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Material Format Preference of Music Faculty at Kennesaw State University

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Abstract

Historically, collection development has focused on what material to purchase. However, with the maturation of web-based music audio databases, web-based video databases, online music scores, electronic books and reference material, and commercial audio, and video streaming services, the format of material is also now an important collection consideration. Faced with difficult collection development decisions due to the Performing Arts Library's (PAL) limited space being filled beyond capacity with physical material, PAL librarians at Kennesaw State University (KSU) sought to discover the material and format preference of music faculty. This was done to see if faculty would use digital material, requiring no physical library space, in place of physical material. To discover preferences, music faculty completed two material format preference surveys. The first survey was completed May 2016 and the second was completed April 2019. Both surveys sought to discover format preferences (physical or digital) for the following music library material: books, music scores, journals, reference, audio, and video. The 2019 survey also included questions about digital material used in instruction, the format of music scores used, and the method of music score use. The surveys found music faculty prefer print books and print music scores. In contrast, music faculty prefer digital, web-based journals, web-based reference material, and have a strong preference for web-based audio and video material. In addition, music faculty are using non-library streaming services, such as YouTube and Spotify, in their instruction. Also, acceptance of digital music scores and digital display devices is growing as half of music faculty survey respondents use digital devices to display music scores.

Keywords: material format, format preference, music faculty, collection development, digital material, books, music scores, journals, reference, audio material, video material

In 2016, due to tremendous student population growth of Kennesaw State University (KSU), space was at a premium everywhere on campus including at the Performing Arts Library (PAL). The PAL contained library material for the Department of Dance, School of Music, and Department of Theatre and Performance Studies. Physically, the PAL was a small, 720 square foot, one room library housed in the College of the Arts complex. The PAL held approximately 12,000 items related to the performing arts (e.g., music scores, play scripts, and performing arts related physical media – DVDs and CDs). In addition to this collection, the PAL housed two librarian workspaces, a circulation desk, a study table, a copier/printer, and four computer workstations for patron use. Due to the PAL's very limited physical area, shelf space was beyond capacity.

That same year, PAL's space problems were compounded with the receipt of a large donation of musically significant compact discs. Even after careful weeding, PAL staff were dealing with approximately 3,000 CDs in sixteen boxes to catalog, process, and shelve with no place to put them. PAL librarians began to wonder if it was necessary to keep all these physical CDs with the availability of quality online music databases, such as Naxos Music Library. In addition, considerable shelving space was taken up by full-size music scores. With the emergence of quality digital music scores, such as Bärenreiter Verlag digital media (https://www.baerenreiter.com/en/catalogue/digital-media/), could score database subscriptions take the place of some physical music scores? Even if online audio and music score databases could solve some of PAL's space problems, PAL librarians wanted to know if music faculty would accept and use these digital formats if purchased and made available.

In researching these questions, PAL librarians came across Clark's 2013 article on the material format preference of performing arts students at Kent State University, "Format Preferences of Performing Arts Students." With Clark's 2013 survey as a model, music faculty at KSU were surveyed to discover what format and material type they wanted the library to purchase, what format they used and how often they used it, and what format they preferred to use. Specifically, the survey sought to discover the format preference (physical versus digital),for six types of material. The six types of material include the following: books, music scores, journals, reference material, audio material, and video material.
In 2019, KSU music faculty were surveyed again, using the same material format preference and frequency of use questions, to discover if their preferences had changed. In addition, the 2019 survey was expanded to determine what digital audio and video sources music faculty were using in instruction, the source of this digital material, and how they used digital and physical music scores.

Literature Review

Few studies have examined the material format preference of specifically music faculty, although several studies have identified music faculty as part of their study group. Clark, Sauceda, and Stormes 2019 study of performing arts faculty included 24% music faculty in the study population who responded (p. 454). This study reported on a wide variety of materials including books, music scores, journals, reference material, and audio and video material. Dougan's 2016 research specifically identified music faculty as part of the study although Dougan did not seek to discover material format preference. Knop's 2015 study of what material was valued and preferred by music students and music faculty at Florida State University recognized music faculty as a separate group and reported on their material format preferences. In addition, it could be assumed music faculty are included in Procell's 2012 study on the patron use of physical and online media over a ten-year period at the University of Louisville's music library. Kulik's 2010 article surveyed librarians and "people in different music related professions" (p. 65) who frequent music libraries in Israel for their "patterns of use" (p. 65) of digital and physical music scores. Lastly, Lai and Chan's 2010 study reports on library material identified as "very important" (p. 66) to music faculty at Hong Kong Baptist University. While these studies add to the body of literature on the material format preference of music faculty, few have investigated specifically music faculty.

