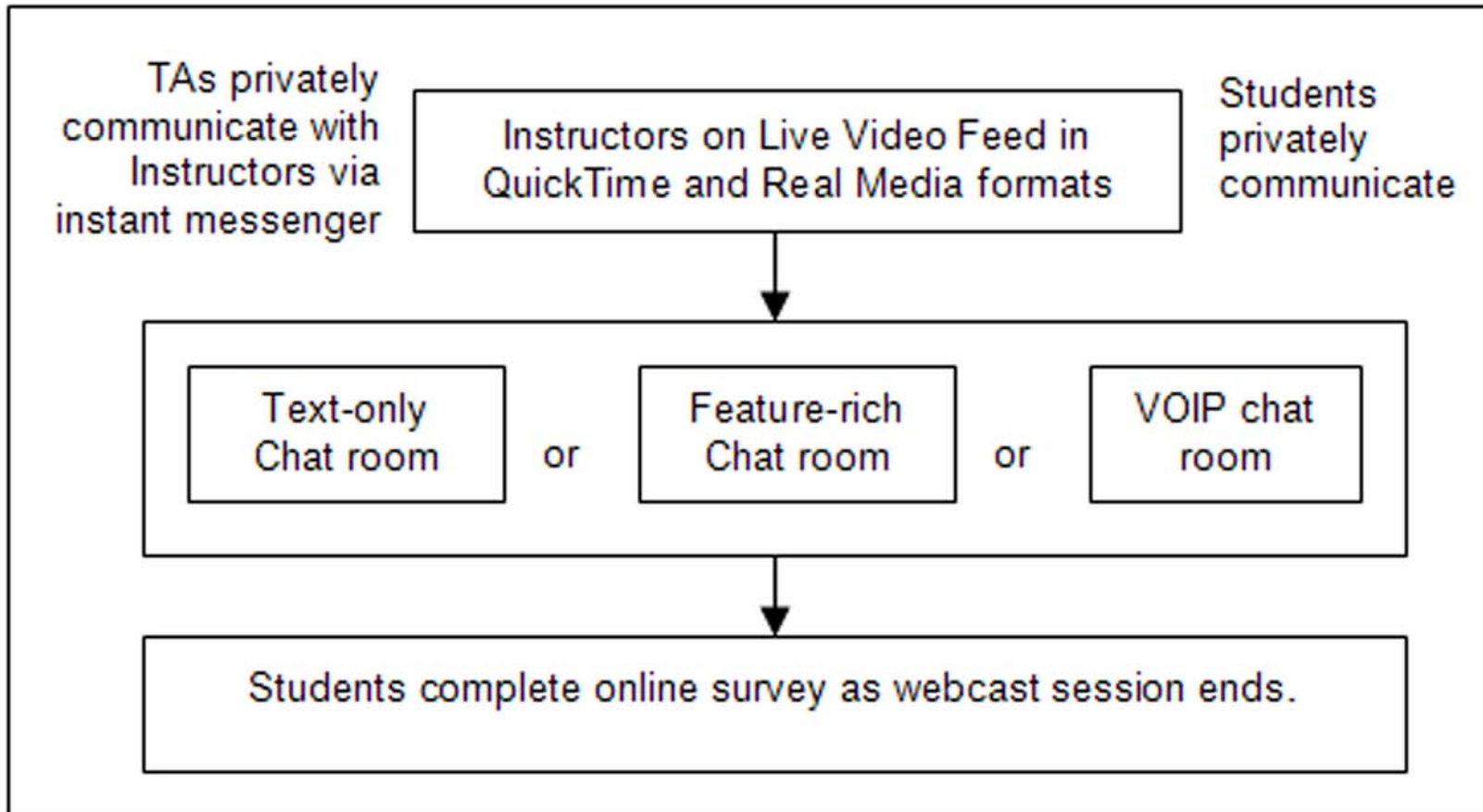
Only 102 days and 18 hours left until this class is over!

About You

You are viewing this site with **Firefox** on a machine running **MacOS**.

Your IP address is **67.67.196.168**.

Course web site



Course webcast sections

Research questions:

1. What are the relationships among participants' demographic characteristics, computer skills and usage, and their expectations about the online class?
2. What are the relationships between the media employed in each course module and participants' learning experiences and satisfaction?
3. What are participants' perceptions of the overall learning experiences and satisfaction levels in this online class?

Methodology:

Data collection included seven different surveys corresponding to course content. Online surveys were conducted at the beginning of the course, immediately after each of the five webcast sessions, and at the end of the course. The investigators' survey items were integrated within regular surveys designed by instructors to elicit student feedback on the design and content of the course.

