



Sarah Miller
Graduate Student
Age 27

"I'd be lost without my laptop."

Sarah, a graduate student in socio-cultural Anthropology at the University of California Santa Barbara, is writing her dissertation on identity and the home in the American West (the evolution of housing in the American West from tepee to tract home), and teaching an undergraduate discussion section of Introduction to Anthropology. Sarah lives with her two cats in an apartment she shares with a roommate, and for relaxation she is learning to surf.

Each day, Sarah spends some amount of time on research, writing or preparation for teaching (and there's always more to do!) Course development is important. Sarah knows she is judged on this and she spends more time than she would like preparing to teach. Sarah has a cable modem connection at home and a laptop computer. She prefers to work from home and uses VPN to connect to her campus' network. Sarah prefers to do research online but often she ends up in the libraries on campus or other institutions to find materials that aren't available online. Sarah is familiar with most of the resources in a library and how to use them, but she doesn't hesitate to ask a librarian for help in finding obscure materials.

Sarah spends the majority of her time online doing research for teaching, but she is always on the lookout for materials pertinent to her dissertation topic. Sarah typically searches for articles, images, and primary source materials for teaching. Unfortunately, there's still not enough available on the Web to rely solely on online research for her dissertation. She relies heavily on citations in the materials she finds and suggestions from her dissertation advisor to connect her with more resources.

Sarah wants to find as much content as possible, save it to her laptop and then review and organize it later. She has bookmarked the websites of many public as well as private library collections and archives. She appreciates the ability to preview collections on the web before visiting institutions or requesting more information from them. Sarah is familiar with how archives work and she takes advantage of searching finding aids online when they are available. She uses Google to find images and for background information on unfamiliar topics.

It's a nightmare figuring out how to manage all the images she saves. She has Endnote for text citation management, but she hasn't come up with a good system for managing images. She doesn't want to waste time looking for articles online if she can only access the abstract not the whole article. In addition, she doesn't trust that everything has been indexed online for every year of publication and she doesn't want to miss something, so she frequently finds herself in the library. When she does find articles online, she wants to save the whole article and print out a hard copy to read offline. She finds it's useful to save the things she finds online since they can move or disappear. A big frustration for Sarah is keeping track and organizing everything. Digital resources are distributed in so many places; it's difficult for her to organize them for use in her teaching.

For teaching, Sarah uses digital resources in many ways. She assigns them to students for review and for research projects. She posts digital materials for her classes on the course website using course management software. Sarah uses PowerPoint to create lectures for her students. Sarah likes to include primary source materials in her courses. They provide a context for the topics she discusses and they get students excited about the topics. She feels it improves her students' learning experience since they need to think originally, without the help of secondary sources, when examining these materials.

Sarah stays current with professional journals in her field. She accesses many of them online from her Anthropology library website. She prints articles for her own work and for her classes. Sarah finds professional association websites are a good resource for staying informed about conferences, jobs, committees, and current developments in the field.

Sarah's Goals

- **Finish her dissertation.** Sarah would like to spend less time preparing to teach and more time on researching and writing her dissertation.
- **Get organized.** Sarah's got years worth of research materials collected in disparate places. She's got both hard copy and digital materials. She doesn't want to make a big investment of time or money, but she'd like to get more organized.
- **Find compelling materials.** It's like a treasure hunt for Sarah. She never stops looking for information and images for teaching and for her research.