Studies show music faculty prefer print books over e-books (Clark, Sauceda, & Stormes, 2019; Knop, 2015). This preference for print books aligns with the format preference of other related academic subject areas such as dance (Robinson, 2016), the humanities (Kachaluba, Brady, & Critten, 2014; Levine-Clark 2007; Library Journal, 2018), and academic faculty in general (Cassidy, Martinez, & Shen, 2012; Library Journal, 2018).

Music faculty also prefer print music scores (Clark, Sauceda, & Stormes, 2019; Knop, 2015) although acceptance of digital music scores is growing. In 2014, when music faculty at Florida State University were surveyed by Knop (2015), 64.7% of music faculty (11 of 17 faculty participants) indicated they prefer using print music scores while no faculty indicated they prefer digital music scores (p. 87). In 2019, when performing arts faculty were asked what materials and formats they wanted more of for curriculum support by Clark, Sauceda, & Stormes, 40% indicated print scores while 32% indicated score databases (p. 458), suggesting a growing acceptance of digital scores among academic music faculty.

Since the mid to late 1990's, academic libraries have been transitioning from print journals to digital journal databases (Ives, 2005; Montgomery, 2003; Smith, 2003). Since

that time, e-journals have continued to gain acceptance among academic researchers and academic faculty in general and are used more frequently than print journals (King, Tenopir, Choemprayong, & Wu, 2009; Mischo, Norman, Shelburne & Schlembach, 2008; Tenopir, Christian, & Kaufman, 2019). Likewise, performing arts faculty (Clark, Sauceda, & Stormes, 2019) and music faculty (Lai & Chan, 2010) prefer e-journals over print journals and use e-journals with greater frequency (Knop, 2015).

Studies that include music faculty, although not exclusively, found academic faculty prefer e-reference material over print reference material (Clark, Sauceda, & Stormes, 2019; Kachaluba, Brady, & Critten, 2014). In fact, when Clark, Sauceda, and Stormes (2019) asked performing arts faculty to rank material and formats they wanted for curriculum support, print reference material ranked last while electronic reference databases ranked fourth out of twelve possible rankings (p. 458).

Attitudes toward audio and video formats are changing. Online streaming audio and video databases have gained acceptance and are used more frequently than physical audio and video material. In 2010, Lai and Chan reported music faculty valued physical multimedia material over online multimedia material. It is noted this finding is based on a small sample of seven full-time music faculty. Also, Knop's 2015 study found music faculty and music administrators ranked physical audio/video material a higher priority than online multimedia material for their own professional and academic work (p. 85). In contrast, Procell (2012) reported the use of multimedia material by faculty/staff at the University of Louisville music library increased significantly from 2003 to 2011 while use of physical media decreased significantly. In addition, Dougan's 2016 research indicated music faculty were using digital and streaming resources for their audio and video needs. While Dougan's research did not seek to identify a format preference, it showed music faculty were using streaming audio/video material and using free streaming services, especially YouTube. The most recent research of performing arts faculty by Clark, Sauceda, and Stormes (2019) confirmed the audio and video format preference of performing arts faculty is changing as indicated by the Dougan (2016) and Procell (2012) material usage studies. In Clark, Sauceda, and Stormes' 2019 study, performing arts faculty ranked streaming video databases and streaming audio higher purchase priorities than their physical counterparts (p. 458).

Material and Methods

This study used two online surveys, the first completed in May 2016 (Appendix A) and the second completed in April 2019 (Appendix B). The 2016 study included nineteen questions and was emailed to seventy-eight music faculty. Twenty-two completed the survey resulting in a 28% completion rate. The 2019 survey included twenty-two questions and was emailed to seventy-four music faculty. Eighteen music faculty completed the survey resulting in a 24% completion rate. No identifying information was collected by either survey. The data was compiled using Microsoft Excel.

