http://www.advancement.ilstu.edu/support/ways/gladly_we_give/support-you-passion/support-your-passion-milner-library.shtml

This web page that I found is about Milner Library and what it offers the ISU community.

The first assumption that I found in this text is the assumption that the library is indeed intellectually-engaging. I myself am not sure if students find the library to be so engaging, but this is an aspect of the library that is worth researching.

Another assumption that I found was that the library is nurturing. I think a lot of students do not allow the library to show its full potential and would argue against a nurturing quality. If the library is used to its full potential, I suppose it is possible to find a nurturing environment within, but I am not sure if I have seen this myself yet.

Another assumption is that the resources that are being preserved at the library are important to the university. I am not sure if students of this decade truly value some of the resources that could be jumbled into this category. In this day and age the internet seems to be valued much more than the resources at the library, but I may be wrong in this assumption of my own.

One more assumption that I have found is that the readers of this page in general would be interested in contributing to preserving the legacy of ISU. Sticking with the topic of researching students and the library, I do not think that the students as a whole are really interested in preserving historical information about ISU. I think too many people come here for an education and go through the motions without ever realizing what has happened here in the past. Dorms get torn down to build bigger and better things, remodeling changes what was originally meant to be experienced here, but I do not think the students notice or cherish the “legacy of ISU.”

Although this text has been found on the alumni, donors, and friends section of the ISU website, it does raise many questions as to what the students think and do in relation to the university that they attend - specifically the library.
My group's research project is about Milner Library and how students are using it and its resources in this digital age. Some of the research questions I hope to answer revolve around how, why, and when Milner is being used. Some specific questions I would like to ask are as follows: What are the students doing while at Milner? When during the day, as well as during the semester, do students usually go to Milner? Which of Milner's many offerings are the most used among students? Do students living on campus use Milner differently than students living off campus? What, if any, are the least popular times to go to Milner? What days or times of day that Milner is closed would actually benefit students more if Milner were to be open? What are the most common demographics seen within Milner?

What inspires me to research this topic are my personal experiences with using and not using Milner as a resource and study location. I hope that through this research, our findings can better assist our student community by offering what is most useful at Milner.

The answers I think we will find are that students are using Milner for group work rather than for individual research or studying. Also, book resources will be a main reason for going to Milner, but most likely as a last resort type reference. I predict that during the week days will be the prime time to go to Milner, and that the weekends will not be popular among students. Computer labs will be the most used offering at Milner, along with group work areas. I predict more off-campus residents will be using Milner during the day and between classes, while on-campus residents will use Milner more in the evening hours during the week. I also predict that there will be overall less usage of Milner by on-campus residents in comparison to off-campus residents. I predict that weekends, and possibly weeknights will be the least popular times for students to go to Milner. Apart from these average usage predictions, I predict that overall Milner usage will greatly increase around the times of midterm and final exams. This time would be used mostly for late night cramming the night before exams. I think for some students Milner being open later on Fridays would be beneficial, but perhaps this is really too few students to maintain later hours. As far as the general demographics of Milner users, I predict that there will be more upperclassmen, grad students, international students, and students affiliating with study groups using Milner on more of a regular basis.

To research these points I feel that questionnaires, interviews, and naturalistic observations would all lead to the best results. I think that these three means of research will be the easiest way to answer the questions mentioned above, as well as gain truthful responses as to individual intentions at Milner Library.
Development of Research Skills in UIUC History Students
http://hdl.handle.net/2142/3599

Based on this first piece of research, I think I have a lot more thoughts in relation to how the university staff help students to become familiar with research options. I find it interesting that there is a strong push towards online resources on campus. Does this increase in online offerings encourage less physical library usage? As in this article, the interviewed participants seemed to have a general preference for using the library and the librarians in their research processes. Is this a common feeling among students, or is this harder to come by? I think it is important to find out where and how students have gained their current set of research skills. It is also of importance to know the personal preference between online and in-person resources. Have professors and librarians been of great help, or is a search engine more helpful to students in this day and age? It is also of interest to find out whether or not offering text and instant messaging has increased the distance between librarians and students.

The university offers meetings for research and study skills, as well as tours and workshops in the library. It is of interest whether or not these offerings are first of all used by students, and secondly how beneficial they are to students. In addition to this point, it is crucial to know how these tutorials and workshops are set up for students. It is possible that they are not set up in the best way for students to gain the most from them.

