

Assistance from a Distance: Library Liaison to Online Students: Sustainability Perspectives

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Abstract

This paper explores some sustainability issues as they relate to library services for a growing cohort of online university students. The students in question come from a range of educational backgrounds, countries and cultures. Addressing their needs has become increasingly important as the amount of information available continues to grow, the nature of information access changes, and the number of students taking up online study also grows. Lifelong learning has long been recognised as necessary to adapt to changing roles in the information rich society and the resulting need to upgrade education and work skills. The IFLA statement on libraries and sustainable development highlights the importance of improving educational and social skills in an information rich society. One of the results of development is the explosion of information; with that comes the need to be able to filter the good information from the bad. This author is convinced that the increasing amount and easy availability of information mean that the development of information literacy skills is more critical than ever. As Gorman¹ argues, the key to bridging the literacy divide (thus being a contributor to sustainable development) is information literacy; the ability to understand, filter, evaluate and use information. Using the example of Open Universities Australia (OUA) students, the paper focuses on the emerging role of Distance Liaison Librarian at Swinburne University of Technology. Library services to support distance learning and information literacy needs are scrutinised in terms of the particular requirements of the growing numbers who are choosing to study online. A review of the literature to identify issues of sustainability in relation to library services to online students, particularly addressing the development of information literacy skills is followed by an exploration of the characteristics, needs and challenges of these students. Enabling and supporting these students to develop high order information literacy skills in an online environment raises questions about possible implications for academic library services should the trend to study online increase.

Introduction

The paper focuses on sustainable development in the context of information literacy and liaison with a large cohort of online university students who come from a range of backgrounds, countries and educational levels. These factors raise the question of how to support students who have vastly differing needs in terms of their ability levels, cultural and educational backgrounds, but all of them studying in the online environment. Advances in educational technologies have opened up the possibility of a university education to people who would never have had this opportunity in the past. A meaningful liaison role is developing for these students and their particular needs; of necessity this is different in many ways from the traditional liaison role.

The experience of reference staff at Swinburne University of Technology (SUT) is that the digital (online) environment is an unforgiving place for users if they are not sufficiently information literate. From the day they start their course, online students are expected to access their subject home pages, take part in discussion threads, chats, complete online tasks, assessments, access library resources. Opening up courses such as those offered by Open Universities Australia, while creating educational opportunities for those

who otherwise would not be able to access them, simultaneously poses great challenges to the students, their educational providers and the libraries that support them.

Very Brief Background

Challenged as it is by distance and vast inhospitable remote areas, Australia has a long history of distance education. Perhaps the most famous is the Alice Springs School of the Air which commenced in 1951, operating from the Royal Flying Doctor Service Base (RFDS). Teacher and students used pedal operated two way radios to communicate, thus opening up educational opportunities to children who lived hundreds of kilometres away from any school.

Distance education then and now is a means of opening up educational opportunities to people who otherwise would be unable to take part. The example of the school of the air of course refers to primary aged children in the outback who were receiving their education by correspondence. A lady by the name of Miss Adelaide Miethke noticed that children in the outback all seemed to know how to operate the radios and she began thinking about how the RFDS infrastructure could be used to enhance the children's education. Education by correspondence material was very dull, and the children had no learning community and were very shy. Technology in the form of radio was used to create a classroom of the air and the children encouraged to participate. The aim of the School of the Air was to bring isolated children out of the silence and give them a sense of belonging through developing relationships.

Moving on to this millennium, the brief now moves to people who wish to gain a university education online. Serving the needs of these students has become increasingly important as the numbers taking up this option increases. It is only reasonable that these students receive equitable access to information services, particularly since the nature of information access has changed in recent years and as the amount of information available continues to increase. The IFLA statement on libraries and sustainable development, created in 2002, suggests that library and information services help people improve educational and social skills, skills that are so important in an information rich society and for sustained participation in a democracy.

