A Diary Study of Music Listening Behaviors among University Students in China

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1. Research Goals

- To explore the relationships between music listening, and well-being of university students.

- To yield design implications for Music Information Retrieval (MIR) services and systems for optimizing support to university students.

2. Related Work

Everyday Music-listening Behaviors

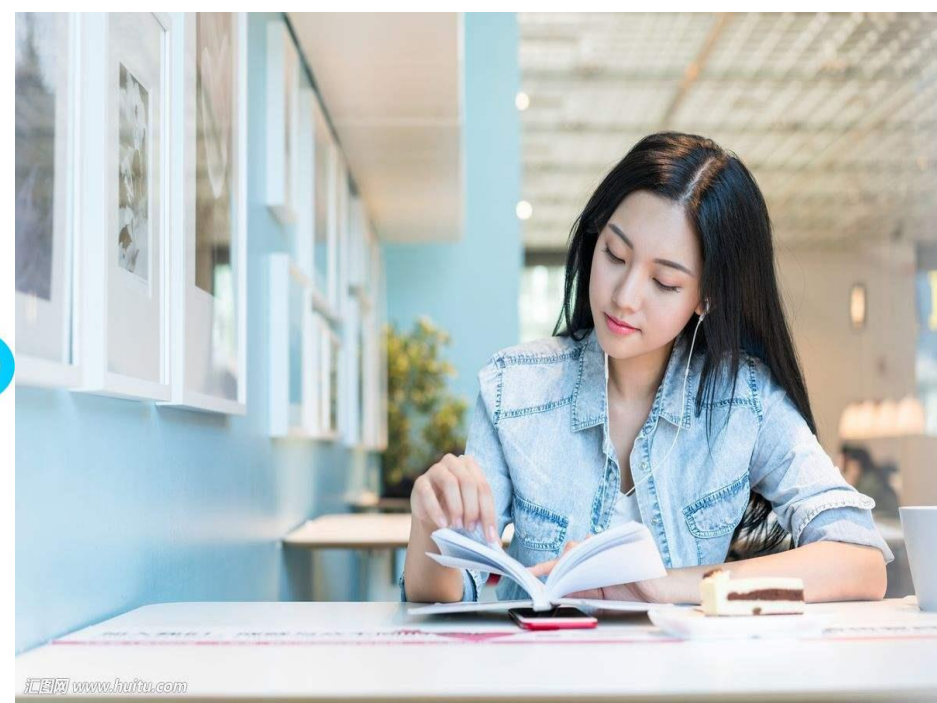| Existing Study	Research Gaps
• Music preference • Music seeking • Interactions with music systems	Music listening behaviors and well-being of university students

Learning-related Music-Listening Behaviors

School-age students   University students

3. Theoretical Frameworks

Theory	Constructs
Situations of everyday music-listening	• Locations • Activities
Functions of everyday music-listening	• Emotion regulation • Self-awareness
Functions of music-listening for learning	• Concentration • Stress relief • Learning efficiency

4. Methods

Diary study
  Time Period: 1 week
  Frequency: one per day
  Content: music-listening experience and perceptions
Data analysis
  Thematic content analysis based on grounded theory

