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Australian Academic & Research Libraries

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Editorial

This latest issue of AARL contains a good mix of contributions as well as some thoughtful book reviews – there certainly doesn't seem to be too much of a decline in publishing in LIS and related areas! It also coincides with the publication – which many of you may already have seen by the time this arrives on your desk – in the US of an important report titled the Value of Academic Libraries (http://www.acrl.ala.org/value/) This comprehensive report, freely downloadable, reviews a wide range of literature and develops a series of recommendations intended to assist academic libraries in promoting their role and demonstrating the value they add to their parent institution. Key outcomes of the report are based upon the evidence of solid research, emphasising the need for focused research within our profession if we are to present strong cases in support of our claims of the value we provide students and staff at our institutions. This call for targeted research hits a chord with your editor – the major purpose of this journal is, after all, to report the outcomes of such research – so please, once again, can I encourage you to think about the areas of research likely to assist in strengthening your own institution and indirectly, the entire profession, by publicisng outcomes (good or bad) through journals and conferences. Go to it!! The author of the aforementioned report, Dr Megan Oakleaf, has agreed to contribute to a future issue of AARL outlining some of the research conducted in developing the report and highlighting its key conclusions – but in the mean time, check it out!

The issue starts off with a detailed overview of an approach to change management known as Appreciative Inquiry. This technique may be familiar to some perhaps but it appears not to be widely known and this exposition of the principles and practices associated with its use certainly provides food for thought. This is the first of two articles which outline its use at CSIRO. Following this, some research into the news seeking behaviour of young adults suggests that while traditional newspapers are certainly facing uncertain futures, young people still regard them highly and library subscriptions should not be completely discarded in favour of purely online news services.

The third article is focused on TAFE college libraries and their need to evolve to meet the demands of those institutions now offering higher degree-level programs. Finding the resources, changing cultures and upskilling are all challenges that have to be faced by this sector if it is to confidently support these new initiatives. Finally, a paper reporting on research into the effectiveness of an online information literacy program tailored for off-campus students. As might be expected, it achieved a mixed level of success but again, without the research being done, we would never be able to confidently report on the value of such initiatives and how they might be improved. It really is crucial for the future of our profession.

Bob Pymm
Editor

A POSITIVE APPROACH TO CHANGE: THE ROLE OF APPRECIATIVE INQUIRY IN LIBRARY AND INFORMATION ORGANISATIONS

Tricia Kelly

Library and information management (LIM) organisations are on an almost continual path of change driven by changes in technology, service models, staffing structures, and financial allocations. The way in which LIM organisations approach change varies, as does the success rate of change management procedures undertaken. One particular approach to change management is Appreciative Inquiry (AI). AI has been gaining in popularity since its inception over two decades ago. This technique seeks to identify what works with individuals, teams, or whole organisations and then build on those elements, a digression from the common approach of looking for a problem that needs to be fixed. This paper explores the AI technique and its potential for application by LIM organisations.

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INTRODUCTION

Pick up a popular magazine these days and you are bound to come across a pop quiz asking "How stressed are you?", in which the quiz invariably links the rate of change to rising stress levels. As the rate and extent of change increases, so too, apparently, can our stress level. This is obviously a very broad and sweeping statement and cannot be applied to everyone or every change situation, but it is true that some library and information management (LIM) professionals see change as stressful and as anything but a positive adventure. Yet change is a constant for LIM professionals whether it is to do with the technology we use, the technology we assist our clients to use, with aspects of the physical library, or with the evolving nature of the professional role itself. But instead

of being viewed as a cause of stress, what if change could inspire, excite, and enthral? Perhaps that might be expecting a bit too much. But it does prompt the question: is there is a way that LIM organisations can take a positive approach to change management, reducing its potential to cause adverse levels of stress?

Change management is not a new issue and there is a considerable amount of literature devoted to the theme. However, at first glance there appears to be more articles written about the changes libraries and librarians are facing rather than how to actually manage those changes. Appreciative Inquiry (AI) is a specific technique for change management and is based on finding the best within an organisation and building on those positive experiences. It has been defined more formally by Cooperrider, Whitney and Stavros (2003, p. xiii): "AI is a form of transformational inquiry that selectively seeks to locate, highlight, and illuminate the 'life-giving' forces of an organization's existence." This paper will discuss AI as a potential positive change management tool for use in library and information organisations.

POSITIVE CHANGE MANAGEMENT

As already noted, change is a necessity for LIM organisations and their clients in order to take full advantage of the ever-evolving digital environment and the opportunities for expanded roles and partnerships offered within this environment (Warnken 2004, 323). Reorganisation, downsizing, rightsizing, restructuring, reengineering, and cost reduction are all terms that have appeared regularly in the management literature since the 1980s. Change management is often seen as synonymous with these terms and, as such, has gained a considerable negative connotation. Today, change management is more encompassing and looks at the organisation's overall health to continue to exist in an environment of continuous change. If we are to follow Bender's (2000, 5) view that "change is the lifeblood of progress, the catalyst for innovation, and the enzyme that breeds new thinking", we need to look at developing the organisation in a positive way. We need to make it robust, but at the same time flexible enough to navigate through changes. Change management is not just about cost, but is also about people and an organisation's culture.

With a basis in positive psychology, positive change management engenders a view that change is an opportunity for transformation, not a crisis (Hillenbrand 2005). Sheldon and King (2001, 216) claim it is an approach that "revisits 'the average person' with an interest in finding out what works, what is right, and what is improving." Positive change management is looking for opportunities for growth instead of focusing on the negative. This requires a shift in thinking for many people. For example, instead of thinking "how will this change affect me?", turn that phrase into a positive one such as "What changes can I make to produce effective results?" (Bull 2002, p. 11).

Lubans (2003, 196) refers to this approach as being in the 'learning zone': "An organization's well-being and growth develops in the learning zone – the organization stagnates in the comfort zone….The more time spent in the learning zone, the greater your capacity for challenge." Learning from positive aspects

of performance may seem at odds with the traditional management techniques of problem-solving (Tombaugh 2005, p. 15) but the emphasis has moved from identifying and then fixing "problems" to an approach that accentuates the positives (Oswick et al 2005, p. 386). One technique for taking this positive change management approach is Appreciative Inquiry (AI). This is a technique that, unlike problem-centred approaches, looks at what is working well within an organisation and seeks to amplify and replicate it (Oswick et al 2005, p. 386). The next section of this paper will explore this technique in more detail.

APPRECIATIVE INQUIRY DEFINED

Ap-pre'ci-ate, v., 1. valuing; the act of recognizing the best in people or the world around us; affirming past and present strengths, successes, and potentials; to perceive those things that give life (health, vitality, excellence) to living systems 2. to increase in value, e.g. the economy has appreciated in value. Synonyms: VALUING, PRIZING, ESTEEMING, and HONORING.

In-quire' (kwir), v., 1. the act of exploration and discovery. 2. To ask questions; to be open to seeing new potentials and possibilities. Synonyms: DISCOVERY, SEARCH, and SYSTEMATIC EXPLORATION, STUDY.

(Cooperrider and Whitney 1999, p. 2)

AI has developed from the field of organisational development and has been getting increasing attention for its successful application in facilitating organisation change (Coghlan, Preskill and Catsambas 2003, 5). AI revolves around qualitative, narrative analysis, focusing on stories and their generative potential (Whitney and Trosten-Bloom 2003, p. 166). Interviews and subsequent data analysis are important elements in the "mean-making" or "sense-making" activity in the Discovery phase of the AI process. Interviews are designed to be informative, enlightening and inspiring and are used as a means to encourage people to remember the best times and what made them the best time, to recognise that they share similar dreams for their organisation and to be inspired to create the best organisation possible (Whitney and Trosten-Bloom 2003, p. 140-141).

AI takes a significantly different approach to organisational issues, challenges, and concerns by focusing first on what is working particularly well in the organisation instead of focusing on problems as in the deficit thinking approach more often taken by organisations during the change management process. Instead of hunting down possible causes and solutions to problems, effort is invested in imagining what it would be like if the "best of what is" occurred more frequently and what resources would be required for this to happen. Based on this, changes are implemented to bring about the desired future. Watkins and Cooperrider (2000) describe the AI approach as "a continuous learning paradigm that seeks the most creative and generative realities." In this way, AI exchanges deficit thinking with affirmative processes for change management assuming the best of people, organisations and relationships (Whitney 1998, p. 315). Avital (2005, p. 126) provides a contrast of the main features of AI with those of deficit thinking (see Table 1.)

Table 1: Distinct features of Appreciative Inquiry (Avital 2005, p. 126)

	Appreciative Inquiry	**Deficit Thinking**
Method Archetype	Generative inquiry	Problem solving
Drive	Boundary spanning	Gap closing
Focus	What is best	What is wrong
Tactical Objective	Enable success	Prevent failure, fix problems
Actors	Whole systems	Varied, usually isolated entities
Guiding Paradigm	Voluntaristic	Mainly deterministic

As Coghlan, Preskill and Catsambas (2003, 6) state:

> The power of Appreciative Inquiry is the way in which participants become engaged and inspired by focusing on their own positive experiences. Usually in a workshop setting, participants remember and relate personal experiences of success, identify the common elements of these experiences, and devise statements and action plans for making those experiences occur more often in the organization.

THE DEVELOPMENT OF APPRECIATIVE INQUIRY

Over the past two decades, AI has evolved from a theory to a practical process for positive change management in organisations. The origins of AI stem from organisational development and arose from the work of David Cooperrider, a doctoral student at Case Western Reserve University in the US in 1980. Cooperrider and his supervisor Suresh Srivastva changed an organisational analysis looking at what was going wrong with an organisation into an inquiry focusing on the positive life-giving factors of the organisation. This was the start of the AI revolution, providing a constructive approach to managing organisational change.

The applications of AI are many and varied. Whitney (1998, p. 318-319) highlights some of the applications of AI such as global organising, organisational culture change, team building, leadership development, and performance management.

AI can be applied in many different environments and organisations. More examples of the application of AI can be discovered at the Appreciative Inquiry Commons (http://appreciativeinquiry.case.edu/). An Australian portal – the Australian Appreciative Inquiry Network (http://www.appreciativeinquiry.net.au) has also been launched providing links to papers, presentations, and tools for sharing amongst AI practitioners or those simply interested in finding about more information about this technique.

PRINCIPLES OF APPRECIATIVE INQUIRY

AI is a framework with "particular principles and assumptions and a structured set of core processes and practices for engaging people in identifying and co-

creating an organization's future" (Coghlan, Preskill and Catsambas 2003, p. 6). There are eight principles – essential beliefs or values – underpinning the practice of Appreciative Inquiry. Whitney and Trosten-Bloom (2003, p. 54-55) provide a very useful summary outlining the eight principles and their definition (see Table 2 below).

Table 2: Principles of Appreciative Inquiry

Principle	Definition
1. The Constructionist Principle	*Words Create Worlds* • Reality, as we know it, is a subjective vs. objective state. • It is socially created, through language and conversations.
2. The Simultaneity Principle	*Inquiry Creates Change* • Inquiry is intervention. • The moment we ask a question, we begin to create a change.
3. The Poetic Principle	*We Can Choose What We Study* • Organizations, like open books, are endless sources of study and learning. • What we choose to study makes a difference. It describes – even creates – the world as we know it.
4. The Anticipatory Principle	*Image Inspires Action* • Human systems move in the direction of their images of the future. • The more positive and hopeful the image of the future, the more positive the present-day action.
5. The Positive Principle	*Positive Questions Lead to Positive Change* • Momentum for large-scale change requires large amounts of positive affect and social bonding. • This momentum is best generated through positive questions that amplify the positive core.
6. The Wholeness Principle	*Wholeness Brings Out the Best* • Wholeness brings out the best in people and organizations. • Bringing all stakeholders together in large group forums stimulates creativity and builds collective capacity.
7. The Enactment Principle	*Acting "As If" is Self-Fulfilling* • To really make a change, we must "be the change we want to see." • Positive change occurs when the process used to create the change is a living model of the ideal future.
8. The Free Choice Principle	*Free Choice Liberates Power* • People perform better and are more committed when they have freedom to choose how and what they contribute. • Free choice stimulates organizational excellence and positive change.

Whitney and Trosten-Bloom (2003, 78) believe these eight principles point to one simple message – "Appreciative Inquiry is about conversations that matter." Change management should involve 'conversations that matter' between all those with an interest in the change being implemented.

THE APPRECIATIVE INQUIRY PROCESS

The AI process commences with context and topic (Mellish 1999) – this is the selection of an affirmative topic or topics. These topics must be stated in the affirmative and should be something that the organisation wants to learn about and enhance (Whitney 1998, p. 317). Affirmative topics can be determined by a small focus group or by all the organisation members and will form the basis for the Appreciative Inquiry four "D" cycle: Discovery, Dream, Design and Destiny (see Figure 1).

Figure 1: The 4-D Model of Appreciative Inquiry (Cooperrider and Whitney 1999)
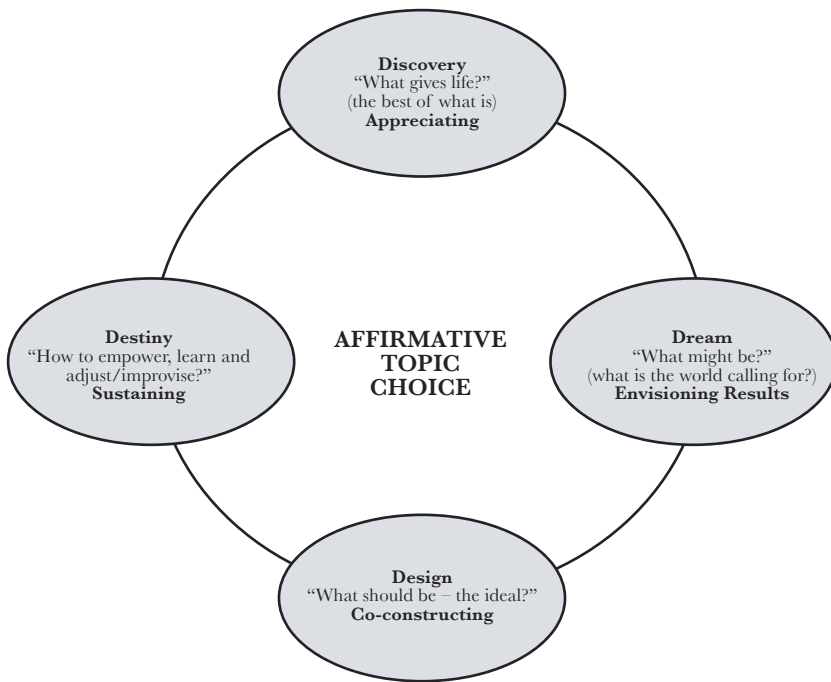
Discovery – Appreciating what gives life. The purpose of the Discovery phase is to recognise and evoke the positive potential of the team or organisation through inquiry (Van Vuuren and Crous 2005, p. 6). Interview questions are formed around the affirmative topic, and an interview guide is created that explores the participants' beginnings with the organisation, what they value most about themselves, their work and the organisation, their appreciative stories related to the affirmative topic and their hopes and dreams for the organisation (Whitney 1998, p. 317). Cooperrider, Whitney and Stavros (2003, p. 23) provide a set of generic questions that can be used as a starting point to "elicit the creative and life-giving events experienced in the workplace":

1. Looking at your entire experience with the organisation, remember a time when you felt most alive, most fulfilled, or most excited about your involvement in the organisation.
   a. What made it exciting?
   a. Who else was involved?
   a. Describe how you felt about it.