Literature survey

The IFLA statement goes on to acknowledge the importance of education in various forms for all: libraries should "provide essential support for lifelong learning, independent decision making...libraries further reading habits, information literacy and promote education, public awareness and training."²

In his article on sustainable development and information literacy Gorman asserts that one of the greatest barriers to sustainability is the "Information Society", manifested by an increasing volume of information and ever more sophisticated information technology. Gorman suggests that the key to bridging the literacy divide (thus being a contributor to sustainable development) is information literacy; the ability to understand, filter, evaluate and use information. He goes on to say that therefore information literacy, rather than technology, should be a priority for sustainable development. Information alone however, does not solve the problem of sustainable development; rather it becomes a hindrance unless we learn to sift out the quality information.³

Liaison to a cohort of distance students raises issues that were addressed by Yang⁴, who conducted a survey of U.S Academic and Research Libraries to determine the extent to which they were providing services to their distance education patrons, and their challenges and successes. Challenges included the frustration of not knowing who their registered students were or who taught the courses, with the resulting inability to promote library services, do outreach to faculty members or even make them aware of library resources. Additionally, many teaching faculties did not promote library services to distance students. Lack of time to devote to distance education library services, carrying out distance education duties without stepping on other librarian's toes were other challenges, according to respondents.⁵ Yang refers to the ACRL guidelines for distance learning library services and also explored the extent to which distance librarians complied with them. The guidelines assume the necessity of instilling lifelong learning skills to the distance learning community as a primary outcome of information literacy instruction. They also

assume that distance learning students face distinct and different challenges involving library access and information delivery.⁶

Bundy⁷ maintains that librarianship is the only profession that is really aware that an information literate population is a prerequisite for personal and democratic empowerment, lifelong learning and societal and economic development. However, growing the global community of the informed is a huge challenge. He concludes by asserting that librarianship has a critical role to play in leading the enabling of information literacy skills of the people of the world; ultimately the most profound challenge is to help grow the global community of the informed. Further support for this view is conveyed in an article by Buchanan, Luck and Jones⁸ who believe that the virtual university environment provides librarians with new opportunities to contribute to the educational process. Increased access to technology has altered the way students' study, while the variety of online information available has widened the potential resource base for all students.

Some years ago this author presented a conference paper titled 'Information literacy in a virtual library'⁹ and many of the issues that were raised remain relevant today. Academic libraries now operate in the virtual environment for both their on and off campus students. By far the bulk of a library's resources are now delivered through the website in the form of electronic resources. What needs to be different about the library service for on and off campus students if the library service for both is primarily a virtual one?

The Sustainability Context

"Library and information services help people improve educational and social skills, indispensable in an information society and for sustained participation in democracy".¹⁰ The statement also affirms the importance of supporting lifelong learning, independent decision making and cultural development for all.

The concept of lifelong learning, or continuing education is not a new one, but has developed as the need to constantly reinvent ourselves increases in this ever changing, information rich world. Academic libraries, although always committed to education and scholarship, have moved in recent years from education for the elite few to education for a wider population. Distance or online education courses have increased dramatically as technology has made it more accessible.

Information alone will not help solve problems of development and rather than being a contributor to sustainability, too much of it can become more of a hindrance as it becomes harder to control or use. Marien as quoted by Gorman¹¹ contends that one of the greatest negative impact of the information society is information overload, or 'infoglut', which arises from too many people sending too many communications in too many ways. What is important is finding good quality information; in this way information literacy, with its teaching of lifelong critical skills, can then be seen as a key contributor to sustainable development. As universities are reaching out to the population with online distance education programs it has become necessary to consider the information needs of these particular students and ask whether libraries should tailor programs to suit them, rather than offering a selection of on campus programs that can be adapted for online use. Yet another sustainability issue is that of supporting the students so they remain engaged in their courses.

