

Appendix C: Survey Instrument

Question 1.

What is the name of the institution where you are enrolled?

- Boise State University
- Colgate University
- College of William & Mary
- Colorado State University
- Corban College
- CSU Maritime
- Eastern Michigan University
- Felician College
- Gettysburg College
- Holy Names University
- Linfield College
- New Mexico State University
- Northern Kentucky University
- Northern Michigan University
- Ohio State University
- Purdue University
- St. Mary's College of Maryland
- Southern Nazarene University
- State College of Manatee-Sarasota
- Temple University
- University of Arizona
- University of Michigan
- University of Minnesota
- West Virginia University
- Winston-Salem University

Question 2.

Your current status as a student is:

- Freshman (*skip to end of survey for contest entry, since freshmen are excluded from study population*)
- Sophomore
- Junior
- Senior
- Does not apply to me
- *No response*

Question 3.

Which one of the following disciplines does your major area of study fall under?

(Click ONLY ONE.)

- Architecture
- Art (includes Ceramics, Dance, Digital Arts, Drama, Industrial Design, Music, Photography, Sculpture, Art History)
- Business Administration (includes Finance, Accounting, Management)
- Computer Science
- Education
- Occupational training (includes Paralegal, Radiology Technician, Electrician, Recreation Programs)
- Engineering (includes Aeronautical, Civil, Chemical, Electrical, Mechanical)
- Humanities (includes English, Languages, History, Geography, Literature, Communication, Philosophy, Religion)
- Social Sciences (includes Anthropology, Economics, Political Science, Psychology, Sociology)
- Sciences (includes Astronomy, Plant, Biology, Chemistry, Physics)
- Mathematics (includes Statistics)
- Nursing
- Still undecided about my major area of study
- Other:

Question 4. Part One: Course-Related Research Assignments

In this part of the questionnaire, we want to learn about how you work on research assignments in humanities and/or social science courses you may have taken on this campus. First, what kinds of assignments have you had?

Over the last year, which of the following types of research assignments have you had for the social science and/or humanities courses you have taken?

(Click ALL that apply.)

- Papers that present an argument about an issue(s)
- Papers that present a historical analysis of an event(s)
- Papers that present a "close reading" or interpretation of a text
- Papers that present a case study analysis
- Papers that present a literature review
- Papers that present a proposed study
- Oral presentation
- Oral presentation and an accompanying paper
- Multimedia product that requires research (i.e., Web site, video)
- I have no experience writing course-related research papers on this campus
- Other:

Question 5. Some students use certain resources, but not others, when they are working on research assignments for humanities and social science courses. We want to find out which resources YOU use.

HOW OFTEN do you CONSULT THESE RESOURCES during your course-related research process? (If you do not consult these resources at all, let us know, too.)

Course readings

Blogs

Search engines (e.g., Google, Bing, Yahoo!, Ask.com)

Wikipedia

Governmental Web sites (.gov sites)

Research databases through the library Web site (e.g., EBSCO, JSTOR, ProQuest)

Librarians

Library shelves

Instructors

Encyclopedias (e.g., Britannica, either online or print)

Classmates

Friends/family

My personal collection (materials I already own or buy)

- Almost Always
- Often
- Sometimes
- Rarely
- Never
- Don't Know

Question 6. Evaluating What You Have Found

When you find a source through the LIBRARY (books or articles from library Web databases), DO YOU CONSIDER the following things?

Consider how current the library source is.

Consider an author's credentials (e.g., where he/she is faculty or works).

Consider whether the content acknowledges different viewpoints (i.e., not biased).

Consider whether the author gives credit for using someone else's ideas (e.g., footnotes).

Consider whether the library source has a bibliography.

If there are charts, consider whether they have vital information (i.e., not just attractive graphics).

Consider who the publisher of the library source is.

Consider whether a librarian mentioned using the library source.

Consider whether I have ever heard of the library source before.

