

Assessing awareness of library services

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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

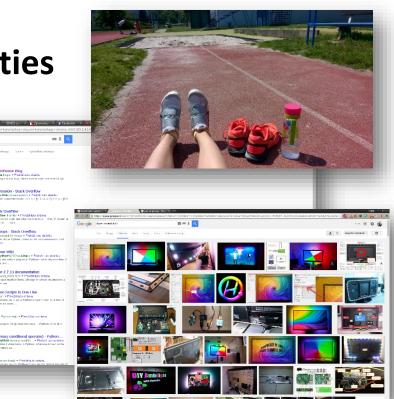
- 1. How are selected undergraduate engineering students at two technology universities in Prague **interacting with libraries** (if at all)?
- 2. Do these students feel libraries can play a role in their overall educational process?
- 3. How instructional/information literacy support **services might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

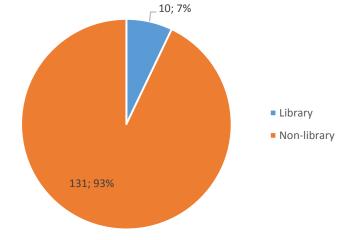
50	ini-structured interviews outside the library	Participant	Interview
		/Gender	Duration
Context			(Minutes)
•	Different types of tasks for different fields of study (math problems, programming, lab reports, technical drawings, map creation)	1/female	39
•	No papers are required until Bachelor thesis across fields	2/female	61
In	formation Resources	3/female	141
•	Specific non-library resources (Stack Overflow, documentation for programming languages, product catalogs, Google StreetView)	4/female	00
•	Peer-to-peer assistance, resource and experience sharing (Facebook Groups, Wiki systems, other platforms)	5/female	82
•	Materials and support provided by university	6/male	41
Li	brary	7/male	43
•	Physical place to study	8/male	68
•	Difficulty accessing print collections, low awareness of electronic resources, perceived barrier between students and librarians		Average
"[bc	Would I ask a librarian for assistance]? Maybe, as a last resort. I do not want to other anyone. What's on the Internet is best."		length: 59

