INFORMATION BEHAVIOR OF STUDENTS: BELGRADE UNIVERSITY CASE STUDY

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INTRODUCTION

- University of Belgrade ID:
  - Enroll rate per year: 14.000
  - Total no. of students: 85.000
  - Accredited programs: 133 undergraduate, 122 master and 80 PhD
- Information Literacy case studies necessity

RESEARCH OBJECTIVES

- Identifying structure and models of information resources usage in learning process
- Discovering students’ attitudes towards the importance of the internet in education
- Defining the key points for students' acceptance of the library as a carrier of information literacy
- Creating a report and recommendations for academic librarians

RESEARCH METHODOLOGY

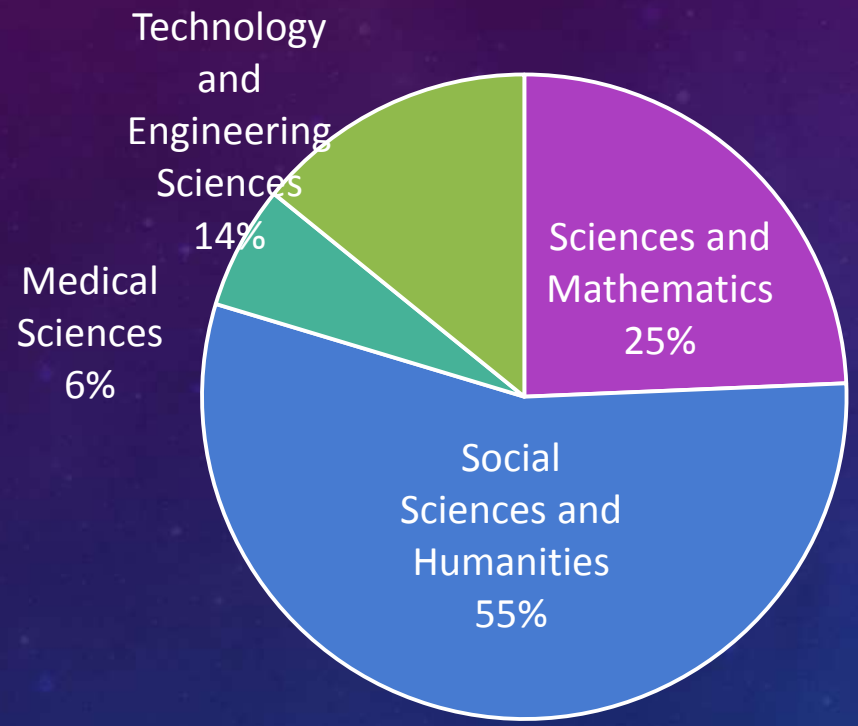
Two key methods

- Theoretical analyses - exploring similar cases
- Survey
  - Random sampling
  - Online survey
  - 24 questions
  - 226 participants

NOTE

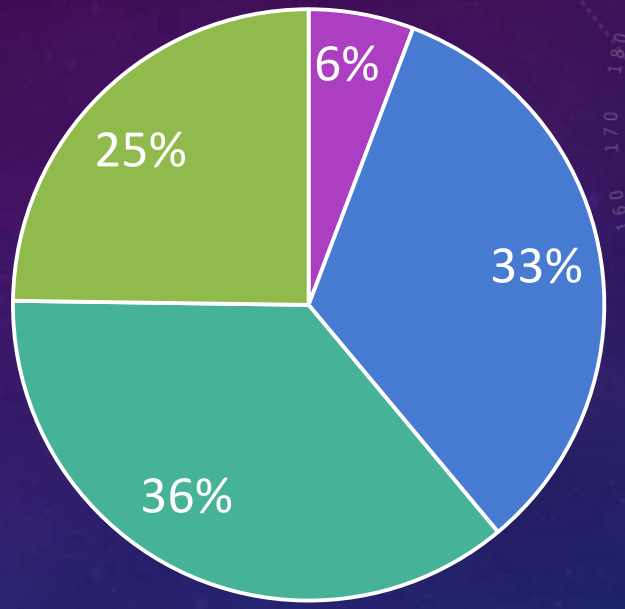
- Research was conducted online only, thus includes computer literate students
- Students with lowest average grade were the least represented group
- The presentation shows only the analyses of the responses to the questions related to the libraries and librarians
- Other questions included: the importance of improving research and related skills during studies, choosing the right course material, internet usage in general, level of satisfaction when researching the internet, understanding the difference between interactive and passive websites, consulting microblogs, forums, wikis, defining the most difficult part of the paper writing process, etc.

