

Full Text Hide and Seek: Why Our Students Are Printing Abstracts Instead of Whole Articles

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“Our stuff is hard to use
and not very simple to
navigate for answers or
resources.”

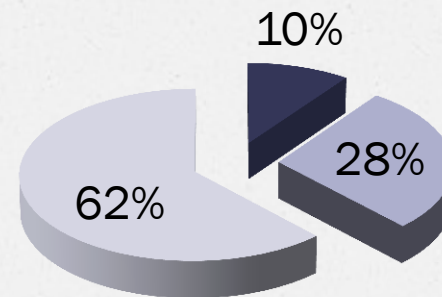
Michael Stephens, “Office Hours” *Library Journal*
June 15, 2011

Summary of student comments from Future of Academic Libraries
Symposium presented by McMaster University & Library Journal

Our Motivation

- ✓ Large Piles of abstracts left at the public printers at the end of the day.
- ✓ Results of our previous study on student database use.

Abstract/Full Text Printing



- Abstract Only
- 1-4 Abstracts
- Full Text Only

Our Questions

How can we figure out what the students are really doing out there?

Are they really as confused as we think they are?

Are the databases as clunky and complicated as we think they are?

Are they entering college with any previous database experience?

How can we observe them without being obvious and without changing our results?

Screen Capture Technology

Advantages:

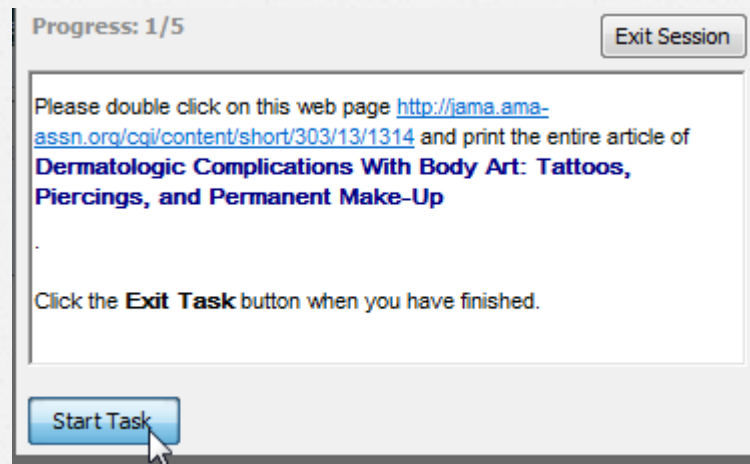
- ✓ Used Techsmith Morae software
- ✓ Does not require the observer to be in the room with the participant
- ✓ Captures all mouse movements, clicks and typing
- ✓ Movie can be reviewed many times
- ✓ Movie can be coded for common criteria

Surprising Aspects of Using Screen Capture for Research

- ✓ Using screen capture is really fun
- ✓ You will discover new links and new ways to print
- ✓ You will be able to tell if the student was “trying” or not
- ✓ Can infer emotional state of participants from watching mouse movements

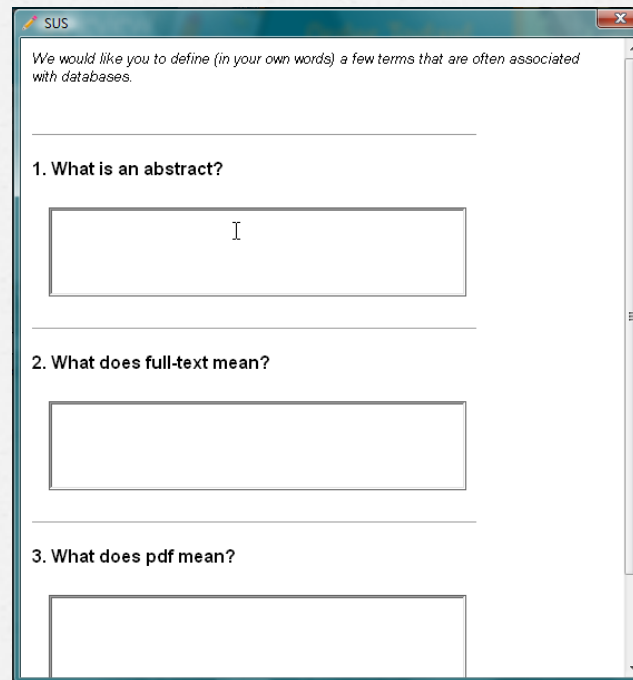
Research Design

- ✓ Recruited first year students – no previous instruction
- ✓ Given 5 separate URL links directly to articles
- ✓ Instructed to print entire article



Survey

- ✓ Survey appeared on screen after all 5 tasks were complete
- ✓ Instructed to define **abstract**, **full text** and **pdf** in own words



