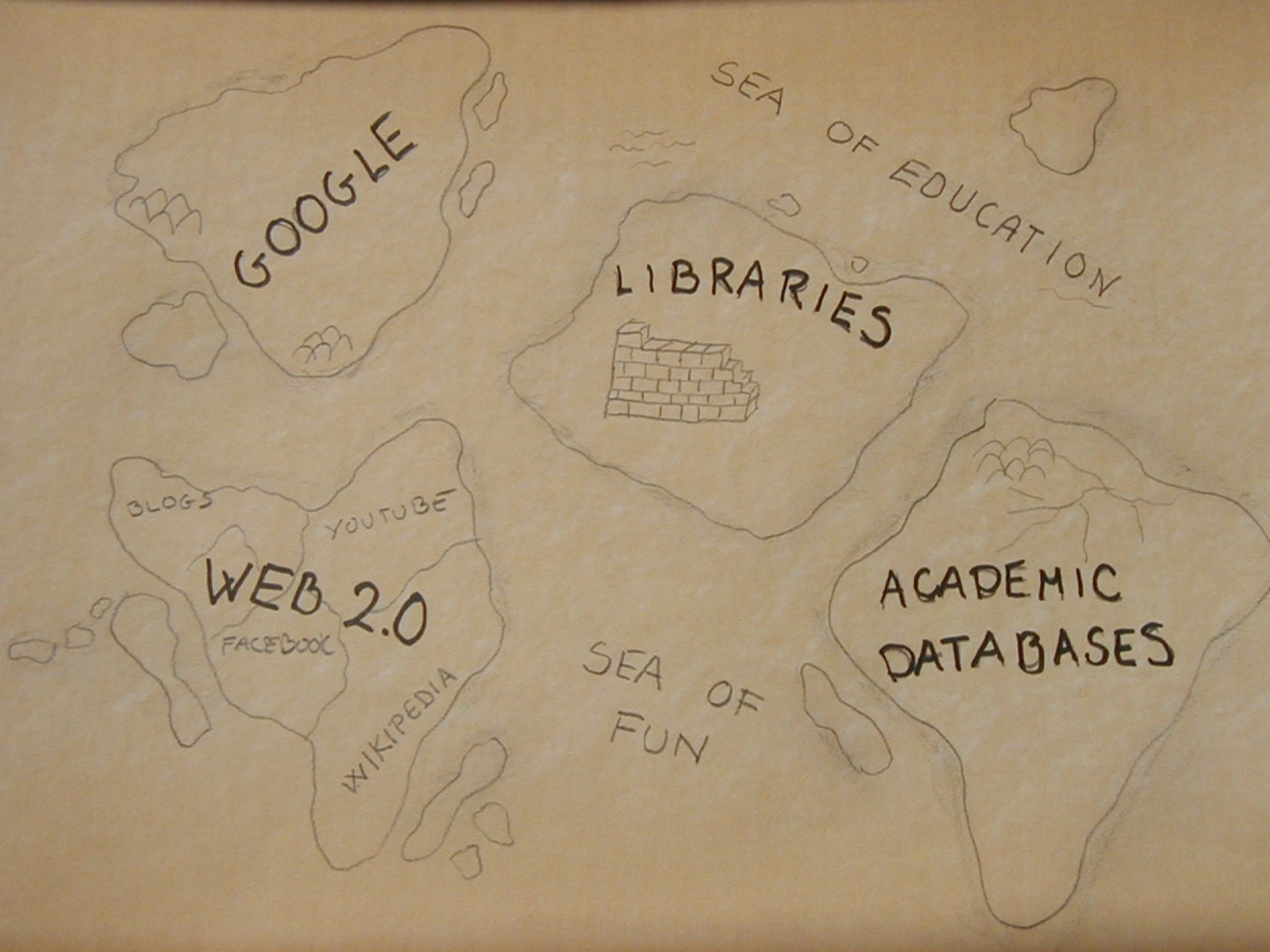
Print vs. Electronic - Student Information Behavior in a Fuzzy Information Universe

Sonja ŠPIRANEC
Ivana HEBRANG GRGIĆ
Mihaela BANEK ZORICA

University of Zagreb
Department of Information Sciences

Who are our students?

- information landscapes...change
- information preferences...change
- print vs. electronic={Google vs. libraries vs. academic databases vs. repositories vs. LMSes vs. Web 2.0 vs....}
- digital native?
  or digital na(t)ive?