Both surveys included questions designed to discover music faculty preferences for material type and material format. To specify material and format preferences used in instruction, rather than for personal use, survey questions began, "In your role as music teaching faculty . . ." The first question in this series of format preference questions asked respondents to rank material in order of purchase priority. Six material types were presented with each having two format options for a total of 12 items. For this purchase priority ranking question, a rank average formula was applied to the data to determine the priority ranking. Survey participants were also asked about their frequency of use of the material formats and their preference of material format.

The 2019 survey added three questions to discover if faculty used audio and video streaming services in their instruction, what those services were, and how they used music scores. The music score use question asked what music score format was used and how it was used. For example, did music faculty download or create digital scores and display them on a digital device or did they print digital music scores to create a physical copy?

Results

The material purchase priorities for music faculty remained fairly consistent from 2016 to 2019. In both 2016 and 2019 print music scores received the highest purchase priority ranking and print journals and DVDs received the lowest purchase priority ranking. The purchase priority of three materials remained the same and include the following: print music scores, online reference, and online video. Online music scores, online journals, e-books, print reference and print journals went up one rank, while print books, CDs, and DVDs dropped one rank. Online audio was the only material format to move down by two purchase priority ranks.

Table 1: Material Format Purchase Priority Ranking

Rank Average	2016 Material	2019 Material
1	Print Music Scores	Print Music Scores
2	Online Audio DB	Online Music Score DB
3	Online Music Score DB	Online Journal DB
4	Online Journal DB	Online Audio DB
5	Online Reference DB	Online Reference DB
6	Print Books	E-Books
7	E-Books	Print Books
8	Online Video DB	Online Video DB
9	CDs	Print Reference
10	Print Reference	CDs
11	DVDs	Print Journals
12	Print Journals	DVDs
DB = databases		

The consistency of purchase priority rankings from 2016 to 2019 is even clearer when material rankings are considered in groups of thirds. When considered in thirds, the same materials and formats are in the same general positions. The highest material and format purchase priorities in both years are print music scores, online music scores, online journals, and online audio. The next, or second, material purchase priorities for both years are online reference, print books, e-books, and online video. The lowest purchase priorities for both years are CDs, DVDs, print reference, and print journals.

Music faculty used print books much more frequently than e-books in both 2016 and 2019. Although e-book frequency of use was higher in 2019 than in 2016, 44% reported never using e-books in 2019, while 36% reported never using e-books in 2016. Yet, when the two frequency categories of never and 2-3 times a year are taken together, the percentages are close at 63% in 2016 and 66% in 2019.

Table 2: Book Format Frequency of Use

	Print Books		E-Books	
Frequency of Use	2016	2019	2016	2019
2-3 times a week	73%	50%	14%	17%
2-3 times a month	14%	17%	14%	11%
2-3 times a semester	9%	22%	9%	6%
2-3 times a year	5%	6%	27%	22%
Never	0%	6%	36%	44%

E-score frequency of use decreased from 2016 to 2019. In 2016, 96% used print scores frequently (2-3 times a week and 2-3 times a month) while 68% used e-scores at the same frequency. In 2019, frequency of use of both print and e-scores shifted. In 2019, 84% reported using print scores frequently (2-3 times a week and 2-3 times a month), a decrease of 12.5% from 2016, while 50% reported using e-scores frequently (2-3 times a week or 2-3 times a month), a decrease of 26.5% from 2016. Also, the number who reported never using e-scores in 2019 was 28%, while in 2016 only 9% reported never using e-scores.

Table 3: Music Score Format Frequency of Use

	Print Music Scores		E-Scores	
Frequency of Use	2016	2019	2016	2019
2-3 times a week	82%	56%	45%	39%
2-3 times a month	14%	28%	23%	11%
2-3 times a semester	5%	11%	9%	17%
2-3 times a year	0%	6%	14%	6%
Never	0%	0%	9%	28%

Music faculty did not use journals of either format with great frequency. However, when music faculty did use journals, they used web-based journals with greater frequency. In 2016, 28% of respondents used web-based journals 2-3 times a week and 2-3 times a month, while 23% used print journals at the same frequency. In 2019, frequency of use (2-3 times a week and 2-3 times a month) of web-based journals was up to 55%, an increase of 96% from 2016. Zero percent of faculty reported never using web-based journals in 2019, while 22% report never using print journals. Music faculty use web-based journals with greater frequency than print

journals.

