

2021–2022 HEDS Research Practices Survey

This is a PDF representation of the online version of the survey. It includes all questions and response options, as well as notes (in italics) about how questions will display to survey takers.

Welcome to the HEDS Research Practices Survey. Thanks for agreeing to participate!

This 15-minute survey explores the experiences and opinions of college students concerning research. Its purposes are to (1) study students' research experiences, (2) use these findings to improve the ways we help students develop their research skills, and (3) determine what changes occur in research abilities as students progress through their academic careers.

Your participation is completely voluntary, and there are no penalties if you decide not to participate or if you choose to skip any questions. All of your responses will be kept strictly confidential. Your responses may be linked to institutional records for research purposes, but at no time will your response be publicly linked with your name or with any other identifying information.

Your Experiences with Research

The following questions ask about your library usage and experiences with research. Research refers to any project or task that requires you to investigate sources. Research can include course assignments, work on faculty research projects, internship work, independent study, personal research, etc.

1. When you did research in the most recent year, how often did you use resources from the following kinds of libraries? This includes visiting the library in person, using the library website, or accessing online databases and journals provided by the library.

	Once a week or more	Once or twice a month	A few times a year	Never
Public or community library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College/university library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
High school library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. In the most recent year, what was your MOST FREQUENT reason for using a library?

- Recreation or other nonacademic purposes (leisure reading, checking out music or videos, checking email, etc.)
- Conducting research
- Doing other academic work such as studying
- Other _____
- I did not use a library in the most recent year

3. In the most recent year, did an instructor or a librarian talk with one or more of your classes about how to use library resources, including Internet resources?

- Yes
- No

4. When you did research in the most recent year, which of the following search tools did you use to find sources? (Check all that apply)

- Library catalog (whether print or online)
- Online booksellers (Amazon.com, BarnesandNoble.com, etc.)
- Online indexes or databases (JSTOR, PubMed, PsycINFO, etc.)
- Google, Yahoo Search, or other general search engines
- Google Scholar
- Wikipedia
- Other _____
- I did not use any search tools for research in the most recent year

5. When you did research in the most recent year, what types of sources (whether print, electronic, or online) did you use? (Check all that apply)

- Books/eBooks
- Encyclopedias or dictionaries
- Academic journals
- Course readings
- Audiovisual resources (e.g., music, videos, sheet music, artwork, graphic novels)
- Newspapers or magazines for the general public
- Other _____
- I did not use sources for research in the most recent year

Only those sources that the student selected in Q5 are shown in Q6. Students who answered, "I did not use sources for research in the most recent year," or who didn't answer at all, skip to Q7.

6. What was the format of the sources that you used?

	Print	Nonprint (electronic, online, multimedia, etc.)	Both print and nonprint
Books/eBooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encyclopedias or dictionaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic journals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course readings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Audiovisual resources (e.g., music, videos, sheet music, artwork, graphic novels)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Newspapers or magazines for the general public	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. In general, how much do you enjoy doing research?

- Very much
- Quite a bit
- Some
- Very little
- Not at all

Your Course Assignments

The next questions ask about your course assignments. Assignments refer to any tasks assigned by instructors. Assignments include papers (regardless of length), presentations, projects, posters, experiments, etc.

8. How many assignments have you completed in the most recent year that required you to cite at least three sources in a bibliography, references, or works cited list?

- 10 or more
- 7 to 9
- 4 to 6
- 1 to 3
- None

9. In the most recent year, when you were given assignments that required a bibliography, references, or works cited list, how often were you required to use a specific format (such as APA, MLA, or some other style assigned by your instructor) for your sources?

- Always
- Often
- Sometimes
- Rarely
- Never
- I had no assignments that required a bibliography, references, or works cited list

10. In the most recent year, when you were working on assignments that required citations and sources, how often did you seek help or advice from each of the following?

	Always	Often	Sometimes	Rarely	Never
Professors, teachers, or other instructors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Librarians	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents or other adult family members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friends, classmates, or siblings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing labs or centers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online educational resources (Purdue OWL, Khan Academy, library guides, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Software help screens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your Perceptions of Research

11. How challenging are the following components of research for you?

	Very easy	Somewhat easy	Somewhat difficult	Very difficult	No experience
Selecting your topic (including narrowing and broadening topic)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using search tools to find possible sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing your main argument, thesis statement, or hypothesis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using evidence from your research to support your argument effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organizing your materials into a logical and unified structure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expressing your ideas clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Documenting your sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. How challenging are the following activities for you?