GOOGLE
SEA OF EDUCATION
LIBRARIES
BLOGS
YOUTUBE
WEB 2.0
FACEBOOK
WIKIPEDIA
SEA OF FUN
ACADEMIC DATABASES

New generation of students: myth or reality?

- hypothesis
  - discontinuation in information behavior patterns between generation of older students, the digital immigrants, and the digital born digital natives
  - is there a user segmentation? where to draw the demarcation lines?
- why?
  - define potential educational directions and institutional cultures

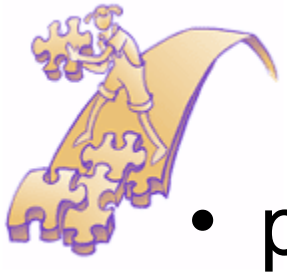
Let’s make some history remarks:

- integrating learning management systems with institutionally provided information resources and repositories have motivated directions and rethinking of strategies
- general consensus on the need for seamless access and integration

INTEGRATION = SERVICE STEREOTYPE???

- time to rethink (once again)
- a new point of departure should not rest on demarcation lines between digital immigrants and natives, but on PEDAGOGY.
- the efficacy and usefulness of different tools in support of learning depends on which learning activities the tools should support

Constructivism as point of departure



- pre-web 2.0 era
  - centralized approaches with unifying features of LMS, library catalogs, academic databases
- today:
  - decentralized, networked tools and services that provide increasingly powerful means to augment a wide variety of activities and practices outside of institutional boundaries

Constructivism as point of departure (II)

- thoughts in learning theories, e.g. social constructivism underpin the justification in using Web 2.0 services in learning processes, but also alert that their full potential will enfold in institutionally free web spaces
- restructure information services and interfaces
  - but in decentralized loosely coupled ways, otherwise those potentials will be suppressed

Survey motivation

- A richer and more coherent picture of student information behavior is essential:
  - input from learning theories
  - new virtual learning environments
  - emergence of personal learning spaces through Web 2.0 applications