5. Preliminary Results

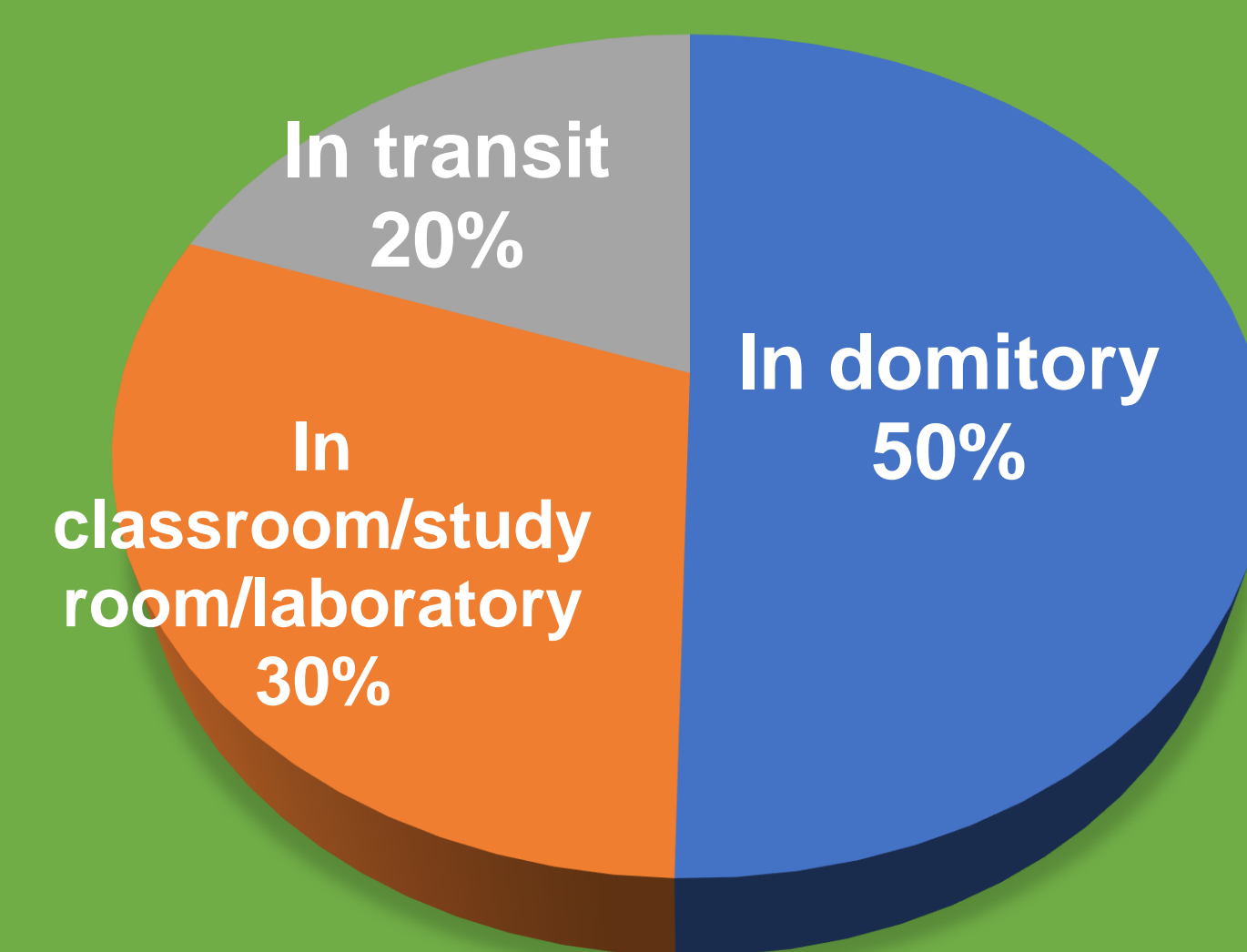- **1451 