Table 4: Journal Format Frequency of Use

	Print Journals		Web-Based Journals	
Frequency of Use	2016	2019	2016	2019
2-3 times a week	0%	6%	14%	11%
2-3 times a month	23%	28%	14%	44%
2-3 times a semester	23%	17%	36%	11%
2-3 times a year	32%	28%	14%	33%
Never	23%	22%	23%	0%

Web-based reference material was used more frequently in both 2016 and 2019 than print reference material. In 2016, 77% used web-based reference material while 64% used print reference material at the same frequency rate (2-3 times a week, 2-3 times a month, and 2-3 times a semester). In 2019, 94% used web-based reference material at the same frequency rate, an increase of 22% from 2016, while 61% used print reference material at the same frequency rate. Music faculty used web-based reference material with greater frequency than print reference material in 2016 and that trend continued in 2019.

Table 5: Reference Format Frequency of Use

	Print Reference		Web-Based Reference	
Frequency of Use	2016	2019	2016	2019
2-3 times a week	23%	17%	27%	39%
2-3 times a month	18%	22%	32%	33%
2-3 times a semester	23%	22%	18%	22%
2-3 times a year	32%	22%	23%	6%
Never	5%	17%	0%	0%

Music faculty used web-based audio material with much greater frequency in both 2016 and 2019 than physical CDs. In 2016, 100% of music faculty used web-based audio material 2-3 times a week and 2-3 times a month while 36% used CDs at the same frequency rate and 18% never used physical CDs. In 2019, this inclination continued. Although the frequency of

use (2-3 times a week and 2-3 times a month) of web-based audio was down to 89% in 2019, web-based audio material was still used with greater frequency than physical CDs. Also, the percentage of faculty who never used CDs in 2019 had increased to 44%.

Table 6: Audio Format Frequency of Use

	CDs		Web-Based Audio	
Frequency of Use	2016	2019	2016	2019
2-3 times a week	18%	22%	82%	89%
2-3 times a month	18%	6%	18%	0%
2-3 times a semester	18%	6%	0%	6%
2-3 times a year	27%	22%	0%	6%
Never	18%	44%	0%	0%

Like audio material, web-based video material was used with much greater frequency than DVDs in 2016 and 2019. In 2016, web-based video material was used by 82% of music faculty 2-3 times a week and 2-3 times a month compared to only 9% who used DVDs. Twenty-three percent never used DVDs in 2016. In 2019, 67% frequently (2-3 times a week and 2-3 times a month) used web-based video material compared to 11% who used DVDs at the same frequency. In addition, the percent of music faculty who never used DVDs increased significantly from 23% in 2016 to 50% in 2019.

Table 7: Video Format Frequency of Use

	DVDs		Web-Based Video	
Frequency of Use	2016	2019	2016	2019
2-3 times a week	0%	0%	50%	56%
2-3 times a month	9%	11%	32%	11%
2-3 times a semester	32%	11%	5%	11%
2-3 times a year	36%	28%	5%	11%
Never	23%	50%	9%	11%

When asked which format they prefer using, music faculty reported a preference for using print books and print music scores in both 2016 and 2019. In contrast, a digital, web-based format was preferred for journals, reference material, audio material, and video material in

both years with 100% indicating a preference for web-based video in 2019.

