RESEARCH & EDUCATION

Online education for transitioning students
A place at the big table – Redefining uni libraries
Becoming a lecturer in Library Studies
Annual report 2009
Shoot us your stories!

Accessed all areas? Got the jump on NSS? Lauded your library techs?
We want to hear about it!

Send your LIW, LT Day and NSS stories (of 100 words or less) to incite@alia.org.au for a feature in August's inCite.
Deadline is 1 July 2010. Photos are definitely welcome!

I remembered borrowing a book from the library about a man in a circus who shot out of cannons.
This seemed like a good idea.
Featuring this month

Research and Education

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Frontline

One of the most daunting things for me when I found out that I was to become Vice-President/President-elect of ALIA was the realisation that I’d have to write Frontline almost every month for a year. I’ve been studiously reading Jan Richard’s columns to gain insight and am constantly amazed at how Jan manages to weave all sorts of stories through her columns to match the issue’s feature theme. I’m certainly no writer, and for that matter, nor much of a handyman either, as I type this with my right hand bandaged courtesy of a minor mishap while brewing my latest batch (Belgian tripel).

So it’s with great trepidation that I embark on my first Frontline column.

For those of you who don’t know me, two of my favourite pastimes are playing golf and home brewing. Over the many years I have played and brewed, becoming more proficient has been a continual exercise in research, education, and application. When you think about it, nearly all advancements, no matter how great or small, are based on those three principles. While the principles are simple, undertaking rigorous research, developing pedagogically informed education, and ensuring application occurs in a safe and sustainable environment can be incredibly complex and often very expensive. There is also a fourth factor: publication.

Sharing and disseminating information about our innovations and achievements is often easier said than done. Some have the discipline and culture to share their innovation and achievements. Others, and I include me and my library, investigate, innovate, and achieve successes, but often fail to report and share them. Why? I think the main answer is time. But we can often be our own worst enemies by not taking the time. How many of you have been to conferences and workshops and come back lamenting about how someone is presenting on something you’ve been doing for ages? I know my colleagues and I have done so on many occasions. By not presenting or publishing, we aren’t only depriving ourselves of kudos, but we’re also potentially depriving the profession advancement.

As a professional association, ALIA is strongly committed to research and publication and education. The recently released 2010-2015 Strategic Plan include Research and Publishing as well as Education and Professional Development. On the Research and Publishing front an earlier board established the ALIA Research and Publishing Standing Committee (RAP), who, among other directives, support and promote a culture of research and publishing in the profession; practically this has been reflected in the development of the publishing action plan and managing the ALIA Research Mentoring Program. The Board is also referring research related requests to RAP for advice and guidance.

In terms of our aspirations the Board would like to see the following achieved over the next five years:

1. Broad recognition within the LIS sector of the value of research as a vital professional skill and knowledge
2. Active participation by ALIA members in research and scholarship including higher degree qualifications
3. Increased collaboration across the LIS sector and academia to undertake research
4. Financially stable Publishing program meeting the needs of members

To achieve these aspirations, we’ll need engagement by members from all sectors, support of employers, and involvement and support by LIS academics.

Education is the other theme of this issue of inCite. While research and publishing go hand in hand so too does education and professional development (PD). We as members have a huge investment in these activities. Probably the most fundamental involvement of ALIA in education is through course recognition, or accreditation as it will soon be known.

ALIA supports education and professional development throughout the lifecycle of a LIS professional – from accrediting the course we graduate from through offering professional development activities and hosting conferences to retirement and beyond.

Before I finish up (I’m almost at the end of my word count) I shouldn’t neglect to mention ALIA’s involvement in the most fundamental level of education, schools. ALIA has invested considerable time and resources developing a submission for the Federal Government’s Inquiry into School Libraries and Teacher Librarians in Australian Schools. With considerable input from the ALIA Schools and in cooperation with the Australian School Library Association, ALIA has made a submission to the Inquiry and participated in the Melbourne hearing. Here’s hoping that, in an election year, ALIA’s efforts in advocacy for school and public libraries will pay off.

Well I’ve almost completed my first Frontline. All things going well, I’ll have it to the editor by the deadline and I can start thinking about my next column. By the time you read this we’ll have a new Board in place. We bid farewell to Jan Richards, Helen Partridge, Michelle Brennand, and Philip Keane. Philip, Michelle and Helen have been on the Board for the maximum four years permissible by the constitution. Over those four years these Directors have amassed a considerable level of knowledge and understanding about the Association. Helen has been a major contributor to furthering the Association’s focus on research and publishing, while Philip and Michelle have made a valuable contribution in the area of corporate governance. Philip will be especially missed for his power board, and extension leads! The new Board members Margaret Allen, Andrew Hocken, Julie Rae, and John Bayliss should have now well and truly recovered from their first Board meeting and will be ready and rearing to go!

Graham Black
ALIA President
graham.black@alia.org.au
www.alia.org.au/education. This has been a significant body of work for the Association over the last 18 months; the report covers the 17 site visits to TAFE and RTO locations. Why is the report important? It covers the history of course accreditation for library technicians in Australia, and outlines recommendations for improvements to library technician training into the future. The ALIA Education and PD Standing Committee will be working together to further the recommendations. Library technician educators will also be discussing the outcomes of the report at their August meeting in Brisbane in September.

**Federal Budget and the Federal Election**

ALIA produces a Federal Budget summary every year for its members in order to highlight initiatives of significance to the library and information sector and other cultural institutions. We have provided links to budget papers and media releases so that you can read more about the issues that interest you. The budget summary is available here: [http://www.alia.org.au/advocacy](http://www.alia.org.au/advocacy).

The ALIA Roundtable meeting held at ALIA House on 20 May hosted representatives from key library organisations to discuss the compelling issues for Australian libraries in the election year, and agreed on a number of key outcomes and priorities for lobbying and advocacy. Further information at [http://www.alia.org.au/roundtable/2010](http://www.alia.org.au/roundtable/2010).

**School library and Teacher Librarian Inquiry**

This once-in-a-lifetime opportunity continues in locations around the country with public hearings in capital cities. Transcripts are available, and you can still write a letter of support to your local MP. Thousands of you have also listened to the webstreaming of the hearings, where witnesses have told their stories of the contribution that teacher librarians make to school life, student outcomes, and the future directions of literacy and learning in our country. You will also have seen the video available on the APH About the House News website, available here [http://www.aph.gov.au/house/house_news/index.asp](http://www.aph.gov.au/house/house_news/index.asp).

Point all of your colleagues and friends to [http://www.alia.org.au/schoollibraries](http://www.alia.org.au/schoollibraries) where we will keep you up-to-date on developments and new links to information and resources as we move forward.

**Advocacy – Every member an advocate**

Following on from the National Advisory Congress in 2009 which focused on lobbying and advocacy, ALIA members can now participate in free advocacy workshops being delivered around the country. These events are proving popular, so book early. You will find listings for your states in this edition of inCite (page 33), or by visiting the webpage, where you can also find registration form: [http://www.alia.org.au/education/pd/pd/services/every.member.advocate.html](http://www.alia.org.au/education/pd/pd/services/every.member.advocate.html).

**Safer Internet Group**

Internet filtering has again been a great topic of discussion, on radio, TV, online, and in over the kitchen table. ALIA has issued another media release in partnership with the Safer Internet Group. Internet Filtering: what people really think, available here: [http://www.alia.org.au/media/room/2010.05.10.html](http://www.alia.org.au/media/room/2010.05.10.html). Your membership dollars contributes to this work, through the staff time it takes to develop briefings and documents, meetings with ministers, and web updates. Knowing that your support is behind me (as the Executive Director representing you) is part of the powerful message we are sending to those who believe that restriction of access to information is a better option than an unworkable filter system. [http://www.alia.org.au/internetfiltering](http://www.alia.org.au/internetfiltering).

**ALIA Annual Report 2009**

The 2009 Annual Report and audited financial statements is printed for members in this edition. You can also access these documents anytime at [http://www.alia.org.au/publishing/annual.reports](http://www.alia.org.au/publishing/annual.reports). Like many other organisations, from 2011 ALIA will be opting for a ‘greener’ method of Annual Report distribution. On your next membership renewal form you will be requested to opt for either print or electronic distribution of the annual report.

**New staff and board**

We welcome to the ALIA Executive Rob Miller to the position of Chief Operating Officer and Janetta Mascilongo as Director: Professional Services. We are also pleased to welcome Harry Carroll as our new Financial Controller. We are all looking forward to moving ahead with the 2010-2015 Strategic Plan [http://www.alia.org.au/governance/planning](http://www.alia.org.au/governance/planning).

Graham Black, our President 2010-2011, and I are also pleased to welcome our new Board members, John Bayliss, Andrew Hocken, and Julie Rae, and also our new Vice-President/President-elect Margaret Allen. You can find all Board member contact details beside Frontline and the Executive and LLO contact details beside Directline.

On a personal note, I am participating in the CEO Sleepout this year – on 17 June I will be sleeping out on the concrete for a night to raise awareness and funds for homelessness. Libraries contribute to the lives of homeless Australians in many ways, and I am hoping that ALIA members will support the fundraising to make improvements for these people within our communities. You can support me at [http://www.ceossleepout.org.au](http://www.ceossleepout.org.au).

Sue Hutley
ALIA Executive Director
sue.hutley@alia.org.au
Professional development

Quality ALIA face-to-face training

ALIA has organised quality face-to-face training nationally in three essential areas of library profession competencies. Support this initiative by attending yourself or by sending your staff. These workshops have been priced at $375 to allow all ALIA member libraries to send staff for training. The full day workshops include catering and a booklet, and is excellent value.

The three workshops on offer in 2010 are:

- Managing challenging clients
  This is more than customer service; this course provides tested and proven skills for all frontline staff working in university, public, and special libraries.

- Leading others through change
  Change is a constant; help your staff embrace change positively and productively with Adam’s course.

- Fundamentals of supervision
  Management skills are crucial to staff advancement. Sooner or later the ability to supervise staff will be tested. Those just starting out can gain an edge; employers shouldn’t leave staff supervision to chance.

Adam Le Good is a very highly regarded presenter and has developed and conducted a wide variety of management and personal development programs for both public and private sector organisations since 1988. He uses practical applications of management principles and theory and a humorous and theatrical style, to ensure that trainees enjoy their learning experience and are able to translate their newly acquired skills to the workplace. His knowledge of adult learning principles, group dynamics, learning styles, and human behaviour ensures that the training will appeal to a broad range of participants. Adam is also a member of the Australian Institute of Training and Development.

All courses are specifically designed for those working in the Library and information field and cover a wide range of experiences and practice.

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<th>Locations</th>
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<td>Managing Challenging Clients</td>
<td>Melbourne</td>
<td>RMIT</td>
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<td>Wed 14 July</td>
<td>Fundamentals of Supervision</td>
<td>Melbourne</td>
<td>RMIT</td>
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<td>Mon 16 August</td>
<td>Managing Challenging Clients</td>
<td>Perth</td>
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<td>Tues 17 August</td>
<td>Fundamentals of Supervision</td>
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<td>Wed 18 August</td>
<td>Leading Others through Change</td>
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<td>Mon 8 November</td>
<td>Managing Challenging Clients</td>
<td>Sydney</td>
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<td>Tues 9 November</td>
<td>Fundamentals of Supervision</td>
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<td>Wed 10 November</td>
<td>Leading Others through Change</td>
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<td>Wed 24 November</td>
<td>Leading Others through Change</td>
<td>Melbourne</td>
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ALIA Access 2010 Conference
Wednesday 1 – Friday 3 September 2010
Brisbane Convention and Exhibition Centre

The ALIA event of the year
(you wouldn’t want to be anywhere else!)

Last chance to register at the Early Bird Rate!
Early bird registration for ALIA Access 2010 closes on Wednesday 7 July 2010. Register today to save up to $300 on the price of the member full registration fee.

Visit the conference website for the latest program, registration information, and to register online; http://conferences.alia.org.au/access2010

Library Tours – Wednesday 1 September
Included in your registration fee is the opportunity to visit some of Queensland’s leading government libraries, health libraries, public libraries, university libraries, Gold Coast libraries and Brisbane CBD libraries.

To access more information regarding the ALIA Access Library Tours, visit online at http://conferences.alia.org.au/access2010/tours.html

What are you looking forward to at ALIA Access 2010?
We asked some registered delegates what they were most looking forward to at the conference.

I’m excited to be going to the ALIA conference to discuss and share ideas about information access now and in the future. I’m really thrilled to be presenting my first paper with my colleague, and we hope you’re interested in the ideas we posit about the future of Document Delivery. See you all there!
Helen Balfour
Senior Library Officer
The University of Western Australia Library

I’m looking forward to the potential to discover and explore new ideas; to build on my personal and professional strengths and knowledge; to learn; to network; meet new people; which will more effectively allow me and my staff to deliver a relevant and appropriately targeted special library service.
Rosa Serratore
Chief Librarian
National Meteorological Library, Bureau of Meteorology

Being among other professional colleagues from across Australia, as this offers terrific opportunities for networking, for renewing old friendships and for making new ones.

