How relevant are audio reserves in music libraries?

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Abstract
Years ago students flocked to libraries to access required class listening. With today’s profusion of online media resources, are students still relying on libraries as a source for assigned class listening? This poster presents the data from a recent survey with students that had assigned class listening, and explores their practices and preferences for listening. Both music and non-music majors participated, and the results reveal which non-library resources are most commonly used by students and factors that influence their choice of accessing audio.

Methodology
- IRB approved
- Two-page paper survey
- Contacted selected course instructors who either utilized physical and/or online course reserves for listening or course instructors who did not utilize library reserve services, but their courses have listening components to recruit participants
- Administered survey in classes during the last week of classes, Spring 2014

Demographics
- 11 classes participated; 7 with music majors; 4 core courses/non-music majors
- 121 students completed the survey
- 44 Music Majors (38%), 71 (62%) non-music majors; 6 did not indicate a major
- 57 males, 54 females; 10 did not indicate gender
- 49 freshman or sophomore (42%); 62 juniors/seniors (53%); 7 graduate students (6%)
- Age: 108 (94%) between 18-25; 7 (6%) 26-35; 6 did not respond

Survey Questions

Results

Streaming audio usage

Why students chose non-library resources to study for listening assignments

Do you prefer to listen to the content from the online course reserves web page on your smartphone/tablet using a mobile app?
Yes – 77% (91 of 119 respondents)
No – 24% (28 of 119 respondents)

Would you be more or less likely to study for listening assignments more frequently if the recordings were available in a mobile app?
More Likely – 66% (78 of 119 respondents)
Less Likely – 3% (4 of 119)

Did any problems you had accessing online course listening lists or CDs in the library affect the format you prefer to complete listening assignments?
Yes – 13% (15 of 116 respondents)
No – 87% (101 of 116 respondents)

Other considerations/preferences that went into choosing formats and sources used:

Resources used to study for listening assignments

How students prefer to study

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