## Figure 1: Material Format Preference
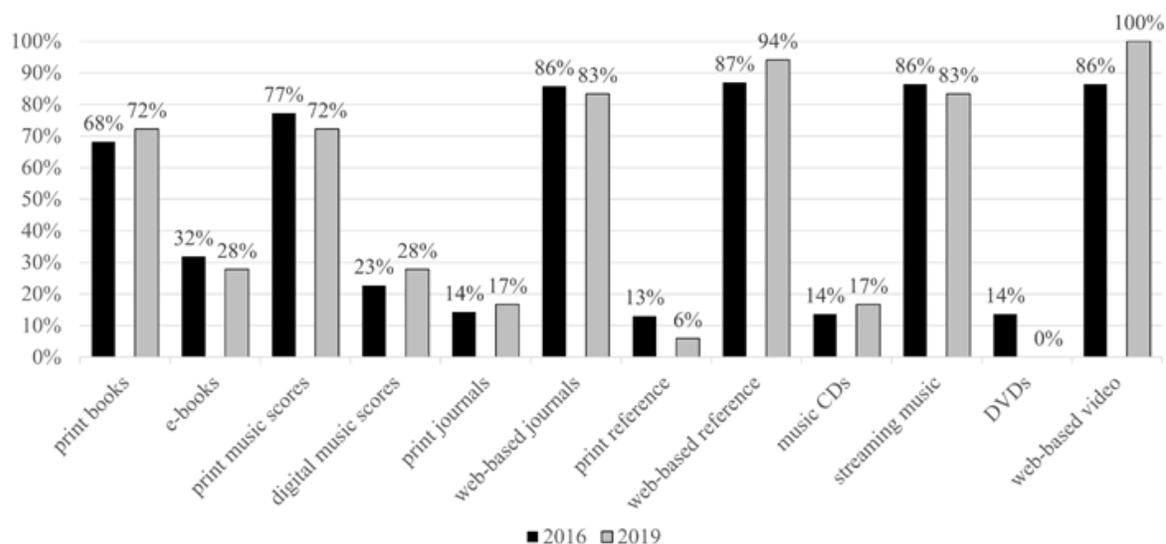
Regarding what audio and video streaming services music faculty were using in instruction, for audio material 44% of KSU music faculty used YouTube and 39% used Spotify. Naxos Music Library, an audio streaming service provided by KSU library, was used by 22% of music faculty. Of note, 22% did not respond to this question about the source of audio material used in instruction. This could indicate those faculty did not use audio streaming services in their teaching or audio material of any format was not needed in their instruction.

Figure 2: Streaming Audio Services Used in Instruction
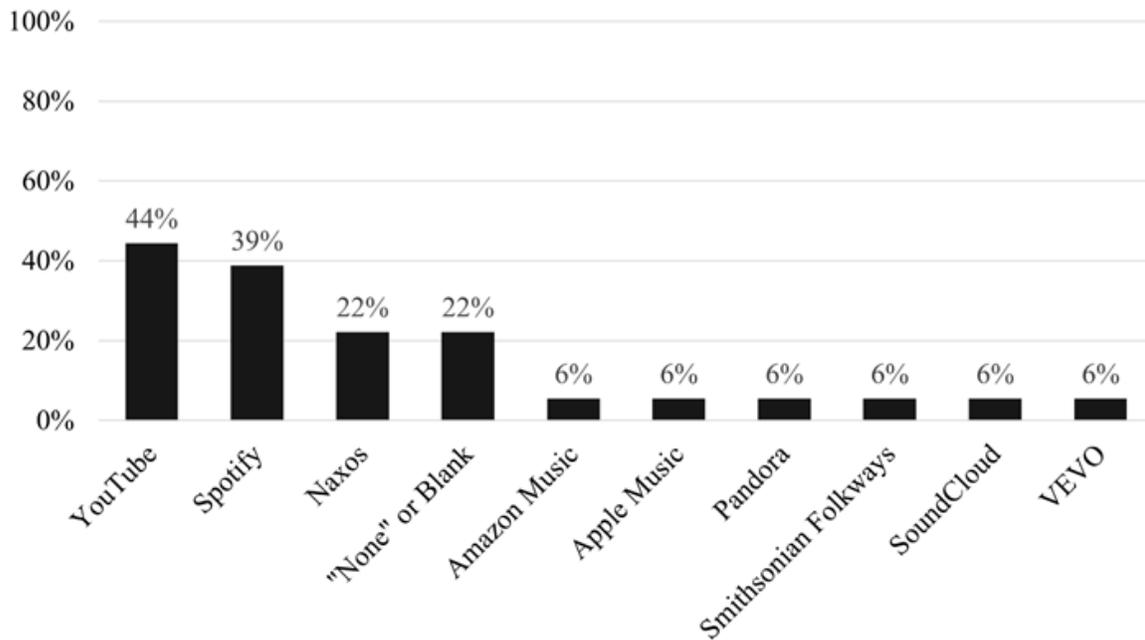
For video streaming material, 67% used YouTube in the classroom. YouTube was by far the most popular video material streaming source. Thirty-three percent did not respond to this question. Again, it is not clear if this is because they did not need video material in their instruction or if they simply did not answer the question. Interestingly, 11% indicated they used Naxos for video material in instruction. Naxos does have a video database, but KSU does not subscribe to it. KSU only subscribes to Naxos Music Library databases. It is possible professors personally subscribed to Naxos Video Library as some have personally subscribed to Met Opera On Demand and other paid streaming video services for use in instruction.