The opportunity to stop and think more broadly beyond the day to day hassles of management that can fill your mind in your daily work routine.

Also hearing about what others have achieved in their libraries and the developments that are taking place in the profession more broadly than in my own sphere of public libraries. And of course visiting other public libraries and simply being in beautiful Brisbane for a conference once again.
Patricia Walker,
Manager Libraries & Heritage,
City of Armadale WA

I am looking forward to networking with other library professionals from around Australia. I am also looking forward to finding out something new, something I didn’t know about before. It doesn’t matter what it is but it would be great if I learned about something that I could apply back in the BSES Limited library to make a difference to service we provide.
Deborah Martin,
Librarian and Records Archivist
Library and Records, BSES Limited

ALIA Information Online Conference and Exhibition 2011

Less than 10 months to go!

ALIA and the Organising Committee would like to welcome our sponsors RMIT Publishing and CAVAL.

RMIT Publishing is Australia’s leading scholarly e-press, delivering the largest collection of Australasian scholarly research materials via our Informit online service.

CAVAL is an Australian not-for-profit company established to provide library services to libraries in Australia, New Zealand, and Asia.

The list of exhibitors that have signed up for the 2011 trade exhibition continues to grow. You will be able to meet, greet, and find out all the latest information from vendors such as the Economist Intelligence Unit, Mergent, Cambridge University Press, and Oxford University Press.

We also have a brand new facebook page. Help us build a dynamic page by suggesting topics, related pages, links, posting on our wall and joining in on the discussions.

For all the latest Information Online news you can: Subscribe to our blog from our website http://www.information-online.com.au
You can also follow us on: Facebook, Twitter (#aliaic), and LinkedIn. All of our social networking links are available on our website.

ALIA National Library & Information Technicians 2011 Conference

Back to Basics – Perth 2011
13–16 September 2011
Sheraton Hotel, Perth WA

The Conference Organising Committee is delighted to welcome you to Perth for an exciting and stimulating program of events in 2011.

The Conference theme “Back to Basics” is aimed at bringing together people skills, quality service, knowledge, community, and connection. The Conference program will explore how we started, how we have improved, and how we can bring the right information in an efficient and professional manner. We hope to focus, strive and survive with basic understanding.

All Conference sessions will be held at the Sheraton Perth Hotel, Perth - Western Australia. Overlooking the Swan River and foreshore parks, Sheraton Perth Hotel is set in a great location, just a short walk from the city’s main shopping, dining, and entertainment districts.

We look forward to providing you with more information as the planning of this exciting conference takes shape, and we hope to see you in Perth during September 2011.

Important Dates to diarise now
September 2010 – Abstract Submission Opens
November 2010 – Deadline for Submission of Abstracts
January 2011 – Online Registration Opens
June 2011 – Early Bird Registration Closes

Contact us via email libtech2011@iceaustralia.com
On the edge

A conference to remember
From the desk of the Library Provocateur

Welcome to Broome, in the former state of Western Australia. It’s an unusually mild autumn day in the year 2030 and, as predicted way back at the start of the century, Broome’s booming population growth has made it the undisputed ‘regional capital’ of recently un-federated Australia. Some 500 000 people now call the city home, as does Sun Corp (Australia’s largest generator of solar electricity), the prestigious West Coast University (WCU), and Australia’s newest NRL franchise – the triple premiership winning Pearlers.

After nearly a decade of lobbying by the local Chamber of Commerce and an offer of generous financial sponsorship from Sun Corp, the Certified Library and Information Professionals of Australasia are finally holding their annual conference in Broome. Even in what is still very much a tourist Mecca, hotels are at peak capacity and the city is fairly awash with garrulous information practitioners.

Morning one of the conference and nearly twenty thousand voluble CLIPA members converge on Dampier Stadium, home of the mighty Pearlers, for the welcome address. Their popular President mounts the stage on the halfway line, adjusts his Apple ePod (ear pod) and motions for quiet. After two consecutive terms and nearly four years as paid full time president, this is his last conference before returning to professional practice.

One by one he calls the Board on stage and briefly introduces each of four elected directors and two new appointees – a politically well connected ex-Senator and successful ‘social media’ proprietor, and the current deputy chairman of the ‘Future Fund 2’. Collectively they represent nearly 30 years of Board experience and some impressive government and corporate connections. The organisation has never been so well represented or respected in the corridors of power.

As the CLIPA Board members take their seats on stage, another hush descends over the stadium. The guest of honour is introduced and strides purposefully onto the stage – carefully coiffed hair and trademark powder blue suits heralding Her Excellency, the first duly elected President of Australia.

In the stands, many stamp their feet and clap and cheer. Others are content to soak up the sunshine and contemplate the five days ahead – a week of wall-to-wall guest speakers, technical presentations, training workshops, sector group meetings, and networking events. If only compulsory professional development had always been this straightforward and fun!

Meanwhile, next door at the five star conference venue overlooking Cable Beach, library and information suppliers from all over the world are gathering in the massive Exhibition Hall to finalise their preparations for Trade Day. Golf carts are on hand to ferry suppliers around the imposing exhibition space. There is an electric buzz in the air – most of it solar powered thanks to Sun Corp.

The centrepiece of the Exhibition Hall looks like the set of a sci-fi movie but is actually a prototype Hawking Quantum Library – the latest in multi-dimensional storage solutions for those ‘simply impossible to digitise’ legacy print collections. On another stand, the CEO of Libco has just flown into Kimberley International Airport from company headquarters in Seattle. With him is an entourage of guest speakers, specialist product experts, and trainers – not to mention the complete international sales team and more promotional merchandise than his Virgin Galactic suborbital aircraft was actually licensed to carry!

In just 24 hours the Exhibition Hall will be packed with thousands of people for a single frenetic day of new product launches and demonstrations that will leave practitioners agog. All through the venue, in every quiet corner and hallway, deals will be done – deals collectively worth LOTS of money. In return, suppliers will pull out all stops to make this one great annual event truly memorable – at least until the next one in 2031.

Others will benefit financially too. Many years before – when the unsustainable hodge-podge of small library conferences finally drowned in a sea of red ink and was replaced with CLIPA Super Conference Ltd – every library sector group and peak body bought a stake in the new event. Now the substantial profits from each annual super conference flow back to the shareholders and shares are traded as groups wax and wane in influence. CLIPA now owns not only its headquarters in a trendy beachside suburb of Greater Byron Bay, but two commercial office buildings in Wellington and Perth and a highly profitable boutique training company listed on the Sydney stock exchange.

The President of Australia winds up her speech, thanks the audience for their attention and with a blink made heavy by mascara, activates a strategically placed personal rocket pack (Apple’s latest iRock) and departs the stage vertically. Across the stadium, full Members of CLIPA login via ePod to record the speech in their PD Log and calculate how many more PD points will be needed for annual re-certification. Happily for many, the conference will provide all the PD points they need and they will return to their organisations not only professionally refreshed but also fully re-certified for another year.

As the first technical presentation of the day commences on stage and appears above the stadium as a gigantic hologram, I scan the sea of earnest, mostly young faces around me and think back 20 years. How far we have come and how much we have achieved in just two decades. What a bright and exciting future we have built for our profession since 2010. It seems like a dream...

libraryprovocateur@gmail.com
Cancer Prevention Package

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USACO: (81) 3 3503 3256 or usaco@usaco.co.jp

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The ALIA Research Mentoring Program

The ALIA Research Mentoring Program was established in 2009 to provide support for the development of research and scholarly enquiry among practising library professionals. The program is open to practising librarians or library technician members who have been personal financial members of ALIA for at least two years at the time of application.

The program provides an opportunity for the practitioner to research an area of interest and value to them while having access to research coaching and guidance. Research mentoring also presents the opportunity for professional members to develop and refine their skills, knowledge, and confidence in conducting research in a supportive environment.

Coordinated by Associate Professor Helen Partridge of the School of Information Technology at Queensland University of Technology (QUT) the initial participants began their research in October 2009. Tania Barry, the Mill Park Branch manager at Yarra Plenty Regional Library, is one of the first participants in the program. Tania is an active ALIA member and has a strong interest in continuing professional development which led her to apply for the program. She hopes to conduct some initial research with the assistance of her mentor, Dr. Mary Carroll, on electronic gaming in Australian public libraries. This will perhaps be a precursor to further study.

Mentoring has been provided through a number of channels including email and teleconferences. Tania has focused her research over the last few months on critically reviewing the current state of literature in her area of interest, looking at the issues and controversies surrounding electronic gaming, the benefits associated with gaming, as well as investigating the historical context. It has been a steep learning curve for all involved as mentors, facilitators, and mentees balance busy home, work, and research commitments, but ultimately the benefits to all involved and to the profession will be far reaching.

Mary Carroll
ALIA Research Mentoring Program Mentor
mary.carroll@rmit.edu.au

Our future is in good hands

Janice Wilson and Eileen Dunstone, teacher librarians at Lake Tuggeranong College (a joint use secondary college and public library), identified a gap in the vocational education and training (VET) opportunities for aspiring library workers. They developed and wrote a Library and Information Services course. The course aimed to engage students in learning activities covering library knowledge and skills along with authentic, structured workplace learning. The course was piloted in 2009, with the first students graduating with a Certificate II in Library and Information Services.

This course provides a pathway to work and tertiary education. The local TAFE, CIT, does not offer the Cert II but does have a Cert III which is a natural progression from our course. No other school or college in the ACT offers this qualification, but others have expressed interest in doing so.

The course emphasises new technologies in libraries, with learning activities which engage young people in an authentic learning context. Flexible delivery, which has been something of a challenge within the school sector, is a feature of our course. In keeping with these aims, we have attempted to include our students in library promotions, displays, and activities.

A highlight of 2009 was “Cabinet in the Community,” an opportunity for the ministers in the ACT Government to meet with members of the public. The Lake Tuggeranong College Library was chosen as the venue and presented the ideal opportunity for involvement of our library students, who assisted with organising and publicising the event and assisted on the day. We were happy for them to meet the Minister for Education and for him to see first hand what our students have achieved in this course.

A major part of the research unit requires students to research a library in Canberra, arrange to visit, speak with the staff, and prepare a presentation. Students must consider a range of aspects and compare and contrast their chosen library with the Tuggeranong Library. Libraries visited have included: university libraries, special libraries in the fields of pharmaceuticals, art, film, science, and Heritage. Staff at these libraries have been welcoming, helpful, and infinitely patient in their dealings with our library students. We thank them for their interest in the program and their investment in the future of the profession. Some students have decided to pursue a library career as a result of their visits!

In March of 2010 the Tuggeranong Library celebrated its 20th birthday with a morning tea and displays. Our students were involved in the celebrations by sorting through photographs, preparing displays and assisting on the day. In conjunction with this, student Clare Reid produced a stunning photo-montage which involved layering many images to make one final image. This photograph depicted a young girl searching through an old book, “the lifeless book of hope,” trying to find a page where she belongs. We used multiple copies of this image, including a poster-sized one, as the centrepiece of the birthday display.

Our aim has been to involve students in the library and in the many facets of library work, and to have them respond in a way which engages them while giving them transferable skills which will lead to future choices. If the results to date are any indication, then the future of the library profession is looking very healthy.

Janice Wilson and Eileen Dunstone
Lake Tuggeranong College
janice.wilson@ed.act.edu.au
Libraries have always been filled up with text – on scrolls, in manuscripts, books, audio-tapes, microfiche, databases, e-mails, even text messages and tweets. Records of our knowledge are by and large in textual form. Yes, there are images, sounds, and textures, but the world of the mind is mostly textual. Or, is it? Changes in technologies for production and transmitting text have been associated with transformations of cultures. If digital technologies are changing the way we think, write, and communicate our knowledge? Is the searchable text still the same text? Can we think deeper, wonder more, go further than it was possible before?

These questions followed me for a number of years before I finally left my nice job at a large university library (to the astonishment of some colleagues and friends) to pursue a full-time doctoral study at the University of Technology, Sydney. Bills still have to be paid and stomachs filled even when one is on the mind quest, so having a scholarship and a casual teaching job goes a long way in settling practicalities, providing flexible working arrangements (albeit 7am to 11pm), and freeing-up minds.

Once I was set up, I had to address my big questions. After many hours of reading and asking difficult questions of my Principal Supervisor, Professor Joyce Kirk, it was decided that I am investigating how scholars in literary and historical studies interact with electronic texts. These researchers are well-known for diverse and sophisticated interactions with text. If any group should reveal complexities of dealing with e-texts, it should be these humanities researchers. One of my favourite quotes on the topic comes from Jerome McGann, a humanist scholar, who wrote: "Textual studies is ground zero of everything we do. We read, we write, we think in a textual condition. Because that is true, the new information and media technologies go to the core of our work'.

My research study, entitled Roles of electronic texts in research projects in the humanities, explores how scholars engaged with e-texts during the research process. Study participants were academic researchers who talked to me about their work, some of them recorded what they were doing on tapes and forms, and I read, or at least browsed, manuscripts and publications arising from their projects. After many months in ‘data mud’, I emerged with some answers (yes, temporary and statistically non-representative).