	Very easy	Somewhat easy	Somewhat difficult	Very difficult	No experience
Using a library catalog (whether print or online)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using a database (JSTOR, PubMed, PsycINFO, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using an Internet search engine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Locating physical sources in the library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Obtaining full text of online sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Obtaining materials through interlibrary loan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determining whether a source is credible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deciding what information from your sources to integrate into your project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowing <i>when</i> you need to cite a source in text and in a bibliography	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowing <i>how</i> to cite a source in text and in a bibliography	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your Familiarity with Research Terms and Strategies

In this portion of the questionnaire, some of the terms and concepts may be familiar to you, but others may not. Based on your knowledge of these concepts, try to select the correct answer, and feel free to use the “Don’t know” response wherever appropriate.

13. You are researching presidential speeches. What would you type into a database search to yield the most RELEVANT sources for your topic?

- president OR speech
- president AND speech
- president NOT debate
- speech INSTEAD OF debate
- Don’t know

14. If you type “psyc*” into a database search, what type(s) of search results would you likely get?

- Articles that only focus on psychometrics
- Articles written only by psychologists
- All articles that contain terms such as psychology, psychopaths, and psychedelic
- Articles relating only to the psychology major
- Don’t know

15. Using a database search, you find the following article that is relevant to your anthropology project focusing on Korean American students:

Park, J. J. (2011). "I needed to get out of my Korean bubble": An ethnographic account of Korean American collegians juggling diversity in a religious context. *Anthropology and Education Quarterly*, 42(3), 193–212.

Which of the following would most likely generate the largest list of additional relevant sources for your project?

- Examining the article's references
- Browsing this volume of *Anthropology and Education Quarterly* for another article about Korean American students
- Searching for more articles by this author
- Locating the physical copy of the article in the library and scanning the shelves nearby
- Don't know

16. You are searching for articles on any of the following U.S. car companies: Ford, General Motors, and Chrysler. What would you type into a database search to yield the LONGEST LIST of relevant sources for your topic?

- Ford OR General Motors OR Chrysler
- Ford AND General Motors AND Chrysler
- Ford NOT General Motors NOT Chrysler
- Ford OR General Motors INSTEAD OF Chrysler
- Don't know

17. Which of the following statements about academic journals and popular magazines is INCORRECT?

- Academic journal articles provide objective facts; popular magazine articles do not.
- Articles in academic journals usually include a list of references to other scholarly works; articles in popular magazines usually do not.
- The intended audience for academic journals is mainly other scholars; the intended audience for popular magazines is the general public.
- Authors and editors for academic journals are usually employed in higher education; authors and editors for popular magazines typically are not.
- Don't know

18. You find the following entry in the References section of a recent article:

Erisman, H. M. (2002). The Cuban Revolution's evolving identity. *Latin American Politics and Society*, 44(1), 145–153.

In what issue of *Latin American Politics and Society* will you find this article?

- Volume 2002, Issue Number 44
- Volume 44, Issue Number 1
- Volume 1, Issue Number 44
- The issue cannot be determined
- Don't know

19. For each of the following, indicate whether the item is an entire book, a journal article, or a portion of a book.

	Entire book	Journal article	Portion of a book	Don't know
Jorgenson, Lars W. "Reinterpreting Navajo Rites." <i>Navajo Culture</i> 6.1 (1946): 469–78.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Allen, Glover Morrill. <i>Bats</i> . Cambridge: Harvard University Press, 1939.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tanaka, Kazuko. "The New Feminist Movement in Japan, 1970–1990." <i>Japanese Women</i> . Ed. Kumiko Fujimura-Fanselow. New York: Feminist Press, 1995. 343–52.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. Researchers must distinguish between primary and secondary sources. For each item below, select whether it is a primary source or a secondary source.

	Primary source	Secondary source	Don't know
Autobiography	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Biography	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Book review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fictional novel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lab report	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Painting of a self-portrait	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scholarly article analyzing fictional novel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. You have selected DNA structure as your topic for a Chemistry 331 research paper. Which of the following would likely yield the most comprehensive list of scholarly articles that are relevant to this topic?

- Searching an electronic index or database related to the sciences (Web of Science, SciFinder, etc.)
- Using a general Internet search like Google or Yahoo
- Paging through print volumes of academic journals in chemistry
- Searching the library catalog for sources available in the library
- All of the above are equally effective
- Don't know

22. A peer-reviewed or refereed journal is BEST described as:

- A journal that publishes reviews of other articles
- A journal that publishes articles that have been approved for publication by other scholars
- A journal that includes only articles written collaboratively by peers
- A journal that includes references for each article it publishes
- Don't know

23. In a scholarly article or research paper, a citation is:

- A direct quotation from someone else's written work
- Source information for any ideas or text from someone else's written work
- The physical location of a source (book, journal, etc.)
- All of the above
- Don't know

24. A citation is NOT required when:

- You are paraphrasing, rather than quoting, a source
- More than one source says the same thing
- You are stating a fact that is common knowledge
- All of the above
- Don't know

25. Indicate if each of the following statements about plagiarism is TRUE or FALSE.

	True	False	Don't know
If you paraphrase (use your own words to describe) the main idea of an article, you do not need to cite the article.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You only need to document text sources; you do not need to document sources for graphs, tables, or charts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You only need to provide documentation for a book or an article when you quote it word for word.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You can copy another author's text without using quotation marks if you cite it in the bibliography, references, or works cited list.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A family member or friend can write parts of your paper for you as long as they use your own ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26. Which of the following is considered fair use of copyrighted material?

