

Research & Technology Skills of Incoming Middlebury Students

Fall 2012 LIS Survey: What Faculty Should Know

- **Just over half (52%) of students are unsure of or have difficulty determining WHEN to document a source and 10% don't think you need a citation if you paraphrase.** *This lack of understanding could result in unintentional plagiarism if they aren't given more guidance.*
- **Even more (58%) have difficulty knowing HOW to document a source.** *Clear directions from you and referrals to librarians and the library citation guide (go/citations) may help.*
- **Nearly 25% believe a scholarly article is any that is reputable / trustworthy, such as Time or Newsweek and another 18% simply don't know. In addition, 52% don't know the meaning of "peer-reviewed".** *Give them guidance when you ask them to use scholarly, peer-reviewed sources for a paper and point out examples from your syllabus.*
- **Nearly 25% of our incoming students have never consulted a librarian in high school.** *Refer students to librarians early on so students will make a habit of it.*
- **Only 40% understood how using AND versus OR affects searching, despite the fact that most students don't think it's difficult to revise searches to get better results.** *Knowing how to surf the web doesn't mean they know how to search library databases – FYSE library classes can help.*
- **28% of students do not back up their work.** *Encourage them to use moffiles (back-ups are automatic). Refer them to the helpdesk or digital media lab if they need tech help.*
- **Students use a variety of technologies – 88% have collaborated on writing a paper, 94% have created a presentation, 48% have at least posted to or commented on a blog, 42% have created or edited a video.** *Consider using technology in your courses – your students are used to it.*