So, is text in a different format still the same text? E-texts aren’t stable definitive objects like books. Study participants described them as if they had a gaseous or liquid state of aggregation: “It becomes like the air you breathe. It’s very difficult to talk about because it’s everywhere”. A number of participants compared e-texts to a rich and unpredictable ocean. It is a “vast ocean of information out there and I can draw on that when I feel like it”. Or, exploration of a textual database is like “going in fishing, pot luck to see what turns up”. The lack of physical boundaries promotes a sense that different media and formats are merging together. The internet provides loosely ordered environments, which gather sources that traditionally do not exist in the same space. The speed in following hunches and patterns of information, combined with a lack of traditional reference points, underpinned participants’ perceptions that they were dealing with a vast and rich, although unpredictable, ocean.

In some cases, electronic format didn’t affect how scholars went about their work and e-texts were used to support traditional research process. However, searching across academic and non-academic sources, fast interactions, and the possibility of manipulating text led to new forms of engagement with text. Electronic access to large amounts of materials from different sources allows a scholar to make comparisons and see connections, which was not possible before. As one of the participants said, “we wouldn’t actually have imagined making those sorts of links because it wouldn’t be simple to do, so we wouldn’t have even bothered.”

The nature of e-text, electronic environment, and the way scholars interact with text promote blurring of boundaries between academic and creative genres. Many participants in the study were exploring or were interested in exploring possibilities of digital media to develop new forms of academic outputs. At the same time, established disciplinary traditions and practices have a very strong influence on researchers’ decisions about presenting their work. These traditions are the main reason why e-texts are largely absent from academic publications.

Most scholars in the study said that they didn’t know how their colleagues interacted with e-texts and mentioned a number of uncertainties related to the use of e-texts. They often mentioned their libraries as agents of change and expected or hoped for directions from the library how to find their way in digital environments. The question is how libraries can meet these expectations.

Records of knowledge are still bound to text, but text is changing. The fluid text requires flexibility and focus on information, rather than on knowledge objects. The concept of academic text is changing and our ideas of university collections and reference service will transform with it. Text is often part of multimedia and immersive environments. Librarians will need to go beyond the role of custodians and become players and participants in online spaces. Most of all, librarians have the opportunity to be heard as prominent voices in intellectual dialogues about the changing nature of knowledge.

How can we do this? What are the skills we need? These questions may be a beginning of someone else’s doctoral study. Academic libraries are excellent in answering clients’ questions and supporting their research. I’d argue that we have to make space for people to go on their mind quests without the need to leave libraries.

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Higher Education round-up: What some of our up-and-comers are thinking about

Who: Leith Robinson
What: PhD, Information Studies
Where: Curtin University of Technology
Supervisors: Dr Paul Genoni, Dr Kerry Smith
Converged memory institutions: A study of the consolidation of community cultural resources

This project investigates the increasing trend worldwide of the convergence of memory institutions (the galleries, libraries, archives, museums, and records centres that cover the various domains of public collecting), into one physical site and/or one virtual interface, as well as the joint projects, sharing of resources, and partnerships that are forming. Various technological, social, cultural, and economic changes have driven convergence, and memory institutions are rethinking their purpose, role, and identity, as are stakeholders, including organisations, associations, governments, staff, and users. Similarly, education, job titles, duties, software and hardware, pay structure, and office and workstation designs are all in flux, and these changes have stirred many emotions.

As well as the above, the thesis examines the history of public collecting institutions and the surrounding issues such as the information commons and the rise of social hubs. The methodology involves a literature review, a survey of Western Australian public library managers’ knowledge and perceptions about convergence, and case studies of 3 WA libraries to determine the suitability for – and if so, the degree of – potential unification.

The findings will inform the development of recommendations for the practice and management of converged memory institutions, to optimise future utility and efficiency of our information and heritage. It is contended convergence will ‘future-proof’ our sector, by raising relevance, value, and the level of satisfaction experienced by all.

Who: Roziya Abu
What: PhD, School of Social Sciences and Psychology
Where: Victoria University (International student)
Supervisors: Associate Professor Marty Grace, Dr Mary Carroll
Adapting Australian rural public library services approaches to Malaysia

Through her work as a senior lecturer at the MARA University of Technology Roziya developed an interest in helping Malaysian rural communities by enhancing the current usage of rural public library services. The focus of her research is the investigation and analysis of the impact on rural communities of the development of Malaysian rural libraries in recent years and to explore the relationships between rural public libraries and their community members in both Malaysia and Australia, with particular attention to empowerment and community development.

Currently in 2009, the total number of rural public libraries in Malaysia is 1089. Despite the increasing number of rural public libraries built all over Malaysia, they are not fully used. Perlis State Public Library Director, Norma Mohd Darus, revealed that only 29% of users of rural public libraries are adults, while 80% of the users are school children and school teenagers.

Roziya’s research will examine how community development programs are implemented by local rural public libraries in Malaysia. She will explore the expectations and the needs of the local communities, the influence of local government and how the local community and service providers perceive the community development programs implemented in rural public libraries in Malaysia, along with their views about unmet needs. This research will include an examination of practice in Australian public libraries in disadvantaged and rural communities. This material, along with the investigation of community development programs in Malaysian rural public libraries will inform conclusions and recommendations for further actions, programs, and services to improve the development of the Malaysian rural public libraries.

Who: Chloe Brookes-Kenworthy
What: Master’s of Information Services
Where: Edith Cowan University
Supervisors: Dr Mark Brogan
Building trusted digital repositories

Chloe is currently researching the implementation of Digital Repositories (DRs) in the Australian cultural heritage sector. A digital (or institutional) repository is a set of services and technologies that provide the means to collect, manage, provide access to, disseminate, and preserve digital materials.

Chloe’s project seeks to determine what good practices exist in the planning, design, and implementation of DRs in the cultural heritage space.

Chloe’s project is using TRAC – the Trustworthy Repositories Audit and Certification: Criteria and Checklist – developed by the Research Libraries Group (RLG) and the National Archives and Records Administration’s (NARA) Digital Repository Certification Task Force in 2007. TRAC addresses fundamental questions concerning governance, sustainability, long-term preservation, and trustworthiness in establishing and managing digital repositories.

Data describing the current state of maturity and sustainability of DR initiatives is scarce, but required for planning the sector’s future. Chloe hopes her research will assist in identifying areas of greatest risk and in providing a basis for measurement of progress into the future. It is hoped that when the research results are publicised they might encourage agencies with DR to incorporate appropriate elements of the criteria into their repository infrastructure, if necessary, to enhance their capacity to be considered trustworthy.

Who: Helen McSkimming
What: Master’s of Library and Information Management
Where: Charles Sturt University
Supervisors: Dr Anne Lloyd
Easing the tyranny of distance for distance education students

Many students face considerable barriers when embarking on distance education studies. Based on studies I reviewed, I developed a program to be delivered to distance education students in my local public library. The TOOLS program (Targeted Orientation of Online Literacy Skills) was
designed to be delivered over three weeks, and included an introduction to resources available through the university library and catalogue, search techniques, use of databases, and application of referencing systems.

When the students arrived for their first session, it was clear that my proposed program would need revision. It became apparent that more than three sessions would be required to provide the students with the information and communication technology skills and the information literacy skills required to confidently manage their studies, and to allow them to focus on the content of their courses rather than agonise over the learning tools. By the end of six sessions (and several informal sessions along the way), we had covered the topics planned for the TOOLS program. The students became more comfortable with the technology and began to focus more intently on the content of their courses.

At the conclusion of the program, the three students participated in individual interviews based around semi-structured open questions. Each of the students described feelings of being overwhelmed, stressed, daunted, or floundering prior to participating in the TOOLS program. They were able to clearly identify the particular technological and information literacy skills they had learned during the program and, as a result, reported feelings of greater confidence, increased self esteem, and relief! Each of the students stated during their interview that they felt that they would have withdrawn from their course if they had not had the support provided by this program.

My literature review revealed little evidence that Australian public libraries are currently supporting distance education students through structured programs. However, case studies from overseas libraries, together with the outcomes of my own research, suggest that public libraries may have a valuable role to play. At the community level, public librarians are well placed to embrace their professional responsibility by assisting distance education students to achieve their life-long learning goals.

Who: Katie Hannan
What: PhD, Education, Arts and Social Sciences
Where: University of South Australia
Supervisors: Dr Mia Stephens, Dr Jane Hiscock
An investigation of the extent to which Australian public libraries are practicing sustainability

Developing an understanding of how Australian library staff perceive the concept of sustainability, and how it has successfully been applied in Australian libraries will assist library managers to develop best practice sustainability initiatives. This information can be reported to the Australian Library and Information Association, allowing them to develop research informed policy on sustainability. Identification of skills that are required by staff to implement sustainability initiatives may highlight gaps in current curricula of accredited courses and lead to course reviews, resulting in library staff graduating with qualifications that are better suited to organisational needs.

I am currently planning a mixed methods approach to my research. Initially I hope to conduct a survey of library staff across Australia using an online questionnaire. This will allow me to gain a better understanding of how library workers perceive the concept of sustainability and whether staff think that their organisation has achieved, or is trying to achieve a level of sustainability. This data will indicate which organisations to study in further detail. My aim is to study several organisations by conducting field research to understand how each organisation works, and how the employees of each organisation interrelate.

This research topic is inline with the Australian Research Council’s National Research Priorities one and four; “an environmentally sustainable Australia: transforming existing industries and responding to climate change and variability” as well as “Safeguarding Australia: understanding our region and the world”.

Who: Jennifer Berryman
What: PhD, Information and Knowledge Management
Where: University of Technology, Sydney
Supervisors: Dr. Theresa Anderson, Professor Joyce Kirk
Award-winning thesis reports on how much information is enough

In a world of abundant information, how judgements of enough information are made is a fundamental but perplexing question for information behaviour researchers. Dr Berryman’s thesis examined how workers determine they have enough information when engaged in a work task, the ways in which this critical judgement is made, and the subtleties that shape the judgement. With an interpretive orientation, the multiple case study investigated judgements of enough information made by public sector policy and research workers while seeking and using information.

Key findings included the need for a mental template of the work task and the information needed against which iterative judgments of enough information were made. Participants sought feedback from different groups on both the evolving mental templates and the information gathered. As this process continued, the nature of what constituted enough information changed. A number of factors influenced both the process of judging and the nature of enough information including the task itself, the views of stakeholders and colleagues, the nature of organisational decision making processes and organisational attitudes towards uncertainty.

This work has practical application for information and knowledge management professionals. The findings add weight to the argument that these professionals must move out of their resource centres and embed themselves in work teams, enabling them to anticipate information needs rather than react to requests and to use their expertise to support workers at every stage of their information seeking and use.
A research update from the Information Studies Group at QUT

Information studies researchers at Queensland University of Technology currently have a number of exciting research projects underway. Re-conceptualising and repositoning Australian library and information science education for the twenty-first century is a research project funded by the Australian Learning and Teaching Council under the Linkage Projects scheme. The project will be undertaken over the next three years as a partnership between Queensland University of Technology, Griffith University, and Queensland Health. The project has two aims. First, it will develop a model of health information literacy for ageing Australians. Second, it will establish a national health information literacy framework to be used by health and information agencies in designing and developing resources and services to support the information needs of ageing Australians. Work on this project will commence in the next few months. For further information contact Associate Professor Helen Partridge (Project Leader) at h.partridge@qut.edu.au.

Professional ethics in the information technology sector, Dr Ian Stoodley’s recently completed PhD pursued an experience-based approach to professional ethics in the information technology (IT) sector, with a view to enriching the support offered to professionals in their practice of ethics. Previous research into IT professional ethics predominantly focused on external standards or internal reasoning; however Ian’s research focused on professionals’ experience of ethics, upon which they interpret standards and construct reasoning. His study indicated that a key to the effective support of IT professionals in their practice of ethics is the promotion of an increasingly other-centred experience of their professional practice. Ian’s findings are available online at http://eprints.qut.edu.au/26105/ and in print as Stoodley, Ian (2009) Professional ethics: The IT experience. VDM: Saarbrucken, Germany.

Ian plans to work with Prof Christine Bruce (QUT) and Prof John Weckert (CSU) to further investigate the university’s research repository in the area of frontier technology (nanotechnology and ICT) research. The anticipated outcome is a framework based on lived experience, which will yield new insights critical to supporting frontier researchers as they pursue ethical research. For further information, contact Dr Ian Stoodley at i.stoodley@qut.edu.au.

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Deakin University extends support for researchers

Building research capacity, with accompanying focus on the quality of research, have been strategic imperatives for Deakin University over the last 6 years. The library has responded by incorporating research support as a key element in its service design.