- Student group uses a copyrighted image from the Internet for an event flyer.
- Student photocopies the course readings and shares them with other students in the course who did not buy the textbook.
- Student blogger critiques a recently copyrighted film and posts the critique on a blog site.
- Student group hosts an open screening of a copyrighted film or video.
- Don't know

27. An author makes the following argument:

“Students should be required to live on campus during their first year of college because this promotes better study habits.”

Assuming that all of the following statements are true, which statement BEST supports the author’s argument?

- Students who live on campus are involved in more student activities than those who live off campus.
- Students who live on campus are more likely to review class materials with their classmates than those who live off campus.
- Students who live in off-campus apartments are more likely to drink socially than those who live in residence halls.
- Students who live on campus are more likely to sleep 8 hours or more than students who live off campus.
- Don’t know

28. You are researching the health effects of marijuana. Which of the following websites likely does NOT contain biased information?

- Norml: Working to reform marijuana laws (<http://norml.org>)
- Above the Influence (<http://www.abovetheinfluence.com>)
- CALM: Citizens Against Legalizing Marijuana (<http://www.calmcca.org>)
- Americans for Safe Access: Advancing Legal Medical Marijuana Therapeutics and Research (<http://safeaccessnow.org>)
- All of the above websites likely contain biased information
- Don’t know

29. You are required to write a research paper for your American history class examining the roles of women in the American Civil War. An initial search turns up the following sources. Which source is LEAST likely to be appropriate to cite in your paper?

- Culpepper, M. M. (1991). *Trials and triumphs: Women of the American Civil War*. East Lansing: Michigan State University Press.
- Heidler, D. S., & Heidler, J. T. (Eds.). (2000). *Encyclopedia of the American Civil War: A political, social and military history* (Vols. 1–5). Santa Barbara, CA: ABC-CLIO.
- Hearts at Home: Southern Women in the Civil War*. (1997). Diaries, letters, photographs, and papers in the Special Collections of the University of Virginia Library. Retrieved from <http://www.lib.virginia.edu/small/exhibits/hearts>
- Varon, E. R. (2011). Gender History and the Origins of the Civil War. *OAH Magazine of History*, 25(2), 19–23.
- Lewis, J. J. (2016). Female Spies of the Confederacy. Retrieved from http://womenshistory.about.com/od/civilwar/a/women_spies_con.htm
- Don’t know

Demographic Information

We ask for the following information so that we can do analyses that will help your institution get a better picture of how students’ characteristics are related to their experiences. Of course, like the rest of the survey, you may choose to skip any of these questions.

30. What is the field of study of your undergraduate major(s)? If you have not yet declared a major, please select your intended major(s). (Check all that apply)

- Biological Sciences (e.g., Biology, Biochemistry, Environmental Science, Neuroscience/Biopsychology)
- Business and Management (e.g., Accounting, Business Administration, Finance, Marketing)
- Communications (e.g., Journalism, Mass Communication, Speech, Speech Pathology)
- Education (e.g., Elementary Education, Secondary Education, Special Education)
- Engineering (e.g., Chemical Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering)
- Fine and Performing Arts (e.g., Architecture, Art, Dance, Music, Theatre)
- Health Sciences (e.g., Exercise Science, Nursing, Pharmacy, Public Health)
- Humanities (e.g., Classics, English, Modern Languages & Literature, Philosophy)
- Physical Sciences, Mathematics, and Computer Science (e.g., Astronomy, Chemistry, Earth Sciences, Physics)
- Social Sciences (e.g., Anthropology, Economics, Political Science, Psychology, Sociology)
- Other _____
- Undecided

31. What is your gender?

- Man
- Woman
- Nonbinary, please specify: _____

32. Are you transgender?

- Yes
- No

33. What is your citizenship status?

- U.S. citizen
- U.S. permanent resident but not a U.S. citizen
- Not a U.S. citizen or permanent resident

34. Are you Hispanic or Latino/a?

- Yes
- No

35. Please indicate the race or races with which you identify. (Choose one or more)

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or other Pacific Islander
- White

Your Feedback for Instructors and Librarians

Q36 only appears to first-year and sophomore students.

36. Is there something specific you are hoping to learn about doing research that you would like your instructors or librarians to know?

Q37 only appears to junior and senior students.

37. Is there anything else that you would like your instructors or librarians to know regarding your experiences with research?