## Figure 3: Streaming Video Services Used in Instruction
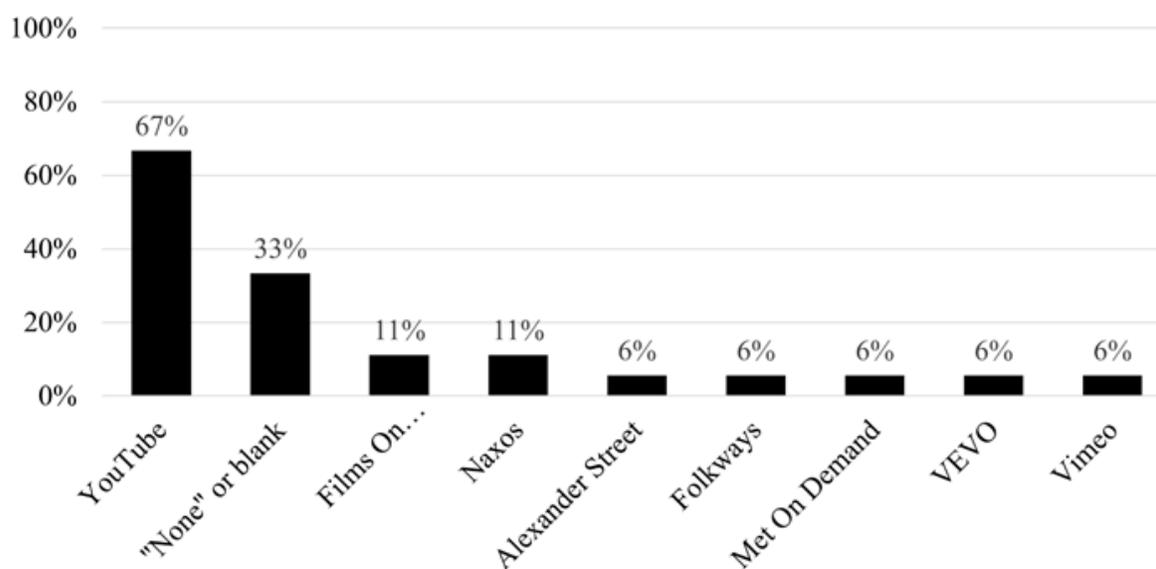
The third new survey question for 2019 sought to discover what format music scores faculty used, either e-scores or physical scores, and how they used those music scores (i.e., as a physical copy or displayed on a digital device). Specifically, it explored two aspects – the format of music scores used and the mode of presentation of those scores. For example, a score can be a digital file displayed on a digital device, such as an iPad, or an originally digital score can be printed to create a physical score. Likewise, a physical score can be digitized and displayed on a digital device or used in its physical form. This question also asked about digital scores created with music publishing software.

The music score use question found 50% of faculty used digital devices to display music scores. These digitally displayed scores were either originally digital files or were digitized physical scores. Five music faculty, 17%, did not respond to this question. This score use data possibly gives some insight to the music score frequency of use data. The music score format frequency of use question found both print score and e-score frequency of use declined from 2016 to 2019. It is noted e-score frequency of use declined at a greater percentage than print

scores frequency of use over that time; e-score frequency of use (using 2-3 times a week and 2-3 times a month frequency of use) declined by 26.5% while print score frequency of use declined by 12.5% (Table 3). Half the music faculty reporting they used digital scores in 2019 indicates music faculty are moving toward acceptance and use of e-scores. This conclusion is tempered by the 17% of survey participants who did not respond to this question.

