
NEWSLETTER

Does Book-borrowing or Early-rising Benefit for College Students' Academic Performance?

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BEHAVIORS like book-borrowing and early-rising relatively reflect the process of thinking development of college students' self-efficacy consciousness and self-cognition adjustment. A study published in Distance Education in China collected the log data of library book-borrowing and smart card consumption of 833 university students, constructing characteristic index for learning performance, book-borrowing, and early-rising. Clustering and correlational analysis were administered to investigate the impact of book-borrowing and early-rising on learning performance as well as their relationship. Together with findings from the metacognition questionnaire survey, the correlation between collective learning behavior and overall learning performance and metacognition was established. Findings from the study show that:

- The two behaviors all correlate with learning performance through the mediating effect of metacognition.
- Moreover, early-rising (the time and frequency of getting up early) reflects college students' metacognitive experience and planning competence; also, early-rising is more correlated comparing to the rising pattern (the stability of getting up early).
- As for book-borrowing, it reveals disparities in college students' metacognitive thinking activities monitor and self-reflection; while reading speed shows greatest impact on learning performance, and the amount of book-borrowing and in-depth reading are conducive to knowledge and skill acquisition.

Based on the analysis results, this article puts forward suggestions to improve learning activities and the learning environment:

- Create a deep learning environment to stimulate college students' self-learning initiative;
- Optimize the way of knowledge dissemination to meet the individual reading needs of college students;

- Change the role of the library and provide high-quality services for the development of discipline and specialty.

Source: Distance Education in China, 2020; 2020(11): 47-58+77.