  ...and to justify the above stated hypotheses and proposed strategic directions

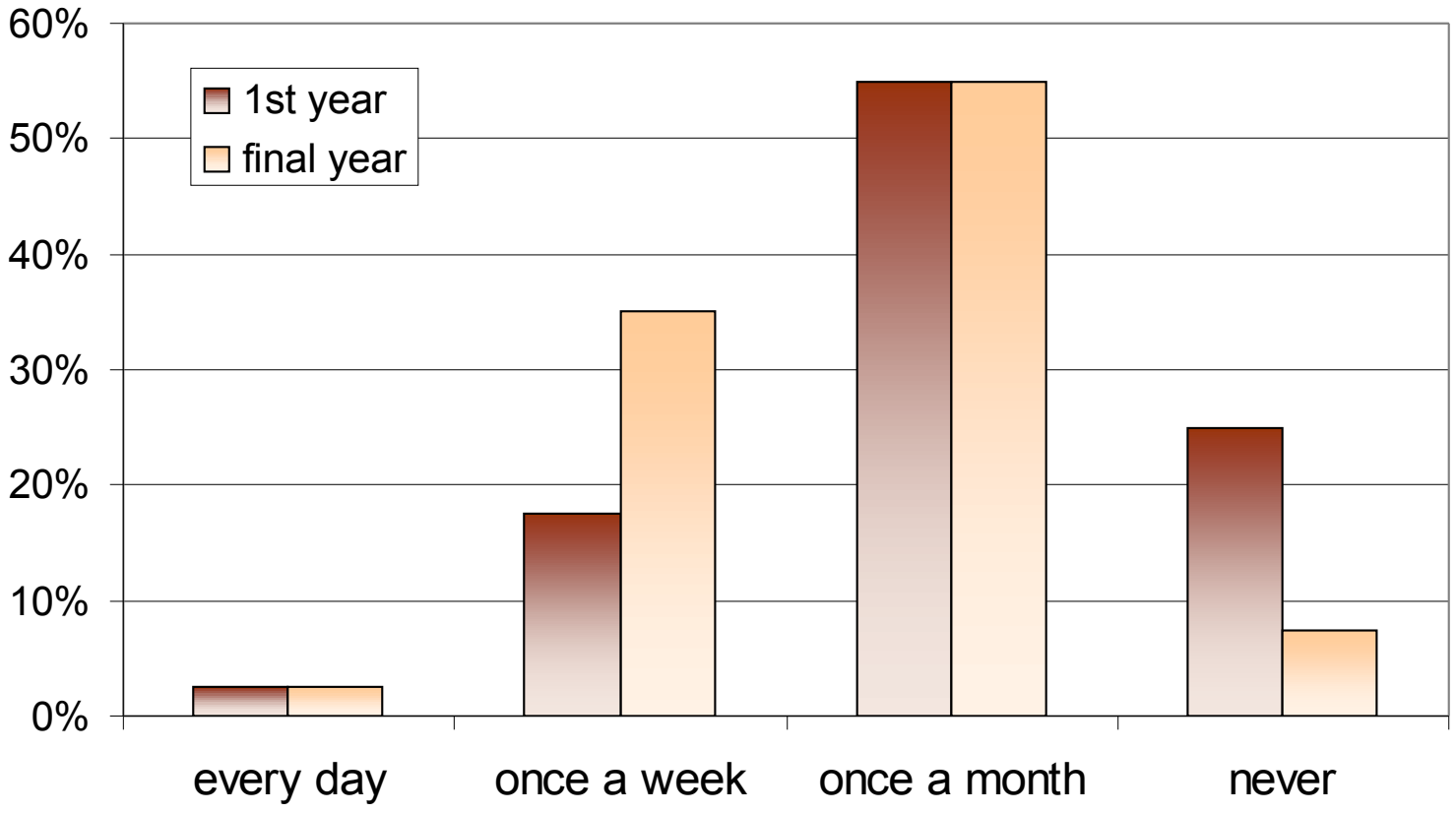
The Survey

- 80 students
- two groups - the first and the last year
- 25 questions
- January/February 2008