The appointment of two specialist research librarians has been critical to the strategic direction of the library. Ms Josipa Crnic is based at the Geelong Campus at Waurn Ponds, and Dr Daniela Kaleva at the Melbourne Campus at Burwood. Together, the research librarians work with faculties and research communities to build collegial relations and provide strategic links between researchers and the library. They monitor new and emerging research areas, coordinate and deliver training in partnership with the Institute of Research Training, and develop supporting learning materials and resources targeted to meet the needs of Higher Degree by Research students.

In the past twelve months, the research librarians have coordinated a variety of training sessions in collaboration with liaison librarians, culminating in a cross-faculty professional development program for academic staff and researchers, the Information Discovery Series. The series raises awareness of important library and information resources, assists academics to engage students in the use of quality information resources for their study and research, facilitates cross-campus and cross-faculty academic interaction and networking, and assists the further development of effective working relationships with liaison and research librarians. The Information Discovery Series lays down the groundwork for structuring intensive, customised group developing resources and services.

Library workshops for research students have since been incorporated into a university-wide research training program in 2010, facilitated by the university’s Institute of Research Training. “There are three key points,” Daniela Kaleva says. “It’s putting information sourcing in the context of the research process, so that we can first of all open up a discussion and engage our clients, but also to show them how important information is and how important our services are for the success of their research. The second approach is to propose and demonstrate comprehensive planning of information sourcing and managing, and the other one is also to teach information resources by adopting a streamlined approach. That means not only teaching what a database can do in terms of searching it, but also in terms of customised options, such as saving searches, setting up alerts, and exporting references.”

Now into the fourth offering of the university’s Higher Degree by Research monthly training program, the library’s sessions are so popular that registrations have been capped. Other initiatives include Deakin Research Online (DRO) now providing access to close to 20 000 research publications, and the employment of Higher Degree by Research students providing peer-to-peer support and fostering closer links with research teams.

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Topics of interest for global LIS students

Information Studies at Curtin has welcomed international students into its research programs for over twenty years. During that time the subjects under investigation have been many and varied. And yet when we looked more closely at what had been researched, two characteristics stood out; with very few exceptions all the research topics were solidly based in professional practice, and they related to the stage of development of the student’s country of origin.

The focus of the research has been improving the delivery of library, archives, or records management services in the students’ country of origin. In a number of cases this has involved comparisons with Australia as a model of a developed country.

Information literacy has been a popular area of study. Students from South Africa tackled the issue from a number of directions. The need for information literacy programs at a school level and the best methods of implementation when resources were scarce were investigated, as well as the use of the internet to deliver information literacy programs which targeted students at a time when the South African Government was trying to increase the number of indigenous students at university and other institutions of higher learning. In the Maldives, a nation of small scattered islands, an exploratory study of information provision and access gave insight to the development of an information culture which will increase levels of literacy.

Related to the issue of information literacy is the existence of a digital divide. Students from the Middle-East and Malawi have examined the role libraries can play in bridging this divide.

Communication practices and the use of digital media to make scholarly and cultural materials available have interested students from around the globe. Students from Oman, Jordan, Kuwait, Vietnam, and Japan have investigated and written about topics ranging from digital theses and virtual museums to archives and the role of organisations such as UNESCO in the dissemination of information.

Of interest to the more developed countries of Asia, such as Thailand and Malaysia, are the benefits that partnerships between public and private enterprise can bring to the economy. Economic factors were also behind an investigation of information needs and searching behaviour of aquaculture scientists in Vietnam.

International students who have not researched topics related to the developmental stage of their country of origin have had a particular interest in their chosen topic. Metadata, scientific and universal preservation, the role of a Practicum, the marketing and retail strategies used by public libraries, mobile libraries, and user satisfaction with information services have all been areas of research which have been worthwhile and interesting areas of research into professional practice.

International students have given us an opportunity to gain more of an understanding of different environments, conditions, and professional practices. Their research has added to our professional knowledge base and they are actively disseminating their findings in journals such as Library Review, Library Hi-Tech, and Library Management. Take the time to read their work. They are the leaders who will play a major role in the development of their nations.

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Research capacity building for library and information studies

Research is an integral dimension of any profession or discipline and library and information studies is no exception. We have a proud history of research in our field in Australia; however, evidence suggests that relative to other professions, our research capacity has reduced over the past decade or more. Examples of this decline include a reduction of higher education LIS academics from 130 in 1996 to 64 in 2005 (Hallam, 2007); the demise of the Australian journals, Cataloguing Australia; Education for Library and Information Services; Australia; and Orana: journal of school and children’s librarianship; and the lack of growth in LIS PhD completions relative to total growth of PhDs in Australia (Macauley et al., 2009). Exacerbating this predicament is the widely known issue of our ageing workforce and, in particular, our ageing LIS academics. However, it is not just academics that undertake research. In fact, should we expect sixty-odd academics to undertake the majority of research in what is, realistically, a practitioner based profession? We certainly have a dilemma.

A typical response from practitioners regarding such dilemmas is, ‘so what is ALIA going to do about it?’ So who or what is ALIA? We all know the answers. ALIA is composed of us – members – and it is up to us, or at least some of us, to undertake the majority of research in what is, realistically, a practitioner based profession? We certainly have a dilemma.

Well, for a start, there is the ALIA Research Committee. You are represented on the committee by ALIA Executive Director, Sue Hutley; experienced researchers, Dr Peter Macauley (Chair), Dr Gaby Haddow, Dr Mary Anne Kennan, Dr Anne Lloyd, Dr Michael Olsson, Associate Professor Helen Partridge, Associate Professor Kerry Smith, and Dr Suzana Sukovic; all active researchers in LIS. The committee look forward to working with our new members and narrowing any real or perceived gap between research and practice.

In particular, the role of the research committee is to foster research which underpins innovation and improvement in library and information practice by:

- Administering and overseeing operation of the Association’s Research Fund;
- Recommending recipients of ALIA Research Awards to the Board of Directors;
- Contributing to the development of Association policies or research; and
- Encouraging publication of funded research activities within and beyond the Association.

The ALIA awards and scholarships acknowledge and encourage practitioner research. These include the Ray Choate Scholarship, Library Technician Research Award, YBP/Lindsay & Croft Research Award for Collection Services, The Twila Ann Janssen Herr Award, and Study Grant Awards. More information about these significant awards and scholarships is available from: http://www.alia.org.au/awards/. Any of the Research Committee members can provide advice to those interested in applying for the awards.

ALIA also encourages research capacity building through the Research Mentoring Scheme. The Scheme is the result of a proposal by ALIA Director Helen Partridge who said, “The aim of the project is to provide a mechanism for encouraging and supporting the development of research skill, knowledge, and practice in the Australian library profession generally and in the ALIA membership in particular. The research mentoring program will provide the opportunity to develop a culture of research within the Australian library profession. It will provide encouragement, assistance and expertise in the research process for protégés. The research mentoring program will help to ease the transition from a practice oriented library and information professional to the research oriented library and information profession.”

These are some of the things ALIA, and ALIA members, are doing to encourage and support research and research training in LIS. ALIA values feedback, so feel free to contact Executive Director, Sue Hutley (email: sue.hutley@alia.org.au) or Peter Macauley (email: peter.macauley@rmit.edu.au) if you have any suggestions regarding research support for ALIA members.

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Demystifying course recognition

ALIA is the body that establishes and maintains standards for entry into the library and information profession in Australia. As such the Association has a keen interest in the quality of the education programs offered at both the librarian and library technician levels, and works with education providers and consuls with stakeholders to ensure courses equip graduates with up-to-date and relevant skills. Course recognition is undertaken at the invitation of an institution delivering a course and is carried out in a spirit of cooperation between ALIA and the institution through the evaluation of courses against the ALIA education policies and the established core knowledge, skills, and attributes.

In 1999, the Museum, Library/Information Services Training Package was introduced, encompassing the education and training of library technicians (Diploma) and library assistants (Certificates II, III, and IV). As there was considerable input into the development from the professional association and industry representatives, it was felt that the training package was appropriately aligned with the workforce needs of the LIS sector. As a result, there has been no formal evaluation of library technician courses for more than a decade.

2009 Course Recognition site visits
The overall purpose of the ALIA course recognition process was to build a national best practice guide for library technician education. The 17 institutions currently offering the Diploma of Library and Information Services program participated in the ALIA course recognition process. As part of the process each institution was visited by a course recognition panel. For several years, members of ALIA's Education and Professional Development Standing Committee have worked with library technician educators offering courses through colleges of Technical and Further Education (TAFE) and private Registered Training Organisations (RTOs) to plan and prepare for a national program of course recognition. In 2009, following the submission of the required documentation, an ALIA course recognition panel conducted site visits to all 17 institutions. Each institution received a report documenting the panel's findings, highlighting areas of good practice and providing a series of recommendations for enhancements to the course.

Course recognition evaluation
The ALIA course recognition process has been a valuable learning process for all involved. The local panel members were selected through their role and experience as an established library technician with a strong understanding of the local market for paraprofessional staff. One third of the respondents had worked in the LIS sector for between six and ten years, while five people had over 20 years experience in the sector.

The framework for course recognition encompasses the assessment of courses against the key criteria of course design, curriculum content, assessment, staffing, resourcing, quality assurance mechanisms, and infrastructure. Each of these criteria was discussed from the perspectives of ALIA policy and the key dimensions of each criterion outlined according to variations in current practice and, wherever possible, examples of best practice. Despite the philosophy and principles of the national training package, there is considerable diversity of practice across the 17 different library technician courses in this country. The ALIA panel undertook its own quality assurance review as part of the 2009 program. The findings from the review will inform future course recognition, including:

• Succession planning for teaching staff involved in the course recognition process at each institution; and
• Recruitment of and succession planning for panel members.

In summary, the course recognition program undertaken by ALIA was multifaceted, multilayered, and extremely demanding. The commitment to planning, data collection, participation in the site visits, and the preparation of reports has taken over a year, with more than 350 people involved in the whole process.

Where to from here?
The outcomes will be used to contribute to a wider understanding of the importance of professional standards in the LIS sector and that aggregated findings from the program will help guide future practice.

The ALIA Education and Professional Development Standing Committee will consider the strengths of the model for course recognition undertaken in 2009 and work towards finding ways to maximise the benefits to all stakeholders. The value of the process to the maintenance of professional standards in the LIS sector must be clearly communicated. Additionally, options should be investigated to reduce the administration load for the institutions and for the Association.

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As of 1 July 2010, ALIA will be changing its terminology from course recognition to course accreditation. This change brings ALIA in line with industry standards.
Tech for tots

Squealing and laughter are not the normal sounds coming from a technology user education session held at a public library, but these were some of the sounds generated from participants attending the ‘Technology for Toddlers’ sessions at Logan City Council Libraries during February.

Hands on computer and technology workshops were held for parents and carers and their children aged 2 to 5 years. Library staff demonstrated and led participants in using a range of free online resources available to help develop literacy and computer skills in young children.

The sessions aimed to provide participants with opportunities to gain new knowledge and understanding of the ways technology can help their children learn.

Session content focused on creating confidence in using the computer and resources both for adults and toddlers as well as promoting library resources, e-books, and educational online resources. The first part of the sessions involved building confidence in using the computer. A range of word, alphabet, literacy, mathematics skills, and other resources focused on concepts suitable for toddlers. E-books, online resources such as ‘Bookflix’ and ‘Tumblebook’, and book and character related websites were also examined with participants.

What always amazes me and the parents/adults attending these sessions is the ability young children have to quickly acquire new skills using technology, and the attraction of technology to hold the attention of a very young child much longer than ever thought possible.

Madeline, just one of the two-year-olds who attended these sessions, had never used a mouse or computer before, but by the end of the session she was able to use the mouse to navigate and select, create an online drawing, use an e-book, and find and type the letters of her name on the keyboard. After the session Madeline’s grandparents booked time on the library internet computers for the following week so they could continue exploring the resources using the computer with her.

It is always good to see the difference between the start of the sessions where toddlers are just pretending to use the computer and other resources and ‘bashing’ the keyboard to the end of the sessions where they are actually using keys and the mouse in a successful way.

The sessions are not just about educating the young children how to use the computers and learning software, but they are about educating the parents and carers attending. Parents and carers are the first and most influential educators of children, and these sessions are about putting quality free technology resources available for the very young into the hands of these educators.

Many adults are happy to explore technology resources with young children at home or at the library, but there are many who need help to know where to start and what is available. Children don’t just learn by using a computer or watching television but through the active interaction and guidance they receive when using these resources with a parent or carer. There is a broad range of excellent online resources available for toddlers and it is all free if you know where to look.

Apart from being very enjoyable sessions for both the participants and facilitator, the sessions always encourage parents and carers to think about the different ways of using computers with toddlers, not only as a learning tool but also as a tool that toddlers can use for communicating and creating.

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Curtin University archival studies at New Norcia

Each year, a group of students studying archives concepts and practice within the Department of Information Studies at Curtin University of Technology travel to the monastery town of New Norcia, the only monastic town in Australia (http://www.newnorcia.wa.edu.au) to work on processing the unique historical records housed there. New Norcia was founded in 1846 by Spanish Benedictine monks and has been an Aboriginal mission, an artistic and cultural centre, and a home to schools.