FINDINGS - OVERVIEW



STUDY FIELDS

GRADES



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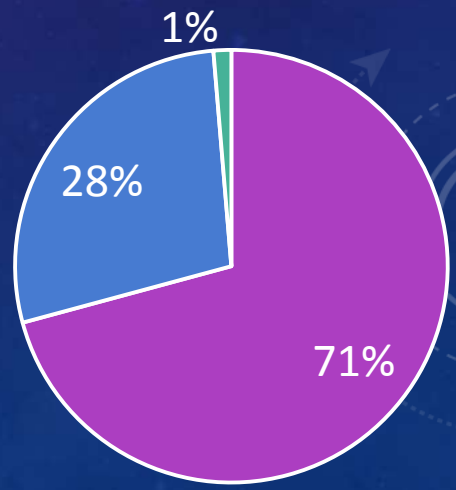
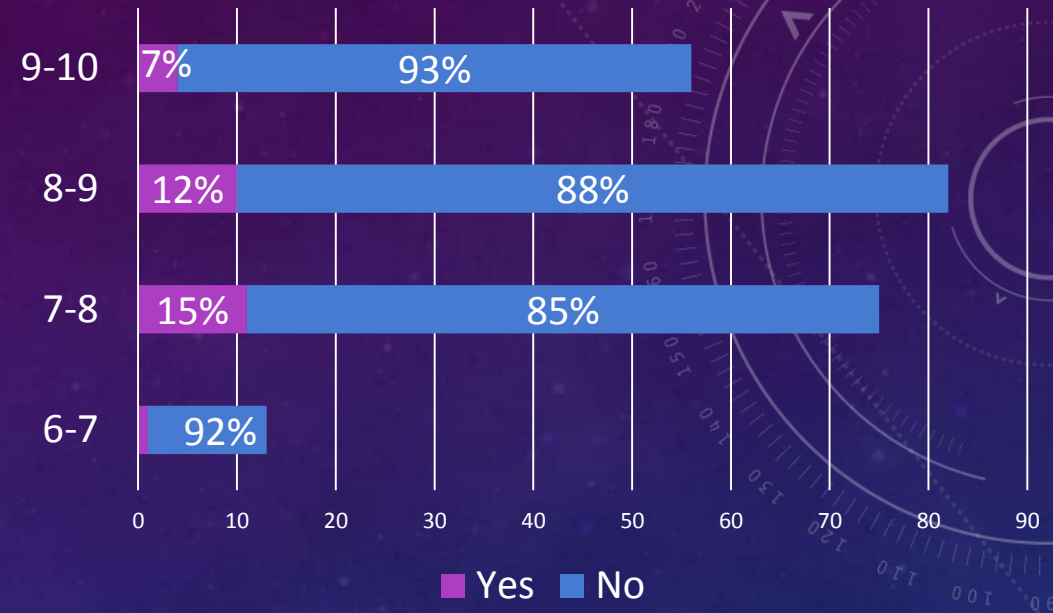
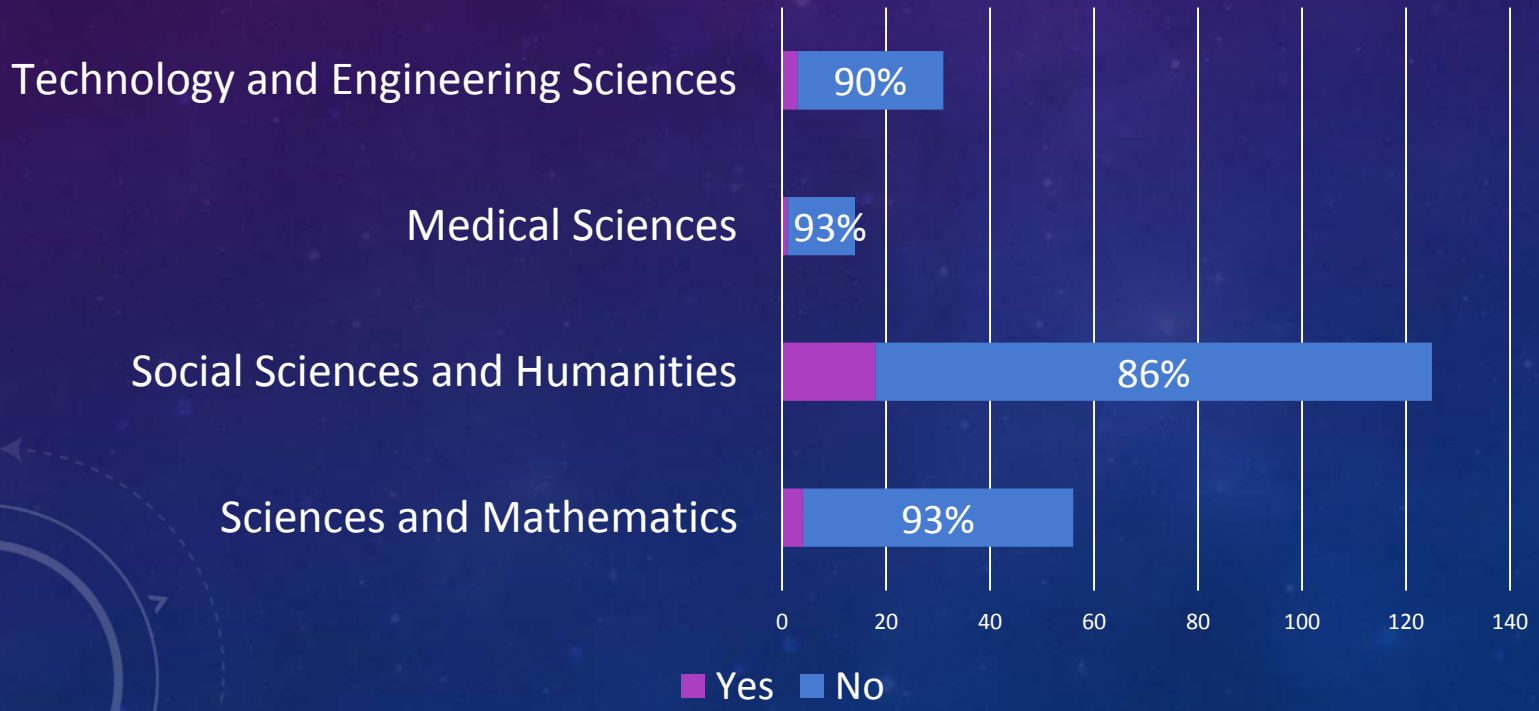