2. Talk for a moment about some things you value deeply; specifically, the things you value about yourself, about the nature of your work, and about this organisation.
   a. Without being humble, what do you value most about yourself as a person and as a member of this organisation?
   a. When you are feeling best about your work, what about the task itself do you value?
   a. What do you value about the organisation?
   a. What is the most important thing this organisation has contributed to your life? To the world?

3. What do you experience as the core factors that give life to this organisation? Give some examples of how you experience those factors.

4. What three wishes would you make to heighten the vitality and health of this organisation?

These questions can be modified to suit the chosen affirmative topic – for example, if the affirmative topic is getting the best from library team meetings, the questions would change their focus from the organisation to the team. The interviews are usually conducted in pairs, ideally with all members of the organisation participating. Although pair interviews are recommended by Hammond (1998, p. 35) as the most effective tool for exploration, organisations with geographically distributed staff may have a small team of staff trained in AI who then travel around to do all the interviews with the distributed staff. Mellish (1999) outlines the options with regard to the collation and sharing of the data that emerges from this Discovery phase – "A small group may be requested to develop a new vision relative to the topic of the enquiry or the entire group may (with facilitator support) exact themes and topics that are used to inform the second of the 4-D phases, "Dream" and the development of provocative propositions."

Dream – Envisioning what might be. As mentioned, the Dream phase builds on information gathered in the interviews undertaken within the Discovery phase. Key themes that have emerged are explored further and transformed into statements of strategic and social intent (i.e. positive propositions) that aim to excite, stretch and guide participants towards a preferred future (Mellish 1999). Hammond (1998, p. 42) explains how this happens:

1. Find examples of the best (from the interviews).

2. Determine what circumstances made the best possible (in detail).

3. Take the stories and envisage what might be. Write an affirmative statement

(a provocative proposition) that describes the idealised future as if it were already happening. To write the proposition, apply "what if" to all the common themes. Then write affirmative present-tense statements incorporating the common themes.

Hammond (1998, p. 43) then provides a number of example propositions based on the affirmative topic of extraordinary customer service:

- Our customers have a pleasant experience when they talk to us

- We anticipate their needs and have the information available when they call

- The information we need to answer their question is available to us with a touch of the finger

- We devote time to learning more so we keep our expertise current

- We feel the support of our other organisational members and are confident we all know extraordinary service is how we help people

- Our business provides an important service to our customers

- We are proud to be a part of this organization.

A sample provocative proposition for information and knowledge management is provided by Whitney and Trosten-Bloom (2003, p. 213):

Up to the minute information is one of the vehicles through which we serve our customers and maintain our professional capacities. Everyone has access to the information needed to excel at their job. Our state of the art knowledge management system allows each of us to create a personalized portfolio of information and to share best practices, to host online dialogues, and to keep ahead of the competition.

Participants visualise a desirable future, envisioning themselves and their organisation functioning at their best (Coghlan, Preskill and Catsambas 2003, p. 10). Whitney (1998, p. 317) describes this as

a time for groups of people to engage in thinking big, thinking out of the box, and thinking out of the boundaries of what has been in the past. It is a time for people to describe their wishes and dreams for their work, their working relationships and their organization.

Design – Co-constructing what should be. It is important to focus on developing achievable plans and steps to make the vision from the Dream phase a reality (Akdere 2005, p. 26). The Design phase is focused on articulating what has to be put into place to support the vision. The outcome of this phase may be strategies, processes and systems required to make the vision happen. Mellish (2001, p. 54) reports on the Design phase of an AI case study with an Australian university. In that example, the participants compiled a list of key operational impact issues for the provocative propositions and then developed a project plan covering scheduled tasks, accountabilities, resource implications and a timeline. These details were then mapped into a broader transitional plan enabling the change to occur in a positive, inclusive manner.

Destiny – Sustaining; to empower, learn and adjust/improvise. The fourth stage of the AI model is the Destiny cycle in which all the previous discussions are linked together. Participants discuss what will be and how to liberate, learn, actualise and implement what has been planned (Akdere 2005, p. 26). Key decisions are made, action plans developed and strategic performance indicators identified (Mellish 2001, p. 55). Akdere (2005, p. 26) refers to this as the "sustaining stage" where co-creating a sustainable preferred future is the focal point. As the model illustrated in Figure 1 indicates, this phase is ongoing as participants implement changes, monitor their progress and engage in new discussions and appreciative inquiries (Coghlan, Preskill and Catsambas 2003, p. 11).

It is important to note that there is very little about AI that is linear – it is a broad framework, not a rigid path to follow (Whitney and Trosten-Bloom 2003, p. 219). AI is meant to be flexible to apply to different organisations and situations. The participants can be focus groups, teams, whole organisations. This flexibility adds to the attraction of AI to organisations seeking to make change a positive experience

IS THERE ANYTHING NEGATIVE ABOUT APPRECIATIVE INQUIRY?

AI has been criticised for accentuating the positive too much and implying an unwillingness to examine problems, weakness and things that are going wrong (Patton 2003, p. 91). In their study on AI and action research, Egan and Lancaster (2005, p. 42) interviewed AI practitioners who identified three challenges associated with the AI approach:

- "Difficult interpersonal situations may be overlooked and remain unidentified as challenges to the success of the group or organization

- Feelings of anger or frustration may not be voiced and may become barriers for some employees

- Dissatisfied organization members may retreat and withdraw from the process because they are unable to feel included by the AI approach."

Coghlan, Preskill and Catsambas (2003, p. 6) defend AI stating that it does indeed address issues and problems, but taking a somewhat different perspective by looking at problems in the light of strengths and successes. This view is supported by Whitney and Trosten-Bloom (2003, p. 18) who argue that AI does not dismiss accounts of conflict, problems or stress, it simply does not use them as the basis of analysis or action. When they do arise, accounts of conflict, problems or stress are validated as lived experience, and then reframed as a positive inquiry. They provide examples of this as follows:

- "The problem of high employee turnover becomes an inquiry into magnetic work environments or a question of retention

- The problem of low management credibility becomes an inquiry into moments of management credibility or inspired leadership

- The problem of sexual harassment at work becomes a question of positive cross-gender working relationships."

This reframing brings about a shift in the thinking of AI participants. Instead of thinking "the library is always undervalued," change the thinking to an inquiry into the best ways to demonstrate the value library services to stakeholders and use this as an opportunity to improve services. AI is not about ignoring or overlooking problems, but focuses on looking for new ways of seeing the difficulties and identifying what is required in the future (Royal and Hammond 2001, p. 177). Banaga (2001, p. 263) comments: "Appreciative Inquiry does not turn a blind eye on 'negative' situations or 'deficit-oriented' realities in organizations; it does not substitute a 'rosy' and 'romantic' picture for an 'objective' and 'realistic' one. It accepts these realities for what they are – areas in need of conversion and transformation…"

Appreciative Inquiry is not a crisis management tool (Elliott 1999, p. 53). Although it can help to provide a new view of the issues behind a crisis, AI takes time to conduct properly, which is time a crisis situation often can't afford. The better approach would be to harness AI before a situation becomes a crisis. As Barrett (1995, p. 37) noted, appreciation is about looking beyond obstacles, problems, and limitations, to harness the potential and strengths available. Focusing on the positive and grounded in personal experience, AI is an alternative approach to change management that holds considerable promise for LIM organisations (Sulllivan 2004).

APPRECIATIVE INQUIRY AS A POSITIVE CHANGE MANAGEMENT TECHNIQUE FOR LIM ORGANISATIONS

According to Sorensen, Yaeger and Nicoll (2000) AI, in both popularity and application, has spread dramatically. There is strong evidence that a strengths-based organisational culture and appropriate change management practices such as appreciative inquiry can help organisations to meet their business goals (Tombaugh 2005, p. 17). Given the need to demonstrate value to stakeholders, this is as applicable to LIM organisations as it is to consumer product companies.

Mellish (1999) believes that the 4-D model of AI is "infinitely transferable to any context" and offers the following examples where AI could be applied:

- Individuals reflecting on their career directions.

- A group needing to frame up and agree their team approach.

- Different groups needing to establish co-operative arrangements.

- An organisation considering strategic shifts.

- An organisation need to align service strategy to client demand.

- An organisation attempting to manage a merger.

- Community consultations.

Each one of these examples could be applicable in LIM organisations. A list of situations where AI has the most potential to contribute to evaluation practice is provided by Coghlan, Preskill and Catsambas (2003, p. 19). The entire list is not

replicated below but the following selection from the list is included here in order to demonstrate the relevance to LIM organisations:

- Within hostile or volatile environments.

- When change needs to be accelerated.

- When relationships among individuals and groups have deteriorated and there is a sense of hopelessness.

- When there is a desire to build a community of practice.

Maureen Sullivan (2004, p. 227) put out a call for LIM organisations to explore AI and more specifically, to "begin a planned change or problem-solving effort with reflective exploration of the 'best of what is'…focus on strengths, values, sources of pride and best experiences". At the time of writing this article, a search of the literature yielded only a small number of articles detailing experiences by LIM organisations in utilising this technique (Pan and Howard 2010; Robb and Zipperer 2009; Morrison and Nussbaumer 2007; Washington State University Libraries 2006). It would appear that LIM organisations have been slow to adopt AI as a change management technique despite its popularity in other areas. Perhaps this outcome is not surprising. As Sullivan (2004, p. 223) has noted, given the long history of taking a problem-solving approach, most libraries would find applying AI effectively would require a considerable shift in the organisation's values and beliefs in introducing change. Despite this, Sullivan (2004) considers that that AI could have major benefits and calls for LIM organisations to consider applying AI. The potential for LIM organisations to harness the positive power of AI is an area that warranted further exploration.

RESEARCH PROJECT UTILISING APPRECIATIVE INQUIRY

Investigating the potential for the application of AI within a LIM organisation became the focus of a research study undertaken as part of a Doctor of Information Management program the author is currently undertaking at Charles Sturt University. This research project engaged participants from the library and records teams from the Commonwealth Scientific and Industrial Research Organisation Information Management and Technology (CSIRO IM&T) business unit distributed across Australia. There were two key stages of this research project:

Stage 1: Application of the Appreciative Inquiry Discovery phase only:

The first stage of the research project consisted of a Pilot study and the application of the Discovery phase only of the AI technique in response to Sullivan's (2004, 227) suggestion to "Begin a planned change or problem-solving effort with reflective exploration of the 'best of what is'". This was essentially referring to the application of the Discovery phase of AI. Stage 1 of the research project involved the following steps:

- Examine Appreciative Inquiry surveys and develop a questionnaire for the Discovery phase to find out "what gives life" in exceptional change-ready teams. This was explicitly linked to the formation of CSIRO

IM&T resulting in the merger of the library, records and IT teams in 2006.

- Apply questions in pilot study.

- Modify Discovery questionnaire as required.

- Apply modified Discovery questionnaire at workshops conducted in February 2007 with CSIRO Library Network and Records staff members.

- Transcribe questionnaire responses.

- Analyse questionnaire responses for the emergence of common themes.

- Report the findings.

Stage 2: Application of the full Appreciative Inquiry cycle – Discovery, Dream, Design, Destiny:

Following the success of the first stage, the second stage of this research project expanded the application of AI to fully utilise the four phases of the AI technique. Stage 2 of the research project was undertaken in 2009 and involved the following steps:

- Identify potential affirmative topic from analysis of Stage 1 outcomes and from a review of topical issues facing the CSIRO Library Services team after further restructures late in 2008.

- Incorporate lessons learnt from Stage 1 into the application of the full AI cycle in the development of a Professional Development strategy to assist in creating a change-ready team for CSIRO Library Services.

- Develop a questionnaire for the Discovery interview.

- Apply questions in one-on-one Discovery interviews with sample group conducted via MeetingPlace (an online collaborative software tool).

- Transcribe Discovery interview responses.

- Analyse Discovery transcriptions for the emergence of common themes.

- Report the findings from the Discovery interviews.

- Undertake the Dream and Design phases of the AI cycle.

- Complete the AI cycle with the application of the Destiny phase, using a survey to gather feedback and evaluate the process.

The findings from this completed research project will form the content of a follow up paper to this article with a desired outcome of exposing other LIM organisations to Appreciative Inquiry and to encourage further application of this positive change management technique

CONCLUSION

Library and information management organisations are complex entities encompassing people, systems, places, services and information resources, with

changes impacting on virtually every aspect of the organisation. Libraries are under considerable pressure to continuously adapt services and demonstrate value to their stakeholders. The way in which LIM organisations approach change varies as does the success rate of change management procedures initiated. One particular approach to change management is Appreciative Inquiry which has been gaining in popularity with organisation development practitioners since its inception over two decades ago. By seeking to identify what works with individuals, teams or whole organisations and then build on those elements, AI represents a digression from the common change management approach of looking for a problem that needs to be fixed. According to the 'creator' of AI, the value of this positive change management technique to any organisation planning or undertaking change is evident: "Organizations are centers of human relatedness, first and foremost, and relationships thrive where there is an appreciative eye – when people see the best in one another, when they can share their dreams and ultimate concerns in affirming ways, and when they are connected in full voice to create not just new worlds but better worlds" (Cooperrider 1996, p. 1).

Encouraged by the successful application of Appreciative Inquiry (AI) within a large variety of organisations, the potential utilisation of AI by LIM organisations is clear. Despite this, the uptake of AI by LIM organisations both in Australia and internationally appears to be quite limited. The aim of this paper has been to provide an overview of AI as a potential means for LIM organisations to take a positive approach to change management and to lay the ground for a further report of its effectiveness in a particular case study.

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INVESTIGATING THE NEWS SEEKING BEHAVIOR OF YOUNG ADULTS

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This study investigated the news-seeking and browsing behaviours of young adults, partly in the context of everyday life information seeking (ELIS), in order to explore their perceptions of and attitudes towards print and online news media. The study is significant because traditional print newspapers face a steady decline in their readership with the growth of free online content. Therefore, it is important to understand the online news-seeking behaviours of young adults to try and predict changes and trends in this field. A qualitative (interpretivist) approach was adopted and twenty university students were interviewed. Findings indicate that, contrary to expectations, print newspapers were still favoured by young people in this sample and the most successful online news disseminators were the ones who have attached themselves to a popular website. Finally, the impact of newspaper reading and publishing trends on library reading rooms is also discussed.

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The newspaper industry has been evolving since the arrival of the Internet and the subsequent development of new online media formats. Traditional newspapers responded to this change by placing part of their content online even as they struggled with the evolving systems and debated cost recovery issues. New contestants soon entered the online news market and began offering free services through innovative means. The differences between paper-based, television, and radio news providers began to diminish in online environments as they all started offering multimedia content over the web. News aggregators soon mushroomed, resulting in news reports being gathered from

various sources and filtered down to the users according to their interests, thus transferring control over to the news readers. Immediate success was achieved by these aggregators as they attached themselves to popular existing sites. Young Internet users in the meantime gained more control over the web by generating their own information streams through social networking environments. In such a way, youth may have a special influence on the continuing evolution of news delivery. Moreover, the teens that recently turned into young adults have had limited contact with print-based subscriptions and their loyalties to a particular news publisher are uncertain.

