

Library Instruction's Impact on Students' Search Behaviour

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WE COME FROM

- Østfold University College, Norway
 - South of Oslo
- 2 campuses
- 5000 students
- 500 employees



Library Instruction's Impact on Students' Search Behaviour

- Aim of study
- Method
- Analysis
- Discussion

AIM OF STUDY

- How the students describe their searching for information
- How library instruction influences their search behaviour
- Comparing the information searching skills of the students who had attended the information literacy classes to those who had not
- Find out if and how we should change our teaching

METHOD

- Qualitative method
- Participants: 19 students from the nursing and teaching studies
 - 9 students had attended the library instruction classes
 - 10 students had not attended the library instruction classes
- Interviews
 - Semi structured interview guide
 - Individual interviews
 - 20 minutes
- Observation
 - Immediately after the interviews
 - 20 minutes

WE ASKED THE STUDENTS ABOUT

- how they searched for information
- how they chose their sources
- how they developed search strategies
- which sources they were familiar with
- how they used the information

DATA PROCESSING AND ANALYSIS

Topics to be discussed

- Students' use of the library catalogue, Google and other sources
- Differences in answers by those who attended the library's lessons, and those who did not

RESULTS

- The students prefer Google
- Small differences between the answers from the students who have attended the user training and those who have not

RESULTS

- *“It’s because I feel that it is there (i.e. Google) I get the most search hits, which are easiest to understand.”*
- *“No, if I don’t find anything on the internet, then you have to use other sources... I think I would probably use the internet before the library, because it’s easier to search online. But I think I would have visited the library, because there are so many people who say that you have some pretty good material...”*

RESULTS

- Students who had attended showed some understanding of library-resources
- Students who had attended said they saw the need of using the library from now on
- Students who had not attended did not reflect upon this

DISCUSSION

- First year students
- Two hours' classes
- Google-generation ([Rowlands et al., 2008](#))
- Changing library instruction practice?
 - Using Google's advantages
 - Compare academic databases to Google
- Telling the students in advance about the advantages of the library

Rowlands, Ian, Nicholas, David, Williams, Peter, Huntington, Paul, Fieldhouse, Maggie, Gunter, Barrie, . . . Tenopir, Carol. (2008). *The Google generation: the information behaviour of the researcher of the future*. Paper presented at the Aslib Proceedings.

CONCLUSION

- Small differences in the answers between the students who were present and those who did not attend
- Some of the students who had attended the courses made some reflections on using the library services and resources in the future. Students prefer Google for their information searching instead of the library databases
- We need to balance the library instruction between the use of Google, scholarly websites and academic databases
- We must change our way of teaching

FURTHER

- We will in January interview the same students in their third year – to learn more about their search behaviour

THANK YOU FOR YOUR ATTENTION

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