This research has simply solidified my thoughts on using interviews as the main source of research. This is the best way to find out exactly what students think in relation to our topic. Observation will benefit in seeing where and when students use Milner, but interviews will help us gain insight to why the students do what they do. Questionnaires may be beneficial for hard facts and statistics, but I think that a questionnaire would limit the information provided by participants. An open ended interview approach will lead to the most useful results.

Technologies' Role In A Changing Campus Life
http://hdl.handle.net/2142/11898

Based on this research I have thought more about whether or not Milner needs to be high-tech. As a library, are digital and online sources important? This leads me to as what IS a library. If we find out what students see Milner Library as, perhaps this will help in determining how the library can better assist the students. A bit of a historical look at things may be interesting as well. As technology increased, how has research changed? Has it changed for the better or for the worse? I personally feel that increased technology in research allows more shortcuts and lazy attitudes regarding the work at hand. If you can just google something it is a lot easier to put less time into it than if you had to actually go to the library and get knee deep in books and other resources. I would really like to find out how the increase of technology in Milner has impacted the students who use and have used it in the past.

I think the overall idea behind this research was interesting. I think what a building is built for has a lot to do with what it is still used for today. Milner could not have possibly been build with the specific technology we have now in mind. In adding all the technological and digital resources, has the university added to or taken away from what the library was intended to do for campus?

After reading both of these articles I have a few more questions that I had not intended on asking
previously. As I mentioned, it is first important to find out what Milner Library is in the eyes of ISU students. Once we know what students see the library as, it will be easier to single out the purpose of going there as well as how resources are used. Another question that I have now realized is what do students feel that Milner is missing? Do students operationalize “library” differently than the Milner staff do?

Subject: Discussion #4 - My ISU
Author: Rachel Ruona
Date: September 13, 2009 8:31 PM

The paths that I take on campus this semester are much different than those I have taken in previous semesters. In the past I have covered much more ground and had classes in a greater number of buildings. This semester I have three classes in Stevenson, which is rare for me. I usually would have multiple classes in DeGarmo, but the one Psychology class I'm taking is not even in DeGarmo this semester but in Moulton. Our Ethnography is the first and only class I've ever had in Williams. I frequent Milner for studying or using computers while between classes or after my day of classes is over. Since I am living off campus in an apartment, it is not convenient to go home during my hour long breaks, so I often find a spot to pass my time on the quad.

After having been on this campus for the past four years I do not have more meaningful names for the campus buildings than their actual names. I can not think of anything better to call DeGarmo than "DeGarmo," and the same goes for any other building. Milner is either "Milner" or "the library."
I like this view of Moulton because it has a very calm and natural feel about it. I like to sit on the brick border around the time I have class in there. This is also the location in which I conducted my 5 minute observation. My observation started at 1:45 pm on Wednesday September 9th. While sitting outside Moulton there was a slow amount of traffic passing by me either leaving or going towards the quad. Since this wasn't a prime time to be going to or leaving class I did not expect a whole lot of action. Most common behaviors I observed were just walking, walking and talking on a cell phone, walking and text messaging (or other active on screen phone functions), and walking while talking with a partner.

Odd behavior that stood out to me was far and few between, but I did take note of a few things. There was a guy who walked past (away from campus towards the Alamo area) and decided to take the gum out of his mouth and drop it in a bush. I thought this was quite odd, since most people would have either just spit it in the grass or thrown it in the garbage somewhere else.

There was another girl who was sitting not too far away from where I was on the bricks. She was eating a quick snack and did not stay there too long. This is something I myself have done before, so I think this location may be convenient for such quick stops.

One guy walking past (away from campus towards the Alamo area) went about spitting in such a gross way. Not only did he spit once, but decided to spit again a couple steps later. I'm not sure why that is seen as socially acceptable. I thought it looked terrible.

There was one little gathering of a guy and two girls that stood for a little while talking to each other, but at this time I was distracted by a past classmate named Dave. He was walking past (towards the quad) and we had a quick chat. He was on his way to Moulton to turn in his graduation application. We exchanged how our semesters were going so far, and then he continued on his way to enter Moulton. By this time the trio that was talking somewhat in front of me began to go their separate ways.

There were quite a few bikers that passed by going either direction during this 5 minute span. One biker caught my eye though. There was a girl biking towards the intersection of School & College who while on the go waved hi to someone she passed by. I don't think I would ever have the coordination to do that while riding my bike.