FINDINGS

Q: HOW DO YOU SEARCH FOR INFORMATION ON WEB RESOURCES?

A: 10% of students consult librarians for information on using web resources.

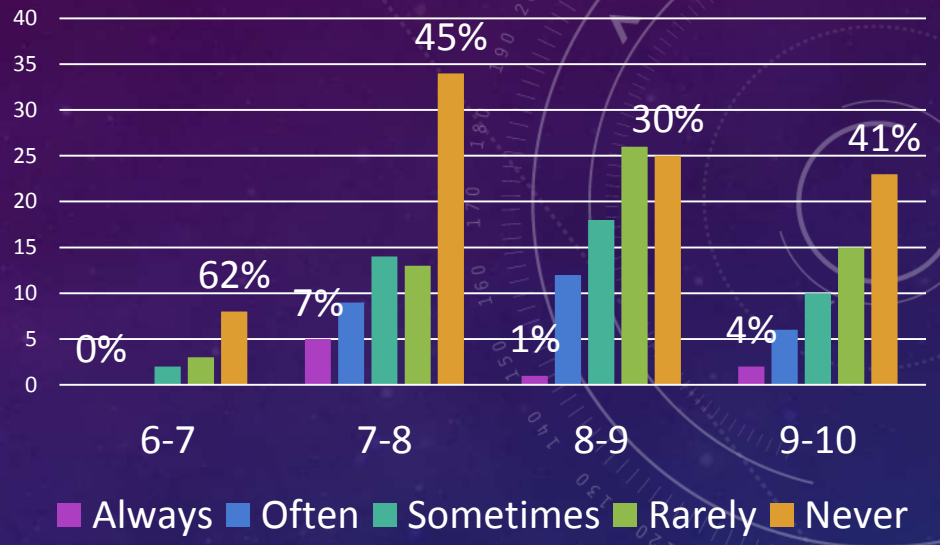


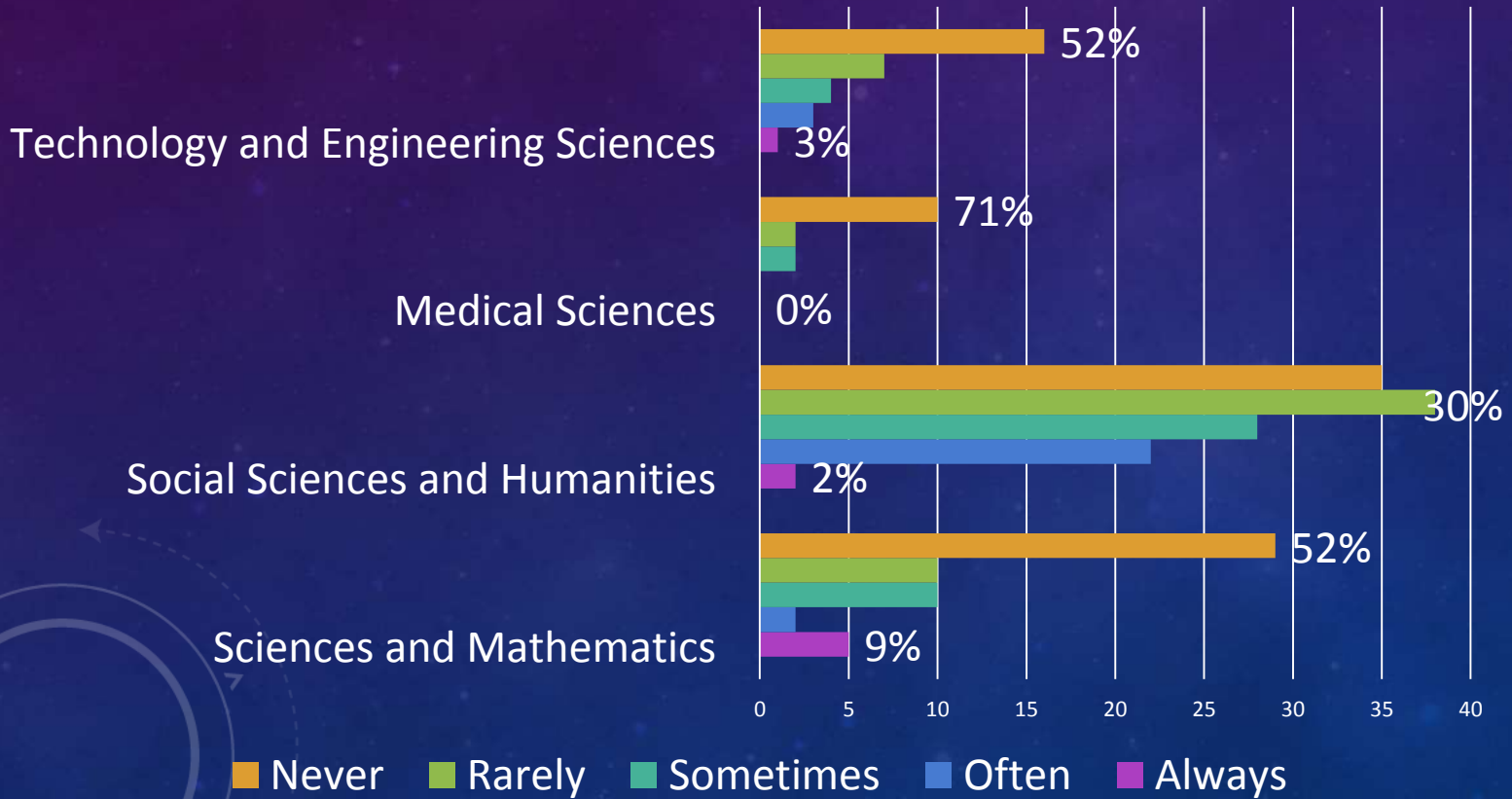


FINDINGS

Q: DO YOU START YOUR RESEARCH FROM A LIBRARY WEBSITE?

