**If I Can’t Use Google, How Am I Supposed to Complete This Assignment?**

**DATA COLLECTION:** Simple research assignments lead students through the process of conducting a basic database. During the process, students were asked to record their actions and results.

**FINDINGS & OBSERVATIONS:** The following boxes were seen in most course research problems when using database resources.

**ISSUES:**
- **Spelling:** Difficulties were associated with spelling English terms.
  - “I need legal terms and just parameters”
  - “I struggle with spelling, it’s confusing when working with databases.”
- **Resource:** Students searched for keywords instead of spellings.
  - “I checked all the resources I could find on Google.”

**INCORRECT RESOURCE USED**
- Students searched for keywords, not specific database services.
  - “Just using Google for my search”
  - “I searched for ‘how to write a research paper’ on Google.”

**UNCLEAR DEFINITION**
- Terms such as “library” and “database” are often used interchangeably.
  - “I used the library database to search for resources.”
  - “I used the database search to find resources.”

**GOING FORWARD**
- **Comparison:** Search results from Google vs. Library.
- **Search Preparations:** Updates database services.
- **Authoritativeness:** Improve database searches.

**STUDENT ATTITUDE: DATABASES, “A BIT OF A CLUSTER”**

- **BASIC RESEARCH QUESTION:**
  - What is the understanding of student knowledge regarding basic search queries?
  - Improved approaches to instruction.
  - Improved library resources.
  - Help students better align expectations and outcomes.

- **GOAL:**
  - Provide an understanding of database instruction.
  - Engage students in search techniques.
  - Identify student needs.

**STUDENT UNDERSTANDING OF ON-LINE INFORMATION SOURCES**

- **Basic Research Question:** What do students know about web and database searches?

**GOAL:**
- Gather a basic understanding of student knowledge regarding basic search queries.
  - Improved approaches to instruction.
  - Improved library resources.
  - Help students better align expectations and outcomes.

**GOING FORWARD**
- **How:** How do we adjust our instruction to better meet their needs?
  - Adjust search parameters.
  - Improve search techniques.

**INVESTIGATING WITH EBSCO**

- **Process:** Monthly review of all databases and online session with students during the previous month.
- **Findings:**
  - Giving credit help as to what works and what doesn’t work for students.
  - Thought process.
  - Focus on comparisons to self-reporting search data.