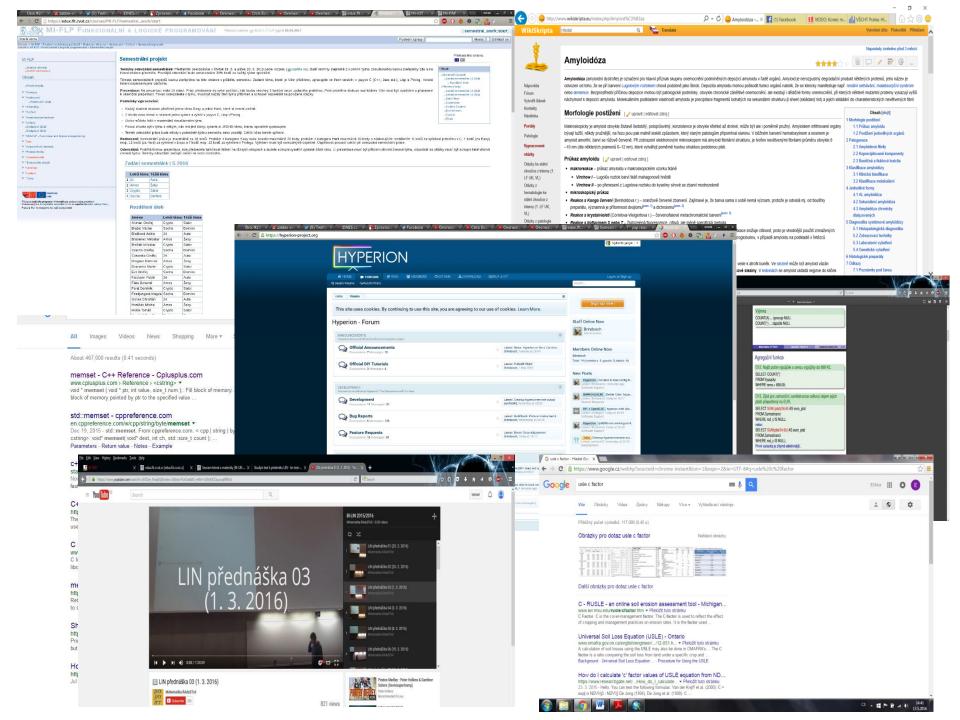
Screenshots

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	

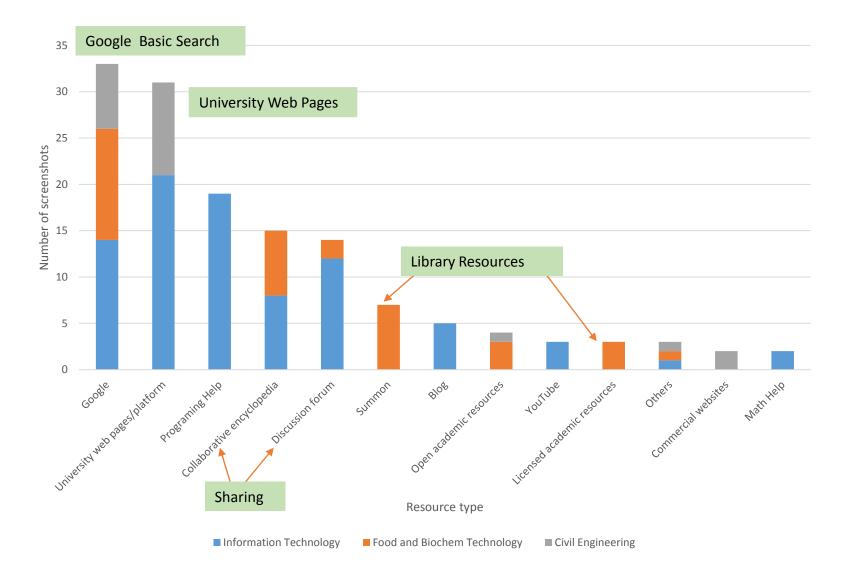
141 printscreens, 64 resources

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





Screenshots



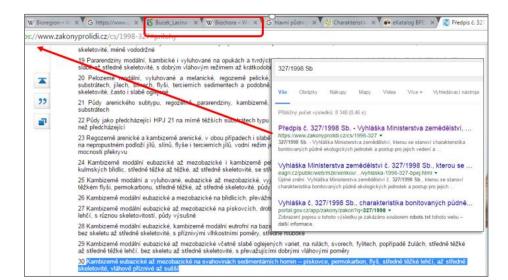
Discovery

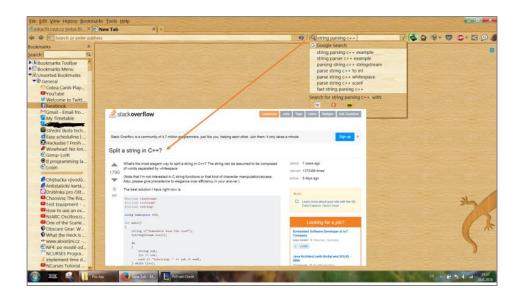
Tools (n=41)

- 33x Google
- 7x Summon
- 1x Fiťák¹

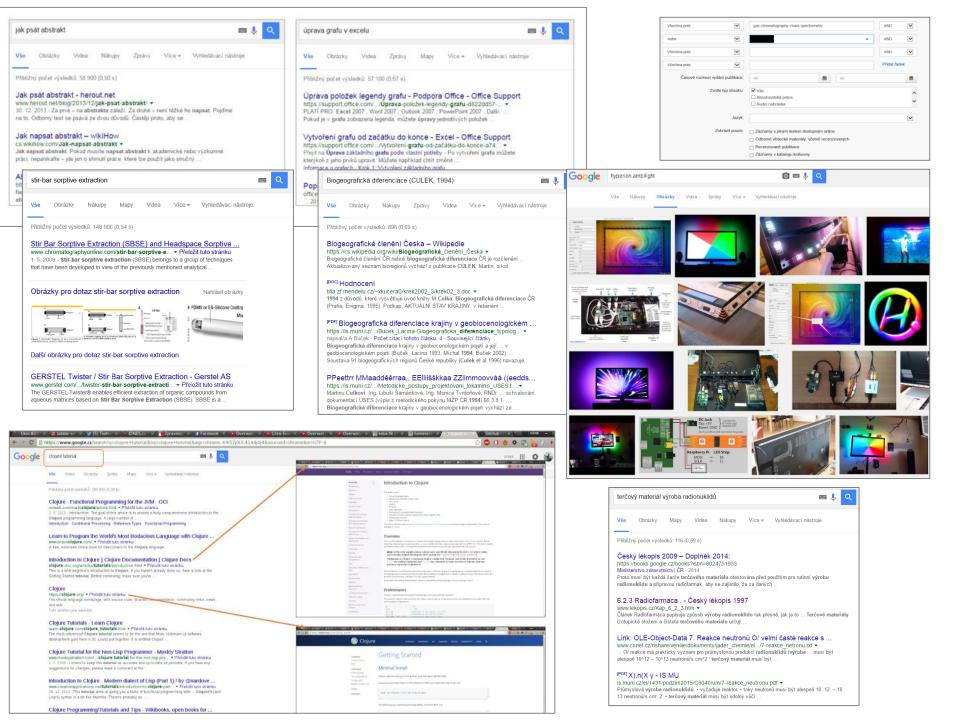
Paths to Access (n=141)

