

Research & Technology Skills of Incoming Middlebury Students

What can you expect of your students at the beginning of the semester? Where might they benefit from extra guidance? For the past few years, we've surveyed the incoming class. Here are some highlights of our findings.

Just over half of students (52%) are unsure of or have difficulty determining WHEN to document a source.

The Academic Integrity Tutorial provides examples with explanations for citing sources in a variety of circumstances. If you would like assistance with the tutorial, let a librarian know.

Even more (58%) have difficulty knowing HOW to document a source.

Please feel welcome to refer your students to librarians and the library citation guide ([go/citations](#)); we are happy to help.

Time and Newsweek are scholarly? 42% of students don't know what a "scholarly" journal is, and approximately half (52%) don't understand the meaning of "peer-reviewed."

Students may need guidance, including examples, when they're asked to use scholarly, peer-reviewed sources for a paper.

44% are unsure or have difficulty determining whether a source is appropriate for an academic project.

Librarians are glad to help students learn how to evaluate sources; just ask us!

Approximately 60% do not understand how using AND versus OR affects searching, despite the fact that many students don't think it's difficult to revise their searches to get better results.

Knowing how to surf the web is not the same as knowing how to search library databases – library workshops can address these skills.

Approximately 28% of students do not back up their work.

Remind students to use Middfiles because it backs up all files automatically. The Help Desk can provide assistance.