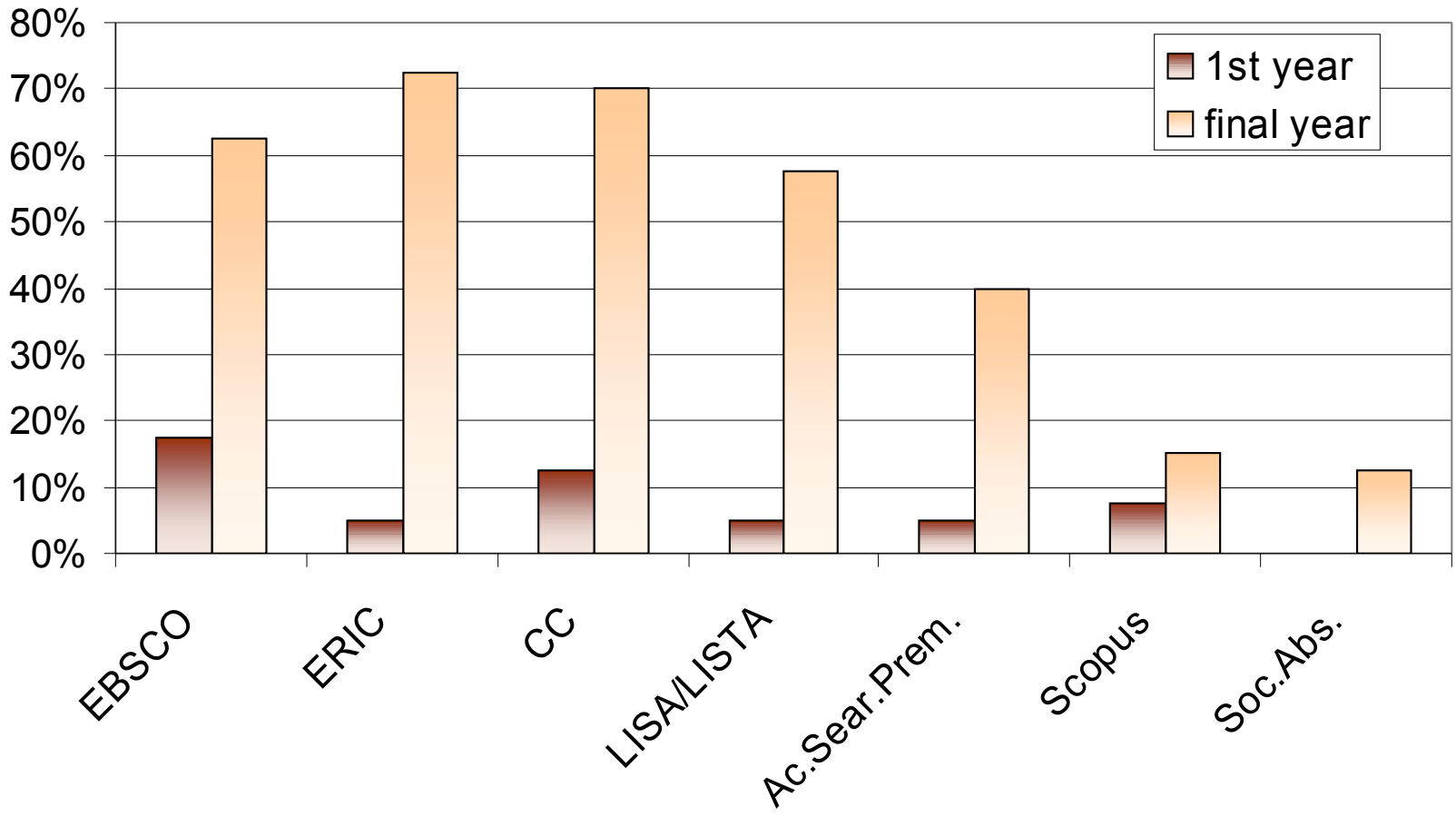
The Survey

- The questionaire:
  - Typology of information resources
  - Frequency of usage
  - Context of usage
  - Usage of Web 2.0
  - Usage of institutionally-provides sources
  - Usage of the e-learning system