A: Only 4% of students always start their research from a library website, and 40% never do.

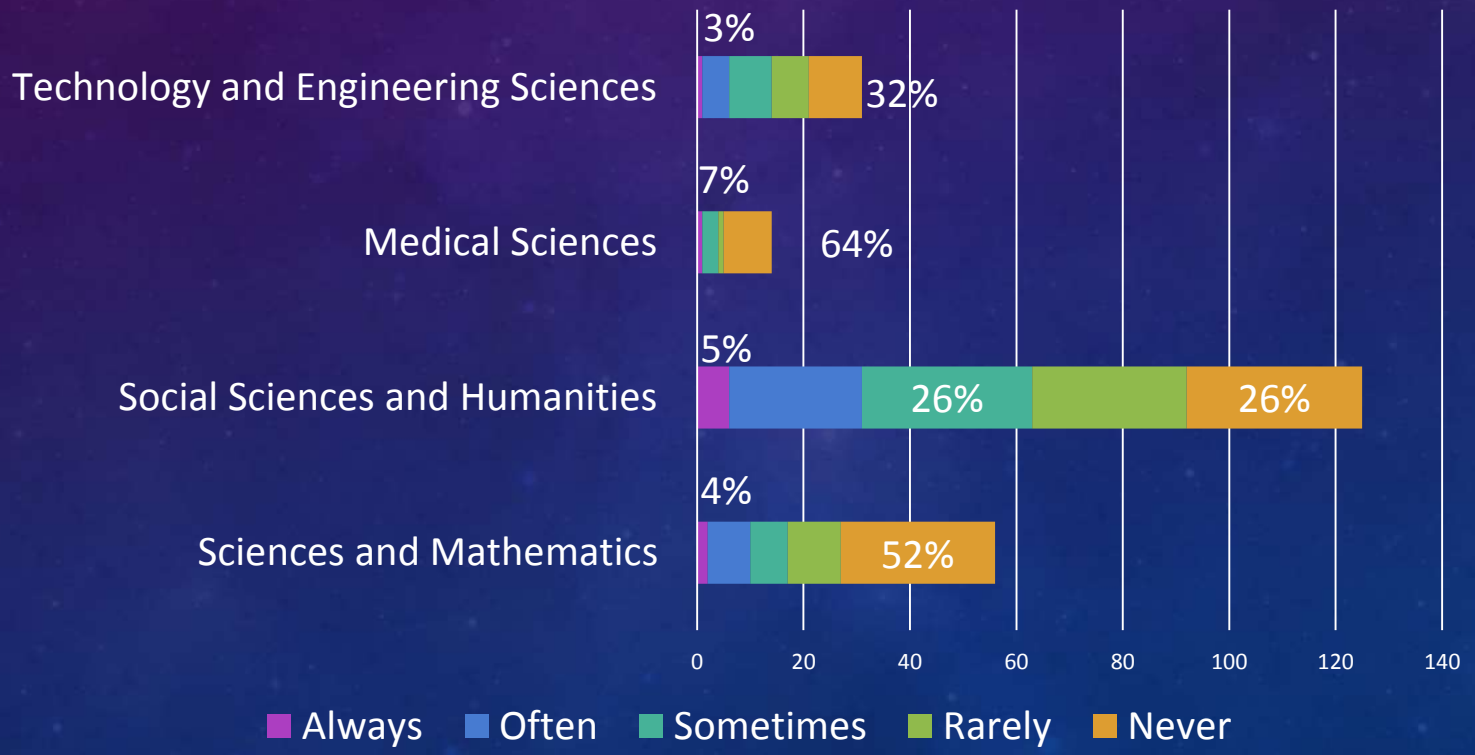




FINDINGS

Q: WHEN YOU FIND A WEB RESOURCE, HOW OFTEN DO YOU CONSIDER THE FACT THAT A LIBRARIAN RECOMMENDED IT?