Other worrying trends for traditional newspaper publishers are a steady decline in the reading of print publications, an ageing subscriber base, and stiff competition in the relatively youthful online environments where dynamic and free news sites are plentiful. The online user is no longer bound to a single news outlet and can move to a different site with just a click of the mouse button. Young people are being drawn to the online interactive social environments and their news seeking, web interactions, and reading behaviours are evolving with new technologies and presentation formats. It is therefore important to study these interactions in order to understand the online news-seeking behaviours of young adults and to try to predict changes and trends in this field. Given that newspapers, and other mass media, have been seen as a significant source in everyday life information seeking (ELIS) over a long period of time (Wilson 1977, Williamson 1998; Savolainen, 2008), libraries will also need to respond to these changing reading behaviours and possibly rethink their traditional newspaper reading area designs to attract younger audiences. A digital delivery model for online news readers would be one option to pursue as more readers choose to access the library remotely and libraries rethink their acquisition policies for news content. Moreover, if the newspaper publishers continue to reduce their print circulations then e-news readers, similar to Amazon's Kindle or Apple's newly launched iPad, may need to be placed in the reading areas. The British Library for example has already started providing page level PDF copies of current newspapers in its reading rooms via regular computer terminals (Fleming and King, 2009). The impact of such initiatives on library users is not known and research efforts, such as this one, form some of the initial steps in exploring this issue.

The purpose of this study was to investigate the news-seeking and browsing behaviours of young adults, defined for the study as university students aged between 18 and 25. Explored were some general perceptions of and attitudes towards print and online news media and their complementary components such as content quality, formats, technology, and consumer aspects. Important to this research was whether this sample would confirm the trends outlined above. The following key research question was posed:

How do young adults, between the ages of 18-25, use news sources and what are their perceptions of them?

Three specific questions followed:

1.   What news is of primary interest to young adults and what news is not?

2. To what extent do young adults undertake news gathering through (a) online media (b) printed newspapers, and (c) TV and radio, and what are their perceptions of, and attitudes towards, these sources?

3. What roles do social networking tools play in news seeking and generation?

LITERATURE REVIEW

A decreasing number of people in the USA are accessing news services via traditional media. In the US, newspaper circulation and readership decline is accelerating with a 7.1% drop from the previous year for the period of Oct-March of 2007-08 (Metz, 2009) and the audience for evening television news declined from approximately 53 million viewers in 1980 to 28 million viewers in 2004 (Journalism.org; figures cited in Ahlers (2006, p. 31). Nevertheless, Ahlers (2006) argued that most people access online news "as a complement rather than a supplement" to offline media (p. 29). He noted, however, that "only 18 percent of eighteen to twenty-nine year-old adults watch the nightly network news, and only 23 percent of them have read a newspaper within the past day" (p. 48). This led him to conclude that print media is losing younger readers because they are not being catered for, as confirmed by the trend of publishers to direct youth-related investment into online services (Graybeal 2008, Kohl 2008).

In Australia there appears to be a different pattern of media usage. Here, the most popular source of news was found, in a nation-wide survey, to be commercial televison, with 65% of respondents accessing it daily, and a further 16% accessing it several times a week (Nguyen and Western 2007). The corresponding figures for other media were: radio (63%, 21%); public television (41%, 28%); newspapers (40%, 26%); Internet (11%, 16%), and news magazines (5%, 8%). Ahlers (2006) and Nguyen and Western (2007) noted that the trend to use online services was more marked amongst youth or those under 40 years of age. Neither study indicated how much of the browsing involved translates into serious online reading.

A question that arises is how the decline in newspaper reading will affect the degree to which citizens, especially the young, are informed for their everyday lives. Just as early use and gratification studies of information and the mass media typically show that users of print media are better informed than users of electronic media (Wade and Schramm, 1969; Warner, Murray and Palmour 1973), so Snowball (2008) concluded that the online activity of teenagers, although considerable, is not equated with reading and, by implication, with informed citizens in the making. She found that reading habits and library use varied considerably amongst teenagers. Print newspaper reading programs, such as the one at Penn State University libraries, have been created to develop educated and informed citizens (Catherine, 2007). Most other ongoing efforts in the libraries however focus on digitising old newspapers for historical preservation and research purposes only, with little attention being given to digital delivery of current newspapers to library subscribers. Newspaperdirect.com's agreement with EBSCO ("Current Awareness", 2007) is one effort being made to provide digital access to newspapers for libraries in parts of Asia. Newspaperdirect has

also made its entire library of more than 1400 newspapers available on Amazon's Kindle reader (Sabroski, 2010). Such digital models will need to be adopted by libraries as publishers move to replace the free online news content to subscriber-only services, and continue to reduce print publications.

Issues affecting choice of media

A key issue here is credibility and trust between (1) different media channels and (2) different sources within the same channel. For example, in a survey of over 800 US university students, Kiousis (2001) found that newspapers were rated as more credible than television or online news, while Raeymaeckers' (2004) survey of 1,200 Belgian students found that 48% of her respondents agreed that newspapers offered more complete information than television. Day (2008) found that newspaper readers exhibited strong brand loyalty with those buying the print version visiting the same organisation's web site. Surveying young US people, aged 15-30, Huang (2009) found they had more trust in information provided through the web sites of established news sources than in other sites.

Armstrong and Collins (2009), in a survey of over 1,900 University of Florida students, found that, although they were less likely to read a newspaper, they were more likely to find it credible than the older generation; that exposure to a newspaper was of itself a strong predictor of credibility, and that "students whose parents encouraged them to read a newspaper found [them] more credible than did their peers" (p. 97). They also found, as did Raeymaeckers (2004) in her study of Belgian youth, that the perception that a newspaper's content is relevant to the lives of its readers was important to its credibility. Raeymaeckers found that young people wanted a mix of entertainment and hard news, with local news of immediate relevance being more valued than economics or politics, although educational level had a strong impact. Surveying young people between the ages of 15 and 30, Huang (2009) found them to be most interested in reading sports (46%), world news (43%), local news (43%), and entertainment news (34%).

Related to relevance is the notion that newspapers require more background knowledge to be understood, compared to other media (Raeymaeckers (2004). Finding that his participants were interested in being informed citizens, Huang (2009) suggested that, as young people mature, their choice could change in favour of print media.

The perceived depth of reporting has also been found to have an impact on the choice of media - whether the purpose is for entertainment, relaxation, or to acquire specific information. For example, Huang (2009) found that students read long stories less than once a week, and then only if they are very interested in the subject matter. Raeymaeckers (2004) found that many young people read to reduce boredom, as a habit, or for relaxation. Length of articles was important, with shorter articles preferred and scanning a strategy. Surveying 250 Spanish online newspaper readers, Flavian and Gurrea (2006a) identified four reasons for consulting news online: to search for specific information such as sports results, to search for news updates, for leisure or entertainment, and out of habit. They found a concentration on specific subjects, fairly rapidly accessed, particularly in

the initial moments. In contrast, newspapers were typically read more thoroughly, but in a more relaxed manner, mostly on weekends (Flavian and Gurrea 2006b).

A number of researchers have found that parental influence had a significant impact on young people's attitudes to print newspaper reading and were important in forming information seeking behaviour (Raeymaeckers 2004, Armstrong and Collins 2009, Huang 2009). Immediacy, accessibility, and free cost are also cited as relevant factors in the decision to access electronic news (Flavian and Gurrea 2006a, Spyridou and Veglis 2008).

Customisation and control over the media experience

Spyridou and Veglis (2008) found that Greek students preferred the Internet because they liked the control it gave them over the media experience. Schwartz (2005) found that web 2.0 tools, such as blogs, podcasts, and streaming media, were effective in attracting young readers. Huang (2009) found that young people wanted news on demand and to customise what information they received and how, when and where they received it. This is in keeping with findings as to how young people use new media in general. For example, Zaphiris and Sarwar (2006) found that the use of US-based newsgroups by teenagers was characterised by decentralised, peer-to-peer communication, while seniors accepted dissemination of information by a small number of more knowledgeable contributors. Ito et al. (2008) found that young people in the USA gained media literacy by playing with the media and that "online spaces enable youth to connect with peers in new ways" (p. 1). Both findings suggest that the communication function was at least as important as the information function.

METHOD

This project was intended to explore issues concerning the news gathering of young people using a qualitative (interpretivist) approach to obtain in-depth data rather than a survey, which would result in a broad but shallower picture. The sample was small (20 participants, aged between 18 and 25), all of whom were Charles Sturt University (CSU) students, whose involvement was obtained through a combination of purposive sampling (with the criteria being 'age' and 'interest in news') and convenience sampling. For the "interest in news" criterion, participants who actively read, listened to, or viewed news reports in any media or format were solicited. One of the researchers visited undergraduate classrooms, presented the study overview, and invited students to participate. Volunteers meeting the study's criteria were then invited for an interview. Those who took part were given an information sheet, providing details of the project, and signed a consent form as required by the CSU University Human Research Ethics Committee. They also received a $30 gift voucher.

The data collection involved two research instruments: a semi-structured interview schedule and a demographic questionnaire. Both instruments were developed by the team and piloted with three appropriate young people. Minor adjustments were made to the demographic questionnaire, but the interview schedule was found to work satisfactorily. The interviewing for the project took place between

16 and 31 August, 2009, in the School of Information Studies' digital library laboratory, located inside the campus library. Interviews were recorded with the permission of the interviewees.

The audio recordings were transcribed by trained transcription typists and then NVIVO, a package for the analysis of qualitative data, was used to elicit major themes and categories.

FINDINGS

Findings of the study begin with the news areas of interest to young adults and then proceed to a discussion of the news sources they used, including the role they perceived for social networking tools in their news gathering.

News areas of interest to young adults

Local news was of definite interest to the highest number of participants in the study (15) and of some interest to one other. As Raeymaeckers (2004) found, the reason was the perceived relevance of this kind of news: "I like listening to national news but I will focus more on local news. … It is just more relevant to myself" (#3) [The symbol # in this analysis will indicate that an interviewee number follows]. Other types of news of interest to a majority of participants were world (11 definite, 5 a little); national (11 definite; 3 a little), and health (11 definite, 2 a little). The areas that elicited at least some interest from half the sample were: celebrities (8 definite; 2 a little); environment/climate change (8 definite, 2 a little); entertainment (7 definite of whom 2 specified 'the arts only' and 4 a little); and sport (5 definite and 5 a little). Other topics where more than one-quarter of the sample had some interest were science/technology (5 definite, 2 a little) and employment (4 definite, 3 a little). These findings are in keeping with those of Raeymaekers (2004) who found that young people wanted a mix of entertainment and hard news, with local news being important. Given the lesser interest in sport, they are slightly out of step with the findings of Huang (2009).

There was a general feeling that the students in the current sample wanted to be 'informed citizens' as Huang (2009) found, but there was also an agreement with Raeymaeckers' (2004) findings in that there was a lack of interest in government/politics or social issues (4 definite, 3 a little) apart from environment/climate change. As Raeymaeckers (2004) and Flavian and Gurrea (2006a) found, for many, news gathering was regarded as a recreational activity.

In the case of some topics, students' level of interest was related to their past involvement or experiences. An example is sports news: "If there's anything on horses and stuff like that, I'll read it" (# 6). Connected to this was the influence of perceived relevance of news stories to personal situations such as studies or employment. Participants were interested in topics where there was a potential impact on their own lives: "Things about the recession, where that's impacting most because that obviously goes to employment and things like that" (#19). Another influence on topics of interest was participants' expertise in the subject area. For example, science and technology news was of interest to participants with knowledge in these domains, but of little interest to others.

Sources of news

Most participants used a variety of sources to access various kinds of news. Some participants identified one or two predominant sources, but these also varied. Whereas for a few participants the Internet was a primary source of news, in some cases even personal news, others relied much more on print newspapers, television, radio, and word of mouth for news. All sources had their advocates. Some participants valued a mix of sources to obtain a more rounded picture. The news source was not always so important for participants: "It is not important for me to get the news specifically from anywhere, but it is important to get the news in general" (#3).

Online news sources

Online news sources played very much a minor role in news seeking and gathering for most of the study sample. Nevertheless, 17 participants used the Internet for news, at least occasionally, although only two rated it as their primary source (another rating it as equal first, with print newspapers). Most could be called passive users in that they did not actively seek news stories online: "No, I don't go looking for it and if it just comes up then I'll read it" (#13). In fact, for some, online news reading was an almost unconscious activity that they undertook as part of their Internet browsing routines: "I've got Hotmail and every time I sign into Hotmail I have to go past a page [MSN] and sometimes if there's an interesting story I'll press the link"(#9). Internet news was seen as convenient by some participants in terms of this accessibility while performing other online tasks: "Internet is convenient because you go to check your email and then you check the news at the same time" (#12).

Because Hotmail was the most frequently used email package by study participants, Channel 9's MSN was their primary source of online news. Other aggregation services such as Yahoo and Google news were used by eight participants but did not seem to figure prominently in the online news reading of the sample: "Yahoo news I've been on before, but I didn't like it as much as MSN and stuff"(#14). Only one participant reported to have customised MSN; the rest were dependent on whatever news was provided.

Most participants did not read (or watch) online newspapers on a regular basis, although a minority of five people stated that they sometimes visited various local and national newspaper sites. More commonly, they visited TV news sites, such as the ABC. When given a straight choice, most participants favoured the printed version: "I prefer having something tactile … It's a lot nicer than scrolling down and having to navigate around trying to find articles" (#18). Online layouts were mentioned as one factor inhibiting usage: "I found it difficult to access" (#9). Five users mentioned that they visited a newspaper site only for research or some specific reason, confirming the findings of Flavian and Gurrea (2006a), or when they were redirected by a search engine: "From Google I've been redirected to online newspaper … but I've never gone to a web site of a newspaper [directly]" (#12).

Related to the infrequent use of online sources was a perception of their lack of credibility. This, and associated trust, has been seen as important (e.g.,

Raeymaeckers 2004; Armstrong and Collins 2009). Most study participants trusted print particularly but, to some extent, saw TV and radio as more credible and trustworthy sources than online news. Reasons varied from quality concerns: "It's not something that you can always trust because anyone just goes and writes it. It's not monitored or peer reviewed" (#19); to the dynamic web environment: "Maybe because it's easier to change" (#15); and lack of detail: "They are not as informative, but they get the point across succinctly, which at the time is good" (#5).

Nevertheless some participants made a distinction between online sources of news, in general, and the web sites of reputable newspapers. With Google often a starting point for information searching, there was an indication from these participants that trust would be placed in online news stories from known reputable sources: "If there's an article that comes up in a search, I'll always click on a newspaper article online before some random web site" (#18). This finding confirms that of Huang (2009). Wikipedia, often listed in a Google search, was mentioned as a source by four participants, although its credibility was questioned.

Most participants read news articles online more than they watched news clips, citing reasons such as familiarity with text, the time and bandwidth required to download video, and the fact that text can be more easily scanned: "I can skim through it quickly and pick out the most important parts I want to read, whereas with a video I have to watch the entirety" (#11). Video was looked at for certain kinds of news, such as sport.

Advertising on the Internet was not viewed favourably by many, especially the popup types as they were perceived to be virus prone. However participants reportedly visited online newspaper sites just to access the classifieds. Ease of searching online advertisements was cited as one reason. Indeed, a few participants saw an overall advantage in the Internet's searchability through key word indexes.

