**Understanding Higher Education Students Learners: a self-Reported Evaluation of student Media exposure and study habits.**

**Name :** Farah O. Habli, M.A.

**Institution :** Saint Louis University

**Address**: 1 N Grand Blvd, St. Louis, MO 63103, United States

**Phone:**+1 800-758-3678

**Email:** hablifo@slu.edu

**Author and Co-authors:**

Farah O. Habli

3320 Locust St., Apt. 912

St. Louis, MO, 63103

Cell: 806-203-0822

Email: hablifo@slu.edu

Tommy J. Lucas Jr.

5210 Itaska St.

St. Louis, MO, 63109

Cell: 314-458-3961

Email: tlucas7@slu.edu

Kelly Hawthorne

3437 Caroline Mall, Suite 1026

St. Louis, MO 63104

Email: hawthokd@slu.edu

**Title of proposal:** **Understanding Higher Education Students Learners: a self-Reported Evaluation of student Media exposure and study habits.**

**Objectives for the session**: The purpose of the session is to introduce the result of a study conducted to evaluate higher education students’ exposure to media versus their study and social habits.

**Summary of substantive content of the proposal**:

The aim of this study is to measure higher education student learners’ time spent on various media types and its consequences on student learners’ social and study habits. Students were elected from three universities that are classified according to Carnegie classifications as follow: a research university, Associates Private Not for-profit 4 year and Associates Suburban Public serving Multi-campus. Student learners were challenged by their professors who argued that they spent too much time engaged with media, thus affecting their study time and social habits. To repute the charge issued by their professors the student learners maintained a self-reporting journal for seven consecutive days to understand their own use of time. The students were engaged in data collection and aided in addressing the following three questions: first, to understand and explain the expenditure of time on media. Second, to understand the relationship between time engaged in media and how it affects other social habits. Third, to discuss the relative importance of the aforementioned factors, thus influencing students’ experiences versus student perspectives of time. Results state clearly how student learners spent their time, specifically how much time is devoted to each activity, such as, media, sleep, study, and

work. Secondly, the more students spend on media the less time they devoted to studying. Thirdly, student learners were not aware of how

much time they spent on media until after finishing the self-reported journal and analyzing how many hours were spent weekly on each activity.

**Plans for participants' involvement**: discussion that involves asking questions and reflecting their practices regarding their students’ exposure to media and the students’ study habits.

**Audio-visual equipment to be used in the presentation**: Slide projector or LED Projector.