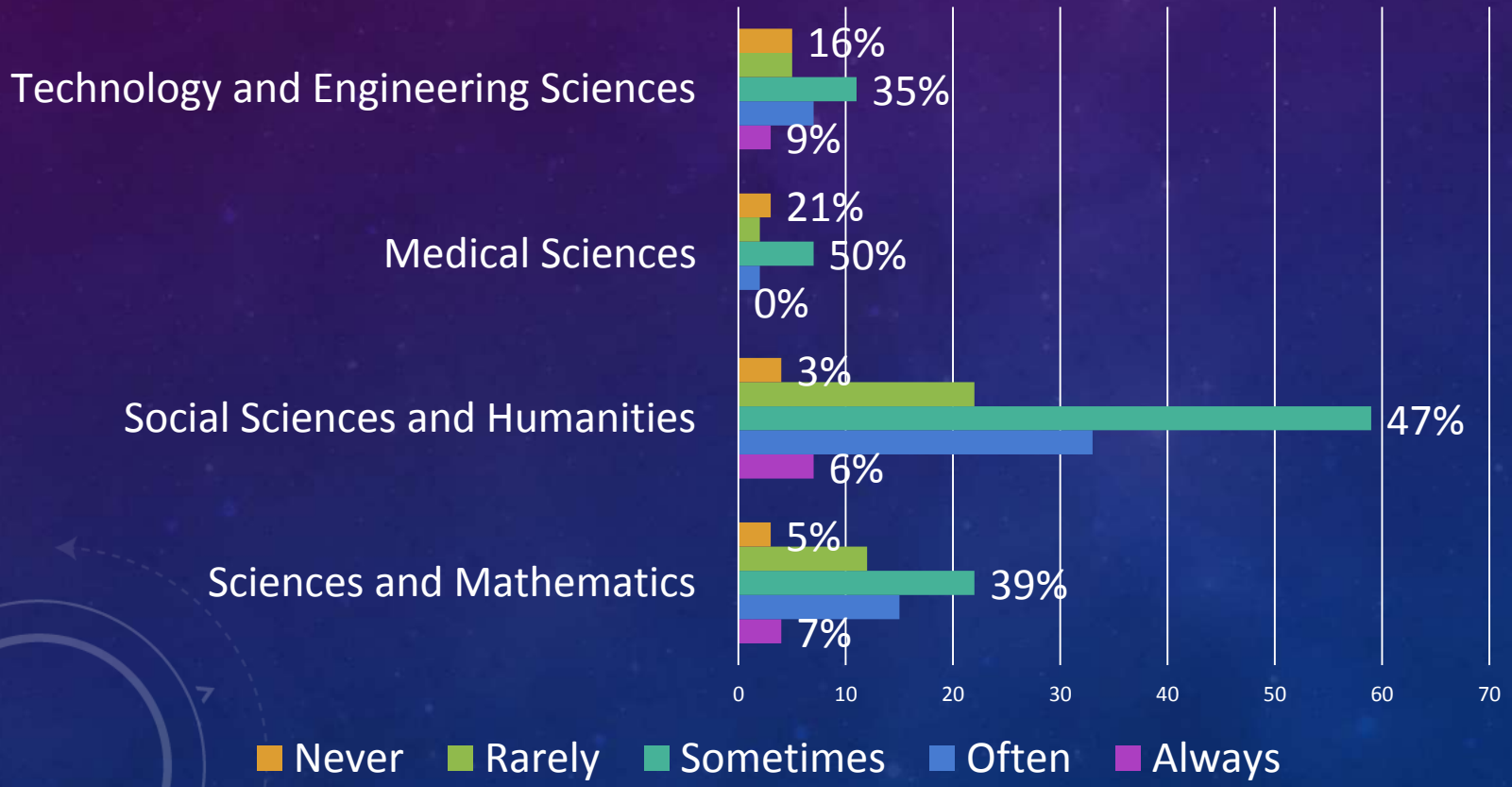
A: Only 4% of students consider this fact, while 36% never do.

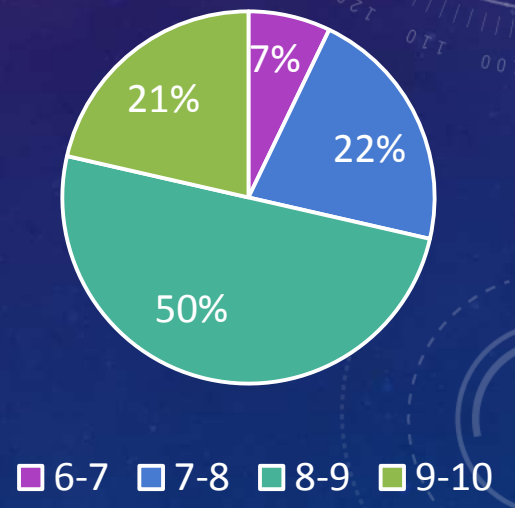


FINDINGS

Q: HOW OFTEN DO YOU THINK LIBRARIES' WEBSITES ARE RELEVANT FOR FINDING INFORMATION RELATED TO YOUR RESEARCH?