Participants and an overview of data analysis

Participants' characteristics (N=162)

Characteristics	Measurement	Number of participants	%
Academic status	• Freshman	19	11.7
	• Sophomore	49	30.2
	• Junior	36	22.2
	• Senior	58	35.8
Gender	• Male	98	60.5
	• Female	64	39.5

Participants' computer skills, attitudes and expectations of the class* (N=162)

*Based on a 7-point scale (1-low, 7-high)

	Mean \pm SD
Computer skills	4.73 \pm 1.15
Frequency of computer use	5.68 \pm 1.26
Tendency to procrastinate	4.20 \pm 1.19
Use of instant messaging	5.13 \pm 1.85
Expectations in the class	4.91 \pm 1.21

Participants' feedback on 5 course modules' webcast sessions (mean±SD)

Variables	Module 1 N=104*	Module 2 N=85**	Module 3 N=88***	Module 4 N=64****	Module 5 N=80*****
Audio quality of webcast	5.08±1.90	5.02±1.31	2.41±1.61	5.02±1.31	5.76±1.09
Video quality of webcast	5.36±1.09	5.00±1.22	3.90±1.62	5.00±1.22	5.64±1.12
Particular tools used for webcast+	5.65±1.28	4.43±1.23	4.21±1.31	4.09±0.88	4.99±2.00
Ability to follow webcast program	4.95±1.73	5.32±1.35	4.50±1.89	5.32±1.35	5.69±1.30
Class engagement	5.01±1.42	4.72±1.27	4.69±1.47	4.72±1.27	5.00±1.41
Comparison with a physical class	4.19±1.84	5.13±1.27	4.70±1.48	5.13±1.27	5.10±1.45
Overall learning experience	4.45±1.73	5.36±1.20	4.33±1.43	5.36±1.20	5.53±1.04
Overall satisfaction	5.07±1.40	5.35±1.19	4.84±1.67	5.35±1.19	5.60±1.37

Findings:

Significant relationships are found among computer skills, teaching materials, communication tools and learning experience. Multi-modal media objects and communication tools are needed to strengthen course interactions and student engagement.

Work in progress project

College students' search strategies and learning experience in an information literacy class

Research question #1:

Do students change their search strategies after learning different search tools and gaining more experience in the class?

Research question #2:

Do students' academic status, major, gender, and computer and library experience have any impact on their strategies?

Participants' characteristics (N=77)

Characteristics	Measurement	Number of participants	%
Academic status	• Freshman	41	53.2
	• Sophomore	12	15.6
	• Junior	6	7.8
	• Senior	17	22.1
	• Other	1	1.3
Major	• Humanities	10	13.0
	• Social science	19	24.7
	• Science	27	35.1
	• Interdisciplinary/multiple majors	4	5.2
	• Undeclared	17	18.1
Gender	• Male	38	49.4
	• Female	39	50.6

RQ1: Data analysis: Paired T-test and Wilcoxon signed rank test (nonparametric statistics)

Variables	Paired T-test 2 tailed	Wilcoxon test 2 tailed
total number of search keywords (pre-test) total number of search keywords (1 st search)	t=3.25, p=0.002	z=-3.17, p=0.002
total number of search keywords (pre-test) total number of search keywords (2 nd search)	t=3.52, p=0.001	z=-3.34, p=0.001
number of general search keywords (pre-test) number of general search keywords (1 st search)	t=4.02, p=0.000	z=-3.65, p=0.000
number of general search keywords (pre-test) number of general search keywords (2 nd search)	t=2.25, p=0.027	z=-2.11, p=0.035
number of general search keywords (1 st search) number of general search keywords (2 nd search)	t=-1.63, p=0.107	z=-1.63, p=0.103
number of unique search keywords (pre-test) number of unique search keywords (1 st search)	t=1.71, p=0.092	z=-1.77, p=0.076
number of unique search keywords (pre-test) number of unique search keywords (2 nd search)	t=3.25, p=0.002	z=-3.09, p=0.002
number of unique search keywords (1 st search) number of unique search keywords (2 nd search)	t=1.84, p=0.070	z=-1.72, p=0.086

RQ2: According to repeated ANOVA analysis, no significant relationship was found among these variables.

What is next?

Studying Students: The Undergraduate Research Project at the University of Rochester/[Nancy Fried Foster and Susan Gibbons, editors](#)

Free PDF version available at

<http://www.acrl.org/ala/acrl/acrlpubs/booksmonographs/pubscatalog/publications.cfm>

1. Faculty Expectations of Student Research
2. Asking Students about Their Research
3. Night Owl Librarians: Shifting the Reference Clock
4. Library Design and Ethnography
5. Dream Catcher: Capturing Student-Inspired Ideas for the Libraries' Website
6. Photo Surveys: Eliciting More Than You Knew to Ask For
7. Mapping Diaries, or Where Do They Go All Day?
8. What an Experience: Library Staff Participation in Ethnographic Research
9. Then and Now: How Today's Students Differ
10. The Mommy Model of Service
11. Conclusion: Creating Student-Centered Academic Libraries

Q&A