For over ten years our recently retired colleague Dr Margaret Pember took a group of students to New Norcia because, in her words, “The students receive a marvellous history lesson. They process records ... from the personal records of individual members of the Benedictine Community ... to New Norcia schools records, to records of farm activities and the Abbey Press”. The University acknowledged Margaret’s long standing commitment by presenting her with a Curtin 2008 Teaching Award - Citation for Outstanding Contributions to Student Learning: For enhancement of student learning in archives education through workplace integrated learning opportunities with special reference to the Benedictine Community of New Norcia program.

This archives experience has continued under the supervision of Pauline Joseph and the New Norcia Archivist Peter Hocking (who is an academic colleague of the Department). During the week-long field trip, the students stay in the Monastery Guesthouse and enjoy menus that follow Benedictine rules. However the main purpose of the field trip is to put the theory into practice. Students are allocated small collections of archival records and process these collections according to international best practice archival principles. Until the records are processed, they cannot be made available for study and research.

The Monastery at New Norcia has another link to the profession in Western Australia through the annual New Norcia Library Lecture. The lecture has been held in spring each year since the mid-1990s and features a leading national or international guest addressing an issue of current interest. The lecture day also includes the opportunity to take advantage of the wonderful hospitality provided the Monastery community. The New Norcia Lecture is actively supported by the Curtin Department of Information Studies and has become an increasingly popular event for the library profession in Western Australia, with recent lectures sold out well in advance.

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Becoming a lecturer in Library Studies

Library and Information Studies Schools in Australia are made up of staff that come from a range of backgrounds with a huge range of experience, skills, and qualifications. To work in most library schools you will need to have qualifications that are at least at the level of the course you are teaching in. As all ALIA accredited library schools in Australia teach Master's level subjects, a Master's qualification is viewed as the base qualification.

What's a typical day for a university library educator:
At Charles Sturt University (CSU) the Library School operates in a totally distance education environment. This impacts the work that an educator does. Lecturers who teach face-to-face will work on building content for lectures to be delivered face-to-face. Lecturers who teach in the Distance Environment such as CSU still work on building lectures each week but also work on how to deliver this content online that engages the student using an online teaching platform that involves forums, wikis, blogs, youtube, skype, googledocs, and other web 2.0 technologies. Building content online is challenge and quite different to building content for a two-hour face-to-face lecture or tutorial.

There has been a push at many universities in Australia for new staff to have PhDs. Librarianship is not an area where there are a lot of people with PhDs, and most Library School managers (heads of School) which have Librarianship and Information Management courses understand this about our profession. People from the profession without a PhD are employed as an Associate lecturer or lecturer level. Generally it is made pretty clear to people once they start that there are two paths to follow when working in a university.

The first path is as a researcher where a PhD is viewed as the base qualification. Many people in librarian- ship schools Australia who don’t have a PhD are asked to join a PhD program once they start. PhDs can take about 6 years to complete part-time and are a required qualification for promotion to Senior Lecturer or Associate Professor.

The second path is as a teaching/ profession based specialist that engages heavily with the profession rather than spending time researching. This person may serve on ALIA committees or be involved in library consultative work.

Lecturers do four basic tasks: research, teaching, administration, and professional engagement. Teaching is a very important part of a lecturer’s work and will take up a significant part of the week, teaching, marking, building content, and keeping up-to-date. Lecturers, depending on their role within the university, may spend at least one full day sometimes two days per week on research-only related activities.

Administration is a big part of the job with paperwork always needing to be completed for research, students, and teaching. Professional engagement is vital for a lecturer as this ensures that they are up-to-date with their teaching and research and contributing back to the profession.

Making the jump from professional librarian to teaching/researching in librarianship can be tough as they are incredibly different occupations with a very different skill base. Most who work in library schools have spent significant periods of time in libraries before moving to the dark side of librarianship. This experience will help you though with the move to academia.

With a big percentage of academics in library school getting ready to retire in the next few years we will see quite a few positions come up. To get a head start on other applicants it would help to have a Master’s, have completed some casual work as marker or tutor (most schools are always willing to hear from people who are interested in marking or other forms of casual work), presented at a couple of conferences and written an article or two, and have thought about starting a PhD.

As a lecturer you do feel you are doing something great for the profession. You will work long hours, but you can’t beat the feeling of that one special day every year – Graduation Day. Watching the next generation of librarians receive their degrees, knowing you played an important part in shaping their education and learning is one of the most satisfying feelings you will have in this profession.

Fulbright Scholar-in-Residence opportunity for QUT Teacher-Librarianship educator
Dr Hilary Hughes, Coordinator/Lecturer for the Master of Education (Teacher-Librarianship) course at QUT will spend 4 months later this year as Fulbright Scholar-in-Residence in Denver, Colorado. This exciting opportunity is co-hosted by the University of Colorado Denver, Community College of Denver and Metropolitan State College of Denver.

The Fulbright Scholar-in-Residence Program gives U.S. institutions the opportunity to invite scholars with special expertise to their campuses for a semester. In Denver, Hilary will advance a project which aims to improve the academic success of both international students and traditionally underserved students. As Scholar-in-Residence, she will work to prepare and engage with academics and practitioners in developing information services and academic learning programs, with a view to promoting inclusive reflective approaches to using information and teaching for culturally diverse contexts. These initiatives will build on the findings and recommendations of Hilary’s PhD thesis (2009) and Professor Christine Bruce’s (2008) work on informed learning.

During her time in the US Hilary also looks forward to participating in a variety of learning and teaching opportunities. The Fulbright program has a strong commitment to community outreach and Hilary will also establish links with Denver public schools, school libraries, the Lions Club, and the Women’s Press Club.

Hilary is one of 25 Australians to be recognised as a Fulbright Scholar in 2010. She encourages other LIS professionals and educators to consider Fulbright opportunities. Applications for Fulbright Scholarships in 2011 open on 1 June. Visit www.fulbright.com.au.

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Learning for life at the State Library of Western Australia

The State Library of Western Australia has a small training room used for delivering digital information literacy programs, but with only eight workstations it has serious limitations. School visits require careful management of larger class sizes to ensure that all students get the most from their State Library experience. Other library orientation tours have the clients clustering around a group of 3-4 computers and being given a ‘show and tell’ – not at all conducive to effective learning.

It was evident that we needed a fresh and innovative way of presenting our SEaK (Search Engage and Know) learning programs to ensure all students were able to actively participate in developing their skills and understanding of the State Library. “Wouldn’t it be great if we had an interactive whiteboard and a set of laptops that we could set up anywhere in the library and create a classroom?” said the Education Officer to the CEO and State Librarian, and the idea of the mobile classroom was born!

The mobile, interactive electronic whiteboard is mounted on a mobile stand which also houses the data projector. With its laptop connected to the internet we have our e-resources easily accessible with no wires or cables trailing across the floor. Fifteen netbooks (smaller than laptops but more robust and with a longer battery life) provide the opportunity for hands on learning anywhere in the library. They operate using the library’s wireless network to access our catalogue and resources – but again no wires!

The interactive whiteboard is also used in the Discovery Lounge to provide e-resource information sessions to small groups. Set up adjacent to a bank of computers, staff are able to deliver highly interactive training sessions in an informal setting. We have noticed that these sessions often attract curious onlookers, happy to observe the session from a distance but probably learning about the library in the process.

Taking about eight months from idea to reality, the mobile classroom has proved a hit with clients and staff. Amazed and amused by the interactivity of the touch screen, staff are keen to learn how to make the most of the features and functions available to deliver awareness sessions for selected web-based resources – to both colleagues and clients.

The netbooks are also fun to learn with. While adults take a short time to get used to the smaller screen and navigation features of the devices, we anticipate that school children will thoroughly enjoy using them when visiting the library for one of our education programs.

We are still learning as we go and have lots of ideas but in particular we are looking forward to using the classroom when creating digital stories with children and adults.

The State Library’s Strategic Directions state: “The challenge is to be a 21st century institution that helps people learn, enjoy and play in their own time, in their place or in our place, so that our communities thrive, flourish and support creative and economic opportunities.” We believe we are on track to achieve this!

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University libraries have been challenged over recent decades as they attempt to redefine themselves in light of the new environment emerging across the higher education sector. It is clear that the library’s traditional responsibility of storing, cataloguing, and exercising control over access to scholarly information is under threat. The digital revolution has transformed scholarly communication, increasing scholarly output faster than the library’s ability to collect it. The digital environment has enabled researchers to share vast quantities of research data and to publish in alternative forums made accessible through a wide range of interfaces and search strategies. Rapidly evolving publishing and discovery models have changed the process by which content is accessed forever.

In this new environment the library profession has an opportunity to cement its place in the new world, by using its core competencies to deliver valued outcomes to the scholarly community. Griffith University is responding to these challenges by redefining core library services to provide an integrated end-to-end service to support research outcomes. These services support researchers throughout the research life cycle: from idea discovery, grant application, research data management, e-research, and the management of research outputs, to drive accessibility, discoverability, and impact. Rather than identifying lists of services, Griffith is meeting specific needs at the individual, school, or faculty level.

To effectively operate within the new research environment it is imperative that a researcher be critically current with changing journal trends, impact factors, publishing choices, discoverability options, research data management strategies, profile management, and any legislative requirements for reporting research outputs. How researchers navigate through this environment significantly contributes to their overall research impact.

A clear understanding of the academics’ requirements is being developed longitudinally, through the Contact Librarians, a new role responsible for building and maintaining relationships with the community, informing academics of existing services, and referring them to specialist staff as appropriate. This knowledge in turn ensures that Griffith’s services are not static but are evolving over time to meet changing requirements.

This model brings together the competencies from information management and library science so they no longer exist in parallel silos. The joining of technical and professional expertise focused on research outcomes provides both benefit and efficiency.

There is growing interest across the academic community for web, portal, and content management toolsets that can work within the framework of a particular research project. These services identify data storage requirements, security, or ethics issues that may relate to the data sets and provide strategies to increase accessibility. Collaboration toolsets are being integrated into single portal or public websites, providing enhanced functionality such as email lists, customer relations management (CRM) modules, group calendars, and streaming options. Content management systems are being integrated to store documents, audio, video, image, learning objects, etc; to provide version control; deliver sophisticated search and retrieval functionality; and access management capabilities.

The traditional library skills of building complex systems and standards are being re-purposed for this new environment, providing the librarian or information professional with the opportunity to contribute to the research cycle at every level. For the library to realise these new opportunities a radical reconfiguration of research library organisations and services is required to provide strategic leadership and technical skills to respond to this rapidly changing environment. It is imperative that libraries once again find a legitimate, valuable, and relevant role to play within the institution and find a way to clearly articulate this value proposition to its community.

Academic libraries believe they are in the information gateway business but in fact they are in the learning and scholarly productivity business. This new role supports the entire process of scholarship where skills in information management, discovery, curation, and technology will serve to become critical assets supporting the research community to ensure it understands the new rules of engagement and the secrets to achieving maximum impact.

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Re-defining the role of university libraries,
Or, earning a place at the big table
Information literacy and educating the trainers: digital natives and digital immigrants

Those who have read Stieg Larsson’s The Girl with the Dragon Tattoo might recall that, when the (young) computer expert, Lisbeth Salander, is asked by journalist Mikael Blomkvist to act as his research assistant in the investigation of the Vanger mystery, she faces a methodology problem. Previously she has always had the name of a living person and a social security number and has always been able to find the subject, provided the individual is in a computer file – which everyone is. She starts with the simplest search she knows, goes to Google and enters the keywords [Magda] and [murder]. This gets her started but her search is a complex one that entails considerable creativity, including gaining access to archives by masquerading as a PhD student researching violence against women.

Research suggests that generational experiences are a major determinant of the form that people’s information literacies take, with younger people like Salander being much more comfortable with the technology – and with a Google interface that is both recognised brand and benchmark. If we accept that one of the main roles of the LIS profession is the fostering of information literate communities and lifelong learning, then we accept that it faces considerable challenges, not just the complexity of our hybrid information environment, but also the sheer diversity of its client communities.

The challenge of delivering information literacy programs to a wide range of clients extends into LIS education because those entering our programs represent the same mix that libraries find in their client communities. Some of our face-to-face, undergraduate programs may contain sizeable percentages of school leavers but, with people reskilling and educational programs being available online, there are also a great many ‘mature’ LIS students. The challenge “is to provide learning space that is relevant to digital natives and those who exhibit the characteristics of digital immigrants both of whom work in virtual and real spaces” (Beard & Dale, 2008).

It is commonly assumed that the ‘digital natives’ have a head start when it comes to IL skills but recent research suggests that this is not necessarily the case. A US study found that college students are intimidated by ‘findability’ when conducting course-related research (Head & Eisenberg, 2000). The well-publicised report of the Centre for Information Behaviour and the Evaluation of Research contained some sobering findings for librarians – not only did it find no correlation between digital literacies and information literacies, but it also refers to worrying research from the US, which suggests serious problems for those college students at “the lower end of the information skills spectrum”. They learn to ‘get by’ with Google and by the time they reach university age intervention is too late (CIBER, 2008).