OUA and Distance Education

Commencing operations in 1993, Open Universities Australia (OUA) is owned by seven Australian Universities and is the country's fastest growing provider of online higher education courses. All the courses are high quality and students graduate with a degree from the university where they register to complete their degree, although they may complete individual subjects with another university provider. SUT is one of these, which means that it is contracted to provide educational services to students who enrol via OUA in subjects or degree courses. The University has provided this service for several years and the number of enrolments has increased greatly during this time.

OUA promotes itself on its website: as “a flexible way to study towards a university degree when you can't study on campus”, welcomes students of all nationalities and in all locations around the world, and states “We remove barriers to university education including distance, time and entry requirements”.¹²

Distance education is, of course, also offered by other means, but generally there is some standard of education required. Students applying through the traditional channels to enter university either on or off campus are expected to have completed their final year of school with reasonable results. As OUA has opened its courses to everyone regardless of educational background, there is an urgent need to support students who may not have not studied before. In recognition of the increase in the number of students enrolling with OUA to undertake Swinburne subjects and their particular information needs, Swinburne library recently created a new position of Liaison Librarian to Open Universities Australia (OUA) and Distance Education students.

OUA subjects are taught across four teaching periods each year; Swinburne currently exceeds 1200 enrolment in each teaching period and this number is expected to grow. The subjects cross many disciplines and create the challenge of how to provide a good online library service across so many disciplines to so many students of varying skill levels. OUA students come from all over the world. It is easy to enrol; all they have to do is pay the money. Anecdotal evidence points to an attrition rate of up to a third in some subjects is of great concern to staff members who are making efforts to enable students to sustain their studies.

Profiling the students

At this point it might be helpful to have a look at the students. The following are characteristic of OUA students in general:

- Educational background: none is required. The students possibly have little or no educational background, although some are completing a second or postgraduate degree with the idea of moving their career in another direction.
- Location: irrelevant provided they have access to the internet, whether at home, at work or from a public library.
- Internet access: essential (almost). This is possibly the main reason for the increase in online study however an emerging issue is the assumption that all students will have equal access to the internet. There are still students working on very old computers with little functionality and bandwidth access; thus raising the issue of a digital divide. New educational technologies are continuing to change teaching and learning but do in general assume that students will be using equipment that can keep up with them.
- Age: very few OUA students are immediate school leavers. Most of them are either mature age or have left school some years previously. Most/all working either full or part time: challenged for time. Academic libraries are looking at ways of engaging their generation Y learners but at present they form a very small number of distance learners.
- International: students come from both developed and developing countries. Most are Australian residents but up to 25 other countries ranging from Bangladesh to Bulgaria are represented among the current enrolments, many of these are developing nations. It is an interesting exercise to observe how learning communities develop among students who come together in online discussion from all over the world.
- Highly motivated.
- Isolated: many require a lot of personal support to start with. Appreciate relationships.
- Significant attrition rate. Possible reasons are isolation, lack of confidence, lack of the skills necessary to achieve the standards required, lack of support.

The typical OUA student is equally represented by both genders. Their educational standards vary dramatically. Some may not have finished school; others may have completed a diploma or degree previously and wish to retrain. They will usually be in their twenties or older, working, most likely full time. Perhaps the student is a young mother who is taking time off work to look after her children but

wishes to improve her chances of returning to the workforce. If working, their job may not be what they hoped for and they may be eager to improve their life opportunities.

They may or may not be able to afford the fees up front, in which case they can apply for fee help. They can apply to enrol for a degree provided by one of the seven university providers, or just take one subject at a time and decide later. Many students may only take one subject with a particular provider and this raises issues of continuity of library services and getting used to working with different systems of library service delivery. It is a fair assumption that all students enrolling in undergraduate subjects will need assistance to improve their information literacy skills so they can complete their course. Graduate attributes and academic standards must be met despite the fact that they are able to enrol without educational prerequisites.