News received via mobile computing (eg. SMS and iPhones) was mostly limited to that of a personal nature. Those who did access news on mobile phones used it for national news summaries or sports. Two users reported frequent use of news and weather reports as these services were being provided free of cost by the mobile service provider. Cost was mentioned as a significant factor with regard to mobile technology. Almost all participants were unfamiliar with the RSS technology.

In the mix of news areas of interest to the sample are some topics considered as part of everyday life information, indicating that news sources are still perceived as helpful for everyday living.

Print newspapers

Print newspapers were read by 17 participants and were considered important by most of them, although only four ranked them as their primary source. There was a variety of use, ranging from those for whom reading print newspapers was a part of their lifestyle ("I love reading when I come to the library, the newspapers every day") (#12) to those who read the paper if it was available.

Several participants read all, or most, of the newspaper while others were more selective, concentrating, eg. on sport or the classifieds.

Confirming the findings of Raeymaeckers (2004), Armstrong and Collins (2009), and Huang (2009), newspaper reading appeared to be influenced by parents many of whom purchased one or more newspapers. A corollary was that, where students were living at a particular time sometimes had an effect on their newspaper reading habits: "When I am at home, it [the print newspaper] is probably at the highest source; it is probably the first source" (#3)

There was a perception amongst some participants that printed newspapers are "real" or "actual": "If I am going to read a newspaper, I'd prefer to have the real newspaper in front of me" (#7). Some participants liked the in-depth coverage of print newspapers and found them more credible than other sources. However, the most commonly cited advantages of printed news were its physical convenience and comfort: "I'd probably still like the paper because you can take it anywhere, where you go" (#16).

There was a view from some that their allegiance to printed newspapers would continue: "I'll probably still like the paper [when employed full time later on]" (#16), and most thought they would be still reading print newspapers in five years time.

Although they were mostly referring to newspapers, there was a very strong preference for printed sources, overall. Often this was bound up with the notion that it was easier to trust printed sources: "I think where it's printed and it's all set out, it seems a bit more reliable" (#10) Nevertheless, with some participants, the trust in, and reverence for, print newspapers extended to a regard also for quality newspapers online or sites that presented news from those sources: "If I knew that they took the news from The Age or something like that, a decent newspaper, I would be inclined to read it" (#12). This finding is in keeping with those of Day (2008) and Huang (2009).

Television

Fifteen participants watched TV news at least occasionally and nine ranked TV as their top source. Nevertheless, viewing habits ranged from at least twice a day to very occasional viewing. There was also a range of TV news sources used. Participants who were dedicated followers of SBS and ABC news were usually interested in international and national news. Others were keen on local news: "I like listening to national news but I will focus more on local news. … It is just more relevant to myself" (#3). This is in keeping with the findings of Raeymaeckers (2004): that local news of immediate relevance was more valued by the young people in her sample than economics or politics.

One of the reasons participants gave for ranking TV as their top news source was the opportunity it gave for sharing new with others: "Like, with the television you can sit down and have dinner with your family and keep it on in the background and you can listen to it together, whereas on the Internet it's more of an individual thing" (#11). However, convenience was the most frequently mentioned reason for a preference for TV news: "I'll have the TV on so I listen to the news. … It's

all about convenience" (#7). Eating breakfast to Channel 7's Sunrise program was mentioned by several participants, as was the notion of relaxing and watching the news at the same time.

As with printed newspapers, habits were often affected by accessibility or lack thereof: "I live on uni campus, so if I want to watch TV, I have to sit in the common room with everyone else and they always want to watch all the crap channels" (#17). As with print newspapers, being at home with parents influenced TV news viewing: "I haven't watched it [Prime] since I was at my parents' place last" (#20).

The convenience of TV, radio and newspapers – the sources most often mentioned by participants – was also given as a reason for not using other sources: "There's already convenient sources like the radio and TV and I don't really need to get the same information from that many sources" (#13). Nevertheless, news on TV or radio could lead to further research using Internet sources, as mentioned by several participants. Mostly this was to obtain further information but, in one case, it was associated with lack of trust in TV: "I will see something on TV and I will Google it so I can find out more information because I don't really trust what the TV says" (#3).

Radio

Radio was also popular as a source of news (used by 14 participants, with three participants seeing it as their principal source). There were strong similarities in attitudes of participants towards these two media sources for news gathering. Participants often listened to radio news while in their cars, making this a highly convenient source: "because it's just convenient; if you're driving along it keeps you awake" (#2). One participant heard the news on the bus while he was travelling to and from the university, seeing it as "a hassle-free way of getting the news" (#20).

Views about the quality and degree of importance of radio news differed amongst the sample. Interviewee 8 thought that radio was good for breaking news and Interviewee 20 suggested: "I hear more in the five minutes than I generally read in 15 minutes [in newspapers]". On the negative side, there was an admission that radio only offers summary news: "You might hear something that you're more interested in, then you go to the newspaper or the television to find out more about it" (#19).

THE ROLE SOCIAL NETWORKING IN NEWS GATHERING

Participants were asked about the role of various social networking tools in their news-gathering activities. Included here are tools that enable the sharing of views and opinions, the following being those mentioned in the interviews: Facebook, blogs, MSN Messenger, Twitter, My Space, You-Tube, and Flickr.

The only social networking tool that was used to any extent by interviewees was Facebook (9 participants), which was seen as providing the online equivalent of word of mouth: "At the moment everyone's on Facebook" (#2). Very often

participants emphasised that they did not use it for news but for communication: "I have lots of friends so I go on and talk to them" (#12).

Nevertheless, participants sometimes revealed that news flowed through Facebook during personal communication: "It happens [the posting of news items] about once every fortnight" (#18), leading to her often clicking on the links provided. Another said that: "Yeah, sometimes people post it [news]. Like at home, there was a shooting and someone posted a link to that, or there was a link to like Michael Jackson's death or entertainment stuff." (#17). This interviewee contributed to the discussion of the latter, although mostly participants did not contribute to news discussions on Facebook or blogs. A fair number said that they like to be informed and to have discussions about news but prefer this to be face-to-face: "I think it's more important to contribute to discussions in real life than on the Internet" (#7).

Blogs were not popular with most people in this sample. "Well mostly it's just one person going on and on about something that they care about, and it's reading someone's diary sometimes and I find it boring" (#7). One participant read blogs when looking for specific information, without contributing to them. "I don't go out looking for blogs. I just find them" (#9). There was hardly any use of My Space or Twitter – and very little comment about them, with a couple of exceptions, one of which: "We'll eventually get it but at the moment everyone's on Facebook … so I don't really need to go" (#2).

There was also very little use of MSN Messenger for news. Where it was mentioned by participants, similar comments were made about its use to those made about Facebook: that it was "just to talk to catch up with people", rather than to discuss news, although "if I were to discuss news it would pop up" (#11). Again, while most participants used You-Tube and/or Flickr, they stressed they were not for news gathering, except in the personal sense.

CONCLUSION

This study was designed to explore the news seeking and browsing behaviours of young adults, aged between 18 and 25, in an academic environment. The interview data revealed that the young people in the sample were interested in a mix of entertainment, and that hard news and particularly local news of immediate relevance were perceived as important. They also obtained information for everyday life, as has been shown to have occurred through news sources in past research.

Most participants accessed various kinds of news from a variety of sources, although participants had individual preferences for their sources of news. The use or non-use of particular sources was often affected by accessibility, or lack thereof. It may be hypothesised that, for young adults in particular, news has become less connected conceptually to particular sources such as newspapers and television. It was not particularly important for participants to gather news from specific sources.

Nevertheless, the traditional print newspaper was regarded very highly by this sample. Indeed the researchers were surprised by participants' attraction to,

and trust in, print newspapers. Conversely, participants' lack of attraction to, and active involvement in, online news was unexpected in such a young age group, which was anticipated to be more inclined towards online news sources and to use them more frequently than printed sources. Apart from the accessibility issue, the infrequent use of online news was affected by the perception of the lack of credibility, and trust in, online news sources. The online content was perceived to be of poor quality and not to be in published, unalterable format. While social networking tools were used by many in the sample, participants emphasised that they were used much more for communication with friends than for the gathering of news. The popularity of television and radio with this sample is also an important finding.

An important source of print newspapers for several participants in the sample was the university library. This, coupled with the finding that print newspapers were still important for this group of young people, indicates that, at least for this sample, libraries have a continuing role in the provision of print sources. However, newspapers are under pressure on printing costs and are undergoing a continuous drop in circulation ("Newspaper circulation," 2010), a trend which could potentially lead to ceasing of print operations for some publications. Christian Science Monitor is one famous casualty ("The Christian Science Monitor", 2010). Therefore, libraries need to be prepared to replace the closed down print content with online subscription based e-news reader devices and applications to facilitate in-house reading and remote log-ins. Only then will they be able to attract newspaper readers, young and old, to their physical and/or virtual reading rooms.

The finding that parental influence had a significant impact on young people's choice of media corresponds to several previous studies of media use (Raeymaeckers, 2004; Armstrong and Collins, 2009; Huang, 2009). The strong preferences for printed sources among our sample seemed to be affected by newspaper reading habits in their families.

With this sample, news aggregators connected to popular e-mail services seemed to be the most successful in attracting user attention to their online news coverage. One important implication for news providers is that, as news gathering is increasingly integrated into personal communication through e-mail services or social networking tools, the communication function in media use is likely to be at least as significant as the information function. This trend is likely to be more pronounced among young people. Future research needs to investigate this phenomenon to a deeper level.

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HIGHER EDUCATION IN TAFE: A NEW "MIXED SECTOR" LIBRARY PARADIGM

Paul Kloppenborg

Ten Australian TAFE institutions are currently able to offer higher education degree qualifications - diplomas, advanced diplomas and degrees, catering to 2,000 students. Although this number of students is small, it continues to expand in alignment with the federal government's strategy to reach its target of 40% of young adult Australians having minimum degree-level qualifications by 2020. This raises significant implications for TAFE libraries in catering to these higher education students. From an absence of a research culture to the provision of greater learning support, TAFE libraries are having to adapt to new demands that hosting higher education courses brings. Interviews with TAFE library managers reveal different stages of library support for these courses and students and concerns over the future.

INTRODUCTION

Tertiary education in Australia is split between higher education and vocational education. Higher education (HE) is managed at both federal and state level, and is primarily delivered via the university sector. Courses range from one year certificate and diploma level qualifications to masters and doctoral degrees. Vocational education (VE) is managed at the state or local level, and is provided though Technical and Further Education institutes (TAFE) as well as by a large number of private registered training organisations. Qualifications awarded by TAFE have to be compliant with the Australian Quality Training Framework (AQTF) requirements and traditionally have ranged from short, low-level certificate studies to advanced diplomas taking two or more years full time to complete.

In 2002, the Australian Government reviewed Australia's higher education system. A white paper entitled *Higher education at the crossroads* stressed the changing nature of work, the increasing demographic mix of people seeking tertiary qualifications, and the potential efficiencies associated with cooperation between the sectors (DEEWR, 2009). The report noted the larger than average number of mature aged Australians (over 40 years old) seeking vocational education. As a

result, a number of TAFE institutions argued for their capacity to cater for more students, including those from lower socio-economic backgrounds, and for their ability to offer industry-focused higher education qualifications.

In 2008, a further review of higher education in Australia by the Federal Government proposed a revised target of 40% (up from 29%) of 25 to 34 year olds having at least an undergraduate degree by 2020. This new strategy was on top of an already agreed push for the majority of the working aged population having at least a Certificate Level III qualification by the same year. Such ambitious outcomes required, according to the report, a complete re-structuring, moving away from the existing dual sector split (HE or TAFE) towards a model "primarily funded by a single level of government and nationally regulated rather than two sectors configured as at present" (Australia. Department of Education, 2009, p. xvi).

The current situation for vocational education in Australia, reported in 2008, comprises 59 units of TAFE, 100 other government providers, 529 community education providers, and 1384 other registered providers (IBIS, 2008) – a complex network of providers varying greatly in size, range of offerings, and administrative structure. Of these, the TAFE sector is by far the largest in terms of student numbers, and is governed under a mixture of state federations, co-operative arrangements, statutory boards, and allied bodies.

Within the tertiary sector, there are at present five 'dual sector' institutions offering both TAFE level and HE awards. Four are in Victoria (RMIT University, University of Ballarat, Victoria University, and Swinburne University) with Charles Darwin University the only non-Victorian participant. Dual sector institutions are distinguished by strong articulation pathways between their sectors and are further defined by a:

> substantial student load in both vocational education and higher education' [and the institutions] ... undertake substantial research and award research doctorates (Moodie, 2008, p.2).

Moodie has described Australia's tertiary sector in terms of a tripartite classification (2008a). He defines these sectors as follows:

- Single sector institutions are those institutions with more than 97% student enrollment in one sector (eg. Curtin University).

- Dual sector institutions as those with at least 20% but less than 80% enrolled in each sector (eg. Victoria University).

- Mixed sector institutions being those with at least 3% but no more than 20% enrolled in the minority sector (eg. Southbank Institute of TAFE).

Following the Federal Government's 2008 review, 10 Australian TAFE institutions signaled that they were willing to offer HE qualifications and so expand into the emerging 'mixed education sector'. However, an NCVER report raised concerns about HE growth within TAFE and the proposed new educational offerings, discussing the need to clarify TAFE's core role, as well as the integration of

facilities, programs, and support (Wheelahan, 2009). The report went on to highlight broader issues of connectivity between Higher Education and Vocational and Education and Training (VET). Despite its wide reach, the report paid little attention to the critical role of libraries in TAFE institutions which would be expected to support HE teachers and students if this new mixed sector model were adopted. Notwithstanding these concerns, the 10 institutions have, to a greater or lesser degree, started to offer a range of HE studies (see Table 1).

PURPOSE

This paper discusses the differences between the HE and TAFE sectors from the perspective of TAFE's traditional alignment towards industry vocational training. In addition, consideration of the differences between University and TAFE libraries will help illustrate the gaps in TAFE library provision to the HE sector. It then highlights the unique relationship between TAFE study and the student and examines the implications for both libraries and teachers in having to adapt and develop a different information service required to support emerging HE programs. Discussion around the common library support strategies required to manage this change is based on interviews with 10 TAFE Institute library managers.

METHODOLOGY

The methodology adopted was to undertake a literature review to better understand the differences between the tertiary sectors and to further investigate the provision of library services in the 10 TAFE institutions offering HE qualifications. In addition, key service indicators for the university and TAFE library sectors were identified in order to help assess how this mixed model of educational delivery might impact on TAFE library services within the context of where it is now and where it aims to be in the future.

Library managers were identified as having a critical influence on the shape and direction of their library service as they anticipate and respond to the teaching and learning requirements of their institution. In a series of telephone and personal interviews with library managers from all Australian TAFE institutions that offer HE qualifications, interviewees were asked two broad questions. These were

- What are the current library services provided by your institution in support of staff and students, particularly HE students?

- What are the issues and concerns (if any) in establishing and continuing to provide services for an HE student and staff cohort?

Interview questions were kept deliberately open-ended in alignment with a multiple case study approach centered on how and why things happen with open ended interviews providing qualitative observational data relevant to what is being asked (Stake, 1995). Telephone and face to face interviews were arranged during November 2009. From the initial questions, others developed around the scope and level of HE qualifications offered, the nature of library liaison support,

collection development initiatives, and ongoing funding concerns. The interviews also covered topics ranging from the specific library training provided for this new student cohort, to sharing and consortia arrangements that the TAFEs may have had with local universities.