Moreover, the Report raises “questions about the ability of schools and colleges to develop the search capabilities of the Google Generation to a level appropriate to the demands of higher education and research” (CIBER, 2008). Doubt about IL transferability is supported by research into workplace information literacy and other studies of the tertiary education sector.

A number of studies in recent years have presented a range of technologies that can be used for IL instruction and education, such as Second Life, podcasts, videocasts, virtual learning environments (VLEs such as Moodle, WebCT, and Blackboard), Facebook, RSS feeds, blogs, wikis, social bookmarking and tagging sites (for instance, Delicious), Instant Messaging, and file and photo and sharing sites such as Flickr and YouTube.

It cannot be assumed, however, that all learners will be equally positive about each of these technologies. “Web generation students are more concerned with Facebook, YouTube, and iTunes than blogs, wikis, podcasts, or RSS feeds,” (Godwin, 2009, p.266) Applications such as Second Life, on the other hand, are likely to be more of a barrier than a productive learning space in the case of many ‘digital immigrants’, whose digital literacies may need as much work as their information literacies.

The use of VLEs for on-campus as well as off-campus students, however, does create potential for the development of communities of learning, in which digital natives are only too happy to share their knowledge of and enthusiasm for the digital environment with those classmates who feel nervous about it – sometimes with a nudge from the educator, for instance, through use of social networking tools as part of assessment.

Sometimes we all need a nudge. One of the myths addressed by the CIBER Report was the notion that the ‘Google generation’ exhibits shallow, ‘power browsing and viewing’ behaviour in digital libraries. Well, says the Report, everyone from undergraduates to professors is guilty of this behaviour. We are not all Salanders or Blomkvist. Society, CIBER says, “is dumbing down” (2008), which brings us back to the need for information literate communities and trainers.

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References
Introducing UTAS new graduate Liaison Librarians

The University of Tasmania library is fortunate to have attracted a good many new graduate librarians and we thought it would be fun to introduce some of them to readers of inCite.

What attracted you to the library profession?

VW: There was no one thing, more a confluence of opportunities and life decisions. I liked the idea of being immersed in teaching without being a teacher, immersed in research without being a researcher, and in a profession that actively works to make the world a better place. Libraries are political, and so am I!

RM: The usual suspect: reading. At university they made it sound more impressive by calling it research. I never tired of it. It's like detective work, like piecing together a puzzle. Library work seemed to offer an inexhaustible supply.

FW: I graduated with a Bachelor of Information Systems and found that I didn't really see myself working in a commercial environment; after looking around at various options, I discovered librarianship and it all fell together.

Do you battle with the stereotype image?

VW: If you have to worry about whether or not you're cool, then the answer is no, you're not. I think that the substance of the profession is much more important than the image; get the substance right and the image will follow. On a personal level I've only really come across “Oh, you must like to read!” which is hardly a stereotype, as I'm yet to meet a library worker who doesn't.

RM: Sometimes. Most people think that being a librarian means you are intolerant of noise, which is true, I am. Libraries now though are unrecognisable to what they were when the classic, sharp-edged stereotypes were born. Most libraries are designed to attract people and make them feel welcome, and those who work in these environments reflect this.

FW: I like the stereotypes; they're harmless really.

What do you enjoy most about your work?

VM: This varies day by day, but I think what I like best overall is the opportunity to make my own fun; in this profession the learning never stops, if you don't want it to. The borrowing privileges are also nice!

RM: Teaching students how to find information. If they don't know how to find to information, they don't graduate. It's an important, on-going, simple, and rewarding goal.

FW: Helping people find information, helping them learn how to find it for themselves.

How do you keep current with what is happening in the profession?

VW: Ah, so many blogs, so little time! Also: ALIA events, e-lists and committees; conferences; journals; conversations at morning tea... The profession is all about communities, and adapting to social, economic and political change, so this justifies my habit of devouring online newspapers as well (I can stop anytime I like, I swear!).
How to improve survey response rates

As a part of my PhD research in the Department of Information Studies at Curtin University I used three research methods to collect data. One method was an Australia-wide survey of public libraries to discover whether surveyed libraries had graphic novel collections and how collections were selected, acquired, catalogued, housed, and promoted. Due to the large number of libraries to be surveyed and the need to cover all of Australia I decided a postal survey was the best way to accomplish this. I read extensively about conducting surveys and considered electronic distribution, but this would only reach those who had internet access and were comfortable with using the internet. The survey was conducted in 2006 and some respondents in small rural or remote libraries may not have had adequate or reliable internet connections (and still may not) thus the post was deemed the best method of sending and returning the questionnaire.

The questionnaire was developed after consulting a range of sources to ensure a questionnaire of the highest quality and it was pretested with a small sample. The final questionnaire was an A5-size, eight-page booklet. This was posted with a cover letter and reply-paid envelope.

The response rate was close to 80% of the sample, an exceptional result as surveys often attain response rates under 50%. This was achieved using a schedule of reminders, which proved very important because less than a third of the questionnaires were returned before the first reminder.

The first postal reminder was postcard size and the second included a reworted cover letter, as well as a replacement questionnaire and reply-paid envelope. Every questionnaire had an individual number corresponding to the list of libraries in the sample. As each survey was returned the library was acquired, catalogued, housed, and promoted.

Figure 1: Response rate after each reminder

A little over half of the questionnaires were returned before the telephone reminder, indicating the postal reminders value in increasing the response rate. The differences between individual libraries and local councils in receiving mail caused problems, which could only be resolved by talking to non-responding libraries. Some respondents were encouraged to complete the survey which they had previously disregarded and some were willing to answer the questions over the telephone. A few respondents said they were too busy to complete it and this was helpful to know. Another respondent said she had been busy and had not completed it. After thanking her for considering it, she continued by saying she did want to help with the research and asked to be sent another copy. This was a very satisfying outcome.

Having a contact name within a library to personally address letters was useful, and was acquired through the telephone call. One respondent said if a letter is not marked “Personal” it would be opened by the Records Department and “could end up anywhere.” In this case, the librarian had seen none of the three mailings. In some libraries there were different people responsible for acquisitions and junior collections, so more than one person was needed to complete the questionnaire. A couple of these respondents had only answered questions relevant to their work and not completed the rest. The telephone reminder provided encouragement to send it to their colleague who could complete the reminder and return it.

The above problems could only be resolved by a conversation, thus the telephone reminder was invaluable. The time and cost involved in telephoning libraries that had not returned questionnaires was well worth the effort in terms of the increase in responses.

The return rate was improved by 46% (from 31% to 77%) through the schedule of reminders. Figure 1 shows the number of responses received after each reminder.

After completion of the survey I sent a thank you postcard to respondents. I would also like to thank respondents here. Your help was invaluable for my research and the results of my study will be available soon when my thesis has been examined.

The questionnaire and a list of my reading about conducting surveys and developing questionnaires are available from my website http://alia.org.au/~csnow/research.

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References

Preliminary findings from research into the information skills of students transitioning into a university educational environment indicate divergence between confidence and ability. A small group of librarians from the University of Wollongong are researching better ways to support new undergraduate students starting tertiary studies.

A literature review examining best practice around the world provided a starting point for the research journey. Other approaches used include: creating an online survey to assess new student skills at enrolment; hosting a seminar for teacher librarians from the local Wollongong area and Sutherland Shire to provide an opportunity for information sharing; mapping information requirements to fulfill HSC assignments against those for a range of university subjects; and running focus groups of new students to ask specific questions about problems they experienced in adapting to the demands of a scholarly environment.

Early indications show that students transitioning from high school to university have a high confidence level in their ability to source information. The teacher librarians suggested Google is the main tool used for research for assignments at school and there is apparently little knowledge of, exposure to, or indeed need for scholarly resources required to inform their research requirements. Incoming students appear to have a high awareness of plagiarism due to the ‘All your own work’ program implemented at all high schools, though it appears they are not confident with in-text referencing and are worried about unintentional plagiarism once in the university setting.

For over a decade, the University of Wollongong Library has been integral to the design and delivery of a successful compulsory online program for teaching information skills. In spite of prior success with the program, we recognised that earlier approaches were no longer sufficient, and that a major review was required to accommodate the needs of incoming digital native students. A new online program was introduced for the start of the 2010 academic year. StartSmart – essential academic information skills is module-based and interactive using multimedia and learning activities to reinforce learning. The redevelopment process was underpinned by extensive collaboration with academics, students, staff from Learning Development, web designers, graphic designers, and animators. A consultant expert on learning assessment was also contracted to ensure a strong, pedagogically sound, and rigorous approach was taken to creating both program content and an evaluation framework.

The resulting program is designed to introduce new students to the principles and necessary knowledge to transition into the university academic environment. The four guides, Academic Culture, Finding Books, Finding Journal Articles, and Academic Integrity are designed to support specified learning outcomes. Academic support for the program was pivotal and guides one and four include podcasts from a number of academics from different disciplines. Peer support is also beneficial and Guide 1 includes advice from students, just finishing their first year of study, on the benefits of using the library and support materials supplied by subject coordinators. Guide 4 includes an amusing student video to illustrate the issue of plagiarism for students in a light-hearted but thoughtful way. The program has an objective to start students on the pathway to becoming independent learners, one of the University of Wollongong's Graduate Qualities, by supporting them in the basic skill developments required to see them through their first few weeks at university. The program will be evaluated and refined over the coming year.

A quiz, compulsory for all new undergraduates and requisite for the fulfilment of this zero credit subject, is hosted on the Moodle open source Content Management System. To ensure rigour, the program provides randomised question sets and answers. As the program is designed as a learning tool, all questions are based on content in the guides and students are given a chance to test their learning as they progress. Links to the guides are embedded in the quiz, taking students back to the relevant guide to facilitate revision of any questions that are answered incorrectly. Students must achieve a score of 100% to pass the subject.

Comments received from staff and students show that the program has been positively received by the university community.

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An unforgettable experience at the University of Tasmania

I am a student from Munich in Germany, studying library and information sciences at the University of Applied Sciences for Administration and Legal Affairs in Bavaria – Faculty Archive and Library Sciences. As a part of my studies I have to do practical placements in different types of libraries to gain a context for the theoretical knowledge acquired during my course. For one of these placements I had the opportunity to choose a library in another country to gain an overview of how libraries abroad work.

I had the impression that Tasmania is a very beautiful and interesting part of Australia and I liked the fact that I could practise my English. For these reasons I looked for interesting libraries in Tasmania and the website of University of Tasmania (UTAS) Library gave me the impression that I would enjoy such a modern looking university library. I sent my application to UTAS Library and asked if I could do a placement there. I was very happy when I received a positive answer and really excited when, nearly one year later, the time for my flight to Hobart arrived.

The placement took place from the 9 March 2010 until 31 March 2010. During this time I visited the Morris Miller Library, all the branch libraries of the university including the library at Launceston, the library of the Cradle Coast Campus, and the library of the Australian Maritime College.

The placement offered me an understanding of the range of professional roles and information services offered by UTAS Library and how they might change in the future. I gained an awareness of information and reference services in libraries and the resources and services supporting them. I was really impressed by all the refurbishment that is done at the UTAS libraries and I learned how library spaces are changing to meet learning and teaching needs. It was very interesting to see how many services the UTAS libraries offer their students and to visit lectures and workshops for the students where librarians teach them how to best use the library.

All in all it was a great experience and I learned lots of new things. I also met lots of fantastic people that I want to thank for my great time in Tasmania. I was not the only student in my course who did a placement abroad, although most of them stayed in Europe. As a conclusion, what advice would I give to library students looking for an overseas placement opportunity?

• It is really important to start to apply for a placement very early (in my case it was nearly one year before the placement took place).
• Just send your applications to libraries you are interested in. In the worst case they will say that it is not possible. You have nothing to lose!
• No place is too far away in the connected world we have today.
• Try to find an organisation which sponsors your placement (in my case it was the German organisation “Bibliothek und Information International”).

So I wish every other student who does an overseas placement as much fun as I had and I am sure I will visit Tasmania again, and hopefully will also see the rest of Australia!

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Surprises revealed in a student questionnaire at Curtin University Library

A recent online questionnaire delivered via Curtin Library’s blog provides insight into the information literacy needs and habits of our student population. A surprising 85% of those surveyed used the library’s databases and e-journals, compared with 74% using Google or other research engines.

Student sample
Volunteer students had two weeks to submit their online answers. The questionnaire took approximately 10 minutes to complete and responses were anonymous. Most questions were multiple choice, with ‘don’t know’ as an encouraged option. A few questions about research habits and preferences allowed for more than one answer plus comments.

The questionnaire attracted 55 responses: 31% of those surveyed were postgraduate students and 25% students had English as their second language (ESL students). Although the response group was small, it comprised a random sample representative of Curtin’s diverse student population. Undergraduate students were spread across all years and age was representative with 57% falling within the under 20 to 24 years of age bracket. All students had undertaken some form of library instruction, although this may only have been a library tour or a class demonstration of the bibliographic software, EndNote.