Figure 4: Music Score Format Method of Use
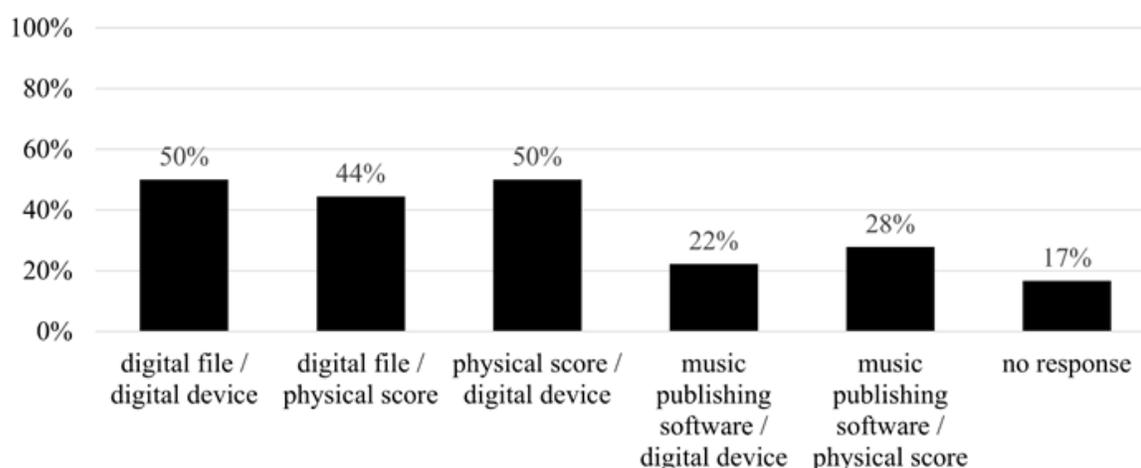
Further Study and Conclusion

Further study might seek to determine the reasons music faculty prefer print books and print music scores. Does it have something to do with the characteristics of print books and print music scores they find advantageous or does the situation of use influence the format that is used?

Another possibility for further study is to discover if there is a difference in format preference based on subject area and/or music style taught. Do jazz studies professor have a greater acceptance of digital scores displayed on digital devices than do traditional Western classical music professors? Do music education instructors use digital devices to display music more frequently than do studio instructors?

Since this study was completed pre-pandemic, it would be interesting to compare how the COVID-19 pandemic and necessary move to online instruction has affected music faculty material and format preferences and use since physical resources were not available for checkout for several months beginning in March 2020. Finally, this study relied on music faculty's self-reporting their material and format preferences. A comparison study of music faculty's reported material and format use to their actual material and format use would be informative.

This study has implications for KSU's collection development, donation, and holding policies. Print books and print music scores should continue to be purchased and accepted as donations since music faculty prefer print format for those materials. In addition, because music faculty are using them frequently and have a strong preference for them over physical CDs and DVDs, subscriptions to audio and video streaming databases should be continued and other music audio and video streaming subscriptions should be considered and added to the collection. The purchase of physical CDs and DVDs should be discontinued unless extraordinary circumstances or lack of availability online require their acquisition. Furthermore, the current holdings of music CDs and DVDs should be evaluated and considered for weeding from the collection. Finally, since music faculty are using non-library video and audio resources in the classroom, this study shows the need for the library system to keep, promote, and continually update its robust copyright and fair use resources, webinars, and events offered to faculty.

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Appendix A
Music Faculty Material Format Preference 2016 Survey

Q1 ONLINE SURVEY CONSENT FORM
Title of Research Study: Music Teaching Faculty Material Format Preference

Researcher's Contact Information: A. Carey Huddlestun, 470-578-3167, and ahuddle3@ kennesaw.edu

Introduction

You are being invited to take part in a research study conducted by A. Carey Huddlestun of Kennesaw State University. Before you decide to participate in this study, you should read this form and ask questions about anything that you do not understand.

Description of Project

The purpose of the survey is to identify material format preference of music teaching faculty at Kennesaw State University. Study results will be used to guide purchasing decisions for material purchased by and placed in the Kennesaw State University Library System including the Performing Arts Library.

Explanation of Procedures

If you agree to take the survey, you will be asked 19 questions to determine your material format preference and frequency of use of material used in your role as music teaching faculty. You are asked to complete all questions.

Time Required

The survey will take about 10 to 15 minutes to complete.

Risks or Discomforts

This survey should not cause any risk or discomfort to the participant.

Benefits

Although there are no direct benefits to study participants, the study results will be used to guide purchasing decisions for material purchased by and placed in the Kennesaw State University library system including the Performing Arts Library. Any possible benefits cannot be guaranteed.

Confidentiality

No identifying information is being collected by this survey.

Inclusion Criteria for Participation

You must be 18 years of age or older to participate in this study. All current music teaching faculty at Kennesaw State University may take the survey.

Use of Online Survey

IP addresses will not be collected. Data from this survey will be used to guide purchasing decisions for material purchased by and placed in the Kennesaw State University library system including the Performing Arts Library. Any possible benefits cannot be guaranteed.