WHY TAFE IS DIFFERENT

A belief in the prevalence of competency based generic skills permeates much TAFE thinking. Industry related engagement, coupled with workplace assessment, supports a vocationally based curriculum, structured on a national competency framework. Despite the increasing connectivity of university institutions towards vocationally relevant courses and qualifications, TAFE education has traditionally revolved around generic level entry requirements, national training packaging and bundling of qualifications, and articulation pathways to further study. A broad overview of the TAFE student cohort indicates that:

- TAFE students are generally 10 years older than their university counter-parts, a mean age of 31 compared to 21 years for university students (DEEWR, 2006; NCVER, 2007a).

- Despite an association of VET qualifications with apprenticeships, less than 20% of TAFE students are apprentices, with the majority of TAFE students enrolling to up-skill existing qualifications (NCVER, 2007b).

- Students from lower socio-economic demographics tend to study lower level qualifications and thus dominate TAFE enrolments (Foley, 2007; Wheelahan, 2009).

In addition, Pearce's study of Victoria University as a dual sector institution articulating TAFE students into HE noted three major factors unique to their learning support needs (Pearce, 2000).

- Difficulties in academic writing for TAFE students articulating to HE as they experience the transition from a more practical teaching environment into one based on quality of research, argument, and expression.

- Pedagogy - higher education teaching necessitates a stronger implied conceptual understanding as opposed to TAFE's competency based curriculum (Doughney, 2000).

- Assessment differences with HE requiring more essay writing, theoretical understanding, detailed knowledge, literature reviews, analytical skills, and independent thinking and argument.

TAFE teaching traditionally is structured on competency based practical assessment as opposed to the more theoretical essay or report writing of an HE curriculum. With TAFE's link to industry and its training package focus, this competency based assessment seems appropriate.

The nature of TAFE study compared to universities traditionally has required different approaches to manage the range of learning styles, affecting assessment,

curriculum design, and subsequent learning and information service support. Smith's research into study approaches between university and TAFE students showed no discernible differences (Smith, 2001). Nevertheless, there is recognition that students enrolled in technical and practical programs more readily accept the structured content as opposed to more independent critical thinking and analysis associated with more self-directed learning (Tamir, 1985).   As James has noted,

> TAFE applicants show little evidence of the educational orientation held by students intending to go on to university—VET is closely aligned with work rather than education in young people's minds (James, 2009, p.36).

TAFE institutions cater for a greater non–English speaking student cohort with literacy problems (Reid, 2009). TAFE study is associated with more teacher interaction and face to face contact in and outside the classroom relating to the practical job-ready nature of the study, as much to its industry specific engagement. HE is associated with greater workload, reading, research, and critical thinking under a pressured timeline. Importantly, Young delineates HE in terms of a research and critical thinking framework as opposed to TAFE's more industry skill requirements (Young, 2009). Thus TAFE libraries support a student body with generally, quite different requirements. They are likely to lack a university library's role in supporting research leading to little demand, and thus limited acquisition, for online resources compared to universities; as well as a paucity of special or rare book collections (Kloppenborg, 2009).

For any library, information literacy training remains at the forefront of the services they provide. Fafetia's study of information literacy practices in TAFE libraries provides a comprehensive overview that confirms the TAFE librarian's crucial role in the provision of information skills that go beyond the provision of basic library skills programs (Fafetia, 2006). However, Leong (2007) reports a degree of confusion as to what information literacy is and intends to be within the TAFE context, taking into account the practical job-ready focus of the curriculum and limited need for writing skills programs.

For TAFE libraries, the opportunity to establish their educational role grew from, and was necessitated by, changes to the structure of industry, workplaces, and technology (Smith, 2001). Growth in the market for international students, increased competition from private providers, the emergence of new forms of educational delivery and demographic shifts, are only four factors influencing TAFE enrolments in an Australian labor market looking to employ graduates with greater flexibility, creativity, and cross-discipline skill sets (Nelson, 2002).

A NEW TERTIARY EDUCATION PLAYER

Across Australia's 39 universities, more than 44,000 academic staff support more than 1.1 million students (CAUL, 2008). In contrast the 59 TAFEs in 2008 enrolled over 1.3 million students across more than 250 locations (NCVER, 2008) with 299 staffed libraries and smaller serviced sites (ALIA, 2009). Of the 59 TAFEs 10 offer HE qualifications with a student enrolment of around 2000, or less than

0.2% of the total enrolment. Despite these small numbers, HE degrees in TAFE are seen as adding prestige, raising profile and providing greater opportunities in an increasingly competitive environment.

Table 1 below shows the number of HE qualifications offered at mixed sector TAFEs, most of which are of an "applied" nature, with qualifications covering disciplines such as music, film, forensic science, nursing, hospitality, tourism, human resource management and business.

Table 1: TAFE institutes offering HE qualifications, at 25 May 2009.

Institution	No. of Diploma courses	No. of Associate Degree courses	No. of Bachelor Degree courses	No. of HE graduate Diploma courses	TOTAL
Box Hill Institute of TAFE (Vic)	-	8	5	-	13
Canberra Institutute of Technology			3	1	4
Challenger TAFE (WA)		5			5
Gordon Institute of TAFE (Vic)			1		1
Holmesglen Institute of TAFE (Vic)	1	3	9		13
Northern Melbourne Institute of TAFE (Vic)		7	9		16
Southbank Institute of Technology (Qld)	1	1			2
Swan TAFE (WA)		5			5
TAFE SA		1	6		7
William Angliss Institute of TAFE (Vic)			2		2
Total	**2***	**30**	**35**	**1**	**68**

Specific diploma qualification, differing from general TAFE diplomas, offered in association with a university.

Source: Wheelahan, L., Moodie, G., Billett, S. and Kelly, A. 2009. Higher Education in TAFE. NCVER Monograph Series 01/2009. Griffith University.17.

In order to better understand the issues facing TAFE libraries in supporting these

HE students, it is useful to consider the differences between the HE and TAFE sectors in terms of the level of library resourcing. For university libraries, key performance indicators are available for a wide range of indices. Table 2 offers a snapshot of six key indicators and provides a benchmark for comparison.

Table 2: 2008 Australian university libraries- key performance indicators

Key Performance Indicator	Number of University Libraries in Australia	Average per University
Libraries	221	5
Opening hours	3,207	80.36
Seating	63,656	1,678
Library staff	4108	102.4
Loans	19,868,119	487,516
Library operating expenditure	$579,773,513	$14,337,297

Source: CAUL (2008). Full data set.

Gathering unified national TAFE library statistics is not as straightforward. However, figures for Victorian Association of TAFE Libraries (VATL) are available and comparable to those produced by CAUL.

Table 3 below shows comparable key statistical indicators to the CAUL survey for 14 Victorian TAFE institutional libraries. It excludes four dual sector (HE and TAFE universities) institutions but includes five of the 10 Australian TAFE institutions currently offering HE qualifications. Not surprisingly, all indicators are dramatically lower than their university equivalent, especially in the areas of staffing, lending and library operating expenditure.

Table 3: 2006 Victorian TAFE libraries (Non-Dual Sector) - key performance indicators

Key Performance Indicator	Number of non-dual sector TAFE libraries in Victoria	Average per non-dual sector TAFE institution
Libraries	48	3.42
Opening hours	794.75	56.73
Seating	4746	339
Library staff	243	17.35
Loans	774,595	59,738
Library operating expenditure	$13,160,720 *	$1,012,363

Interestingly, single sector TAFE institute libraries, despite being more numerous, ranked below their mixed sector equivalents. Unpublished VATL data from 2008 revealed that:

- All four dual sector libraries were wirelessly enabled, compared to one single mixed sector library.

- All four dual sector libraries had self checkout machines, compared to only three of the other TAFE sector libraries.

- All four dual sector libraries had computer booking systems, compared to only one single mixed sector library (VATL, 2008).

Dual sector libraries appear to benefit from being under a federal funding structure.

Mixed or single sector TAFE institutions are having to operate in an increasingly competitive market. From January 1, 2011 in Victoria, all government VET funding will be open to competition. In New South Wales, government funding per hour in the TAFE sector fell 30 per cent between 1998 and 2008 (Kaye, 2010).

> The proportion of government VET funding received by TAFE has declined. Between 2002 and 2008 it fell from 91.6% to 89.0%. Payments to non-TAFE providers increased correspondingly. In the context of government funding that has been almost unchanged over that period, it represents a real decline in funding for TAFE (Long, 2010, p.5).

It can be assumed that such declines in funding in real terms has had a significant impact on the TAFE libraries ability to expand services, develop collections and attract suitable and qualified professional staff. Nationally, consortia purchasing and shared library networks amongst centralized TAFE library services have helped in making the most of restricted budgets. For those TAFE library services now having to "up the ante" to meet the demands of the new HE programs, re-positioning their role to being a stronger educational partner with teaching staff will play a key role in ensuring the success of the HE courses, yet it seems this will have to be in a sector where its libraries are "under-valued and under resourced" (Gooze, 2001, p. 8).

THE VIEW FROM THE GROUND

The overall objective of this research was to understand how mixed sector TAFE libraries are responding to the need to provide HE support. Interview discussions centred on questions of sustainability of the HE library model in a world of limited funding opportunities. Consistency and certainty in overall funding was identified as a primary determinant for maintaining and expanding not just HE library provision but all TAFE information services. Additionally, suggestions of funding models with direct financial input for library resources rather than indirectly via teaching departments, were recognised as a critical success factors. Universally, the push by TAFEs into a new mixed sector environment was seen as a progressive and exciting initiative with much potential for success.

The need for dedicated HE liaison librarians, the push for online e-learning repositories and tailored IL sessions were all noted as key components of any program being implemented to support the mixed sector offerings. At the coal face, the library information desk, this translated into special arrangements for

HE students, ranging from tertiary partnership arrangements, to expanding print and online collections, to being able to offer inter-library loan and referencing classes tailored to this student cohort. This potential expansion of services is directly affected by the level of library funding that is provided.

Consistent amongst all TAFE library service providers interviewed was the question of academic integrity and HE requiring a different mindset to the more usual training package thinking. This shift of focus in the provision of library services also included the need for increased research support and a growing emphasis on scholarship. Scholarship, and the transition towards "cutting edge" teaching and learning practices, was seen as integral to successful HE delivery. One of the critical issues surrounding HE teaching in TAFE is the difference between the traditional VET model, mainly module driven, and HE programs requiring greater rigor, currency, critical thinking skills, and research activity. This generalisation was reiterated by most TAFE libraries who noted that HE students in the library were readily recognisable by the type of information query they posed.

Other key requirements noted by the managers of mixed-sector TAFE library services included:

- expanding information literacy and referencing classes to meet the needs of changing student cohorts;

- the need for clear articulation pathways and partnerships between TAFE institutions and local universities;

- concern that initial collection development grants which served as a catalyst to assist in meeting immediate demands of new courses would not translate into ongoing funding for continued maintenance and development of these collections;

- recognition of the need for professional development programs amongst teaching and non-teaching staff in order to meet these new demands. With better qualified teaching staff it is likely there would come greater demands upon an already stretched library service and

- the need to provide additional library entitlements for HE students and the impact this may have.

Information inquiries were identified as more complex for the HE cohort, with the need for information literacy (IL) programs to be more specifically targeted to HE topics. Canberra Institute of Technology (CIT) commented that vocational support from the library was already provided on many courses, but that extending this service satisfactorily to HE classes was an issue that needed to be resolved. For the library connecting to teaching staff, this translates to:

- the need for information literacy classes, strongly customised to support teachers and their HE students needs;

- the need for academic support programs being made readily available in order to build and develop teaching staff expertise and confidence and

- encouragement of library staff to undertake further study in order to successfully meet these growing demands.

A number of mixed sector library managers reiterated the Southbank TAFE library view that their liaison librarian structure has meant, by default, taking on HE areas in particular faculties and schools, and being active in building closer relationships with teachers. This closer relationship, working together, assists TAFE librarians in delivering more targeted information literacy programs, research classes and referencing and anti-plagiarism education for HE students.

Some TAFE libraries report providing dedicated staff to deal with the HE cohort. Swan TAFE library for example employed 2 HE liaison librarians out of its 5 liaison staff, to provide proactive engagement with new HE teaching staff, including the provision of orientation and library induction sessions. NMIT Library has also progressively expanded its HE support via restructuring to create faculty librarians with particular emphasis on supporting HE programs. The Library manager reported that:

> Faculty Librarians estimate that 60% of their time is spent on HE "work" (acquisitions, information literacy, reference enquiries, supporting degree submissions) despite the cohort only accounting for a very small percentage of the institute's overall student numbers.

Partnerships with local universities and colleges were seen by many as providing opportunities of leveraging additional services for HE TAFE students. This could be implemented by developing formal articulation partnerships between TAFE and university. A good example of this is the provided by the arrangements established by the Canberra Institute of Technology (CIT) in partnership with Charles Sturt University and the University of Canberra, where credit transfers and qualifications overlap into a University transfer. It was commented that arrangements with the University of Canberra had "raised the bar" in terms of the library service now expected from CIT.

Alternatively, simpler arrangements such as establishing reciprocal borrowing agreements with the local university (for example, Gordon TAFE with Deakin University, or Swan TAFE with all Western Australian University libraries), can be a relatively straightforward way in which the needs of HE students can be met, although funding to support such initiatives is always an issue. Thus, a 2009 Australian University Quality Agency report noted in the Northern Melbourne Institute of TAFE submission that:

> …the library does not have a separate budget for higher education so was not able to advise how much money is being apportioned to material to meet higher education accreditation requirements. NMIT higher education students are nevertheless positive about the services provided by the library and in particular student access to the range of online services. (AUQA, 2009, p.18).

Holmesglen, like Gordon and Box Hill TAFE commented that one-off grants

helped establish HE library holdings linked directly to curriculum development. But again, as noted earlier, there is concern that one-off grants do not translate into long term assured funding with all the uncertainty for service provision this situation implies.

CONCLUSION AND A WAY FORWARD?

> Real government funding for TAFE in Australia declined by almost 12 per cent from 2003 to 2008. Victoria has the lowest rate of funding of any state - almost 9 per cent below the national average (Wheelahan, 2010, p. 13).

The *Higher Education at the crossroads* report spoke about reinvigorating TAFE through skills development in line with industry and a flexible approach to delivery (DEEWR, 2009). Expanding opportunities for involvement in a wider range of areas, addressing skill shortages and adopting new funding models are opportunites that the TAFE sector are seeking to exploit. Through pathways and articulation processes with partner universities, or via direct forays into the provision of HE studies, 10 TAFEs have taken the plunge in a new mixed sector environment in the hope of taking advantage of the expanding tertiary education market. The impacts on their library services in support of this thrust are considerable.

Research is not traditionally part of the core business or mission of TAFE institutions, yet to support effective and valued HE programs, there needs to be an acceptance that this has to change over time with research being integral to the development of any HE program. For TAFE libraries this requires a paradigm shift especially in terms of new collection development and related service and support provision. Additionally, HE students need to use collections more and require access to a far wider range of materials than have traditionally been available in TAFE libraries. This will require increased information literacy training and the need for dedicated HE liaison staff in the library in order to ensure that the collection develops in line with the teaching need.

2011 will see further expansion of HE within the TAFE sector with both Chisholm Institute in Victoria and Gold Coast TAFE in Queensland set to enter the market. Additionally, change is coming in New South Wales where

> the monolithic NSW TAFE system will deliver higher education qualifications … starting with a few niche degrees in high-demand areas (Hare, 2010, p. 23).