Questionnaire findings
Although most of the students rated their level of information literacy as high or very high, with none rating it low, only 56% could identify the indicators of a scholarly article. While all respondents could identify a book citation, several had trouble with a journal citation and only 40% realised that they needed to search for the book title in the catalogue when given a chapter citation. The majority of students could identify keywords that were present in the assignment question but only 78% could do so when the keywords were not obvious. Students also struggled with copyright and plagiarism questions. Overall, postgraduate students fared better than undergraduates in the area of information literacy, suggesting that experience or practice is a deciding factor in the acquisition of information literacy skills.

The most common research frustration for all groups was not knowing which database to search, and 40% of the ESL students were frustrated by not knowing how to identify and use keywords. In spite of these frustrations, only 47% of the students wanted to learn more about accessing databases and e-resources, revealing a discrepancy between what the students want and what they need.

Face-to-face interaction valued
The preferred way of asking a librarian for help was in person, with only 22% preferring email, 16% preferring instant messaging, and no preferences for speaking to a librarian over the telephone. When it came to library instruction, 44% preferred to attend a hands-on class during their own time, while 36% preferred to view an online tutorial. The least popular options were attending a hands-on library class during lecture or tutorial time (13%) and receiving a demonstration from a librarian during a course lecture (2%).

When asked what they would do if unable to find the information they required for their research, there was an insignificant difference between the number of students who would seek help from a librarian, a supervisor, or a friend. However, 14% actually preferred to make do with the information they had, while only 7% would view an online tutorial on how to find information.

Conclusion
Despite the small size of the response group, its random and representative nature ensures that many of these findings will play a part in the decisions made about the future directions of the information literacy program at Curtin Library.

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Alice I Have Been
Melanie Benjamin
HarperCollins, 2010
ISBN: 9780732291426
RRP: $32.99

The publication of this historical novel about the ‘real’ Alice, the young girl who inspired Alice’s Adventures in Wonderland, is timely considering the current craze for all things Alice. Melanie Benjamin (real name Melanie Hauser) was inspired to write Alice I Have Been after seeing an exhibition of Lewis Carroll’s (the Reverend Charles Lutwidge Dodgson) photography at the Art Institute of Chicago. The exhibition contained many rather unsettling images of young girls, among them seven-year-old Alice Liddell, daughter of Dean Liddell of Christ Church, Oxford, where Dodgson taught mathematics.

Benjamin researched the friendship between Dodgson and Alice Liddell, the circumstances of the original creation of the story Alice’s Adventures in Wonderland in 1862, the unexplained split between Dodgson and the Liddell family a year later, and Alice’s adult life, and has combined historical facts and imaginative speculation in Alice I Have Been.

The author is strong on descriptions of domestic life and of the landscape of nineteenth-century Oxford, but weaker on dialogue and emotion. For some readers, these overworked passages will mar what is otherwise an entertaining, highly readable novel.

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Beautiful Monster
Kate McCaffrey
 Fremantle Press, 2010
ISBN: 9781921361982
RRP: $19.95

Beautiful Monster, the new young adult fiction novel by Australian author Kate McCaffrey, is hardly groundbreaking stuff. Anorexia nervosa has become a commonplace concept for teenagers throughout Australia. Certainly, I found nothing of the “sinister thriller” promised by the media release in the novel. Having said that, Beautiful Monster was unexpectedly powerful.

We are introduced to Tessa Edwards on a day that ends with her younger brother’s tragic death. Tess, a fifteen-year-old student at the local high school, watches powerlessly as her life falls to pieces around her. Throughout the ordeal, Tess seeks comfort from the one source of stability in her life – her boyfriend, Ned. Ned is wise; Ned is honest. Ned rapidly undermines Tess’s sense of self-esteem. The path to an eating disorder is steep and swift from there.

Ned, of course, is not real: this imaginary friend represents anorexia’s hold over Tess. While Tess believes she can control her life through scale readings, Ned’s unavailable influence emphasises her ultimate powerlessness. The teenage reader of Beautiful Monster will find something she can empathise with in the potent simplicity of McCaffrey’s writing. In a society rife with eating disorders, understanding the disease is crucial.

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Bright Angel
Isabelle Merlin
Random House Australia, 2010
ISBN: 9781864719635
RRP: $17.95

Sylvie is a 17-year-old girl who has a traumatic experience in Australia so her parents send her and her older sister Clare to France to stay with their aunt to recover. There she meets 3 boys, one of which is a 5 year old who sees angels and another is his older brother with whom she falls in love.

The plot has many interesting twists and is resolved nicely in the end, well-thought-out and well-developed with interesting description of the French town in which it is set and interesting historical references. It seems to be written almost conversationally, which was different and makes the reader feel as if they are being spoken to.

As another added twist the heroine has made YouTube clips that she describes in the book and these are actually available on YouTube and credited to the character. One of the characters does freelance work for GEIPAN, the French UAP research and information group, which investigates unidentified aerospace phenomena (UAP) and the author has included references to GEIPAN including their web address, which is another real life additional reference.

I would suggest that 10-year-olds and up would enjoy this book.

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Heresy
S.J. Parris
HarperCollins Publishers, 2010
ISBN: 9780007317677
RRP: $32.00

S.J. Parris’s Heresy is the first novel in a new series of historical thrillers featuring the novel’s hero, Giordano Bruno. Set in Elizabethan England, the novel follows Bruno, a former monk who has escaped from Italy after being excommunicated for his interest in the radical work of scientists like Copernicus, deemed heretical by the Roman Catholic Church. Bruno is now a respected philosopher who has managed to avoid the usual religious divisions, given his excommunicated status. This makes him an ideal political tool for Francis Walsingham, who sends Bruno to Oxford to infiltrate and uncover any Catholic dissension at the college. Bruno’s job is made more difficult when several murders occur, all somehow linked to a secret Catholic society.

The distinctive and at times clichéd characters that litter Parriss’s Oxford each have their own secrets and agendas and it makes for a very beguiling mystery. No feel-good ending is possible when dealing with the moral complexities of religion and informing on friends, and Parriss ensures that Bruno must face these challenges and deal with the consequences. The novel remains nonetheless an enjoyable read, with just enough mystery still unresolved to fill a few more books.

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In Lonnie’s shadow
Chrisie Michaels
Ford St Publishing, 2010
ISBN: 9781876462918
RRP: $19.95

Lonnie McGuinness, tired of taking the scraps life doles out, bets his future on the outcome of one illegal horse race round the streets of Melbourne. However, Lonnie soon learns that every action has a consequence and sometimes secrets must be revealed.

In Lonnie’s shadow cleverly weaves the theme of artefacts from an archaeological dig into the tale of Lonnie, a young man living tough on the streets of a 19th century Melbourne where not everything is as it seems.

Michaels has written an unflinching narrative of the seedy backstreets, prostitution, and drudgery of Melbourne’s ‘Little Lon’ with layer upon layer of storyline entwining to reveal a tapestry of experiences that young adults will relate to: love, first sexual encounters, abortion, gang warfare, mateship, and transitioning into the workforce.

Like Lonnie’s beloved racehorse Trident, this story starts off slowly but steadily gathers momentum as it hods for a fast-paced finish, throwing in a couple of surprises for good measure.

Great historical content, gritty realism, and intriguing storyline make In Lonnie’s shadow make him an ideal addition to Young Adult collections in high schools and public libraries.

Michelle Stroud
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The Art of Choosing
Sheena Iyengar
Little, Brown, 2010
ISBN: 9781408700037
RRP: $35.00

Our whole lives are a series of choices, ranging from the mundane to the potentially life altering. Most of us are never formally educated or trained in the skills we need to make successful choices. One day we can decide if it’s going to be a ‘full-fat’ or a ‘skinny’ life day today, and later the very same day we may decide to sell our house, walk out of a long-term relationship, or even emigrate. We arrive at our decisions informed by all the different cultural, psychological, social, philosophical, spiritual, and even biological impressions and perceptions we have absorbed over a whole lifetime.

Sheena Iyengar, a Professor at Columbia University, is well-placed to explore the notion of choice and its place in our lives, as she has been researching and writing about the topic for many years. Her explorations of several pervasive aphorisms such as: ‘Be Yourself!’; ‘Follow Your Dreams!’; ‘Aim High!’ and the like, makes for compelling reading. Iyengar asks us to think, too, about how much manipulation of the social values associated with ‘choice’ and ‘decision making’ occurs. Choice is a slippery art form for any of us. This title encourages us to think more fully about our decisions and their outcomes in a complex world.

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The Good Man Jesus and the Scoundrel Christ
Philip Pullman
Penguin Books, 2010
ISBN: 9781921656194
RRP: $32.95

Ostensibly, this curious book is a challenge to, or commentary on, notions of truth, history, and Christianity.

The central premise is that Mary has twins – paternity presented as dubious, possibly God, possibly the boy who ogles her down at the well. One twin, Jesus, becomes a famous teacher, is crucified, and dies. The other twin, Christ, covertly chronicles the life of his brother, lives, and participates in a substitution which is passed off as a resurrection. He then strategically rewrites the chronicle to make it miraculous and compelling. He does these things at the instigation of a mysterious stranger who might equally be angelic, demonic, or an undercover agent of some kind. The stranger proposes that there is a ‘truth’, which is beyond fact or history, that Christ needs to propagate.

Throughout the book Pullman is inconsistent, and this diminishes its impact. Christ is by no means a scoundrel, despite the intentionally provocative title, and the ‘de-miracled’ Gospel recounts are at odds with an early incident which suggests that one of the twins actually has the power to bring inanimate objects to life. Ultimately, the book does not effectively illumine or critique historiography, theology, myth, or even the Gospels.

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The Thousand Autumns of Jacob De Zoet
David Mitchell
Sceptre, 2010
ISBN: 9780340921562
RRP: $32.99

David Mitchell is a remarkable writer. Each of his books is so different from the others, but his storytelling is without fail always assured and captivating. Mitchell writes with lush prose full of accurate and often unsettling detail and light biographies, as well as those who don’t need to or cannot read full chapters at one sitting, since the multiple mini-stories in each chapter make it an easy book to stop and start.

Deborah Mould
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The Last Matchmaker
Willie Daly, with Philip Dodd
Hachette, 2010
ISBN: 9781844743021
RRP: $32.99

With the popularity of Irish authors and stories, it is not surprising that the tale of one of Ireland’s well known (and possibly last) matchmaking families – the Dalys of County Clare – has been published. This collection of anecdotes, directly attributed to Willie Daly, is constructed as non-stop reminiscences that roll out one after the other. It’s a bit like being trapped with the family story-teller at a party for a couple of hours; okay at the beginning but gets a bit repetitive after the first half hour has whizzed by.

Throughout the book, Daly provides details regarding some of the matches he has made (and almost made) over the years, with aspects of his own life thrown in, including the development of the matchmaking business by his father and grand-father. I would recommend this book for people who have a love of stories set in Ireland or enjoy reading light biographies, as well as those who don’t need to or cannot read full chapters at one sitting, since the multiple mini-stories in each chapter make it an easy book to stop and start.

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Research and the new librarian

What is research?
Traditionally, research has been conceptualised as the systematic, objective, valid, reliable collection and analysis of empirical data to solve a problem (applied research) or as a means to build theory and add to the existing knowledge base (basic research). (Betts & Gregson in Russ-Eft, 2004, p.1)

Sounds complicated, right? Not so much.

In professional practice, research is often undertaken to solve a problem. Without even thinking about it, you probably undertake research fairly routinely in the course of going about your job.

For example, your library wants to redevelop its website. The organisation recognises that this will be a significant investment in resources, and decides to undertake some investigation to help shape the direction of the project. To begin with, you, as the project officer, spend time surfing the web, looking for examples of websites that work well, both within the library sphere, and outside it (an environmental scan). Next, you decide that it would be pertinent to see whether anyone else has written anything about how they undertook a similar project (conducting a literature review). Eventually, the project team might show the beta site to a small group of users and see if they’re able to navigate it and whether they link it (usability testing). You then take the feedback, revise the product, make the new website live, and write up a report for management on how the project was conducted (project evaluation). Six months down the track, you might look at usage data and see how site usage is tracking, and you might compare this data to usage data from the old site. You might write another report for management, to show return on investment.

You might call this ‘getting the job done’: I call it research.

All that’s missing here is the final step: writing up your project in the form of a conference paper or journal article and submitting it for publication. This final step in documenting your research is vital: it’s your opportunity to contribute to the research base, to ‘close the loop’ on your project and to disseminate your results so that others can learn from, and potentially build upon, your work.

What’s it to me?
Students and new professionals often suffer from a lack of confidence in their capacity to contribute to what we might call the ‘research base’. I’m here to tell you that you, as a new professional, can (and should!) be undertaking research, whether it’s intrinsically related to your practice in your current job, or whether it’s on a topic that you simply have a personal interest in.