A particular group of students who are hoping to dramatically improve their life opportunities also serve as an illustration of the degree of availability of higher education; these are the incarcerated students. A surprising number of prisoners are enrolling as OUA students and this has proved to be an interesting challenge for subject convenors and library staff alike. As a condition of their imprisonment, these students have no access to the main form of subject delivery – the internet. In the old days of correspondence courses this would not have been a problem. However, academic and library staff have been able to adapt online assessments and print out material for these students. One library staff member recently visited a group of writing students in their prison and discussed their requirements with them, arranging book loans and so forth.

Library Services and Liaison to Online Students

Swinburne University of Technology Library has, with all other academic libraries, provided electronic services and resources to both its' on and off campus students for many years. There is also been a growing awareness that the way the library services are being accessed and used has changed dramatically over the past ten years. Ten years ago most visits to the library were in person although library staff were busy promoting the online website and services. Now, the visits to the website far outstrip the physical visits to an extent that could not be conceived in the past.

Until two years ago one university library was the paid provider of library services to OUA students and this was a problem in itself. In many cases the sessional teaching staff convening these subjects had little knowledge of who provided the library service to their students and often depended on the resources of their home university library when considering what their students would need to access. This has now changed and each of the seven universities provides a service to OUA students enrolled in subjects delivered by that particular university.

Along with the increase in numbers of OUA students came the recognition that this group had its own needs. Until recently library staff received very little information about these students; the number of enrolments was a mystery as were their text book and other requirements. According to the survey conducted by Yang, a common problem even for designated distance librarians is that they do not know who their students are.

The teaching periods for OUA differ from the on-campus semesters, and there are variations in the content of some subjects; others were only taught for OUA students with no on-campus alternative. The issue of purchasing appropriate numbers of the required texts and recommended readings, access to online reserve items, along with variations in subject material and timing moved gradually from being a niggling problem to something more serious.

In terms of sustainability it wasn't, from perspectives quite apart from the one addressed in this paper. As with any brand new role comes a critical examination of the brief, and of the existing services that could be used by these students if they were made aware of them. Once Swinburne became the library service provider for its OUA students and a Liaison Librarian appointed, three activities emerge as being crucial in making a difference to the service.

Meetings with administrative and academic staff resulted in suggestions from the staff about how the library could help both them and their students. Administrative staff were very forthcoming and added the Liaison Librarian into email groups, and provided her with up to date lists of enrolments. Access to the subject websites on BlackBoard has proved to be very useful in practice, especially in the first few weeks of semester when the students feel isolated, have not yet developed their online communities or their confidence and may have problems accessing resources.

The literature survey was especially helpful in recognising the tensions and problems encountered by other distance librarians. A distant librarian blog site has been very useful and a good means of discovering how librarians in similar situations overcame their problems. The comments on the blog also encouraged all distance librarians to remain committed to promoting the development of information literacy skills among their students.

Current Library Services Available to OUA Students

The following services have been available to OUA and off campus students for many years; many of them are services provided for on campus students as they are encouraged to use the library in its virtual context as well:

- Postal delivery service. Students are able to request books via an online form that they can either email or fax. This service extends to OUA students who are studying outside Australia.
- Remote access to all databases. Online delivery of library services has been available to all students for many years. As with all university libraries, Swinburne has long been committed to providing a vast amount of its resources online through the library website. It has been the experience of library staff that students need to become information literate more than ever in the online environment.
- Subject searches can be requested via a web form.
- Online reserve articles and book chapters available through both the library catalogue and linked from the subject website (BlackBoard).
- Online reference service via email, web form, or SMS. The online reference service team has answered many queries over the years from OUA students who found their own way to these services. This can only be improved with active promotion of the service to these students. It is also used in a way not anticipated by library staff: students who have language difficulties seem to feel more comfortable asking questions via email or SMS even when they are on campus or in the library. Perhaps the anonymity and the fact that they can take the time to express themselves without being rushed is a good thing for them.