A: 6% of students believe that libraries' websites are ALWAYS relevant, 25% stated OFTEN, and 44% SOMETIMES.



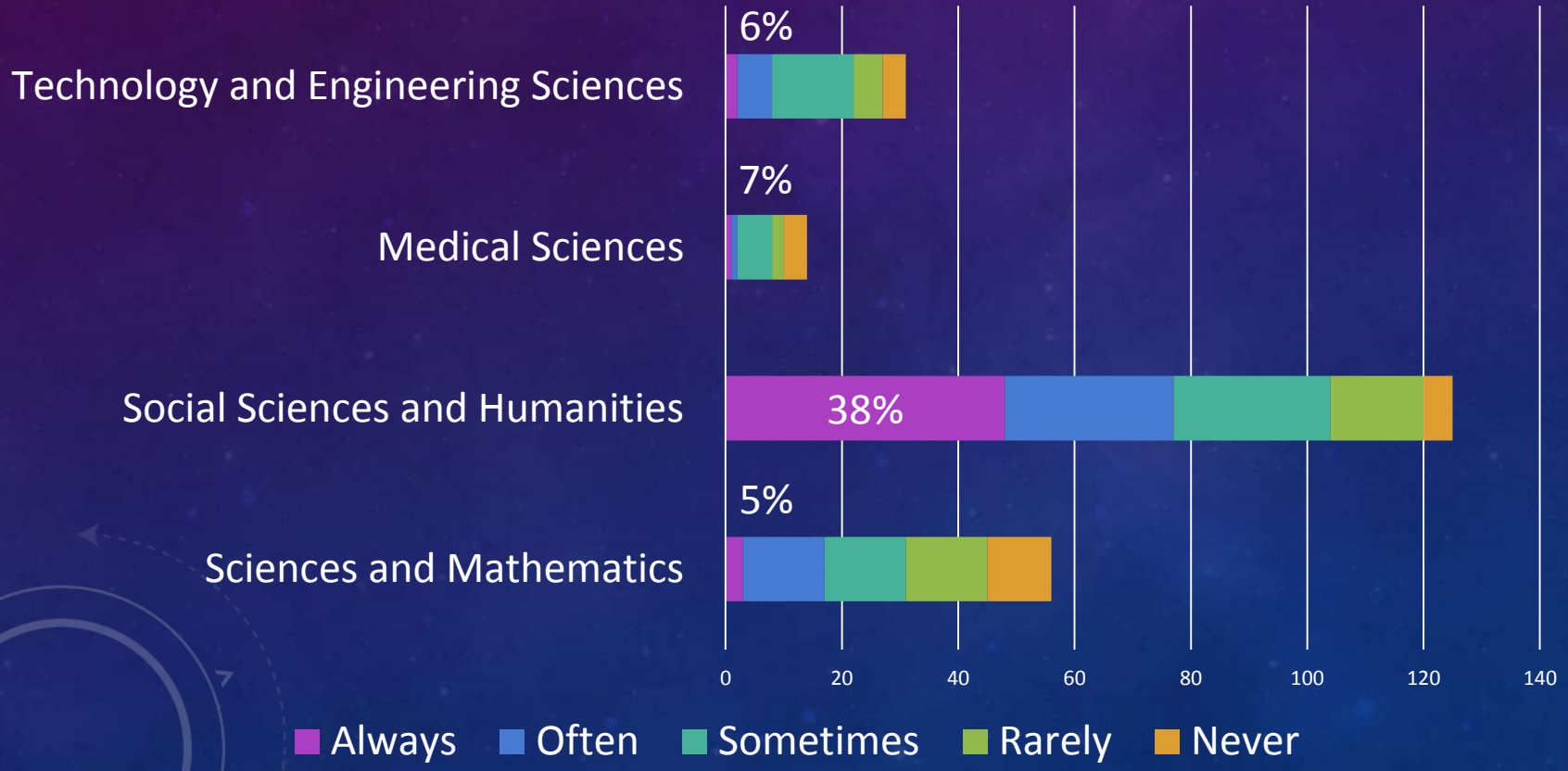


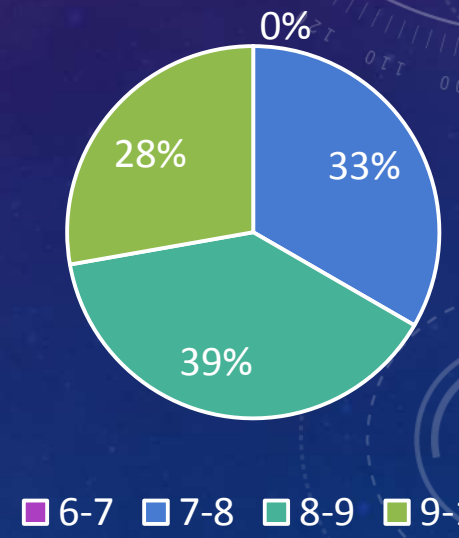
Students with 8-9 average grade are most likely to use library website for research purposes.