This area and time turned out to be a lower traffic area as compared to other parts of campus. There was a lot of simple travel going on with minimal stops or talking. Almost everyone was concentrated on their way to somewhere else. Part of the reason why I like this spot personally is that it is one of the more isolated areas on campus. I also think the landscaping is nice as well.

After reading the Basso text, I think it is interesting how the environment can be so influential on the group of people inhabiting it. Although this concept is quite the interesting one, I do not really see how my perceptions of campus relate. I do not really have any specific feelings towards any part of campus or any building. I relate the buildings on campus with the general type of courses taught within them. For me, DeGarmo equals Psychology, Schroeder equals Anthropology, while Stevenson is related more with general education courses and my early ISU years. I suppose different parts of campus, like the dorms and dining centers, are connected more to the freshmen, sophomores, and the seemingly immature college lifestyle. I do not have any strong connections to campus as the Apache in
the reading do to their land and landmarks. This is most likely due to my American way of thinking, as most landmarks do not really exist with a long standing impact on us in our society. Of course, certain places do stand strong in our memories and how we relate the location to our personal experiences, but I do not see this as something like the Apache have with their stories that accompany the places.

Subject: Discussion #5 - An Observation  
Topic: My Research Project  
Author: Rachel Ruona  
Date: September 13, 2009 9:22 PM

In conducting my first Milner observation, I expected to find that there were not many students in the library, since it is not midterms or finals right now. I expect that there will be a handful of students using the library, but I do not expect a lot of action at this point in the semester. I conducted my observation on the 5th floor of Milner. As indicated on the map, I restricted my observation to a generally open area in which I could observe more freely and not have to worry about a specific type of library use at this time. I wanted a general overview of what was going on at the time, so this seemed to be a good place to start. I sat at one of the large tables facing the entrance so that I could easily see any entrance or exit of the floor. I started observing on Saturday September 12th at 4:44pm. I chose this time because I was interested in seeing what was going on at Milner on a weekend in the afternoon/evening.

When I arrived on the 5th floor, I took a count of who was currently in the area. As I mentioned earlier, I restricted my observations to the area on my map within the red square. Since I was unsure as to what demographics we will be concerned with in our research, I took note of gender and made a guess on ethnicity based on physical appearances.

There were three people using the study nooks, none of which were near each other. There were two males and one female. One male was African American, and the other male was Caucasian. The female was Asian.
There was one Asian male sitting alone in the area with smaller tables nearest to the nooks. On the opposite end of the smaller tables, there was a group of three studying together. This trio consisted of two females and one male, all of which were Caucasian.

There was one African American female and one Caucasian male using the computers.

Shortly after I arrived, the male that was using the computer got up to print a document and then left. Not too long after that the female left as well. Around 4:50 the Asian male that was sitting alone at a smaller table (nicknamed the Lone Asian) left his belongings at his table and went to the nearest computer. Of the trio sitting at a smaller table, the male and one female were reading/studying while the second female was using her laptop.

4:53 – A Caucasian male wearing sweats (nicknamed Sweats) joined the floor and went straight to a computer. The female using the laptop from the trio (nicknamed Laptop de Trio) left her table going in the direction of what seemed to be the bathroom.

4:54 – The Lone Asian returned to his table.

4:57 – Laptop de Trio returned to her table. The Lone Asian went back to the computer he was previously on. I figured he was retrieving information for whatever he was studying and chose to stay actively logged on to the computer to facilitate his work. Laptop de Trio no loner was using her laptop but was now reading/studying. The trio didn’t seem to be studying together on the same material, but gave me the impression that they were a group of friends that chose to study with each other yet separately.

5:01 – Laptop de Trio's phone rang rather loudly. The trio seemed to have a good quiet laugh about the disturbance. The male in the trio (nickname Male de Trio) started to fidget around and then poked Laptop de Trio with what looked like his pen/pencil. He the returned to reading/studying. Laptop de Trio then got up to get the vacant chair from their table (it was a four chair table) and set it up to use as a footrest.

Sweats was using his headphones on the computer. It looked like he was using blackboard and facebook. I figured that the headphones were for music apart from the web pages he was viewing. The Lone Asian was viewing a very information heavy web page when I walked past. I assumed that this was for homework information. It looked like a course related page. Male de Trio was resting his leg on Laptop de Trio's legs while she had them resting on the vacant chair.