Consider whether I have used the library source before.

- Almost Always
- Often
- Sometimes
- Rarely
- Never
- Don't Know
- No Experience with this Situation

Question 7. Now let's focus on sources that you find out on the WORLD WIDE WEB.**Let's say you find a source "out on the WEB" (e.g., .com or .gov sites), DO YOU CONSIDER the following things?**

Consider how current the Web site is.

Consider a Web site author's credentials (e.g., where he/she is faculty or works).

Consider whether the Web site content acknowledges different viewpoints (i.e., not biased).

Consider whether the Web site gives credit for using someone else's ideas (e.g., footnotes).

Consider what the URL (i.e., Web site address) is and what it may mean.

Consider whether the Web site has links to other resources on the Web.

Consider whether the Web site has bibliography.

If there are charts, consider whether vital information is added (i.e., not just attractive graphics).

Consider whether a librarian mentioned using the Web site.

Consider whether I have ever heard of the Web site before.

Consider whether I have used the Web site before.

Consider whether the Web site's design tells me it's a legitimate site.

- Almost Always
- Often
- Sometimes
- Rarely
- Never
- Don't Know
- No Experience with this Situation

Question 8. Some students ask people for help with evaluating different kinds of sources (i.e., Web and library sources), while other students do not.**Do you ask any of the following PEOPLE for ASSISTANCE with evaluating COURSE-RELATED sources? (If you don't ask any of the following people for help, we want to know this, too.)**

Instructors

Librarians

Classmates

Friends and family

Writing Center staff

Licensed professionals (i.e., physicians, attorneys, therapists)

- Almost Always
- Often
- Sometimes
- Rarely
- Never
- Don't Know
- No Experience with this Situation

Question 9. What's YOUR "Research Style"? Students have different practices, routines, techniques, and workarounds for completing course-related research assignments. Below are statements different students have made about how they approach assignments.

How OFTEN do you use each of these research PRACTICES during YOUR OWN course-related research process?

Once I find the number of citations the instructor expects, I end my research process.

If I don't find something in one or two searches, I start over with a brand new topic.

I work my own perspective into the assignment, so the instructor knows what I think.

I come up with a thesis statement early on.

I develop an outline for how to proceed with the assignment (e.g., writing the paper).

If the assignment is a paper, I sit down and just start writing, without much of a plan for what I'm going to say at all.

One of the first things I do is to figure out search terms to use.

I develop an overall research plan to guide my research process.

I use a system for organizing the research sources I find along the way.

I use interlibrary loan or document delivery services if my library doesn't have what I need there.

I tend to use the same set of research resources from one assignment to the next.

I tend to write about the same topic from one assignment to the next.

I tend to spend the same amount of time on assignments.

- Almost Always
- Often
- Sometimes
- Rarely
- Never
- Don't Know
- No Experience with this Situation

Question 10. There are a lot of different productivity tools, some online, others that are not, which students can use for supporting various tasks during their own course-related research process.

Have YOU used any of these PRODUCTIVITY TOOLS for course-related research tasks in the LAST SIX MONTHS?

- Highlighting feature for underlining text on a computer screen
- Digital "sticky notes" for use with a computer (e.g., Post-It digital notes)
- Citation-making programs (e.g., RefWorks, EndNote, EasyBib)
- Social bookmarking (e.g., digg, delicious)
- Alerting services (e.g., programs that send out automatic Web feeds for newly appearing content)
- Microblogs (i.e., Twitter)
- Document sharing programs (e.g., Google Documents)
- Online time management programs with sharing (e.g., Google Notebook)
- Wikis for creating and sharing Web content (other than Wikipedia)
- Photo-sharing sites (e.g., Flickr, Photobucket)
- Virtual research environments
- Blogging (e.g., LiveJournal)
- Voice over Internet Protocol (e.g., Skype)
- An online forum where I can post a question and get an answer from someone
 - Yes
 - No
 - Don't Remember
 - Never Heard of this Before

Question 11. HOW IMPORTANT are each of the following to you when you are working on a course-related research paper?