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





^{1.} Tool that allows search across all Facebook groups of the Faculty of Information Technology: https://www.fitak.cz/



Sharing

- Experiences
- Notes
- Tests

	Informace z Facebook	0	POA – Zkušenosti ze zkoušek		
	Informace z Facebooku © Zde najdete aktuální informace o předmětu vytažené ze školn Upravit Studijní materiály Skripta © Rozumíme Unixu, Computer Press © Kniha Bash očima Bohdana Milara © Učebnice ABC/Linuxu (© Online © Přehled příkazů) © Brandejs UNIX Print - Výborná skripta z brněnské MUNI © Dokument zkompletovaný z přednášek a cvičení z FELu Taháky © Tahák od soudruhů z FELu - Naši soudruzi z FELu vytvořili veli © Tahák od soudruhů z FELu - Přehled (zkrácená verze) © Bourne-Again SHell a GNU/Linux CLI tahák © Unix guide - stručný přehled příkazů - Heslo: fit 		Zde uvdačejte své zkušenosti z ústnich i písemných zkoušek z tohoto předmětu. Napište vše, co vás ke zkoušce napadne, a co může pomoci ostatnín datum, semestr, rok, jméno zkoušejicího byl povinný společenský odév jaká látka se poždavokal, jaká napazk ne organizace zkoušky (rozdělení do skupin, dozor, jak celá probíhala,) chování žkoušejícího v do skupin, dozor, jak celá probíhala,) chování postetky rady tím, keří na zkoušku tepre půjdou esobní postetky jaká ládvoho jste se učili z jakých matenáň jsta se učili z jakých matenáň zkoušejícího zkoušku tepre půjdou z jakých matenáň zkoušelnícho – ta přídávejte na samostatnou stránku, na kterou povede link z hlavní stránky předmětu. Čtěte pravidla. Svůj názvr vložte pod správný semestr jako položku nečislovaného seznamu ve tvaru: datum, zkoušející názor		
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🖿 Všechny materiáły 📗 TOP 10

Vsechny formáty

Galaxy S7 edge S7 ZMĚNÍ VÁŠ POHLED NA TELEFON

Úkoly 🦂

Filtr

• Illegal copies of textbooks

TL;DR - Does GCC (trunk) already support OpenMP 4.0 offloading to nVidia GPU?	asked 1 year ago
If so, what am I doing wrong? (description below).	viewed 2674 times active 1 year ago
i'm running Ubuntu 14.04.2 LTS.	
I have checked out the most recent GCC trunk (dated 25 Mar 2015).	ਡੇ Joes Teknisiā testaajia
I have installed the CUDA 7.0 toolkit according to Getting Started on Ubuntu guide. CUDA samples run successfully, i.e. <u>deviceQuery</u> detects my GeForce GT 730.	HiQ Finland Oy @ Espoo, Finland python robottramework
I have followed the instructions from https://gcc.gnu.org/wiki/Offloading as well as https://gcc.gnu.org/install/specific.html#nvptv-x-none	Job Description HiQ Finlandin rennossa, mutta tröhön
I have installed nvptx-tools and nvptx-newlib (configure, make, sudo make install), newlib also inked inside GCC's trunk directory with ln -s.	intohimoisesti suhtautuvassa porukassa on töitä tarjollateknisille testaajille! Me HiQ:llaolemme erikoistuneet
Then I built the target accelerator nvpbs-none compiler:	ohjelmistokehitykseen, integraatioihin, laadunvarmistukseen sekä vaativiin
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and the host GCC compiler itself:	Modernit työvälineet
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make -j 9 sudo make install DESTDIR=/install	
<	Learn more about this job
have set the LD_LIBRARY_PATH accordingly:	Related
export LD_LIBRARY_PATH=/install/usr/local/lib64:/install/usr/local/lib/gcc/nvptx-n	86 NVIDIA vs AMD: GPGPU performance
For sure, the mkoffload tool is built:	4 L2 cache in NVIDIA Fermi
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4	2 What exactly is NVIDIA Tesla and CUD