FINDINGS

Q: HOW OFTEN DO YOU CONSULT RESOURCES AS FOLLOWS: BLOGS, WIKIPEDIA, KOBSON, GOOGLE, FRIENDS, LIBRARIES, ETC?

A: Students mostly consult literature recommended by professors, Google, Wikipedia and encyclopedias. Libraries in general are used always by 24% students, often by 22% and never by 11%.



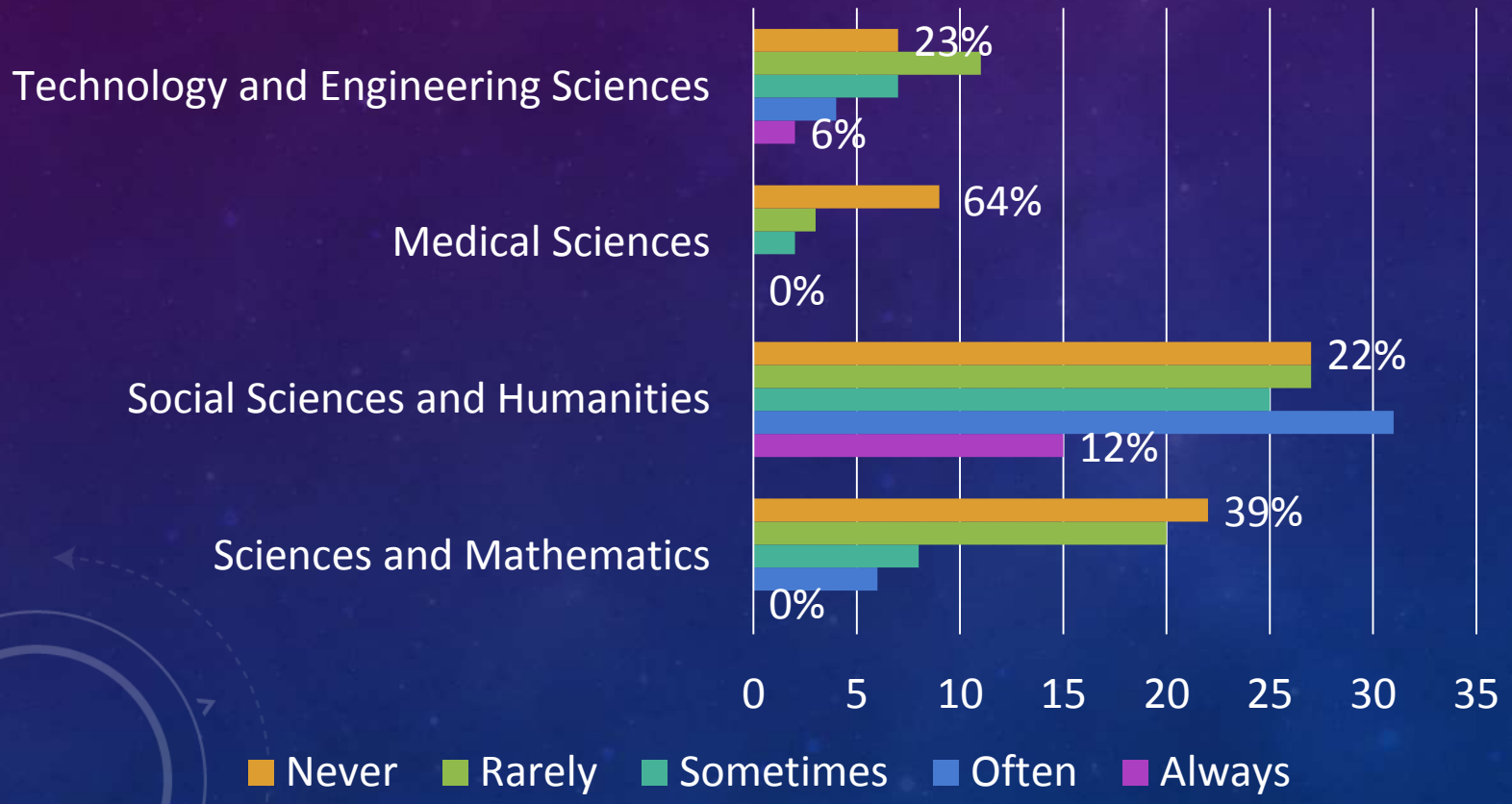


Students with 8-9 average grade are most likely to use libraries.

FINDINGS

Q: HOW OFTEN DO YOU CONSULT LIBRARIANS WHEN EVALUATING RESOURCES?

A: Students mostly consult colleagues, then professors and friends, and in the end librarians.