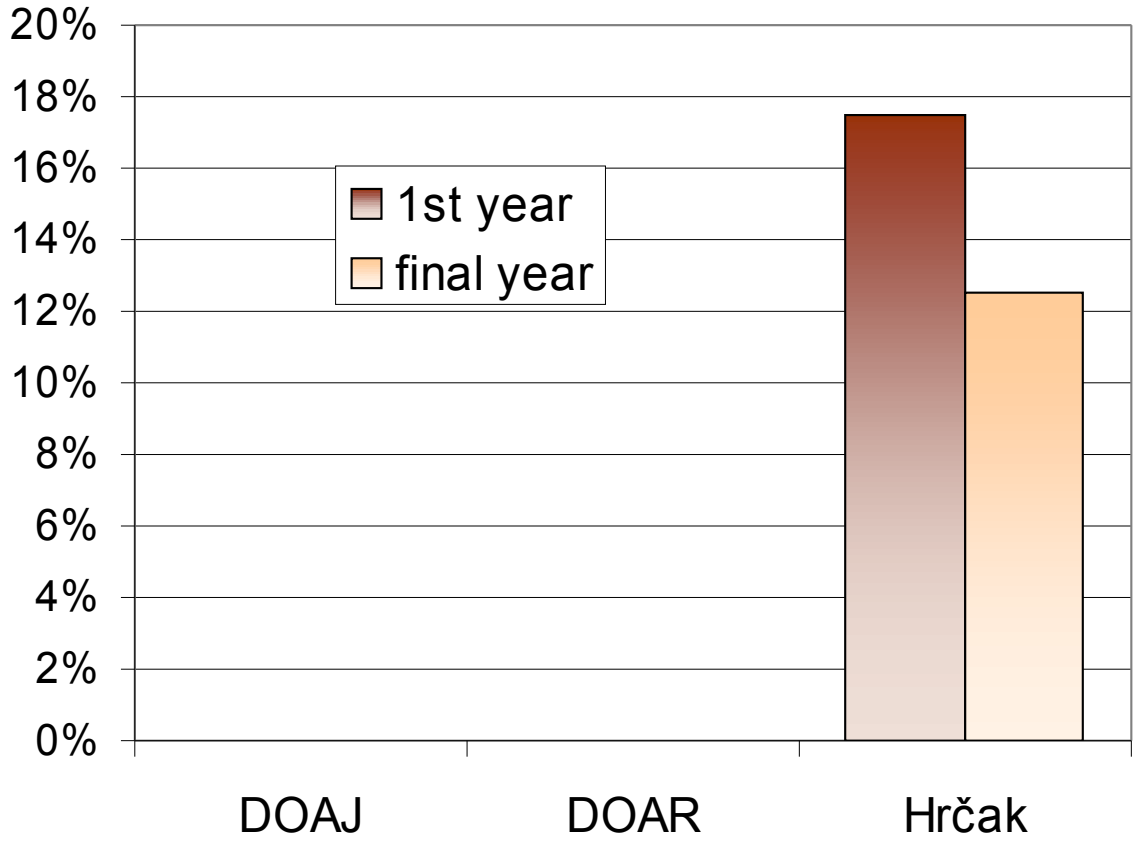
Faculty library



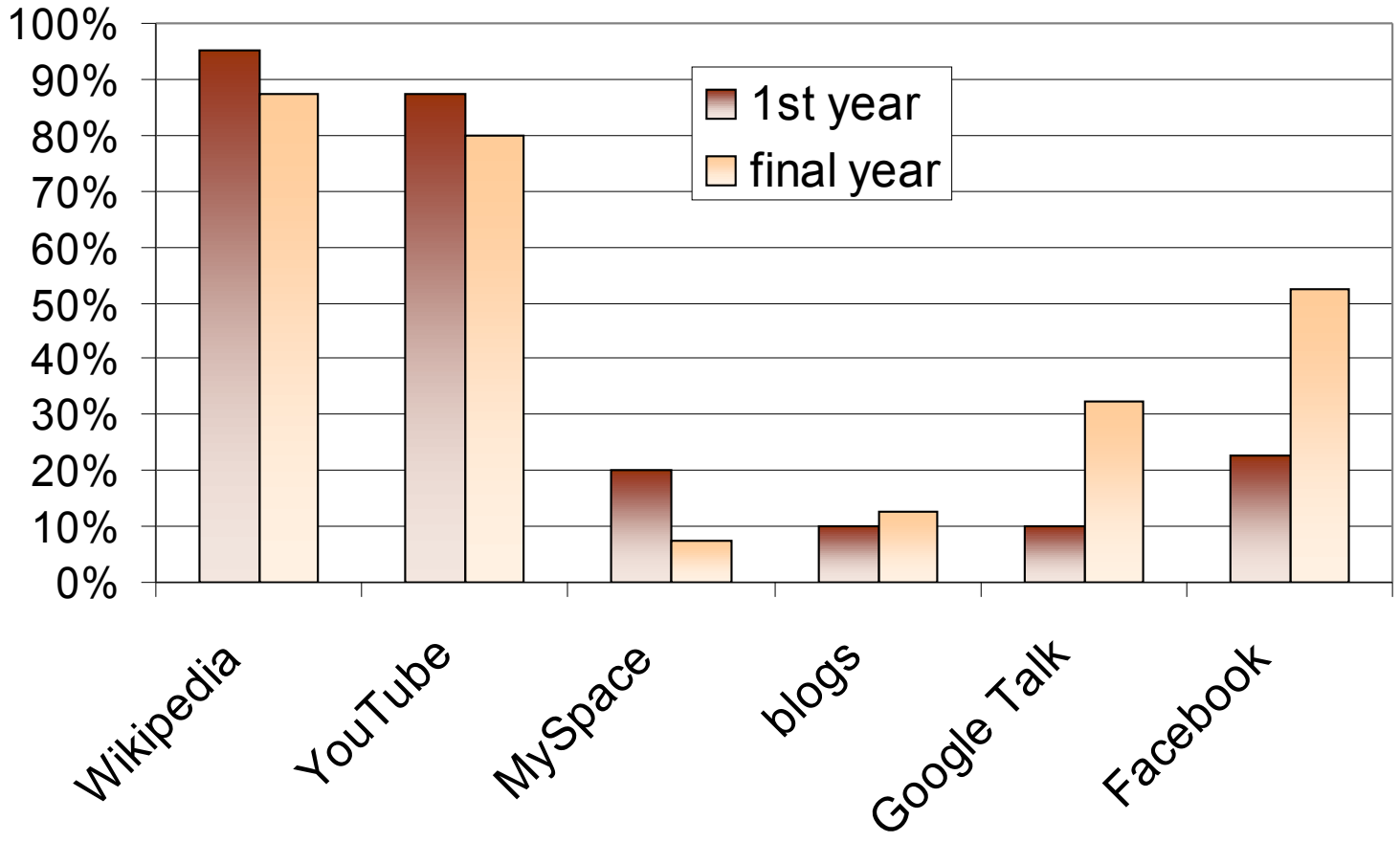
Academic Databases



Open Access Databases



Web 2.0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60%
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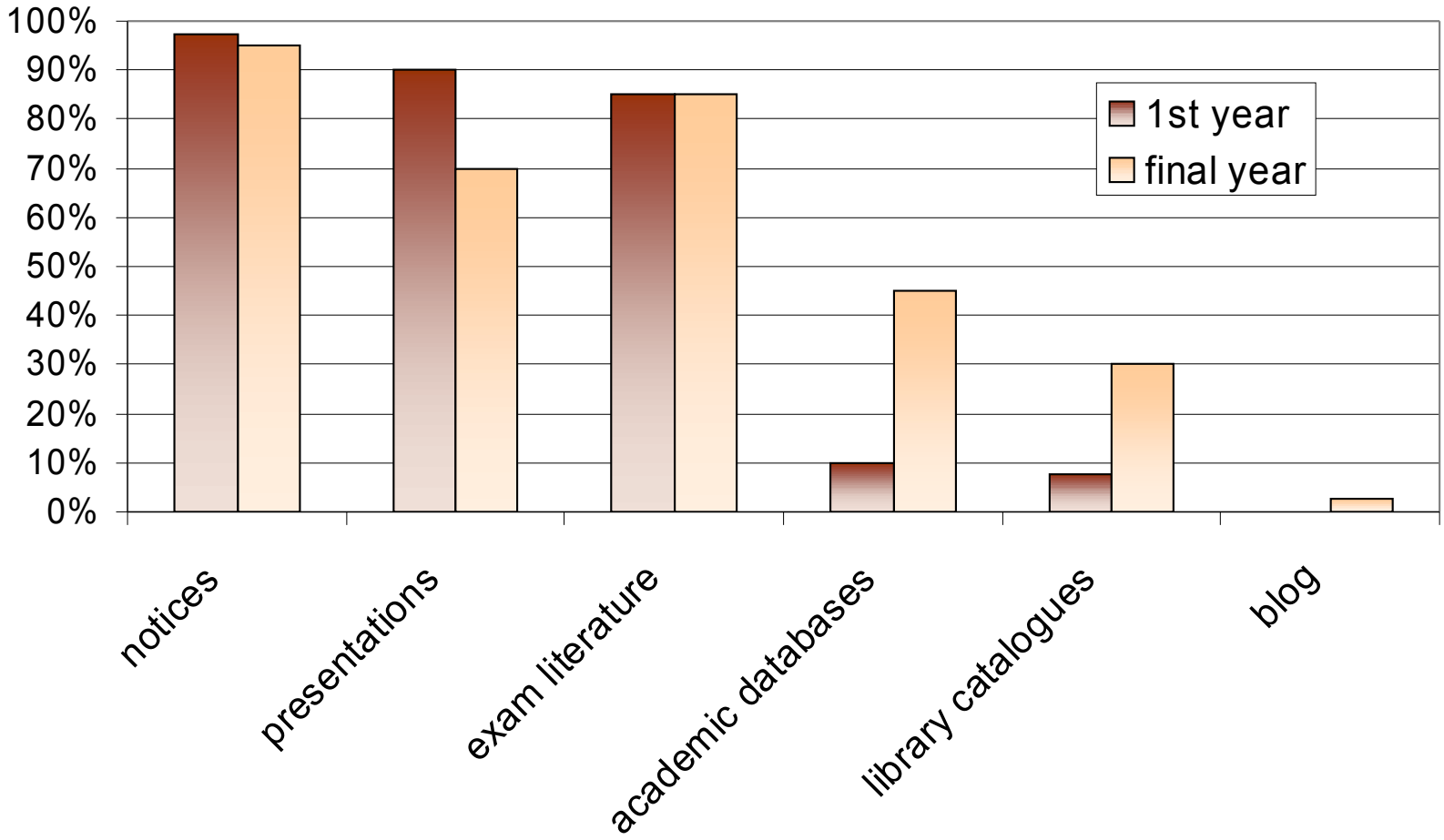
40%
30%
20%
10%
0%
1st year
final year
Wikipedia
YouTube
MySpace
blogs
Google Talk
Facebook

Resource choice

Choice no.	1st year students	Final year students
1	Search engines	Search engines
2	Wikipedia	Printed books
3	Printed books	Library e-catalogues
4	Library e-catalogues	Wikipedia
5	Academic databases	Academic databases
6	Printed library catalogues	Printed library catalogues

E-learning System



Conclusion

- preference for electronic resources
- the internet as the first choice in research processes
- general decline in using library-related, institutionally provided resources

Conclusion

- high percentage of use of Web 2.0 services
- poor knowledge about Open Access concept
- more frequent use of Web 2.0 services than their learning management system

Future Scenarios

- the gap between digital natives and immigrants is closing
- it is necessary to rethink existing approaches
- how services and tools within institutional landscapes could be re-designed to become as attractive as popular, socially networked applications

Future Scenarios

- new function of libraries in the Web 2.0 context
- the only way educational institutions can control or influence student information behavior is through information literacy programs

Thanks for your attention!!!