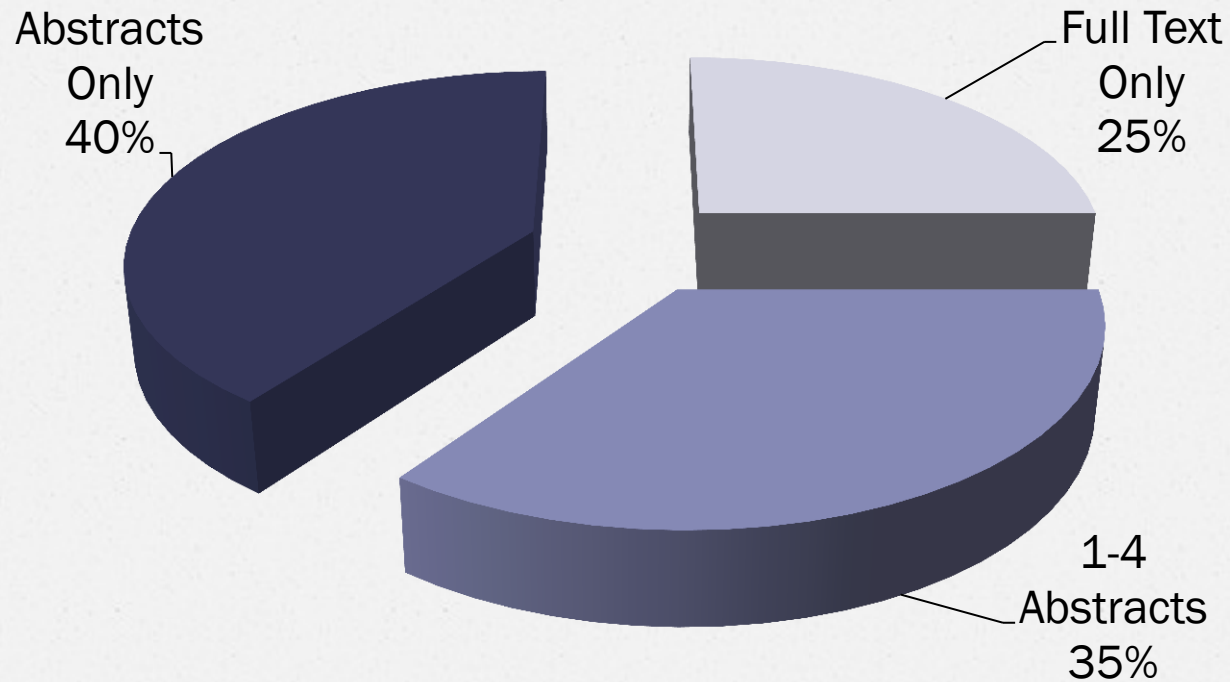
The screenshot shows a web browser window with the title 'SUS'. The page content includes an instruction: 'We would like you to define (in your own words) a few terms that are often associated with databases.' Below this, there are three numbered questions, each followed by a text input field:

1. What is an abstract?
2. What does full-text mean?
3. What does pdf mean?

Survey Results

- ✓ Survey results were better than expected:
 - Twenty-one, or slightly more than half successfully defined the term “Abstract”
 - Full text: 31 of 40, slightly more than 75% understood the concept
 - PDF: 22 out of 40 (generous grading)

Abstract/Full Text Printing Results



Why the Disconnect? Database Screenshots

The screenshot displays the SpringerLink database interface. At the top, the SpringerLink logo and navigation links are visible. A search bar is prominently featured, with the search term "Cognitive tempo, violent video games, and aggressive behavior in young boys" entered. The search results show a list of related documents, including a journal article titled "Cognitive tempo, violent video games, and aggressive behavior in young boys" by A. Roland Irwin and Alan M. Gross. The article is published in the Journal of Family Violence, Volume 10, Number 3, 337-350, DOI: 10.1007/BF02110997. The interface includes various navigation options such as "Home", "My SpringerLink", "Browse", "Tools", "Help", "Shopping Cart", and "Log In". A sidebar on the left contains links to "Book and Derma Tattoo" and "Labratjobs.com". The main content area displays the article's abstract, which discusses the relationship between cognitive tempo, video game play, and aggressive behavior in young boys. The abstract states: "In a factorial design, impulsive and reflective children played video games with aggressive or nonaggressive themes. Interpersonal aggression and aggression toward inanimate objects were assessed in a free-play setting and interpersonal aggression was assessed during a frustrating situation. Results indicated that subjects who played the video game with aggressive content exhibited significantly more object aggression during free-play and more interpersonal aggression during the frustrating situation than youngsters who played nonaggressive video games. Aggressive behavior was unaffected by cognitive tempo." The interface also includes a "Fulltext Preview" section at the bottom, which shows the article's title and authors.

SpringerLink
The Journal of

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Journal Article
Media Violence and Freedom of Speech: How to Use Empirical Data Boudewijn de Bruin

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What's this?

BEHAVIORAL SCIENCE

JOURNAL OF FAMILY VIOLENCE

Volume 10, Number 3, 337-350, DOI: 10.1007/BF02110997

Cognitive tempo, violent video games, and aggressive behavior in young boys

A. Roland Irwin and Alan M. Gross

Download PDF (711.0 KB)

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REFERENCES (27) CITED BY (27) EXPORT CITATION ABOUT

Abstract

In a factorial design, impulsive and reflective children played video games with aggressive or nonaggressive themes. Interpersonal aggression and aggression toward inanimate objects were assessed in a free-play setting and interpersonal aggression was assessed during a frustrating situation. Results indicated that subjects who played the video game with aggressive content exhibited significantly more object aggression during free-play and more interpersonal aggression during the frustrating situation than youngsters who played nonaggressive video games. Aggressive behavior was unaffected by cognitive tempo.

Key words aggression · boys · cognitive tempo · video games

Fulltext Preview

Journal of Family Violence, Vol. 10, No. 3, 1995

Cognitive Tempo, Violent Video Games, and Aggressive Behavior in Young Boys

A. Roland Irwin¹ and Alan M. Gross¹

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What we would like to see



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Discussion

- ✓ What kinds of questions related to databases do you get all of the time?
- ✓ Can instruction make things better? Ideas for how?
- ✓ How do we best reach students who don't get instruction? Tutorials? Online reference?
- ✓ How can we help you to help your students? More course management interaction? Ideas?
- ✓ Would you use the databases or Google to do research?

Bibliography

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