Library Services being Implemented

Having received information about the subjects offered in each teaching period, the numbers of students, prescribed texts, names of subject convenors and access to the subject websites, it is now possible to provide or plan for the following:

- Purchase of additional copies of prescribed and recommended texts, taking into account the number of students enrolled as OUA students.
- Planned improvement of the OUA and Distance web page with links to an online orientation, or introduction to the library web page (mentioned below).
- Planned online orientation to the library. At present there are some podcasts and captive tutorials that are linked through the library webpage but these are geared towards the on campus students.

Suitable software is currently being considered, bearing in mind that many students may not have access to much bandwidth or modern computers. (online reserve articles are proving to be difficult for some students to access as pdf files are quite large.) Software under consideration is CaptureCamPro (good screen capture with voiceover and a clever way of compressing large files), Producer, Captivate or Camtasia.

- Letter to enrolling students introducing their liaison librarian, the library and how they can contact the library. This was an outcome of a meeting with administrative and academic staff. See Appendix 2. Many students have responded by emailing either the online reference service or the Liaison Librarian with their queries; a helpful means of relationship building.
- Liaison Librarian contact details on the subject websites. As with the on campus subjects, all OUA subjects have a BlackBoard website and the library has Information Literacy components embedded in the curriculum of four subjects.
- Access to all OUA subject websites. The Liaison librarian is encouraged to take part in discussion threads. These act as online tutorials; subject convenors are eager to create online learning communities where the students can overcome their feelings of isolation and become engaged. Apart from the obvious advantage of becoming part of the learning community, is the opportunity to discern more of the students information requirements and any problems they may have.
- 'Introduction to the Library' CD. Two or three courses have a CD that is sent to all new students. Each focuses on researching assignments for a particular subject area. Although these are currently being updated, consideration is now being given to the generic orientation program or the BlackBoard "You and your library" subject instead.
- Exploration of the possibility of a special BlackBoard subject: 'You and your library'. Graduate attributes apply to all students taught through Swinburne University and OUA students are no exception.
- Regular information sessions for sessional academic staff to update them on library services for them and their students.
- Instant Messaging service: chat with a librarian. The library's policy is to meet students in their own space, where they feel most comfortable. Rather than purchasing proprietary virtual reference software, the library is negotiating with the university's network administrators to set up instant messaging using MSN or Yahoo. This was originally met with consternation by the network administrators however they are now busy working out how they might assist the library in providing an IM service that requires authentication. Modern students are accustomed to instant messaging being instant, and a virtual reference service with a server in the US (and resultant time delay) would not be attractive to them. Library staff anticipate that when this service becomes operational, it will be another avenue to assist all students including OUA and distance, and become yet another opportunity to promote information literacy skills.

Information Literacy Issues

Moving onto Information literacy, this quote appears on the SUT library website:

"Ultimately, information literate people are those who have learned how to learn. They know how to learn because they know how knowledge is organised, how to find information and how to use information in such a way that others can learn from them. They are people prepared for lifelong learning, because they can always find the information needed for any decision or task at hand".¹³

It is this author's belief that the quote on the website rests well with the IFLA statement on libraries and sustainability. The quote serves to introduce a matrix (Appendix 1) which combines the

university's graduate attributes with the seven Council of Australian University Libraries (CAUL) Information Literacy standards that was developed by library staff several years ago. The matrix has provided the backbone of information literacy programs at the university ever since and illustrates how the library's information literacy programs support the CAUL standards and consequently the development of graduate attributes in all students.

Students who have not studied before, or not for many years, need to develop their information literacy skills otherwise they may experience difficulties in sustaining their studies. Academic staff members have welcomed the new role of Liaison Librarian to OUA and Distance students and as mentioned above, with past experience of the needs of their students, were able to make pertinent suggestions. The attrition rate among these students has already been referred to previously, and academic staff hope that the supportive programs delivered by the library will help to arrest this

Embedding Information Literacy Skills into the Curriculum

The library has been responsible for delivering subject content in one core subject for ten years now and papers have been written about this. Ten years ago this was unusual, especially since there was a compulsory assessment component. As there were hundreds of students taking the subject each semester, marking the assessment took hours and staff were concerned that students did not receive feedback in time for it to be helpful. Consequently, an online library quiz was developed using Respondus software. The quiz is practical and involves the students accessing the library catalogue, several databases, and the internet to answer the questions. It aligns well with the subject content taught, the development of information literacy skills and the concept of constructive alignment of teaching and learning.