Specific Non-Library Resources

log in

- 19 x Programming guides
- 5x Blogs

colusplus

rticles

Clibrary:

Containers: Input/Output

Hulti-threadi Other:

<algorithm>

<bitset> <chrono>

<codecvt>

<complex>

<iteratora

<memory:

inits> <locale>

<new> <numeric

<exception> <functional>

<initializer_list

- 2x Commercial websites
- 4x Licensed academic resources

Go

eference <new> operator new

operator new[]

Allocate storage space for array

(1) throwing allocation

(2) nothrow allocation

C++98 C++11 3

(size, nothrow).

Default allocation functions (array form).

pointer to the first byte of this block. On failure, it throws a bad alloc exception.

C++98 C++11 🕑

function

• 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

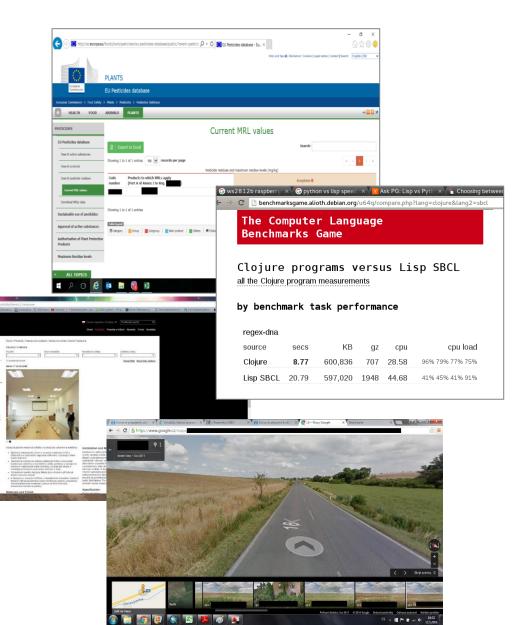
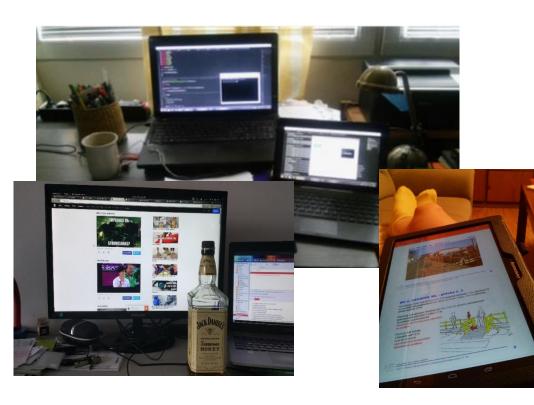
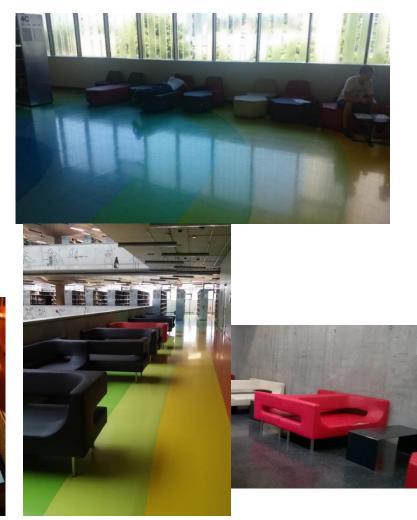


Photo Diaries

- 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) <u>https://www.techlib.cz/en/</u>