Does Generation Google REALLY Need Us?

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http://www.flickr.com/photos/frederickmdrocks/6194926141/
Hong Kong

- South-eastern tip of China
- 1,104 km², comprising Hong Kong Island, Kowloon Peninsula, the New Territories and Outlying Islands
- Population ~ 7 million
- Both Chinese and English are official languages
Hong Kong

- A Special Administrative Region (SAR) of the People’s Republic of China on 1 July 1997, after a century and a half of British administration
- ‘A barren rock with hardly a house upon it’
- Now a financial, trading and business centre, and a city of towering buildings
Hong Kong Higher Education

- 8 government funded institutes of higher learning (UGC)
- 3 ranked in the top 50 in the world (QS Rankings, 2011)
- British and US based systems
- 168,000 students (2010) an increase of 110% since 2000
- 76,000 UGC funded (2011/12) – 14% non-local
- Desire for “deep collaboration” among the eight
- Desire to be THE Asian education hub
- Move towards 3+3+4 Curriculum Reform
Figure 1. Annual Average Change in Importance for Faculty, 2005–2011

Figure 2. Annual Average Change in Importance for Students, 2005–2011

Wireless Access
Course Management System
Borrowing Technology Equipment
Borrowing Laptops
Library Research Instruction
Computing Web Site
Off-Campus Access
Technology Instruction
ERP Self Service
Interlibrary Loan
Online Course Reserves
Library Databases
Library Reference Services
Help Desk
Campus Computing Labs
Residence Hall Phone Services

A two-year anthropological study of student research habits shows that students are in dire need of help from librarians, but are loath to ask for it.
• Students rely on relationships (power and familiar)
• Do not know what work librarians do
• No *relationship* with librarians
• Librarians only help with physical directions
• Want to be self reliant
Part of the problem

• “Aren’t all the articles I need online – why do I need to go to a database?”

• “Google books gives me parts of books; isn’t that good enough?”

• “How is a blog different from a scholarly article – aren’t they both just opinion?”

• “If a website doesn’t show up on page 1 of results, doesn’t that indicate inferior quality?”

• “I never knew librarians were intelligent.”

— from M. Sellar, College Students Information Seeking Behaviors, http://www.slideshare.net/msellar/college-students-information-seeking-behaviors
I think we're kind of one of the first generations to have **too much information**, as opposed to too little. We’ve never had instruction really on navigating the Internet and picking out good resources. We’ve kind of been tossed into this and we've just learned through experience we have to go on a Web site and just raid it for information.

- Engineering student
Another part of the problem

Library activities down

Annual use
Research specific reference book
81% ▶ 56% 31% DECREASE 2005 2010

Homework/study
80% ▶ 66% 18% DECREASE 2005 2010

Get copies of articles/journals
64% ▶ 50% 22% DECREASE 2005 2010

Get assistance with research
64% ▶ 51% 20% DECREASE 2005 2010

Use online databases
68% ▶ 59% 13% DECREASE 2005 2010

Borrow print books
66% ▶ 60% 9% DECREASE 2005 2010

Leisure reading
52% ▶ 48% 8% DECREASE 2005 2010

OCLC. http://www.oclc.org/reports/2010perceptions.htm
Difficulties with Steps during the Course-Related Research Process

- Getting started is difficult: 84%
- Defining a topic: 66%
- Narrowing down a topic: 62%
- Filtering irrelevant results: 61%
- Knowing if good job done: 46%
- Finding articles in library databases: 42%
- Knowing how to cite sources: 41%
- Determining credibility: 41%
- Reading materials: 40%
- Writing about what is found: 38%
- Deciding if done: 37%
- Finding up-to-date sources: 37%
- Figuring if use constitutes plagiarism: 35%
- Creating search terms: 31%
- Finding Web sources: 31%
- Integrating information from different sources: 30%
- Know when to cite: 29%
- Figuring out where to find sources: 29%
- Evaluating sources: 26%
- Taking notes: 21%
Behind the Curve?

• Are we still teaching students the basics of searching, when they can actually do this on their own quite well?

• Do we need a shift towards sense-making, evaluation and use of information?

• Do our users know we can help in these areas?
Reference Transactions

- Australia: CAUL
- North America: ARL
- Hong Kong: JULAC
Participants in Group Presentations

- Australia: CAUL
- North America: ARL
- Hong Kong: JULAC
HKBU Participants in Group Presentations

Number of participants in group presentations

- No. of Participants
- 2005
- 2006
- 2007
- 2008
- 2009
- 2010
- 2011
- 2012

- 10 000
- 9 000
- 8 000
- 7 000
- 6 000
- 5 000
- 4 000
- 3 000
- 2 000
- 1 000
- 0
HKU Participants in Group Presentations

No. of Participants

Number of participants in group...
HKBU RRSA Brief Results Incoming Students - August 2011

- 84% students achieved 50%
- 48% students achieved 60%
- 16% students achieved 70%
- 3% students achieved 80%
HKBU RRSA Brief Results of Final Year Students Sample – May 2012

- 96% students achieved 50%
- 79% students achieved 60%
- 55% students achieved 70%
- 27% students achieved 80%
HKBU Increase in Reference Questions??

- After 31% decrease 2004-2007...
- 42% increase 2007-2011
- Why?

- Instruction almost doubled & new emphasis on relationship building
- Many returning users with increasingly higher level questions
Two Driving Questions

• What do they need?
• How can we best meet those needs?
• Shifting needs, need shifting service strategies

http://www.flickr.com/photos/zamber/2612918978/
Would you expect regional or cultural differences?

We think so
Understanding Our Students: Ethnographic Study of UGC Students’ Research Behaviours

• What are the information-seeking behaviors of UGC undergraduate and graduate students?

• Do they (i) think they know how to and, (ii) demonstrate they can:
  • access information efficiently/effectively;
  • critically evaluate and apply information;
  • access and use information ethically and legally?
Understanding Our Students: Ethnographic Study of UGC Students’ Research Behaviours

• Perception vs demonstrated ability?
• Information literacy and perceived expertise in technology?
• Research ability and social/economic background?
• Research ability across jurisdictions
• What behaviors, if any, distinguishes Hong Kong students from others in the world?
Stay tuned for the results!!

Thank you

http://commons.wikimedia.org/wiki/File:Braun_HF_1.jpg