The TAFE sector, especially regional institutes, will need to access more funding to run successful HE programs. Developing teaching and learning support services that align with an emerging scholarly and academic culture cannot be achieved without such funding. For the TAFE library, with a pivotal role in supporting the provision of education and training in this changing, dynamic and contestable market, proper resourcing of this new role is essential for success. For TAFE libraries now supporting and entering the Higher Education market,

balancing the need to maintain essential basic library services whilst taking up the opportunities and greater challenges this new mixed sector offers will be a difficult act if sufficient, ongoing resourcing is not made available.

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IS AN ONLINE LEARNING MODULE AN EFFECTIVE WAY TO DEVELOP INFORMATION LITERACY SKILLS?

Nicole Johnston

Information literacy is an integral generic skill or graduate attribute in higher education, with many higher education institutions developing information literacy policies and including information literacy in graduate attribute policies. Barrie (2007) notes that universities around the world are increasingly concerned with ensuring that their students develop attributes which will better equip them for the world of work. This paper focuses on online learning and its effectiveness in developing graduate attribute skills, particularly information literacy skills. The project outlined in this paper revealed that students who completed an online information literacy tutorial gained an understanding of information literacy concepts and that the flexible, self-paced delivery of this module was an effective way for students to develop information literacy skills.

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INTRODUCTION

In Semester one of 2009 at James Cook University, all first year social work students were required for the first time to complete an information literacy module as part of their assessment. Learning information literacy skills, especially using online searching techniques, was considered an important ability for these students to acquire. Some of the students had limited experience searching in an online environment and the projected outcome was that these students would especially benefit from completing an information literacy module as a required piece of assessment, rather than as part of a workshop. The aim of the information literacy module was to give all of the first year social work students research and information literacy skills.

Social work students at James Cook University study both on and off-campus, so after discussions with the lecturer it was decided that an online information

literacy module was the most appropriate method to deliver information literacy instruction to all of the students. Time constraints in the course schedule also meant that an online module that students could do in their own time would best suit the lecturer and the students. A large proportion of social work students, especially distance students, are mature aged students who are often already working in the industry.

An online information literacy module including searching strategies, information-evaluation, and referencing was designed specifically for these students. The module was developed with the aim that after completing an online information literacy skills module students would develop some generic skills in finding and evaluating information that would benefit them throughout their degree. Students also had the opportunity, through this instructional method, to familiarise themselves with a number of technological tools including discussion boards, screencasts, and podcasts, all through the student management system, Blackboard. In higher education, information literacy is being delivered online more frequently. Some studies indicate that students prefer this electronic medium for library instruction (Gutierrez and Wang, 2001). With the focus in higher education on the importance of graduate attributes and the increasing number of teaching and learning activities being delivered via technology, online information literacy modules appear to be an effective way of delivering information literacy and information technology skills to students. James Cook University has a Graduate Attributes policy that states that students completing its undergraduate courses should be recognised as having certain graduate attributes. This policy also states that every graduate attribute should be developed in every degree course. As one of the attributes, the policy describes information literacy as the ability to find and access information using appropriate media and technologies and the ability to evaluate that information (James Cook University, 2010). Integrating an information literacy module into the curriculum should help students develop some graduate attributes (generic skills) thus meeting the policy requirements of the university.

GRADUATE ATTRIBUTES RESEARCH

It is important to consider information literacy in the context of one component of a set of generic skills that students need to acquire throughout their degree. The research on graduate attributes falls into two categories: theoretical research on graduate attributes and research into embedding graduate attributes into the curriculum. Several papers focus on embedding graduate attributes such as information literacy into subject specific curriculum (eg. Jones, Evans, and Magierowski, 2007) and embedding graduate attributes through assessment (eg. Thompson et al, 2008).

Lupton (2008) looks at first year students' experiences of graduate attributes by considering the processes students undertake when writing an essay. Other research focuses on collating university teaching strategies that involve graduate attributes in a web environment (Hoban et al, 2004). The research papers that focus on evaluating graduate attribute skills of students are not as prevalent

as the papers focusing on the theoretical and strategic perspective of graduate attributes in higher education. Barrie, over several papers, has developed a conceptual framework of graduate attributes, outlining approaches to graduate attributes policies in higher education (2004, 2007). While the research around policy frameworks for graduate attributes provides a good overview of the issues, there appears to be limited research into evaluating students' graduate attribute outcomes and also little research focusing on practical examples of how to embed graduate attributes into the curriculum. As a key graduate attribute, commonly required, further research into information literacy projects generally, and the successful development of online modules for generic skills (including information literacy) in particular, would be beneficial in informing future developments in this area.

INFORMATION LITERACY RESEARCH

The key areas of research undertaken regarding online information literacy focus on the effectiveness of online modules in delivering information literacy skills, online instruction versus face-to-face instruction, and evaluation of the outcomes of generic tutorials and subject-specific training. Through reading the research on online information literacy tutorials in higher education, readers can see that the literature often focuses on evaluating an information literacy module using different evaluative tools such as surveys and pre/post tests, in order to measure the success of the information literacy initiative. A significant number of papers outlining the design and implementation of an information literacy tutorial focus on the results of implementing the module or embedding information literacy into subject-specific training. Jones, Evans & Magierowski (2007) point out that embedding information literacy into the curriculum is the most effective means of supporting student learning.

A significant number of research papers focus on first year students' experience of information literacy (Gutierrez and Wang, 2001; Churkovich and Oughtred (2002); DaCosta and Jones (2007); Mutula et al (2006)). These particular studies focused on first year students experience because it was felt that this was a key period, right at the beginning of their academic career, when embedding information literacy skills would bring most benefit to their future studies.

As already noted, two key focus areas in the information literacy literature are: 1) evaluating generic training or subject specific training, and 2) evaluating online versus face-to-face instruction. Some research focuses on assessing the generic online information literacy modules offered to all students (Lindsay 2006), while others evaluate specifically targeted subject courses, where the online information module has been integrated into the curriculum.

An evaluation of an integrated online information module by Partridge et al (2008) provided generally positive feedback and comments from participants with academic feedback indicating improvement in students' assignment content and the resources they used. This project also evaluated a subject-specific online information literacy module that also received positive feedback from students. The researchers stated that the online Reflective Online Searching Skills (ROSS)

environment lends itself well to being customised for other courses and it meets a need for student-centred learning environments that promote the development of generic online searching skills. The outcome of this project was that the online information literacy module ROSS is now an embedded learning object used to teach generic information literacy skills in a flexible delivery mode.

Other research evaluates face-to-face instruction versus online instruction with Churkovich & Oughtred (2002) concluding that instruction by a librarian is desirable for the best learning outcomes. They found that students with face-to-face instruction gained higher post-test mean scores than students completing an online tutorial. They also found that students attending library sessions felt more confident about their library skills than those completing an online tutorial.

However, DaCosta and Jones (2007) conducted a study where students were taught using a combination of face-to-face instruction and Blackboard. The researchers found that there were many beneficial outcomes to developing an online module. These included being able to give greater out-of-class support to students through the availability of teaching materials and formative feedback 24/7. In addition, the online method of delivery seemed to appeal to the students. Mutula et al (2006) also found that online instruction provided an effective way to impart information literacy competencies. They reported that online delivery of courses may improve the information literacy competencies of students and that most students liked developing their computer literacy skills, especially online searching and retrieval. The researchers did not conduct face-to-face tutorials as the practical implications of an online module was that it was re-usable and the aim of their project was to evaluate the impact of e-learning on information literacy modules. The researchers felt that the mode of delivery of courses at their university needed to be reviewed in response to findings. The findings from this study provide more evidence of the success of using an online information literacy module.

PROJECT OUTLINE & METHODS OF RESEARCH

The project at James Cook University involved creating and embedding an online information literacy module in Blackboard for first year social work students and evaluating this module through a survey and focus groups designed to question the importance of information literacy. The lecturer made the module compulsory - not assessable but as a hurdle students needed to complete. The module included tasks and activities and contained information literacy tutoriuals covering evaluating information, researching, and finding information using databases, referencing and searching the internet.

In conjunction with the lecturer, the librarian developed an online information module that aimed to effectively teach information literacy skills to this specific set of students. The learning outcomes of the module were to enable students to:

- develop an effective search strategy;
- develop skills in accessing information using databases;
- use a web search engine to find relevant information on a topic;

- evaluate the quality of information on the Internet and

- use APA referencing style.

The module included activities and exercises on searching social work databases, practical exercises on referencing and activities that developed evaluation skills. The module also utlised some Captivate tutorials and podcasts on searching databases and referencing. The students had to demonstrate that the learning outcomes had been achieved by completing an activity based assessment. This test evaluated skills such as effective search techniques and the ability to evaluate information. Ideally, this module would have been assessable rather than simply a mandatory activity. The librarian felt that the module would only be effective if it was an assessable piece of work and although the lecturer agreed it should be a mandatory course requirement it could not fit into the course outline as a weighted assessment. The mandatory requirement of completing this module, but not being assessable, was something of a compromise.

A combination of quantitative and qualitative research methods were used to gather information including a survey, focus groups, empirical data from task results, and observations. After the students completed the module they were asked to complete a survey through Survey Monkey. They were asked questions about the tutorial, including whether they thought the tutorial improved their information literacy skills and whether they liked the self-paced nature of an online tutorial. The students were also asked to evaluate the tutorial, including whether the tutorial was user friendly and which parts were most useful. To gather more data, a focus group was conducted with off-campus students to delve more into the concepts of information literacy and graduate attributes. The off-campus students were asked to participate in a voluntary focus group while they were on-campus attending workshops. In the focus group, students discussed the generic skills students needed to learn in their course; whether they considered information literacy to be an important skill and their evaluation of the online information literacy module. The researcher also evaluated the test component of the module in order to gather data about the students' information literacy abilities after they had completed the module.

Information literacy modules at James Cook University are often taught in one-off workshops. Generic online information literacy programs have been developed but until now these had not been embedded into the curriculum. Librarians do not always test or gather feedback on how effective the tutorials are and whether the students have gained information literacy skills after completing the training. This is often because a one off tutorial does not give them the opportunity to survey students and does not provide opportunities to test students' information literacy skills later on in the course. This was the catalyst for this research. The researcher wanted to gain an understanding of students' opinions on information literacy, while also gaining feedback on the tutorial and assessing the students' skills. The outcomes of this research focused on the social work group will be used to improve the quality and effectiveness of the information literacy module more generally with the aim of providing a better experience for all first year students undertaking this program.

PROJECT RESULTS

Survey Results

The complete class consisting of 100 students undertook the information literacy module. Twenty-five students completed the survey, 13 on-campus students, and 12 off-campus. The response rate was low, perhaps because the survey was not a requirement of completing the module. An effort was made to e-mail the students to ask them to complete the survey and the survey was put inside the Blackboard module but it may have been that the survey and its importance was not sufficiently promoted.

The majority of students who did respond agreed that the tutorial was easy to navigate and user friendly. Twenty-four percent of the respondents were neutral and a small percentage (4%) disagreed – see Figure 1. These results indicate that most students were comfortable with the format of the tutorial and it may be that the significant number of 'neutral' responses indicate that they did not feel the medium was important but were more interested in the content.

Figure 1: Ease of navigation and user friendliness
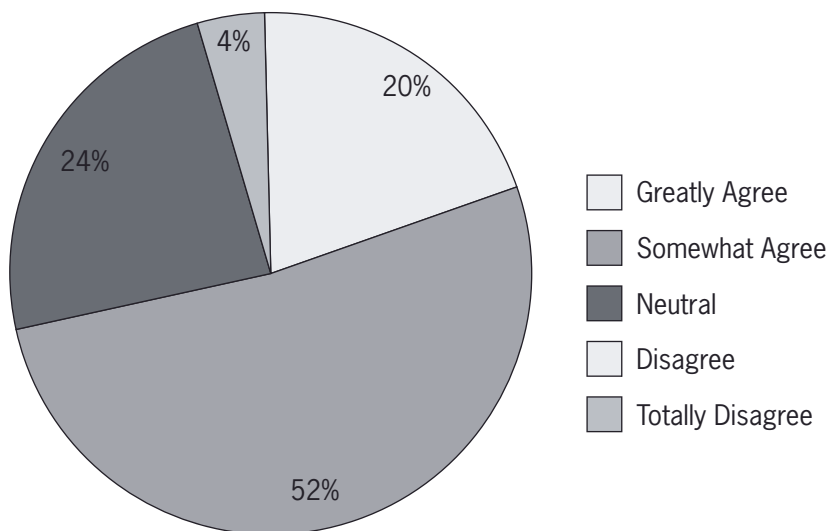
Students were asked which part of the tutorial they found the most helpful and though there were varying results, most responses included using databases and e-journals, referencing, and using search engines. One student responded that the most helpful thing was learning "how to use social science databases so that the most relevant information could be found". Respondents were also asked which part of the tutorial was most confusing. The majority stated that none of the tutorial was too confusing, although a small number reported problems understanding referencing and searching techniques. Given that the researcher developed the tutorial with first year students in mind and the activities were developed to be easy to understand, this is a concern. Future development will focus on more basic explanations, clearer examples, and better presentation of
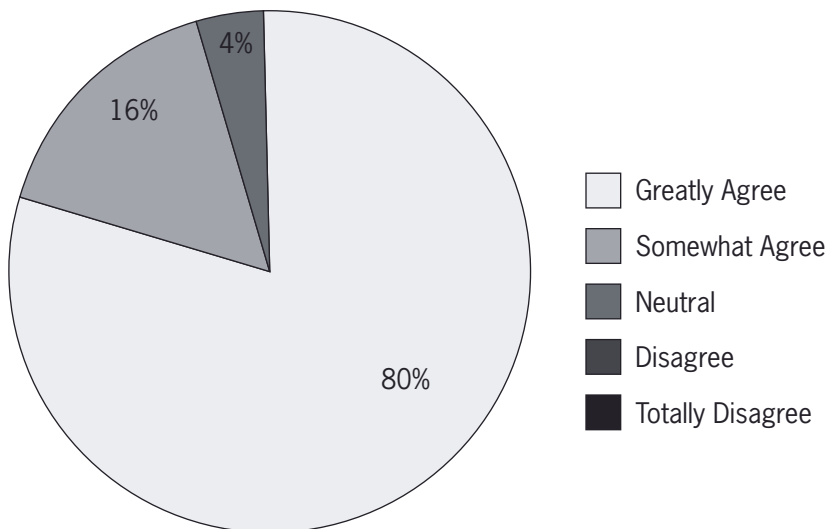
the information.

Of the students 82% agreed that as a result of completing the tutorial they understood the basic concepts of research/information skills better, with no respondents disagreeing with this statement (see Figure 2).