5:10 – Sweats was now typing in a word document. Male de Trio sat up while intently reading and put his foot back on the floor. Laptop de Trio re-adjusted her position as well, still using the footrest though.

5:14 – End of observation. Area end count: The trio stayed the whole time and was intact when I left, as well as the three people using the study nooks. The Lone Asian was at the computer still when I left, and so was Sweats.

It seems that the study nooks may be used for a more lengthy study time as opposed to the computers. I am not sure how the large and small tables get used at this point since I did not have a
large variety in this observation. The computers overall seem to be the shortest used part of the area I was concentrating on. I think that this is a good start in figuring out how my group will choose to conduct future observations in Milner for this course.

While taking notes, it was clear that the Emerson reading was quite accurate. I was paying attention to location as well as personal behavior in these notes. Although I was interested in events, I did end up organizing my notes more based on individuals and the changes that happened individually in the area rather than connecting the area as a whole. It was also clear that there were definitely things that I was unable to take note of due to either having already been writing something down, or the fact that I can not see everything all at once. As mentioned in the reading, I thought about my presence in the area of the floor and how it could have impacted what was already going on when I arrived. I think that in this context my presence did not really have a large impact as I most likely looked just like another student coming to the floor to study. I did a little walking around at first in order to see who was where and what was going on, but once I settled down I am sure that I was no longer any distraction.

Subject: Discussion #6 - Research Plan/Revise Question  
Topic: My Research Project  
Author: Rachel Ruona  
Date: September 19, 2009 1:11 PM

After having met with our group, we did not really change what we are going to research. We are going to see how the library is able to help the students, and how technology plays a role in this. Our research question more or less is - what are the library needs of students on campus? How can the library meet these needs? We also discussed dividing out observation times so that we can see what goes on at the library on a more general level, as well as fit the research into our diverse schedules.

Subject: Discussion #7 - Conduct an Interview (Ellen)  
Topic: My Research Project  
Author: Rachel Ruona  
Date: September 20, 2009 8:17 PM

For my first interview I chose an Senior that has been at Illinois State since Fall '08. For confidentiality purposes I will refer to her as Ellen. To Ellen, a library is a place to get books, other media, use printers and computers. She also stated that a library is an area conducive to studying and bettering ones self through literature. Ellen thought that Milner Library does indeed fit this description. One of the offerings that she felt Milner was lacking were non-academic books. She stated that the Normal Library offers them, but you can not get them at Milner without having to request one and wait for it. Non-academic books would be convenient if they were accessible at Milner. Apart from non-academic books not being offered at Milner, Ellen thought that more enclosed study areas would be a beneficial addition to the library. More students would benefit from them especially during midterms and finals. I asked if midterms and finals were the only time in which these extra study areas would be useful, and Ellen thought that seniors and grad students no matter what would benefit throughout the year. If freshmen and sophomores knew about the study areas Ellen thought that they would use them as well. Her thoughts on the study areas were that they are better than studying at home because there are more distractions at apartments and dorms. The library atmosphere is one that is used to study and the library is an area where people go to study and get into the mindset to concentrate and follow through with tasks. According to Ellen, the best times to use the library vary based on individual interests and class times. Some people study better at different times of day. Ellen thought that it would be great if Milner was open later on weekends since that would be helpful since students do not have to worry
about going to class on weekends. Ellen said that the library seems to be closed at the best weekend study times. Even though students do go out on the weekends, Ellen thought that it would still be good to have it open later. Not all students party so it's helpful to offer more availability on nights/weekends for students who do want to get their work done. Grad students are probably up later than younger students, so having the library open later would be more beneficial.

As far as researching and finding resources at Milner, Ellen never had an issue with finding things at the library. She considers herself unique in the sense that she has more resources at her disposal than most students. Ellen thinks that Milner definitely has help accessible for students doing research. She said it is not 24 hour help, but there is the info desk on the 2nd floor. If you ever have a problem finding something, Ellen said that you can ask them for help and that they are extremely helpful. Milner offers the text messaging help and the online aim chat to ask a librarian any question right away. Ellen said that personally if she were a really shy freshman or sophomore that she would prefer having students helping other students in the library, maybe at a station on every floor. She thought that it would be less intimidating than going to an authority figure adult. As far as being technologically prepared, Ellen thought that Milner is definitely digital. Whenever she requested articles she didn't have they would be scanned and e-mailed to her. She has also found books available in an online format, as well as most articles that are online and either readily accessible or can be requested. Ellen thinks they're doing as well as they could be in respect to technology. Ellen stated that in an ideal world she would want to have all books online and PIP packets in online formats so students could print them out as needed. Overall, Ellen though that having study rooms has been extremely beneficial for her. She likes that they are a place to go to for sitting down and getting focused. She prefers the closed environment where you can't get up and get distracted.