Research at Kennesaw State University that involves human participants is carried out under the oversight of an Institutional Review Board. Questions or problems regarding these activities should be addressed to the Institutional Review Board, Kennesaw State University, 585 Cobb Avenue, KH3403, Kennesaw, GA 30144-5591, (470) 578-2268.

PLEASE PRINT A COPY OF THIS CONSENT DOCUMENT FOR YOUR RECORDS, OR IF YOU DO NOT HAVE PRINT CAPABILITIES, YOU MAY CONTACT THE RESEARCHER TO OBTAIN A COPY

- O I agree and give my consent to participate in this research project. I understand that participation is voluntary and that I may withdraw my consent at any time without penalty.
- O I do not agree to participate and will be excluded from the remainder of the questions.

Q2 What should be the **purchase priority** of the Performing Arts Library? **Rank the following material** in order of purchase priority with **1 being the highest priority** material and 1**2 being the lowest priority** material.

_____ e-books

_____ online audio databases

_____ online journal databases

_____ online reference database

_____ online music score databases

_____ online video databases

_____ CDs

_____ DVDs

_____ print books

_____ print academic journals

_____ print reference

_____ print music scores

Q3 In your role as music teaching faculty how often do you use **print books**?

O 2-3 times a week

O 2-3 times a month

O 2-3 times a semester

O 2-3 times a year

O never

Q4 In your role as music teaching faculty how often do you use **e-books**?

O 2-3 times a week

O 2-3 times a month

O 2-3 times a semester

O 2-3 times a year

O never

Q5 Do you prefer using print books or e-books? (select one)

- O I prefer print books
- O I prefer e-books

Q6 In your role as music teaching faculty how often do you use **music CDs**?

- O 2-3 times a week
- O 2-3 times a month
- O 2-3 times a semester
- O 2-3 times a year
- O never

Q7 In your role as music teaching faculty how often do you use **web-based streaming music**?

- O 2-3 times a week
- O 2-3 times a month
- O 2-3 times a semester
- O 2-3 times a year
- O never

Q8 Do you prefer using music CDs or web-based music streaming? (select one)

- O I prefer music CDs
- O I prefer web-based streaming music

Q9 In your role as music teaching faculty how often do you use **print music scores**?

- O 2-3 times a week
- O 2-3 times a month
- O 2-3 times a semester
- O 2-3 times a year
- O Never

Q10 In your role as music teaching faculty how often do you use **e-scores**?

- O 2-3 times a week
- O 2-3 times a month

O   2-3 times a semester

O   2-3 times a year

O   never

Q11 Do you prefer using print music scores or e-scores? (select one)

O   I prefer print music scores

O   I prefer e-scores

Q12 In your role as music teaching faculty how often do you use **print academic journals**? This does NOT include articles accessed electronically and then printed. (select one)

O   2-3 times a week

O   2-3 times a month

O   2-3 times a semester

O   2-3 times a year

O   never

Q13 In your role as music teaching faculty how often to you use **web-based academic journals**? (select one)

O   2-3 times a week

O   2-3 times a month

O   2-3 times a semester

O   2-3 times a year

O   never

Q14 Do you prefer using print academic journals or web-based academic journals? (select one)

O   I prefer print journals

O   I prefer web-based journals

Q15 In your role as music teaching faculty how often to you use **DVDs**? (select one)

- O   2-3 times a week
- O   2-3 times a month
- O   2-3 times a semester
- O   2-3 times a year
- O   Never

Q16 In your role as music teaching faculty how often to you use **web-based streaming videos**? (select one)

- O   2-3 times a week
- O   2-3 times a month
- O   2-3 times a semester
- O   2-3 times a year
- O   Never

Q17 Do you prefer using DVDs or web-based streaming videos? (select one)

- O   I prefer DVDs
- O   I prefer web-based web-based streaming videos

Q18 In your role as music teaching faculty how often do you use print **reference material**? (select one)

- O   2-3 times a week
- O   2-3 times a month
- O   2-3 times a semester
- O   2-3 times a year
- O   never

Q19 In your role as music teaching faculty how often do you use **web-based reference material**? (select one)

- O   2-3 times a week
- O   2-3 times a month
- O   2-3 times a semester
- O   2-3 times a year
- O   never

Q20 Do you prefer using print reference material or web-based reference material? (select one)

- O   I prefer print reference material
- O   I prefer web-based reference material