Diary entries from**

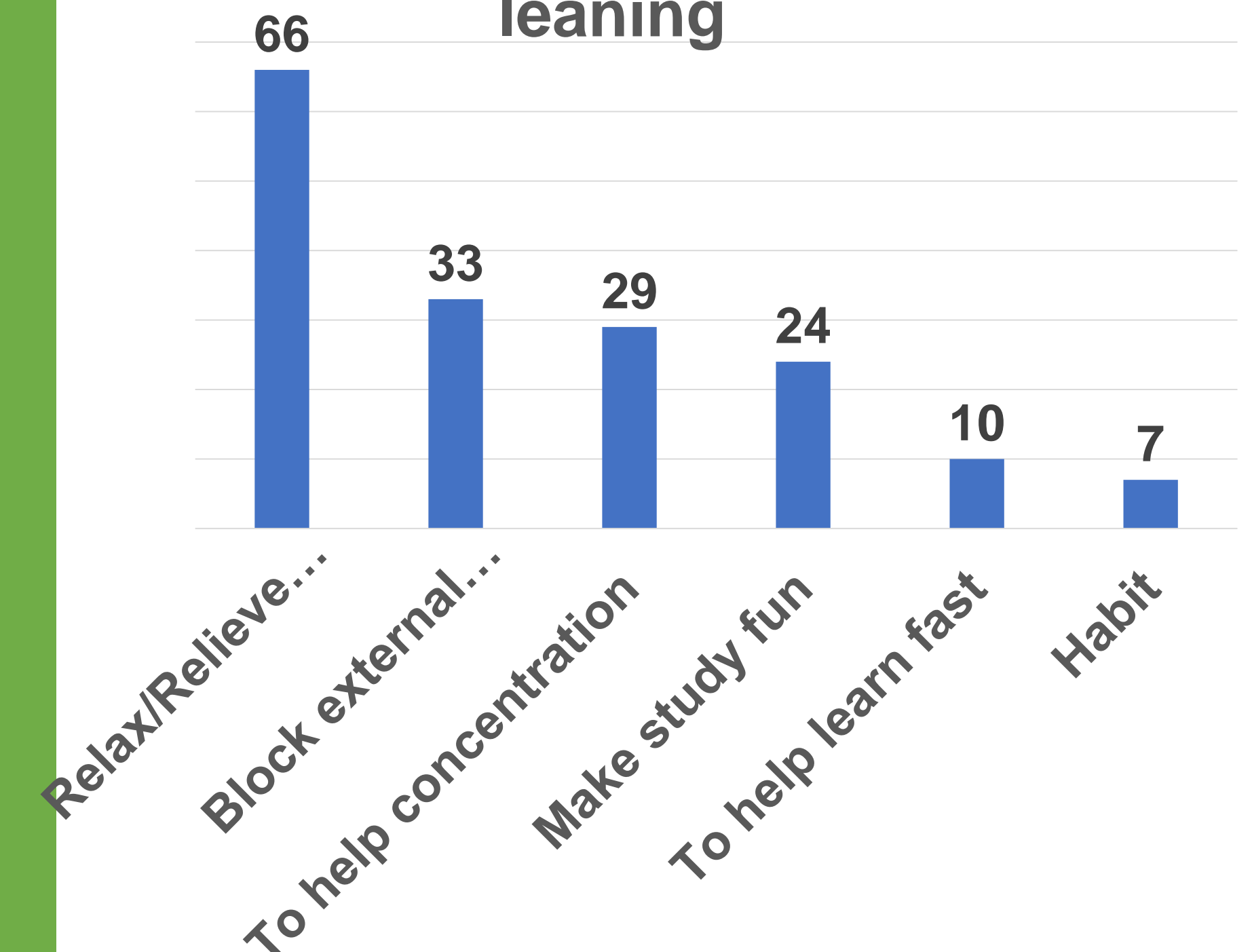 *76-Participants*