This particular subject is one of those also offered to OUA students; the quiz has been adapted slightly to cater for their needs (less expectation of on campus use of materials for example). The timing of the subject content has recently been raised as another issue. As all the on campus lectures are videotaped, digitised and put on the subject website (BlackBoard), they can be downloaded or viewed online. On campus students who missed the lecture or wish to revise for exams have found this to be valuable over the ten years it has been available. OUA students are expected to view the same lectures but it has now become apparent after some comments by students and their examination results, that the timing is wrong and the technology possibly inappropriate. Sadly the students have a history of doing poorly in comparison with their on campus colleagues.

Library staff are now looking at different means by which lecture content can be delivered to these students in a way that is more appropriate for them. The software used for digitisation is Lectoria, however something else may be more appropriate and either Camtasia or Producer is under consideration. Producer is software that combines video or audio with synchronised PowerPoint slides. Captivate is an easy to use software tool for the creation of Flash movies of computer screen activities. The animated Flash movies can include audio commentary and text box instructions to guide the learner.

These lectures can be made available to students over the internet via BlackBoard or on CD and have the benefit of:

- giving students more flexibility to view lecture material in their own place, time and at their pace
- allowing students to stop the lecture and repeat content that may not have been understood on first viewing
- this flexibility may also be useful for students whose first language is not English

All of which will be beneficial to OUA and Distance students.

A few other OUA subjects have some type of library input. One has a library quiz similar to the one just mentioned, where students need to use resources that will help them research their assignment topics. Another includes a voluntary library hurdle that takes students through steps to researching an open exam essay question.

Implications of Online Study for Library Service Provision in the Future

New technologies are changing teaching and learning, thus enabling students to learn in places and at times to suit themselves.¹⁴ SUT library is actively trying to open up the library website, recognising that students have become accustomed to searching Yahoo and Google without hindrance. Searching special indexes, using steps to locate scholarly material creates a challenge to students who are used to finding information a mere click away. This applies to both on and off campus students; perhaps opening up the library website is good for both.

A search of the literature and an examination of annual library statistics support the observation that physical visits to libraries are declining; reference questions are similarly affected, although they are becoming more complex. Visits to library websites continue to soar, as do online queries from both on campus and online students. SUT Library recently changed its website and now appears more user friendly and minimal.

Avenues for developing online relationships need to be explored with as much energy as expended when planning library buildings for physical visits. Perhaps assisting to facilitate the development of online learning communities within the different subjects, and being another point of contact will go some way to allaying the feeling of isolation experienced by so many of the online students. Contact details are now more prominent on the website, thus allowing students easy access to assistance when they need it.

Conclusion

By supporting the learning and information literacy needs of online students, the library is doing what it is best at. Taking part in educational activities that make the most of developments in distance delivery of educational programs supports the IFLA statement on sustainability by improving educational opportunities for more people in all countries. Encouraging the development of lifelong critical skills of how to understand, filter, evaluate and use information, playing a supporting role in the development of online learning communities, and being accessible to students who are experiencing feelings of isolation goes a long way to keeping them engaged.

The matrix that combines the seven CAUL information literacy standards and the graduate attributes provides library staff with a theoretical framework they can use when preparing classes for all students, on or off campus. Furthermore, it has been a useful way to illustrate the library's role in the University's mission.