Figure 2: Improved understanding of information literacy
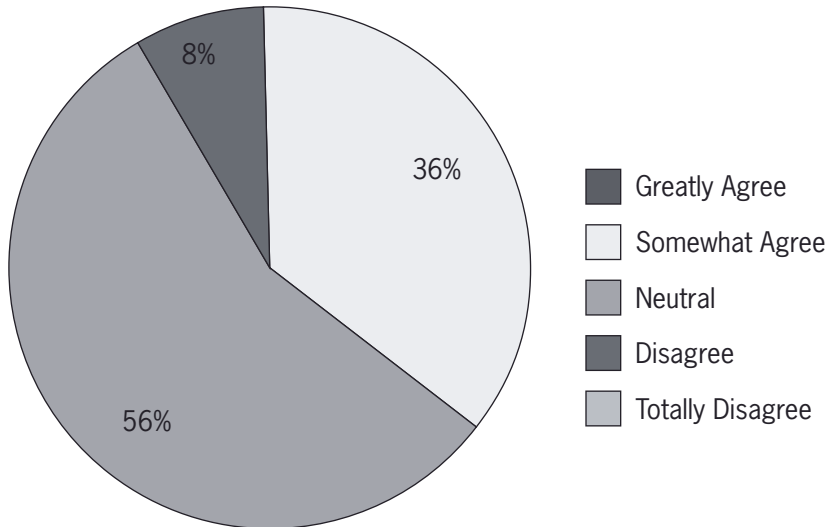
Of the respondents, 80% greatly agreed that having research skills or information literacy skills is an important part of their education. (See Figure 3).

Figure 3: Importance of information literacy

As this study was about information literacy, the responses may be biaised towards a positive answer but in the focus group specific aspects of information literacy

such as referencing were discussed and students acknowledged that these skills were important as they helped improve the quality of their assignments. It is an important outcome of this research that this sample of students felt that they had gained some understanding of information literacy concepts after completing the tutorial and agreed that it is an important skill.

Eighteen of the respondents preferred the self-paced teaching style of the tutorial with six students saying they would have preferred a face-to-face training session. Students generally felt that the self-paced style of the tutorial suited them as off-campus students although some would have preferred to be to able to ask questions and get assistance from a librarian in a class. A few of the students commented that they would have liked a mix of both teaching styles, a self-paced tutorial accompanied by some face-to-face training. One student commented:

> I very much prefer this method (self-paced) of teaching/learning, because it gives me time to really think and reflect back to past teachings, whereas face-to-face, I tend to go off track and my mind loses its focus and goes absolutely blank.

Another student commented

> I prefer a face-to-face training method as, if there is a question, I am able to ask the advisor for assistance. Self help systems are great as far as going at your own pace, however, they have nothing to fall back on if you do not understand.

While the majority of students preferred the self-paced mode of delivery, the ideal situation would seem to be a combination of self-paced and face-to-face instruction.

The students who completed the survey all felt that undertaking the tutorial would help them to successfully complete their assignments. Most of the respondents felt that learning about searching online databases and references would improve the quality of their assignments. One student commented that, "I think it will help me achieve a higher grade because I will be able to search in the correct databases from now on." Another commented, "Now I have an understanding of what databases are most useful for this subject and which referencing style is required so I am less likely to make a mistake." One student felt the tutorial would help in other subjects as well. "The tutorial will help to complete assignments for my elective subjects. Without it, it would have been hard to direct myself to the appropriate information without some guidance. This was provided by the tutorial."

The respondents who completed the survey had mostly positive comments about the tutorial and its content, with most concluding that an online tutorial was a useful way to gain research skills and help them improve the quality of their research and assignments. Given that the respondents represented only about a quarter of the students who completed the tutorial, these outcomes can only be indicative. Feedback from the lecturer following general class discussion indicated that students had made positive comments about the tutorial and felt it was an

important part of the course. The lecturer also provided positive feedback on the tutorial, indicating that the information literacy module would continue to be part of the first year social work program.

Focus Group Findings

The discussions of the focus group comprising students who had completed the tutorial ranged more widely than just the tutorial. They included discussion of issues surrounding student support for off-campus students, their feedback on the information literacy tutorial, and what generic skills they felt they needed to graduate. Student support was discussed in relation to finding information and completing assignments.

The students were required to complete the tutorial by week six, but the focus group felt completing it earlier would be beneficial so they could be better prepared for their other assignments. All of the students felt that the tutorial needed to be compulsory for future first year students and that it especially benefited off-campus students because of the self-paced nature of the tutorial and tasks. The students felt that as off-campus students they do not have a lot of contact with lecturers or support staff and are very time poor, so access to online support and tutorials or guides was very important to them. The students felt that using the student management system, Blackboard, to host the tutorial worked well and that more learning materials, not just library materials, need to be made available through this medium.

The students felt that completing the research skills tutorial improved the quality of their assignments, especially the quality of their referencing. In general, all of the students thought the content of the tutorial was beneficial to them and the information literacy skills they learnt could be utilised in all of their subjects. The students would have liked the tutorial to have more referencing content as they felt referencing and using quotations were very difficult parts of the assignment writing process.

Incidentally, while discussing issues surrounding generic skills, the students also felt they needed more assistance in essay writing through classes or tutorials both through face-to-face and online instruction. Follow-up would be beneficial to further investigate what other graduate attributes and skills students felt they needed and the best medium to deliver those these skills. The focus group provided positive outcomes and feedback about the tutorial generally, which reiterates the importance of providing information literacy skills to assist with assignment writing.

EVALUATION OF RESULTS

The first year social work class of 100 students completed the tutorial as an assessment hurdle for the class. A sample of these students responded to a survey and a number participated in a focus group. This sample provided valuable feedback on the information literacy module and gave an indication of the students' perceptions of information literacy. To assess the students' understanding

of the content in the tutorial, a series of online tasks was included as part of the tutorial. The tasks/questions tested students' abilities to use search techniques to narrow and broaden searches, evaluate websites, reference correctly, and find useful information using databases and Google Scholar.

The majority of the 100 students completed all of the tasks and made an effort to use what they had learnt in the tutorial to complete the task at a high level. Some students put in the minimal effort required to address the tasks and meet the assessment requirement. Of the tasks students were asked to complete, the ones that involved evaluating websites and finding cited and relevant information in Google were completed the most efficiently. This would indicate that new students are already quite efficient at using the internet, and after completing a tutorial with information on how to evaluate websites and search Google Scholar, they were able to combine this knowledge to efficiently find and evaluate results.

The tasks where most students struggled were those tasks involving databases, including searching techniques to use them efficiently and differentiating between databases and other sources of information. When asked to name some useful databases that could be used to find information in social work, some students named websites, journals, and occasionally misinterpreted this question and answered with search techniques such as Boolean. The task where students were asked to narrow and broaden their search using techniques shown in the online tutorial provided a broad range of results, with some students very efficiently showing their ability to narrow results using keywords and search techniques such as phrase searching. Others, however, conducted the searches without using any search techniques to narrow the search, which led to a large number of results being returned. It can be concluded that these students did not fully understand the concept of using search techniques such as Boolean operators to provide more effective searching outcomes and that these students could have benefited with some face-to-face training or additional content in the tutorial.

Misinterpretation of some task questions could indicate that the questions may need to be better explained or the content may need to be expanded to give the students a better understanding of the concepts being discussed. However, students' lack of comprehension could also be due to not fully completing or reading all parts of the tutorial.

Having students complete the compulsory tasks allowed the librarian to effectively evaluate the success or otherwise of the program. The results indicate that the majority of students fully utilised the tutorial to learn new research techniques and gain a broader understanding of information literacy and its application. The results also indicate that more needs to be provided regarding searching and using databases, and that some students would benefit from in depth face-to-face training. The results of the tasks provide useful evidence that the content in the information literacy tutorial was used by the students to, for the most part, successfully complete the tasks and, in turn, transfer these skills to improving their assignments. Anecdotal evidence from the lecturer suggested that this transfer of skills had indeed taken place, but further research on assessing the quality and extent of this transfer needs to be undertaken.

CONCLUSION

The development and delivery of this online module achieved the goal of giving first year social work students some essential information literacy skills. In this particular case an online information literacy module was deeemed an effective way for students to develop information literacy skills. The tutorial was an important step in building information literate students but further development of information literacy skills throughout the social work (and other) degree programs is the long term aim. A high number of the students were off-campus students who liked the self-paced, flexible nature of online delivery but some students still felt that face-to-face instruction was beneficial as well. It may be that the option of face-to-face needs to be made available to those students who request it.

Student feedback regarding the research skills tutorial was positive and most felt their research and referencing skills had improved, and that they had learnt valuable skills that could be used in all of their subjects. Students who gave feedback on the tutorial thought it was an essential and important part of the course, reinforcing the belief in the value of such learning.

Developing and maintaining an online information literacy tutorial requires a large commitment from the librarian in regards to student marking and IT support, but the successful integration of an online information literacy module into the curriculum gives greater opportunities for collaboration between academics and librarians, and most importantly strengthens the information literacy skills of the students.

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Reviews

University of Melbourne Book Industry Study 2009: Australian Book Publishers 2007/08

This impressive study should be, to use a cliché, compulsory reading for anyone involved in or interested in book publishing in Australia. It is also a good example of a productive collaboration between the academy and industry. Based on an on-line survey of publishing companies conducted in collaboration with the Australian Publishers Association, and supplemented by documentary research, interviews and a literature review, the report contains a wealth of interesting data, tables and statistics.

Australian Book Publishers 2007/08 is produced as part of the University of Melbourne Book Industry Study (UMBIS), a three-year research project aimed at gathering and interpreting qualitative information on the major issues facing the contemporary Australian book publishing industry and to assemble hard data on the industry's operations. The three authors are attached to the Publishing and Communications Program at the University of Melbourne; one, Mark Davis, worked in publishing before transferring to academia. They are to be commended for making what is basically a data analysis report both readable and informative.

The compilers believe that in 2007/08 there were just under a thousand commercial publishers in Australia producing between them 9910 titles and that these firms had sales revenue of between $1.7 and $2 billion and sold between 175 and 200 million books. Within the industry, in 2008 there were 23 publishers producing more than 100 titles, 24 who produced between 51 and 100 titles, and 45 producing between 21 and 50 titles. This means that there were around 870 publishers (about 88% of the total) who published fewer than 21 books in 2008. At the same time, the top ten publishers accounted for some 60% of total sales revenue. And for the average top twenty firms, 71% of revenue came from their own titles while 25% was earned from titles distributed for others. At the bottom end of the scale, 90% of the titles available in 2008 sold less than 120 copies, 40% sold between 6-120 and 50% sold only five copies or less. Clearly, there were some big sellers in the top ten percent. The Australian Publisher's Association estimates that only two out of ten titles make money, 3 out of ten cover costs with a small margin, and 5 out of ten make a loss, confirming the known adage that, although publishing may be an attractive business, it is also a risky one.

The industry employs over 5,000 people directly and many more indirectly via the paper and printing industries, transport and, of course, in bookshops. Employment figures show that the industry is still dominated by females. In the top twenty publishing firms, female employees (2160) outnumber males (800) by 2.7 to one. A sobering statistic for the compilers and this reviewer who are involved at their respective institutions in publishing courses is the low percentage of publishing graduates amongst new employees in the industry: only 14 (5%) compared to 171 (54%) with another post graduate qualification. Admittedly, the latter are far more numerous than the former.

Overall the study suggests that the book publishing industry is a robust one that has bounced back from the negative impact of the GST in 2000. There has been an average of 6.5% growth since 2004, when the last ABS surveys were conducted. However, the compilers note that recent growth has come from rising imports rather than sales of locally originated titles. Also of interest is data that indicates a projected reduction by major publishers of approximately 1000 titles with subsequent revenue loss of around $200 million. This reduction comes from a fear of a change in copyright policy to allow parallel importation.

But territorial copyright is not the major threat facing the industry according to those surveyed. As one would expect, Australian publishers believe that the threat from other media is the major issue facing the global publishing industry. And they were surveyed before the introduction of the Apple iPad. The Kindle might have seemed bad enough but what about this new gizmo? Is it just a plaything or will it have the same influence on the publishing industry as its stable mate, the iPod, had on the music industry? Only time will tell.

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John Arnold

National Centre for Australian Studies, Monash University

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Effective Blogging for Libraries (Tech Set no.10)

Connie Crosby London Facet 2010 139pp ISBN 9781856047302 £34.95

Connie Crosby, a Canadian law librarian, blogger, speaker and educator, has written a comprehensive introduction to blogging for libraries in six chapters totalling only 118 pages. The chapters start with a useful section on blogging basics, and cover planning, implementation, marketing, best practices, and measures of success.

For more experienced bloggers, the chapter on Best Practices has tips on features you really should include in your blog and a list of accessibility best practices. Characteristics of both ineffective and effective blogs are listed, based on a survey of 81 libraries' experiences of blogging, which has been culled from an informal questionnaire conducted in October 2009.

The Tech Set series aims to provide practical, fast-paced guides to help libraries 'deliver outstanding new services and remain relevant in the digital age'. This book is well set-out with a clean and easy-to-read style. Many examples of blogs and blog posts are given throughout the book, although examples of blogs in colour would be an improvement over the all black & white format.

Also included is a glossary, with entries from 'blogroll' to 'widgets', as are several pages of up-to-date *Recommended Reading and Resources* (most accessed 2 February 2010), and an easy-to-use index.

On the contents page is a link to the book's companion wiki and podcast. The wiki at techset.wetpaint.com gives access to an interesting Blogging Resources page with links to Connie's Delicious RSS feeds, which lists examples of Library Blogs and Library Blog Policies.

Effective Blogging for Libraries is the work of an experienced blogger, who has thought to include most of the issues that should be considered when deciding to start a Library blog, plus many more, such as marketing your blog and reviewing comments and feedback, which may become issues in the longer term. Even if you have been blogging for years, you will find interesting ideas and good examples of blogs to emulate in this slim volume.

Janet Bailey

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Information Literacy Landscapes: Information Literacy in Education, Workplace and Everyday Contexts

Annemaree Lloyd Oxford Chandos 2010 192pp ISBN 9781843345077 pbk £45.00

Annemaree Lloyd argues that the notion of information literacy as it has been operationalised within the context of formal learning is too narrow. She believes that information literacy is a socio-cultural practice that should acknowledge the many different ways people experience information, and create meaning about the experience.

Her research in redefining information literacy through this broader holistic approach forms the basis of *Information Literacy Landscapes*. The 'landscapes' Lloyd explores are the contexts that shape the information practices and knowledge construction required, thereby expanding the conceptualisation of information literacy beyond the traditional settings of tertiary libraries, and into the larger and infinitely different fields where people engage with information on a day-to-day basis.

Lloyd is well placed to make this case, as a senior lecturer at the School of Information Studies at Charles Sturt University and doctoral researcher in this area. Her warning firmly makes the case that continued 'library-centric' views of information skills will hasten the perceived irrelevance of libraries to employees and employers in an age where information literacy and information and communication technology skills will be ranked second highest in the range of skills required by businesses. The complexity of the topic provides a challenge to the reader – to recast information literacy as a meta-practice that must be analysed within various social sites. This requires not only a paradigm shift in thinking but also a 'letting go' of the neatly defined concept taught as a series of skills.

This well researched book provides a logically organised process for readers to understand this complex concept. Lloyd acknowledges that the 'architecture' she describes for the conceptualisation of information literacy will be difficult to implement. However, by defining the key features of information literacy present in all contexts, and focusing not only skills but on an understanding of how and why knowledge and information are constructed within different situations or 'landscapes', she presents a compelling argument for a rethinking of information literacy and information literacy education which allows students to 'become reflective and reflexive practitioners who are able to critically assess and question not only the information, but also the conditions through which it is provided'.

Kay Cantwell

Education Officer: ResourceLink, Brisbane Catholic Education

Copyright and E-Learning: A Guide for Practitioners

Have you ever wondered about the copyright issues related to student work being shared in a collaborative virtual environment? Or considered the implications for intellectual property ownership when repurposing content for learning object repositories? Advances in technology have opened up many new ways to source, create, and share materials. For learners and teachers operating in this new virtual environment, an awareness of the copyright issues is vital.