  28-Universities
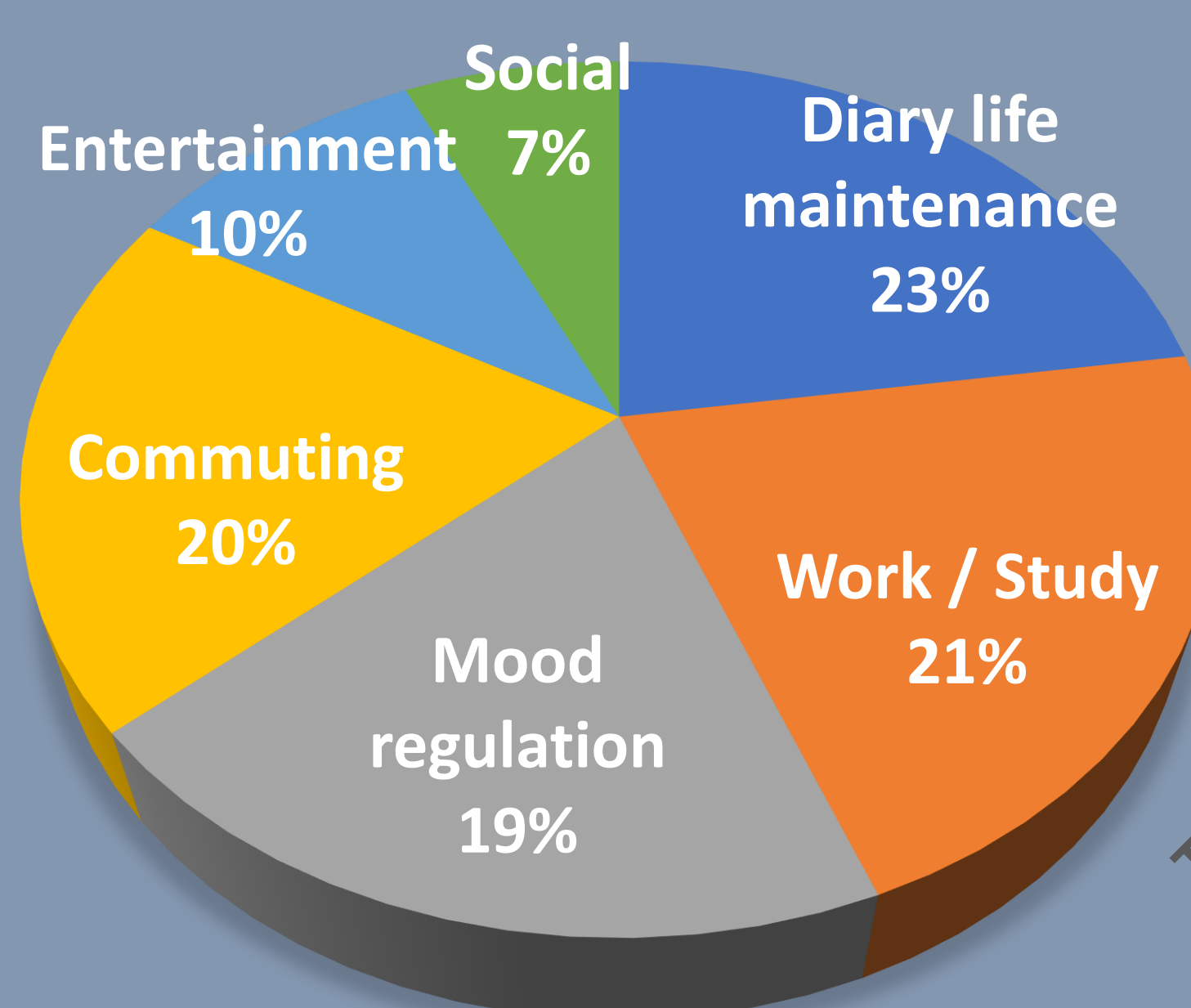 *43-Majors*