Carve out a niche
Do you have a particular passion? Interested in online service delivery? Programming for youth? Start to carve out a niche (or specialisation) for yourself by researching and publishing in that area. You’ll extend your breadth and depth of knowledge, which will help you in your practice and in moving onwards and upwards in your career. The more you publish on a particular topic, the more you’ll find people come to associate you with that area of research. You’ll begin to build a name for yourself as a practitioner-researcher.

Develop your skills
Think: CV fodder. Selection criteria typically refer to generic capabilities like communication, liaison, project management, and technology skills. When you’re just starting out, it’s often necessary to draw from outside your professional practice experience to flesh out your responses to selection criteria. Research is a great way to develop generic skills and to develop and demonstrate the project management skills that are required for more senior positions.

Make connections
Build your professional network by seeking out opportunities to collaborate with other practitioners on research projects. This is a great way to gain cross-sectoral experience, and an opportunity to learn from potentially more experienced researchers.

Make informed decisions
By taking a research-based approach to your work, you can ensure you are making informed and sound decisions. Research is a great platform for innovation: it keeps us honest as practitioners, because it makes us consider whether a particular innovation is needed, and, post-implementation, whether it works.

Research is fun
I’m passionate about learning new things, so for me the discovery that’s involved in research is particularly enjoyable. We get to find stuff out – stuff that we may not have known before. And your research can lead to even more fun: meeting new people, making new friends, conference attendance – and travel!

Dip your toes in the waters of research!
Interested in pursuing research? Here are a few suggestions to help you ‘dip your toes’ in!

Conduct a literature review
An excellent first step is to complete a literature review. By undertaking a deep and broad analysis of the published literature on a topic, and in turn submitting your synthesis for publication, you would be doing an enormous service to future researchers in this area. You will also uncover gaps in the literature that suggest future research projects.

Turn your practice into a project
Working on something new or innovative at work? Almost anything you’re working on could have a research angle. It doesn’t have to be rocket science: research is about making a contribution to the profession – it’s about creating new knowledge to help move the profession forward – and we need all kinds of knowledge. Start out with something small and you’ll soon have a taste for research.

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Kate is an Associate Lecturer at Queensland University of Technology. She began researching as a new grad practitioner five years ago and has not looked back. She teaches in the Master of Information Technology (Library and Information Science). Follow her on Twitter (@katiedatwork).

References

Volume 31 • Issue 6 • June 2010

Energise>>Enthuse>>Inspire

Kate Davis

Be prepared, be very prepared

An indication of just what a brave new world we’re looking at with social media is the story about Nestlé at http://tinyurl.com/2bxrhv. After they received some unwelcome responses on their Facebook site, the Nestlé PR staff behaved in a particularly aggressive manner, but soon had to climb down quite publicly. It all emphasises the issue that we’ve been discussing at work recently – if you’re going to move into social networking, be aware that it operates by some new rules and that extensive training is crucial.

And then there was the story about a government department carrying out some community consultation using one of the free online survey services. Overall, they were happy with what they got, but they didn’t bother to check the box saying that they wanted the responses kept private – until they received a couple of polite calls from respondents saying that their e-mail addresses were being displayed. Perhaps the survey services should explain a bit more clearly what the privacy settings are for.

A new sort of presentation
Among the very enjoyable and informative talks at the NLA’s Innovative ideas Forum in April (http://www.nla.gov.au/podcasts/innovative-ideas-forum.html) was Kent Fitch’s “Resistance is Futile”. His remarkable train of thought was displayed via Prezi (http://prezi.com/), which fitted the topic very well. Prezi is not for everyone, mind you, and I can think of a lot of presentations where the medium would definitely overpower the message – but it’s definitely worth a look. As are all the other talks on the NLA podcast page. And if you’re content with just the words, Mark Pesce’s are at http://blog.futurestreetconsulting.com/?p=282.

How not to do it
Thanks to the internet, we have not only the means to try all sorts of initiatives, but also a convenient channel to learn the lessons from early adopters very quickly indeed. I was thinking about this while reading the OASIS Report: Avoiding the Pitfalls of eGovernment deployments (http://tinyurl.com/2dm6nu). OASIS, an international consortium that works on eGovernment standards, has cast its net wide among the people who’ve taken the first few bold steps and has reported back on the way things could have been done just that little bit better.

No longer plus ça change …
The good people at Pew have produced another thoughtful report, introduced at http://tinyurl.com/yhko7t5. Titled The Impact of the Internet on Institutions in the Future, the document outlines a study involving nearly 900 stakeholders and critics, which found that by a 2-1 majority believed that by 2020, “innovative forms of online cooperation will result in significantly more efficient and responsive governments, business, non-profits, and other mainstream institutions.” I’d be with the majority in this, but the big question is the meaning of significant. There’s no doubt that most institutions are more responsive and efficient that they were a decade ago, but I believe that many of the changes that have occurred in that period could not have been foreseen. So although things will be different by 2020, they’ll be different in ways that most of us can’t even begin to think of.

Apple to the rescue?
And now, for the obligatory look at the world of e-publishing, let’s see what The New Yorker has to say. In an entertaining piece at http://tinyurl.com/7ycuoz, Ken Auletta warns – among other things – that people hailing Sheriff Jobs riding up in a cloud of dust to rescue readers and publishers from the depredations of the Amazon Gang (that’s not quite his metaphor) – these people may in time come to distrust the rescuer as much as the current crop of baddies. As I read the essay, I sensed a lot of whistling in the dark, a yearning for better times, of well-dressed publishers and long lunches, but there’s the undercurrent that acknowledges that those days have definitely gone. Still, it’s heartening to hear of publishers and editors encouraging budding talent – even if it really didn’t happen all that much.

A little progress on the Accessibility front
Most people involved in web publishing know about the Web Content Accessibility Guidelines (WCAG), a set of rules that govern how you should build websites so that people with disabilities can get something approaching the experience that others have all the time. They may know about them, but it seems that “knowing about” is the extent of their awareness – if you take the time to poke about the Web a little. In this country, there’s the Disability Discrimination Act (1992) administered by the Australian Human Rights Commission – they’re the ones that you can complain to if you feel that a site is discriminatory. To date, the only well-known case is that where SOCOG was required to pay damages for refusing to make its online booking site more usable to blind people.

You’re likely to hear a little more about this before long, as the AHRC is soon to release its guidance notes about the new version of WCAG (I wrote about these in this column a year ago), and that will mean that all Australian web developers will have to pay a bit more attention to how they build their sites. All Australian governments have committed to comply with the new guidelines within 2-4 years and everyone else would do well to have similar plans.

Somewhere, over the rainbow
And finally, if you’re planning to read Jasper Fforde’s Shades of Grey, don’t look at the reviews on Amazon. You won’t see any spoilers, but some of them explain a bit too much about the intricate world that Our Jasper has created; it’s much more fun to work it out yourself as you make your way through the book.

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Don’t forget to visit my blog
On 11 March 2010 the Federal Minister for Education, the Hon. Julia Gillard, MP called on the House of Representatives Standing Committee on Education and Training to conduct an inquiry into and a report on the role, adequacy and resourcing of school libraries and teacher librarians in Australia’s public and private schools. The Committee is to focus on the following Terms of Reference:

- the impact of recent policies and investments on school libraries and their activities;
- the future potential of school libraries and librarians to contribute to improved educational and community outcomes, especially literacy;
- the factors influencing recruitment and development of school libraries;
- the role of different levels of government and local communities and other institutions in partnering with and supporting school libraries;
- the impact and potential of digital technologies to enhance and support the roles of school libraries and librarians.

The Committee invited interested organisations and individuals to make written submissions to the inquiry, addressing the terms of reference. These submissions were due by 16 April 2010.

**Public hearings**

Subsequent to the submission date, three public hearings were scheduled with more to follow: The first hearing was held in Sydney on 28 April, the second in Melbourne on 29 April, and the third hearing in Hobart on 30 April. Future hearings have been scheduled in Perth, Darwin, Brisbane, and Adelaide.

ALIA and ASLA lodged a substantial submission. ALIA staff worked in partnership with ASLA staff, ALIA Schools Group, and the ALIA/ASLA Policy and Advisory Group to prepare the submission which addressed all of the Terms of Reference.

ALIA Executive Director, Sue Hutley was invited to appear at the Melbourne hearing. Sue Hutley invited Anne Girolami and Sandra Ryan, members of the ALIA Schools Group, to appear as witnesses. Sue Hutley made the opening statement to the Committee. Members of the Committee indicated that they were appreciative of ALIA and ASLA's very extensive submission which addressed all of the Terms of Reference.

ALIA is to ascertain statistics about the number of people who are turned away from tertiary teacher librarianship courses each year.

ALIA is to identify the models for deploying staff in Government, Independent, and Catholic schools and private schools. The Committee is to focus on the role of different levels of government and local communities and other institutions in partnering with and supporting school libraries.

**Reflection on the inquiry**

In reflecting on the experience at the inquiry, we have identified the following challenges as requiring immediate attention:

- There needs to be national data about school libraries and their staffing to provide a firm basis for future planning.
- Teacher librarians at the local level are the best advocates for their profession. It is vital for them to work with their school communities to develop a clear understanding about the difference that a well managed, well resourced library can make to student learning outcomes.
- Demonstrating leadership is also essential for teacher librarians. They need to position themselves strategically within their school committee structures. In this way teacher librarians can show effective leadership and enhance their credibility.
- Teacher librarians need to build their skills as practitioners of evidence based practice because it is essential that they provide evidence that their programs make a difference to student learning.
- Build on the research base about the connection between school libraries and student learning will strengthen the advocacy voice of teacher librarians.
- The Promotion of teacher librarianship as a career encourages more people into the profession through study leave and scholarships.
- Seeking funding for additional university places for teacher librarians will allow greater numbers of teacher librarians to be trained.
- Partnerships need to be strengthened between ALIA, ASLA, and other stakeholders such as principals.

This is an exciting time for school libraries and all who work in the information industry. All participants look forward to the outcomes of this inquiry.

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Events

**ACT**
Check the events listing online at [http://www.alia.org.au/events/act.htm](http://www.alia.org.au/events/act.htm)

**NSW**
5 Jun 9:30-3:00 NSWLIBTECH – Leadership for Library Technicians. Brush Farm Corrective Services Academy Training Centre, Eastwood. RSVP by 2 June 2010. $20 ALIA members, $30 non-members. Contact Kevin Dudény, ph 02 9804 5448, kevin.dudeny@dcs.nsw.gov.au

**NT**
Check the events listing online at [http://www.alia.org.au/events/nt.htm](http://www.alia.org.au/events/nt.htm)

**QLD**
11 Jun QOPAL meeting and presentation Level 23, AMP Place, 10 Eagle Street, Brisbane Qld Numbers limited to 15. Contact Corrinne Hills, ph 0404690147, corrinne.hills@gmail.com

19 Jun Shopping bus trip. Contact Jill Heffernan, jill.heffernan@deta.qld.gov.au

2 July 2:00pm University of Queensland Centenary Library Staff Reunion St Lucia Campus. Contact Joanne Rutherford, ph 07 3365 6209


27 Mar–1 Aug William Robinson Showcase level 4, State Library of Queensland. Free entry. Contact Public Programs 07 3840 7768

SA
19 Jul 2-5pm Every Member an Advocate Workshop. Advocacy in Government Circles. Presentation by Sue McKerracher. Free for ALIA members, $50.00 non-members. Contact Robyn Ellard, ph 1800 020 071, enquiry@alia.org.au

TAS
23 Aug 2-5pm Every Member an Advocate Workshop. Advocacy in Government Circles. Rosny LINC, Rosny, TAS. FREE for ALIA members, $50.00 non-members. Contact Robyn Ellard, ph 1800 020 071, enquiry@alia.org.au

24 Aug 10am-1pm Every Member an Advocate Workshop. Advocacy within larger organisations. Rosny LINC, Rosny, TAS. FREE for ALIA members, $50.00 non-members. Contact Robyn Ellard, ph 1800 020 071, enquiry@alia.org.au

VIC
17 Jun 2-5pm Every Member an Advocate Workshop. Advocacy in Government Circles. Swanston Library RMIT University. Free for ALIA members, $50.00 non-members. Contact Robyn Ellard, ph 1800 020 071, enquiry@alia.org.au

18 Jun 10am-1pm Every Member an Advocate Workshop. Advocacy within larger organisations. Swanston Library RMIT University. Free for ALIA members, $50.00 non-members [GST incl]. For more information, contact Robyn Ellard, ph 1800 020 071, enquiry@alia.org.au

WA
Check the events listing online at [http://www.alia.org.au/events/wa.htm](http://www.alia.org.au/events/wa.htm)

**Conferences**
1–3 Sep 2010 ALIA Access 2010 Conference Brisbane Convention and Exhibition Centre Contact Kamara Buchanan, ph 02 6215 8222, kamara.buchanan@alia.org.au.nospam

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Applications are now open for the postgraduate programs in Library and Information Management or Business Information Management offered by UniSA. These programs are blurring the boundaries and will enable librarians, records managers, archivists and business information management professionals to reinvent their careers, to keep in touch with the latest digital approaches and work in a wider skilled environment.

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