Subject: Discussion #8 - Data
Topic: My Research Project
Author: Rachel Ruona
Date: September 27, 2009 10:18 PM

So far my group has been working on our questionnaires to use at Milner. I am working along with Torii with the physical space questionnaire. This is what we have as of now:

Study Space Survey: Ethnography: September 2009

Major: __________________________

Minor: __________________________

Year in School: __________

Years at ISU: __________

In general, where do you do most of your studying?

How often do you come to the library?

What floor do you usually go to?
Where do you like to sit when you come to the library? (Table? Partitioned desks? Window view? Study rooms? Comfy chair?)

Do you prefer enclosed study areas or open spaces?

Does Milner provide you with everything you need to get studying done?

Is there anything Milner is missing that could make your study time more efficient or convenient?

**Subject:** Discussion #9 - Revise Research Plan/Question  
**Topic:** My Research Project  
**Author:** Rachel Ruona  
**Date:** October 1, 2009 6:12 PM

Our research questions still is "How does the digital age impact how the library is used?"

In order to research this, we have created two questionnaires. One questionnaire addresses the physical space and the other questionnaire addresses the digital/technological offerings that Milner has. We have also discussed dividing Milner up by floor so that each of us has a "home" floor that we can become knowledgeable about. This seemed to be the easiest way to go about splitting up Milner. Tomorrow Torii and I will begin with our space questionnaire and get people at Milner to fill it out for us. After we see some common themes in the responses we will be able to narrow down what kind of observation techniques to use as well as other types of research.

**Subject:** Discussion # 10 - Questionnaire Data  
**Topic:** My Research Project  
**Author:** Rachel Ruona  
**Date:** October 4, 2009 11:00 PM

Study Space Survey: Ethnography: September 2009

1 Medical School (#1), 3 Grad School (#2-4), 1 Sophomore (#5), 9 Juniors (#6-14)

In general, where do you do most of your studying?
1. Milner - 4th floor cubicles
2. Library
3. Milner
4. Home
5. Library
6. Sorority House
7. Milner
8. Library
9. Library
10. Apartment
11. Library or Bedroom
12. Library
13. Library
14. Library
How often do you come to the library?
1. Every weekday
2. 4 times a week
3. Every day
4. 2 times a week
5. Daily
6. 1-2 times a week
7. 3-5 days a week
8. once a day, Monday-Friday
9. 4 times a week
10. 3 times a week
11. 1-2 times every 2 weeks
12. 6-7 days a week
13. 4-5 times a week
14. Daily

What floor do you usually go to?
1. 4
2. 2
3. 2-4
4. 6
5. 4
6. 4
7. 4
8. 4
9. 3 or 4
10. 5
11. 3 or 4
12. 4
13. 3 or 4
14. 3-6

Where do you like to sit when you come to the library? (Table? Partitioned desks? Window view? Study rooms? Comfy chair?)
1. Cubicle or Study Room
2. Table/Window View
3. Table, Study Room, Comfy Chair
4. Window View
5. Partitioned Desk
6. Rooms or Cubes by Windows
7. Cubes/Rooms
8. Table, Window View, Comfy Chair
9. Partitioned Desk for writing, Comfy Chair to read
10. Table
11. Covered Desks
12. Table and Partitioned Desks
13. Table
14. Table

Do you prefer enclosed study areas or open spaces?
1. Enclosed
2. Open
3. Open
4. Open
5. Enclosed
6. Enclosed
7. Either
8. Open
9. Enclosed
10. Open
11. Enclosed
12. Depends on work type
13. Open
14. Open

Does Milner provide you with everything you need to get studying done?
1. Yes
2. Yes
3. Yes
4. Noise is sometimes bothersome
5. Yes
6. Yes
7. Yes
8. Yes
9. Yes
10. Yes
11. ?
12. Yes
13. Yes
14. Yes