Jane Secker, Learning Technology Librarian at the London School of Economics and Political Science's Centre for Learning Technology, has written a comprehensive guide for librarians, educators, instructional designers, educational product developers, and all others involved in creating and managing e-learning environments, which explains the complexities of copyright and intellectual property laws applying to this area. Although much of the information is based

on the copyright laws of the United Kingdom, Secker acknowledges the global nature of e-learning, and provides international examples where relevant, as well as advice and guidelines that highlight when local legislation requirements may influence practice.

The book offers practical guidance for practitioners in plain English. It begins with an overview of copyright, the development of e-learning and how the digital environment differs from the classroom. The reuse of published content, including the digitization of texts for publication in a virtual learning environment and the use of multimedia, particularly with regard to recognition of ownership, and the ease with which such material might be reproduced or remixed is explored in the second and third chapters. Chapter four delves into the more complex aspects of virtual learning provision, such as the use of 'born digital' resources, licence agreements and technological measures such as digital rights management, as well as procedures for correctly linking and distributing digital resources. Discussion then moves to the rapidly growing and changing technologies emerging out Web 2.0 and the challenges such as third party hosting of materials, collaborative creation of content and the re-use and uploading of content to a variety of sites. The book is rounded out with a final chapter which suggests a number of strategies for devising a copyright training program for staff in an educational establishment.

Copyright is an area of growing concern to educational institutions which provide online access to materials. The complexity of the area has sometimes discouraged educators from engaging with it, but the practical suggestions and relevant case studies included in this title, as well as the provision of further readings makes this an excellent reference guide, and one which educators will find interesting as well as easy to understand.

Kay Cantwell

Education Officer: ResourceLink, Brisbane Catholic Education

Next-Gen Library Catalogs (Tech Set no.1)

Marshall Breeding London Facet 2010 125pp ISBN 9781856047210 £34.95

Next-Gen Library Catalogs is the first volume in a set of ten guides, each exploring a new technology deemed to be significant in the future of libraries. Individual volumes explore the life-cycle of these technologies including planning, implementation, marketing, best practices and measures of success. There is also an accompanying wiki for the series at http://techset. wetpaint.com/.

Marshall Breeding is the Director for Innovative Technologies and Research for

the Vanderbilt University Libraries and Executive Director of the Vanderbilt Television News Archives. He is well known as the creator and editor of the highly useful *Library Technology Guides* and he is a highly respected author and speaker. He is certainly well-qualified to write a definitive guide on 'next gen' library catalogues.

Breeding argues persuasively that to stay relevant libraries need an internet search presence that allows users to find a range of multimedia items via Web 2.0 discovery interfaces. As the catalogue is a primary point of interaction between users and libraries, use of a next gen library catalogue is a major transformation that libraries need to make. Breeding is evangelical in pushing for libraries to get up-to-date and make the change as soon as possible. His arguments are clearly aimed at library professionals rather than at those writing code or developing systems; the tone is conversational rather than technical.

Although only a small volume it is extremely comprehensive. Clear definitions of terminology are provided throughout. The detailed product descriptions given will date quickly but nonetheless give some context to the ideas discussed. The highlighted practical tips are also useful for anyone implementing a next gen library catalogue. Breeding has provided the framework to move forward and information and tools to get started. Means for measuring success are also described. A comprehensive list of references and related resources is provided for those pursuing the topic further.

Breeding is convincing in his arguments and there is enough in this volume to get any library professional started on implementing next gen library catalogues. The work is recommended for practitioners interested in the future of the catalogue.

Catherine Gilbert

Parliamentary of Australia Library

Google and the Digital Divide: The Bias of Online Knowledge

Elad Segev Oxford Chandos 2010 222pp ISBN 9781843345657 £47.00

Elad Segev's work is a scholarly investigation of Google's role in the digital divide and online information. Segev is a post-doctoral fellow and lecturer of media and communications at the Hebrew University of Jerusalem and publishes in the field of search engine biases, online news biases and politics.

The book's strengths are in its discussion of the politics of online searching and arguments around the commercialisation of the internet and US dominance in global communications. Segev sees the growing dominance of the internet itself as a form of communication that leads to the monopolisation of knowledge. This

argument can be seen as an extension of the arguments of McLuhan who saw the medium (in this case, the internet) as the message.

While there is a considered argument made in this book regarding the ideas of McLuhan, Innis, and Mattelart to place the internet and the digital divide in an historical context, the more recent scholarly debates seem to be overlooked. The controversy around Google's book digitisation programme is excluded from the debate. For example, Jeanneney's critique of Google's plans to digitise the 'world's knowledge' in Google and the Myth of Universal Knowledge, and the resulting impact of this work, especially in Europe, is not mentioned at all.

Most of the focus of the work is on Google as a search engine although other Google services are mentioned. There is also a chapter on online news. The content here is more current that elsewhere and Segev seems to more comfortable in examining biases in Google's delivery of new services than in other areas.

In addition, a lot of content seems to be out-of-date. For example, the statistical analyses and datasets relate to 2005 data. There is discussion round Microsoft's dominance of the browser market through its defeat of Netscape but no discussion of Chrome, Firefox, or Opera. Web 2.0 technologies, which could conceivably change the nature of the debate, are covered very simply in less than a page. Google Maps is covered although some recent privacy issues are presumably too recent to be included. Youtube also receives very little coverage.

Google and the digital divide is a topic worthy of investigation and discussion. Segev's work contributes to the debate; however, the book has some limitations, especially in its omissions. The internet landscape is a rapidly changing one and it is difficult to remain current and comprehensive. This work succeeds in some areas but fails in others.

Catherine Gilbert

Parliament of Australia Library

The Critical Assessment of Research: Traditional and New Methods of Evaluation

T*he Critical Assessment of Research* is a well-presented book that navigates several factors for re-evaluating and understanding research in a clear and concise manner. Elements such as sponsorship, paradigms and canons, dissemination of research, peer reviews, gold standards, and a shift in the gathering of information due to the evolution of web tools and technology are covered in a clear and straightforward manner. The book is intended for 'those of us who read about research but are not experts in the field' (p.1); however, the

issues it addresses and the clarity of the information present makes it a book 'for all of us' (ibid). It is a text that would sit very easily with anybody who has either a vested, or passing, interest in research.

As a text, it addresses everything outlined in the introduction, and offers intuitive and uncomplicated methods of approach in its examination of modern research. Divided into six clear sections, Bailin and Grafstein use recent case studies such as Enron, Hormone Replacement Therapy, and The Bell Curve (1994) to begin their examination of the popular, industrial, or political overtones that shadow professional research and the application for funding. The book then progresses to investigate the role of the core paradigm or artistic canons as means of encouraging or impeding trends and topics of research. A discussion of grey literature and of the establishment of a fledgling research initiative in an environment follows, outlining new research tools and touching on how the access to a greater amount of information has changed the development and influence of gold standard research.

Ultimately, Bailin and Grafstein's book seeks to confirm the use of the peer review system as the benchmark for evaluating the quality research being conducted and published, while offering those not wholly familiar with the process and dissemination of research an enlightening guide.

The Critical Assessment of Research is an engaging and thoroughly useful book. Its examination of the changing trends in aspects of professional and academic research over the past 20 years is a valuable resource to have on hand in any special or academic library.

Brenda Strachan

University of Southern Queensland

Networked Collaborative Learning: Social Interaction and Active Learning

Given the success of networked collaborative ventures such as Wikipedia, I was looking for a book that would inspire me with in-depth case studies or inform me with step-by-step instructions on Networked Collaborative Learning (NCL). This is not that book. However, it did what the author stated it would: 'to further understanding of the factors, motives and results that lead a teacher to adopt NCL-based strategies' where a teacher is a tertiary-level educator.

The author, Dr Guglielmo Trentin, is an academic, teacher and e-learning expert of considerable experience and expertise. He is a senior researcher at the Institute

for Educational Technology, Italian National Research Council. He has taught since 2002 at the University of Turin. He has trained teachers, and has written numerous articles and several books.

In this book Dr Trentin introduces Networked Collaborative Learning in the context of technology-enhanced learning. He explores four dimensions that make such learning sustainable: pedagogy, e-teacher professionalism, instructional design, and evaluation. For the pedagogical dimension, the author briefly looks at learning theories and models and gives an example of how NCL is employed. For the e-teacher professional dimension, he highlights the development of e-teaching from face-to-face teaching. For the instructional design dimension, the author looks at models and levels of design, and choice of learning platform. For the evaluation dimension, he looks at assessment, especially e-assessment and explores quite complex methods of evaluating participation and collaborative effort.

The book has many strengths:

- It makes some very useful and insightful points.
- It is very focussed on teaching (the author deliberately avoids bringing in technological, economic, logistical and organisational factors).
- It is well-researched – with extensive references.
- The information is well structured, supported by appropriate headings, tables, diagrams, a list of acronyms and an index.
- It has a very strong objective, theoretical basis.

For my part, these strengths also made it less readable for me than other texts in the e-learning domain. I found the lack of stories (and photos) of actual student interaction made the subject material sterile. I found the lack of broader organisational context made the information somewhat artificial. I found the objective, academic style made reading a hard slog.

This is an informative and well-researched text. I am wondering, though, if it could have been made more readable by a more collaborative approach.

Mark Jones

Australian Flexible Learning Framework

Managing Change and People in Libraries

Tinker Massey Oxford Chandos 2009 89pp ISBN 9781843344278 pbk £45.00

T he publisher states that this book is aimed at the busy information professional and is therefore designed to be easy to read. Possibly written to be more personable than a text book, it reads like an autobiography.

This would not be a problem if it provided interesting case studies and positive solutions for change. Instead, it offers an account of the negative experiences the author has experienced during her four decades of library work and a mess of suggestions that are limited in scope and not detailed enough to be of help to managers.

Massey, a serials librarian working at Embry-Riddle Aeronautical University at Daytona Beach, Florida, has tried to write a text examining theories of change management explained through real life examples. The first chapter provides an overview of the basic theories of management; the following chapters begin with a description of a negative workplace that the author has experienced and then offer suggestions on how to make positive changes.

Hidden amongst the autobiography are small snippets of helpful information aimed at providing managers with techniques to change negatives into positives and relieve employee stress in the workplace by improving physical and emotional conditions and establishing good working relationships. However, due to the layout of the text and complexity of the chapters, the result is a difficult-to-navigate text. Improvements to the layout, such as paragraph headings and dot points, would have resulted in a more useful resource.

That said, some readers may find it easier to digest the management theory being wrapped up in a novel-like text. Students in the information industry may find the material interesting and useful in their understanding of close working conditions and positive productive outcomes, but busy mangers will most likely find the text too time-consuming to navigate and not an easy to read text as promised by the publisher.

Sharon Uthmann

Bellingen Shire Librarian, Clarence Regional Library

Envisioning Future Academic Library Services: Initiatives, Ideas and Challenges

McKnight's collection is a concise and highly readable overview of many of the current digital trends. It is a pity, then, that in a book ostensibly about where we are going, so much time is spent on where we have been and where we currently are, with contributions generally spending little time on a future focus.

The brief biographies indicate that contributors are all of stature in their relevant field, and connected with institutions in Australia, New Zealand, the U.S.A., U.K. and Hong Kong. This may be part of the issue: innovation rarely comes from the top of an organisation.

If you want to know about the basics with regard to current trends, or gain an overview of current technological and cultural change, this book will provide a primer. Generally, the chapters are well thought out and not overly repetitive in their detail, though when reading the volume from cover to cover, chapter seven felt dismally like a summary of the first half of the book, particularly as by that stage a suite of concepts had emerged repeatedly. This might not be noticed as much if you were dipping in and out of the collection.

Chapters on citizen-created content, Second Life, and the management of research data are particular highlights. Wright truly considers leadership into the future; however, she provides no specific link to library leadership. Discussion of Web 3.0 (the 'semantic web') is completely absent, and consideration of the global environment is poorly covered even with a chapter on academic libraries in China. There is some discussion regarding the needs of digital natives vs. older users (academic staff, for example), and the role of libraries as partners, rather than servants; unfortunately, these topics are not explored in depth.

McKnight has attempted to present this collection as a futuristic projection using the words envisioning' and 'wildcards' to pull the works together. She has used neither term accurately. I question the back cover's blurb that 'this topical edited collection … will question the status quo', as the contributors have generally chosen to play it safe. Law (chapter one) states that libraries have been guilty of 'a whole series of avoidance tactics which make libraries ever more efficient but ever less relevant' (p.1), and that 'We must discover what our customers want and then build on that, rather than attempting to lead them towards a future which they find irrelevant' (p.11). In large part, this collection conforms to the evolutionary process indicated by the first statement, rather than engaging with the revolution of the second.

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Liz Reuben

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PUBLICATIONS RECEIVED

Introduction to Modern Information Retrieval
        G G Chowdhury, 3rd ed. London: Facet, 2010
        ISBN 9781856046947 pbk 508pp £44.95

The University of Queensland Library: A Centenary History 1910-2010
        John East, St Lucia, Qld: The University of Queensland Library, 2010
        ISBN 9781864999860 pbk 47pp

Handbook of Art and Design Librarianship
        Amanda Gluibizzi and Paul Glassman. London: Facet, 2010.
        ISBN 9781856047029 pbk 352pp £54.95

Mobile Technology and Libraries (Tech Set no.2)
        Jason Griffey, London: Facet, 2010.
        ISBN 9781856047227 pbk 125pp £34.95

From Fear to Flow: Personality and Information Interaction
        Jannica Heinström. Oxford: Chandos, 2010.
        ISBN 9781843345138 pbk 225pp £45.00

Library and Information Science Research in the 21st Century: A Guide for Practising Librarians and Students
        Ibironke O. Lawal. Oxford: Chandos, 2009.
        ISBN 9781843343721 pbk 212pp £47.00

Pursuing Information Literacy: Roles and Relationships
        Emmett Lombard. Oxford: Chandos, 2010.
        ISBN 9781843345909 pbk 164pp £45.00

Leading from the Middle, and Other Contrarian Essays on Library Leadership
        John Lubans Jr. Santa Barbara, CA: Libraries Unlimited, 2010.
        ISBN 9781598845778 pbk 298pp US$50.00

The Biographical Dictionary of the Australian Senate, volume 3: 1962-1983
        Ann Millar and Geoffrey Browne (eds). Sydney: UNSW Press, 2010.
        ISBN 9780868409962 hbk 691pp AUD$79.95

Archives: Principles and Practices
        Laura A. Millar. London: Facet, 2010.
        ISBN 9781856046732 pbk 280pp pbk £44.95

The Lessons Learned Handbook: Practical Approaches to Learning from Experience
        Nick Milton. Oxford: Chandos, 2010.
        ISBN 9781843345879 pbk 191pp £45.00

Wikis for Libraries (Tech Set no.5)
        Lauren Pressley. London: Facet, 2010.
        ISBN 9781856047258 pbk 125pp £34.95

Library Videos and Webcasts (Tech Set no.4)
 Thomas Sean Casserley Robinson. London: Facet, 2010.
 ISBN 9781856047241 pbk 125pp £34.95

Information Literacy in the Digital Age: An Evidence-based Approach
 Teresa S. Welsh and Melissa S. Wright. Oxford: Chandos, 2010.
 ISBN 9781843345152 pbk 218pp £47.00