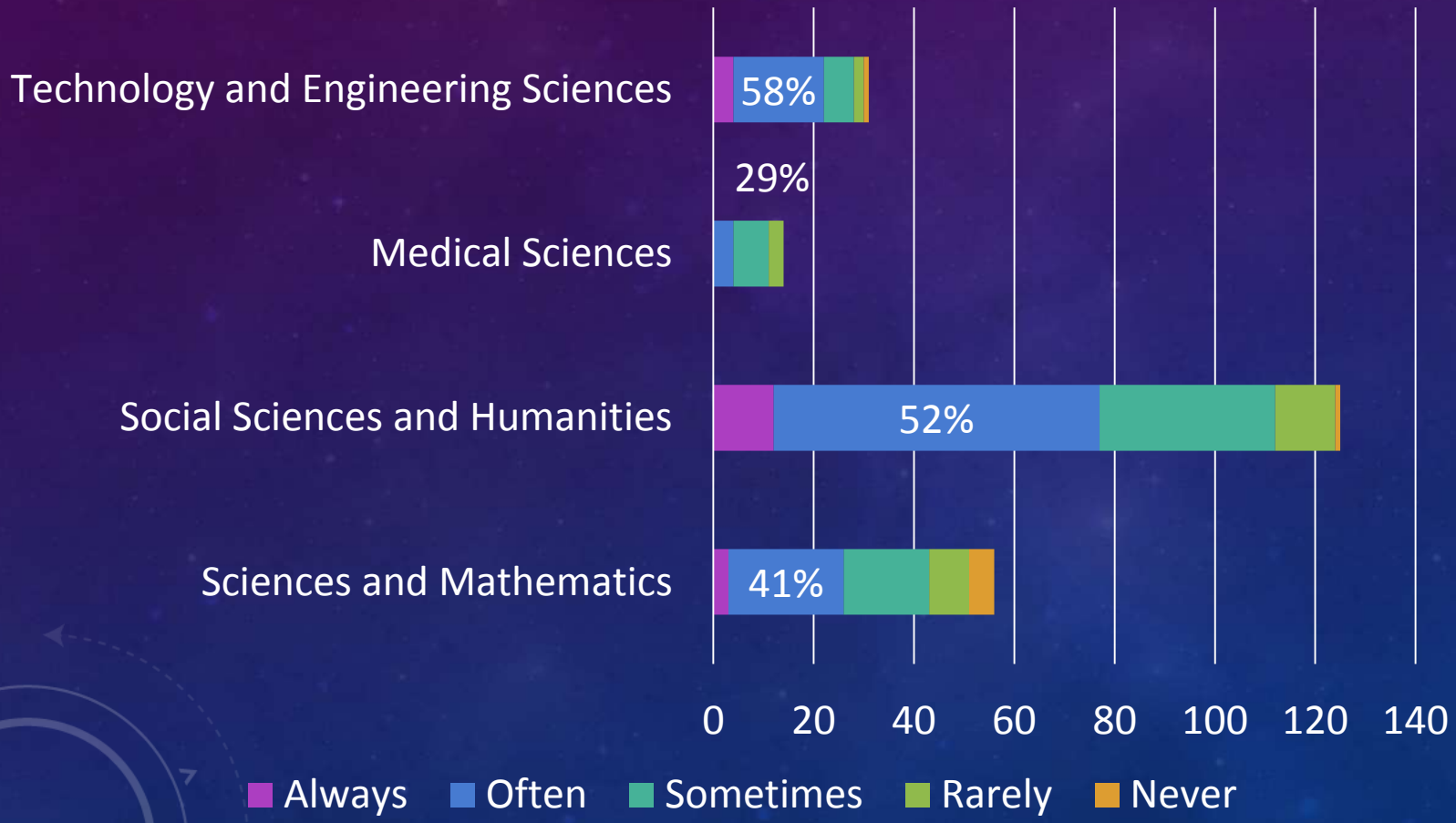


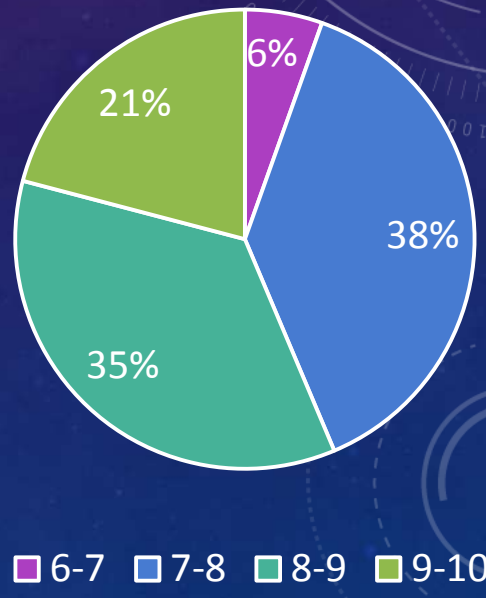
Students with 7-8 average grade are most likely to always consult librarians (41%) and those with 6-7 never do (0%).

FINDINGS

Q: DO YOU BELIEVE THAT LIBRARIANS ARE COMPETENT IN PROVIDING INFORMATION (REFERENCE) SERVICES?

A: Total of 49% of participants believe that librarians are OFTEN competent, and only 3% say NEVER.





FINDINGS SUMMARY

- Key sources for course related information: Google, print text books, Wikipedia, friends and colleagues… and finally, librarians!
- Internet primarily used for general information and communication
- Alert:
  - high disproportion between computer and information literacy
  - disproportion between trust in librarians and actually consulting them

Q & A

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