Is there anything Milner is missing that could make your study time more efficient or convenient?
1. No
2. No
3. No
4. More quiet students
5. Starbucks in Milner
6. Vending Machines
7. More laptops for checkout
8. More comfy open sitting areas (these fill fast), open up earlier (5 or 6am)
9. No
10. Designated snack/food area to get food/drinks
11. Computers in the desk areas – Labs are too loud
Friday at 3:00 Torii and I passed out our space questionnaire on the 4th and 5th floors of Milner. After we were done collecting the completed questionnaires we weren’t sure how we wanted to turn the responses into cohesive data/results. I took a stab at finding a way to make the 14 questionnaires I have make a little more sense and get them into an easier to read state. Above is what I came up with as of right now.

Most of the responses indicated going to Milner often, if not daily. Floor 4 seemed to be the most popular, with some participants indicating a range of floors they go to.

As far as study/sitting areas, there was a large variety in preferences. I think this may just indicate that where people go is not always the same based on the task at hand and mood of the person. The same went for enclosed vs open spaces. There seemed to be a pretty fair split between the two, which I think is just a matter of preference and not something that Milner is doing well or poorly with.

Everyone except one participant felt Milner provides everything needed to study. The one participant commented that sometimes it can be noisy. As far as ways that Milner can improve, the majority wanted coffee/food/vending machines readily available. One mentioned computers available in the desk areas would be nice since there is too much noise in labs. Another mentioned the need for more comfy open sitting areas since these areas fill up fast.

For right now I just wanted to have an overview of these findings. In the future we have the options of looking at specific details and organizing/comparing results based on aspects like years at ISU and major. I think that this is a good starting point to really see where there are popular thoughts and ideas among the Milner-goers.

Applegate, R. The library is for studying: Student preferences for study space. *The Journal of Academic Librarianship, 35*, 341-346

The main point of this article and research was to see what of the available areas of the Indiana University Purdue University Indianapolis University Library were being used and by whom.

The author conducted this research in order to determine how male and female students used their library, where these students were going in the library, and the frequency of laptop usage.
a time and the percentage of capacity was looked at in order to see the usage. How many available seats dictated the possible capacity for an area.

The results of this research showed that there was more library usage in the daytime as opposed to nighttime. There was also an increase of usage in the last two to four weeks of either semester. In regards to area capacity, students studying alone chose to sit apart from other students, thus causing the fullest comfortable capacity to reach about 50%. Groups of students were the one using study rooms most often, as well as the couch areas. Male students used laptops more frequently than female students. It was stated that female students may prefer to use a more open area as to be more aware of their surroundings in regards to safety. Library usage was seen to be study related and that designated “gathering areas” were used for less study purposes and more class related meetings. Attractiveness played a role in the choice of area, and in this research the study rooms were chosen as the favorite space. This also shows a desire for being separated from the rest of the library. In this research, their library was used mostly for studying. A few last thoughts were that outlet accessibility is important with the usage of laptops. Students showed the least laptop usage where outlets were unavailable.

Key concepts that can be used based on this research may be the techniques found in the methodology in order to see how Milner is being used. Also, this research briefly touches on a few student needs such as a secure area for female students as well as outlet accessibility for laptop usage. I think that this is most similar to what we have been trying to do so far with our observations, so this did not shed any drastically new light onto researching Milner.

I think this research is useful because it has a similar goal as we do. We are interested in finding out how students are using Milner and why they may choose to study elsewhere. This research gives us a decent background as far as the key necessities there as far as using the library and what was most popular at this university. This is something that we could possibly replicate in order to see if we end up with similar findings through observations at Milner.

**Bryant, J. What are students doing at our library? Ethnography as a method of exploring library behaviour. Library and Information Research, 33, 3-9.**

The main point of this article was to stress the benefits of using participant observation in order to research how a library is being used by its students.

The argument of this article was to emphasize the importance of knowing what usage the library was getting in an new open-plan learning environment.

The methodology for this research was participant observation. There was one researcher doing observations for this research. Observations were conducted at different times of day over several weeks. A total of 40 hours of fieldwork was conducted.

Results of this research showed that students prefer a variety of study environments. This article for some reason did not have a results section, so I am unclear as to what other findings there were. It was mentioned that there was a trial 24-hour library opening in June 2007, which was a busy time of the school year with students preparing for exams. Also it was brought up that different times within the academic year can provide different findings, which seems quite obvious. Towards the end of the
article it is brought up that it was clear that students were using the library for academic purposes more so than socializing, but that socializing is also an important function of library space.