Academic libraries have their role to play in sustainable development in spite of the widespread opinion that improvements in Google will result in the disappearance of libraries and their programs, or at least for a long time yet. Perhaps they won't be the physical spaces we know and love today. Efforts by libraries to improve the accessibility of their websites, providing good real estate for contact details, offering speedy online assistance will go a long way to encouraging both on campus and distance students now and in the future. Ultimately academic libraries need to look at their programs in terms of producing graduates who will be part of the solution rather than the problem. Information literate.

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Appendix 1 MATRIX

Standard	The library's role
<p>Standard One:</p> <p>The information literate person recognises the need for information and determines the nature and extent of the information needed.</p>	<p>The Library will teach students:</p> <ul style="list-style-type: none"> • How to identify key concepts and terms relating to the research topic or information need • How to define the scope and scale of the information required • About the variety and types of information sources relevant to their subject discipline, including: • Books, journals, encyclopedias, dictionaries, directories, statistics, data books, newspapers, video and sound recordings, media broadcasts, web sites, unpublished sources, people, etc. • Print, electronic and audiovisual formats • About differences in content and function of types of information sources relevant to their subject discipline: <i>primary versus secondary</i> <i>popular versus scholarly</i> <i>current versus historical</i> <i>factual versus interpretive</i>
<p>Swinburne Graduate Attributes:</p> <ul style="list-style-type: none"> • Are capable in their chosen professional areas Have pertinent skills and abilities · • Operate effectively and ethically in work and community situation Have the ability to effectively communicate using a range of media nadin various contexts 	
<p>Standard Two:</p> <p>The information literate person accesses needed information effectively and efficiently</p>	<p>The Library will teach students:</p> <ul style="list-style-type: none"> • About the range of information access tools in their subject area, in print and electronic format, including library catalogues, indexes and bibliographies, citation and full-text databases • How to select the most appropriate access tools and use them effectively About the role of library staff as sources of expertise in the information gathering process • How to devise and carry out effective search strategies, including the use of Boolean operators, truncation, thesauri and field searching in electronic databases and search engines· Internet searching techniques including the use of search engines, directories and specialised subject gateways • Internet searching techniques including the use of search engines, directories and specialised subject gateways· • About the variety of information resources in

	<p>organisations and libraries external to Swinburne</p> <p>The Library will advise students on the procedures for acquiring information through other libraries, agencies or locations, as well as within Swinburne Library.</p>
<p>Swinburne Graduate Attributes:</p> <ul style="list-style-type: none"> • Are adaptable and manage change Have multifaceted research and problem solving skills Have a general capacity for flexibility and curiosity • Are capable in their chosen professional areas Are informed and knowledgeable in the area Have pertinent skills and abilities 	
<p>Standard Three:</p> <p>The information literate person evaluates information and its sources critically and incorporates selected information into their knowledge base and value system</p>	<p>The Library will teach students:•</p> <ul style="list-style-type: none"> • How to critically evaluate search results • How to revise their information search strategy • How to evaluate sources for authority, validity, bias and accuracy
<p>Swinburne Graduate Attributes:</p> <ul style="list-style-type: none"> • Are aware of environments Are able to evaluate the economic, social and environmental impact of their decisions Are able to make a balanced decision taking into account all of these factors • Are capable in their chosen professional areas Have an appreciation of areas of uncertainty within a body of knowledge Understand the relationship between theory and practice • Are entrepreneurial Have the ability to critically understand innovations and developments Have a broad understanding of the role of technology in our society 	
<p>Standard Four:</p> <p>The information literate person classifies, stores, manipulates and redrafts information collected or generated</p>	<p>The Library will teach students:•</p> <ul style="list-style-type: none"> • How to identify and record the basic elements of a bibliographic citation • How to cite correctly the information sources they have used • How to use a nominated bibliographic software package e.g. ProCite, EndNote
<p>Swinburne Graduate Attributes:</p> <ul style="list-style-type: none"> • Are capable in their chosen professional areas 	