- **Code distributions**
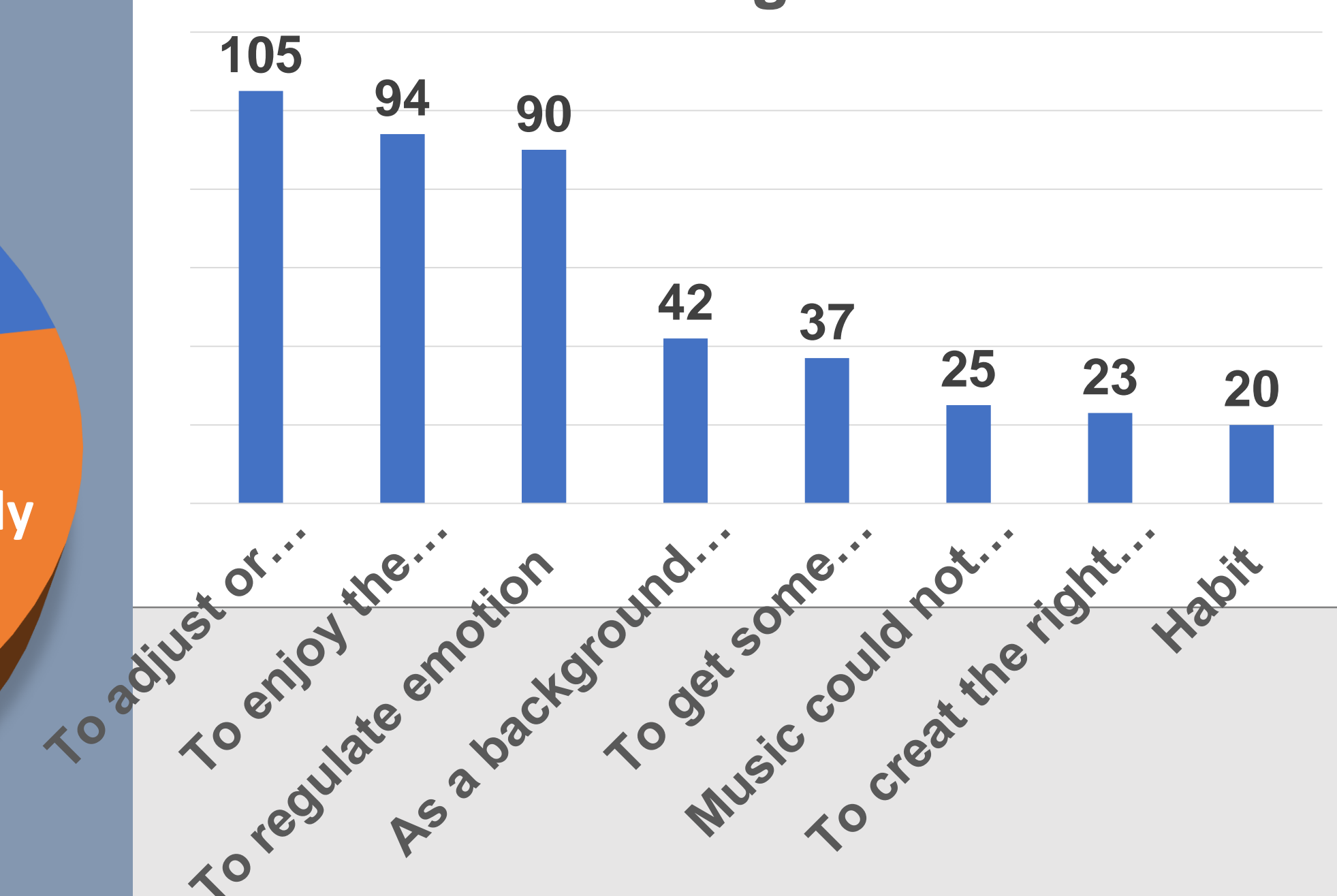
Locations of music-listening

- In transit 20%
- In domitory 50%
- In classroom/study room/laboratory 30%

Reasons of music-listening for leaning

Relax/Relieve…	66
Block external…	33
To help concentration	29
Make study fun	24
To help learn fast	10
Habit	7

Activities with music-listening

- Social 7%
- Entertainment 10%
- Diary life maintenance 23%
- Work / Study 21%
- Mood regulation 19%
- Commuting 20%

Reasons for everyday music listening

To adjust or…	105
To enjoy the…	94
To regulate emotion	90
As a background…	42
To get some…	37
Music could not…	25
To creat the right…	23
Habit	20

6. References

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[2] J. H. Lee and R. Price, "User experience with commercial music services: An empirical exploration," *Journal of the Association for Information Science and Technology,* Vol. 67, No. 4, PP. 800-811, 2016.

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