As far as key concepts, this article disappointed me. I expected to read more about results and less about the analysis of their methodology. This article merely stated the obvious that doing participant observation is a good way to find out what is going on at a library. I don't know if the results of this research exist out there somewhere. If they do, I would like to get my hands on them!

This research is relevant to our research due to the participant observation methodology. Although the points this article brings up are fairly basic to the ethnography of a library, they still solidify that conducting participant observation is a good way to study library usage.

Subject: Discussion #12 - Dipping into the Archives   Topic: My Research Project
Author: Rachel Ruona   Date: October 14, 2009 7:59 PM

In the historical archives I came upon "The Fourteenth Decade" by Mark Wyman from 1999. This is an overview of the happenings at Illinois State from 1987-1997. I thought that chapter 2 titled "A Technological Revolution" would be of some interest in studying Milner in the digital age. Section B of this chapter discusses the technological advancements made in Milner in this decade. In the 1990's, online journals were coming into existence. These were purely online without any printed version. Also, in 1989 Milner switched over to a computer catalog instead of using the card catalog to find books. The card catalog was moved to the third floor. Online indexes for different fields of study were starting up, and they could be accessed from other places on campus besides Milner. Journals were available on CD-ROM, which proved to be easier to handle and take up less space than printed journals. Later, online access to journals ended up saving Milner around $50,000 per year from 1992-1997. It was stated that even though all of these technological advancements were taking place, the books of Milner were still allowed to thrive. In the mid 1980's a computer area was added to the second floor of Milner, and this was used predominantly by students. The 1991 senior class expanded the Milner computer lab as a gift project. All of these advancements did a great job in facilitating the research process for students.

I think this information is helpful for our research in the way of helping us see how Milner has adopted technology in the past. By reading this section of chapter 2 it is clear to see that these additions to Milner were positive ones. Now we are in the middle of the digital age and still are looking for a better way to deal with things. I think that this information can help us to see how change in Milner can be positive, but also keep us tuned in on how necessary changes are in order to better assist the students with their goals in attending Illinois State. The changes mentioned in this chapter were all directly related to accessibility of resources and materials, and not so much with recreation and food. I think that it is important to determine what student desires are truly able to be provided in a library environment. In the case of digital advancements, I think there surely is room for change, and hopefully our future research will point us in that direction.

Subject: Discussion #11 - Visual Data   Topic: My Research Project
Author: Rachel Ruona   Date: October 25, 2009 9:42 PM
For this visual data assignment I am partially referring to the following photo, and partially referring to an observation. Due to issues regarding gaining consent for taking a photo of sleeping individuals, I opted for taking a photo of the location after the observed event. Last week on 10/19 around 12:30 I observed three male students sleeping in the photographed chairs. It was quite an artistic scene to take in, and I wish I would have had the nerve to take a picture, but I felt it was not following our ethical guidelines to do so. In studying how study space is used, I thought it was quite interesting that this location on the 3rd floor of Milner was being used as a sleeping area for those three students. Each of the three students were facing the same direction seated in each of the three chairs on the left hand side of the chair pairs. They were each sleeping in the same position with their feet propped up on the corresponding chairs for their chair sets.

I think that Milner offers many academic resources to students, but often times it may be overlooked that students also have a few other needs that are prominent on a college campus. Sleeping between classes seems to be a need that many students would have – especially those living off campus without the option of going home for a quick nap. Many students have already expressed need for better study spaces, but this observation seems to bring up another question regarding the use of Milner’s spaces. Are students in need of a lounge/nap area in a library? Is a library a building in which this need should be addressed?

None the less, I think it is of great interest to our Milner/study space research that sleeping may end up being one of the needs that students would take care of in a library. I think it is a great possibility that our research group may benefit from finding out what other things take place within Milner and see how that fits in with Milner as an academic study location. Taking a nap in between studying seems to be a very practical behavior. Perhaps this may lead to us finding out that students desire more lounge-type areas in Milner. What this all seems to come down to is the two big questions, “What do students do at Milner?” and, “What is a library?” Thinking of Milner as a study space is a great start as far as research goes, but I think it is also important to see what other behaviors are seen within Milner's walls.
Based on the discussion we had in class last time, I thought of some important questions that need answering by students using Milner. The whole concept of needing to find out whether or not students are doing what they appear to be doing in Milner really hit me as an important part of our group's research. Since Torii and I did the space related questionnaire, she and I spoke about doing another questionnaire that in a way uses ideas from the techniques we learned about in class. In the time study it is important to know what is being done and when, but for this second questionnaire we are going to concentrate more on what is being done in general and less on the time schedule. We know that time is important in when students come to Milner, but as of right now I am not sure how to tackle the daunting task of a time study for Milner. The ideas so far for this new questionnaire are as follows:

* Consent checkbox

* General demographics questions

* What are you doing right now?