- Getting a good grade from the instructor.
- Passing the course.
- Getting the paper finished.
- Meeting the paper-length requirement (if there is one).
- Meeting the number of citations required (if there it exists).
- Doing a comprehensive investigation about my research topic.
- Finding answers I can insert into the paper to prove I've done research.
- Improving my writing skills.
- Improving my research skills.
- Improving my analytical skills.
- Integrating my own perspective into the paper.
- Learning something new.
- Impressing the instructor with my intellectual abilities.
- Impressing my parents with the grade I end up receiving.
- Having the chance to be creative with an assignment.
 - Very important
 - Important
 - Moderately Important
 - Of Little Importance
 - Not Important
 - Don't Know
 - No Experience with this Situation

Question 12. Overall, when you think about the ENTIRE research process--from the moment you get the assignment until you turn in your research paper--what is DIFFICULT for you?

How strongly do you AGREE OR DISAGREE with each of the following statements about what is DIFFICULT about the course-related research?

Getting started on the assignment is difficult.

Defining a topic for the assignment is difficult.

Narrowing down a topic is difficult.

Coming up with search terms is difficult.

Finding articles in the research databases on the library's Web site is difficult (e.g., EBSCO, JSTOR, ProQuest).

Finding sources to use "out on the Web" is difficult (e.g., Google, Wikipedia, government sites).

Determining whether a Web Site is credible or not is difficult.

Figuring out where to find sources in different parts of the campus is difficult.

Finding up-to-date materials is difficult.

Having to sort through all the irrelevant results I get to find what I need is difficult.

Evaluating the sources I've found is difficult.

Reading through the material is difficult.

Taking notes is difficult.

Integrating different sources from my research into my assignment is difficult.

The writing part is difficult.

Knowing when I should cite a source is difficult.

Knowing how to cite a source in the right format is difficult.

Knowing whether my use of a source, in certain circumstances, constitutes plagiarism or not is difficult.

Deciding whether "I'm done" or not is difficult.

Knowing whether I've done a good job on the assignment or not is difficult.

- Strongly Agree
- Somewhat Agree
- Neither Agree or Disagree
- Somewhat Disagree
- Strongly Disagree
- Don't Know
- No Experience with this Situation

Question 13. Part Two: Conducting "Everyday Life Research"

Now, we'd like to ask you about something entirely different. We'd like to know a little about your experiences with conducting what might be called "everyday life research." Everyday life research consists of collecting materials for solving information problems that may occur during the course of your daily life.

Over the last six months have you carried out EVERYDAY LIFE RESEARCH about one of these topics? (Click ALL that apply.)

- Health/wellness issue (either for yourself or someone close to you)
- News/current events
- Purchasing something (e.g., product or service)
- Something related to what I am asked to do at my job
- Domestic life (e.g., figuring out where to live)
- Work/career (e.g., salaries for certain types of professions, job openings).
- Spiritual information (e.g., finding out about different religious beliefs)
- Travel information (e.g., trip-planning)
- Advocacy information (e.g., finding out about different political/social causes)
- Social contacts (e.g., using a social networking site to find others with similar interests)
- Searched for an expert of some kind (e.g., medical doctor)
- Other:

Question 14. Some people use certain resources, but not others, to find everyday life information. What do you use?

HOW OFTEN do you CONSULT THESE RESOURCES during your EVERYDAY LIFE research process? (If you do not consult these resources at all, let us know, too.)