Have pertinent skills and abilities	
<p>Standard Five:</p> <p>The information literate person expands, reframes or creates new knowledge by integrating prior knowledge and new understandings individually or as a member of a group</p>	<p>The Library will assist students with tools they may use to support this process by:</p> <ul style="list-style-type: none"> • Providing basic troubleshooting assistance with IT applications available at Library workstations • Providing training and basic troubleshooting assistance with a nominated bibliographic software package • Providing resources (style guides, etc.) on techniques of presenting and communicating information <p>The Library will assist students to refine the content of their project output by:</p> <ul style="list-style-type: none"> • Advising on the selection of additional information sources, including referrals to other libraries, resources and agencies • Verifying sources of data
<p>Swinburne Graduate Attributes:</p> <ul style="list-style-type: none"> • Operate effectively and ethically in work and community situations Have the ability to effectively communicate using a range of media and in varied contexts· • Are adaptable and manage change Are self motivated· • Are capable in their chosen professional areas Are informed and knowledgeable in the chosen area 	
<p>Standard Six:</p> <p>The information literate person understands cultural, economic, legal and social issues surrounding the use of information and access and uses information ethically, legally and respectfully</p>	<p>The Library will teach students about:</p> <ul style="list-style-type: none"> • Acknowledging sources and avoiding plagiarism • The need to comply with copyright, intellectual property and privacy laws • The need to comply with Swinburne's computer use policy • Identifying resources which emphasise cultural differences
<p>Swinburne Graduate Attributes:</p> <ul style="list-style-type: none"> • Are capable in their chosen professional areas Have a sense of social responsibility for knowledge and its application· • Are aware of environments Are culturally sensitive and have respect for multiple points of view· • Operate effectively and ethically in work and community situations 	

Have the ability to operate locally, nationally and internationally	
<p>Standard Seven:</p> <p>The information literate person recognises that lifelong learning and participative citizenship requires information literacy</p>	<p>The Library will promote:</p> <ul style="list-style-type: none"> • the significance and value of information literacy in the social, political and cultural life of the individual and the community through its training programs for students. • The Library will promote lifelong learning through the provision and promotion of library services to alumni of the University.
<p>Swinburne Graduate Attributes:</p> <ul style="list-style-type: none"> • Are aware of environments Have a broad understanding of the role of technology in our society. • Are adaptable and manage change 	

http://www.swinburne.edu.au/lib/infoskills/grad_attributes.htm

Appendix 2 Letter to OUA students

Greetings from the library and welcome to your new OUA subject.

Firstly, I wish to introduce myself as the newly inaugurated OUA and Distance Liaison Librarian. This position is possible because Swinburne University of Technology is now the official provider of library services for OUA students who are currently enrolled in Swinburne subjects; previously there were other arrangements.

Swinburne University of Technology library, in addition to resources on the shelves of five campus libraries, also provides a vast amount of resources via the library web page. These take the form of full text databases of journal and newspaper articles, some book chapters, industry profiles, annual reports, e-books and much more.

Take some time to check out the website at:

<http://www.swinburne.edu.au/lib/>

Here are just some of the things you can find and do on the library website:

- Links to opening hours for all campus libraries
- Contact details: phone, SMS, email (especially good if you need assistance with a tricky assignment)
- Learn how to research an assignment
- Access the library catalogue and databases
- Read the library blog

Although you don't receive a Swinburne student ID card, you will have been assigned a student number. To use the databases and other online resources you just need to authenticate at the login screen using your 7 digit student ID and your date of birth in ddmmyy format will be your password.

I plan to expand and update the OUA web page (<http://www.swinburne.edu.au/lib/services/offcampus.htm>) to include an orientation to the library. You can find more information about services for OUA students such as how to borrow books from the library.

If you have any queries or suggestions you can either contact me at sroberts@swin.edu.au or email the Ask Us! email service at library@swin.edu.au. This is a service operated by a team of reference librarians who are rostered to cover each working day between the hours of 9am – 5pm.

Once again, welcome to your new subject and the library,

Susan Roberts