* Is this the main purpose of coming to Milner today?

* If no, what was your main purpose in coming to Milner?

* Are you planning on staying until your task is finished, or are you just between classes?

* How long do you roughly plan on staying at Milner today?

* Why did you choose to come to Milner?

I think that answers to these questions will be valuable in order to determine what students are using Milner for and why they go there.

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I. Thesis statement

A. What is the purpose of this ethnography?

B. Methodologies

C. Past Research/discussion of research we have found

D. What we intend to find in this study
II. Historical overview

A. When/why The library was built
B. Why it was expanded
C. The digital age: what it did to research and studying at ISU, what it did to Milner’s space

III. Data: Students

A. Interviews
B. Surveys
C. Observations / inside settings/ mapping
D. Personal point of views and experiences
E. Photos

IV. Data: Staff

A. Interviews
B. Personal point of views and experiences

V. Discussion

A. Food, coffee, coffee shops and the role they play
B. Library: quiet? Loud?

VI. Analysis of data

A. What did we learn from all the data collected?
B. What needs to be changed if anything?

VII. Conclusion

A. What did we learn from the study?
B. Was the original intention of the study correct?
C. How do our results compare to past research?
D. Limitations/implications for future research.
Milner historical overview:

In “The Fourteenth Decade” there is information about how Illinois State made progress in regards to technology. Specifically, there is a section of the chapter dedicated to the technological advancements of Milner Library. This information is useful to our current research since it sets the stage for what is going on now. Milner Library gladly welcomed the new technology back then, and now it is in the process of adapting to the new technologies we have in the digital age. (specific changes in detail in relation to the chapter)

Method:

Observations were conducted within Milner Library and The Coffee Hound. Notes were taken in regards to the number of students present and the behaviors that were exhibited. Questionnaires were passed out within Milner Library. On the first occasion questionnaires regarding the usage of space in Milner Library were passed out on the fourth and fifth floors. On the second occasion questionnaires regarding individual purposes for visiting Milner Library were passed out between 8:00 and 9:00 am as well as 11:30 and 12:30pm on all five main floors. Two student interviews were conducted. The first interview was regarding general thoughts and opinions of Milner Library, and the second interview was regarding study spaces on and around campus and how food and coffee impact study space choice.

Data: Still need to make sense of it…

First set of 30 some questionnaires, Second set of 86 questionnaires, Two interviews, observations at Milner as well as Coffee Hound

Reflection: See how the questionnaires fit together – looking closely for recurring themes

Food, coffee and studying go hand in hand. There are resources (find these throughout the 86 questionnaires) that students can only get at Milner Library, which cause frequent library use.

Limitations: The time allowed for our research made it difficult to conduct many observations in addition to other coursework for the semester.
Based on our Milner research, I think it would be beneficial for the library staff to periodically poll students in some way to monitor changes in demands for library offerings. I think that in a short time our findings may be proven obsolete in the fact that technology is continuously changing. I think it would be important for the university to keep in contact with current and recent past students in order to see how exactly students are benefiting from offerings on campus as well as what could be changed/added. Since I have been here at ISU, I do not remember ever being asked for input regarding my experience here whatsoever. I think this is valuable information that the university is missing out on.

Subject: #18 - Final Products  
Topic: My Research Project  
Author: Rachel Ruona  
Date: December 4, 2009 10:30 AM  

Abstract:

The purpose of our study is to see how Illinois State students use spaces to study and investigate how technology has affected the use of those study spaces. We will be doing this via participant observations of Milner Library, by conducting interviews with Illinois State students as well as Milner Library staff, and giving out questionnaires at Milner Library and other public study spaces. This study is useful to Milner Library because they will be able to better serve students based on how other study spaces, as well as Milner Library, are used.

Keywords: Milner Library, study space, library usage, academic library  
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