- Blogs
- Search engines (Google, Bing, Yahoo!, Ask.com)
- Wikipedia (either from a Google result or direct visit to Wikipedia Site)
- Governmental Web sites (.gov sites)
- Research databases on library Web site (e.g., EBSCO, JSTOR, ProQuest)
- Librarians
- Library shelves
- Instructors
- Encyclopedias (Britannica, either online or print)
- Classmates
- Friends/family
- Social networking site (e.g., Facebook)
- My own personal collection (e.g., materials I already own or buy)
 - Almost Always
 - Often
 - Sometimes
 - Rarely
 - Never
 - Don't Know

Question 15. Evaluating What You Have Found for Everyday Life Research

When you have found a source for EVERYDAY LIFE research on the Web, DO YOU CONSIDER the following things?

Consider how current the Web site is.

Consider a Web site author's credentials (e.g., where he/she is faculty or works).

Consider whether the Web site acknowledges different viewpoints (i.e., not biased).

Consider whether the Web site author gives credit for using someone else's ideas (e.g., footnotes).

What the URL (i.e., Web site address) is and what it may mean.

Whether the Web site has links to other resources on the Web.

Whether the Web site has bibliography.

If there are charts, consider whether vital information is added (i.e., not just attractive graphics).

Consider whether a librarian mentioned using the Web site.

Consider whether I have ever heard of the Web site before now.

Consider whether I have used the Web site before.

Consider whether the Web site's design tells me it's a legitimate site.

- Almost Always
- Often
- Sometimes
- Rarely
- Never
- Don't Know
- No Experience with this Situation

Question 16. Do you ask any of the following PEOPLE for ASSISTANCE when you are evaluating sources for EVERYDAY LIFE research? (If you don't ask any of the following people for help, we'd like to know this, too.)

Friends and family

Classmates

Librarians

Instructors

Licensed professionals (i.e., physicians, attorneys, therapists)

- Almost Always
- Often
- Sometimes
- Rarely
- Never
- Don't Know
- No Experience with this Situation

Question 17. Now, let's talk about difficulties with the ENTIRE EVERYDAY LIFE research process. What is DIFFICULT for you?

How much do you agree or disagree with each of the statements about what's difficult about EVERYDAY LIFE research?

Getting started on everyday life research is difficult.

Defining what I need during everyday life research is difficult.

Narrowing down a topic for everyday life research is difficult.

Coming up with search terms for everyday life research is difficult.

Finding articles for everyday life research in the research databases on the library's Web site is difficult (e.g., EBSCO, JSTOR, ProQuest).

Finding sources to use "out on the Web" for everyday life research is difficult (e.g., Wikipedia, Google, .gov sites)

Determining whether a source for everyday life research I find is credible or not is difficult (online or print).

Finding up-to-date materials for everyday life research is difficult (i.e., online or print)

Having to sort through all the irrelevant results I get to find what I need for everyday life research is difficult.

Evaluating the resources I find and may end up using for everyday life research is difficult.

Figuring out where to find sources for everyday life research is difficult.

Reading through material is difficult.

Knowing the "answer" for everyday life research is online, but not being able to find it is difficult.

Integrating information from different sources is difficult.

Deciding whether "I'm done" or not with my everyday life research is difficult.

- Strongly Agree
- Somewhat Agree
- Neither Agree or Disagree
- Somewhat Disagree
- Strongly Disagree
- Don't Know
- No Experience with this Situation

Question 18. Tell Us a Little More About Yourself

Now just a few questions to find out a little more about you. . .

What is your GPA?

- Below 1.4
- 1.4 - 1.6
- 1.7 - 2.0
- 2.1 - 2.3
- 2.4 - 2.6
- 2.7 - 3.0
- 3.1 - 3.3
- 3.4 - 3.7
- 3.8 - 4.0
- Declined to State

Question 19.

What is your age?

- 18-20 years old
- 21-22 years old
- 23-25 years old
- Over 25 years old
- Declined to State

Question 20.

What is your gender?

- Male
- Female
- Declined to State

Question 21.

If you would be willing to participate in a follow-up interview (15 - 30 mins.) to tell us about your experiences conducting research, please provide us with a telephone number and your first name (only) for contacting you.

[END]