



Passport required – librarians conducting information literacy sessions overseas

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Abstract

Since 1999, UniSA (University of South Australia) liaison librarians have travelled overseas to deliver information skills to students enrolled in offshore programs. UniSA cohort of offshore students who have access to the library's vast range of online resources can be identified as 3 key groups namely undergraduates from any program from any location who are supported by the library's Flexible Delivery Service (FDS); students who are in articulated programs where part of the program is conducted offshore and in part in Adelaide; and students enrolled in postgraduate programs in offshore locations that are supported by FDS.

The author has designed and delivered library workshops to postgraduate students enrolled in MBA (Master of Business Administration), DBA (Doctorate in Business Administration) and PhD (Doctor of Philosophy (PhD) in Business and Management) programs offshore on 3 occasions at different locations including Singapore, Taipei, Hong Kong, Thailand, Zurich and various locations in Malaysia.

The paper discusses how the library's commitment to internationalisation has strengthened its collaboration with academic programs and enhanced the library's educational role. It also describes the library's support in an online and flexible environment to students; graduate qualities; cultural considerations; the content and learning outcomes of the workshops; issues raised by students at the workshop; lessons learned and future developments.

Introduction

The overall number of overseas students studying in Australia in 2002 was about 119,000 compared to about 66,000 students remaining in their home countries (DEST Higher Education Report for the 2004 to 2006 Triennium p 31). Australia is recognised internationally as a provider of world class education and training programs. The Australian government is also implementing a number of initiatives to support and assist Australia's continued growth in the globalised education industry as it is considered a major service export industry. This "not only results in significant economic benefits but also contributes to the internationalisation of the Australian education system, cross-cultural skilling of young Australians and the development of goodwill and mutual understanding, which will underpin Australia's future trade, diplomatic and political efforts as well as scientific exchanges and collaboration" (DEST Higher Education Report for the 2004 to 2006 Triennium p. 29). In South Australia, UniSA is part of Study Adelaide, a partnership between the South Australian government and Adelaide's major educational institutions providing information on education options for international students.

As described by CAUL (Council of Australian University Librarians 2002, p.1) Guidelines for library services to offshore students "an offshore student is considered to be a student who is taught offshore by the home institution's staff, or a student located offshore studying or being taught by local staff employed by, or employed in consultation with the home institution"

A wide variety of offshore arrangements exist namely

- "an offshore campus;
- direct teaching at a local institution;

- twinning arrangement with a local educational institution and
- twinning arrangement with a commercial partnership with a local agent" (CAUL 2002, p.2).

There has been much discussion about the internationalisation of higher education particularly in Asia in the literature. The journal *Higher Education and Development* July 2003 issue was devoted to the theme "Going global: the internationalisation of higher education in the Asian region." In general, it is this geographic region that Australian universities have focused on exploring opportunities for continued growth and to develop an alternative income stream. Edwards et al (2003, pp. 189-190) suggested that the internationalisation of business education can be achieved at 3 levels

- "international awareness when the curriculum is supplemented with international examples, cases and perspectives,
- international competence where cross-cultural interaction is increased such as students engaging with students from other countries in group work and
- international expertise – students participation by work or study placements abroad."

Graduate Qualities at UniSA

UniSA is strong-minded in its determination to be an international institution. It has a substantial focus on the recruitment of students from other countries to enrol in its programs by either studying in Adelaide or remaining in their own country to study. UniSA's commitment to graduate qualities reflects a world-wide movement within educational institutions. A number of different terms are used to describe this concept including graduate qualities, graduate outcomes, graduate attributes, generic

qualities and transferable or key skills. There is a deliberate focus on the development of particular student outcomes as part of their professional preparation through academic programs at all levels – undergraduate, postgraduate and research. UniSA has adopted as institutional policy a statement of seven graduate qualities as the outcomes it seeks for its students -

“A graduate of the University of South Australia

- operates effectively with and upon a body of knowledge of sufficient depth to begin professional practice
- is prepared for life-long learning in pursuit of personal development and excellence in professional practice
- is an effective problem solver, capable of applying logical, critical and creative thinking to a range of problems
- can work both autonomously and collaboratively as a professional
- is committed to ethical action and social responsibility as a professional and citizen
- communicates effectively in professional practice and as a member of the community
- demonstrates international perspectives as a professional and as a citizen”

Each of these qualities has a set of indicators which serve as a guide to their development.

(University of South Australia Graduate Qualities <http://www.unisa.net.unisa.edu.au/gradquals/>)

Information literacy is the critical component of the **second graduate quality. The library is determined to take a pivotal role for this quality. There have been** advances in information technology and the growth in options for sources of information. These developments have influenced the knowledge and range of skills required by graduates to access, evaluate, manage, analyse, communicate and organise information.

An information literate graduate is able to

- recognise the need for information and determine the nature and extent of the information needed
- find needed information effectively and efficiently
- critically evaluate information and the information seeking process
- manage information collected or generated
- apply prior and new information to construct new concepts or create new understandings
- use information with understanding and acknowledges cultural, ethical, economic, legal, and social issues surrounding the use of information. (University of South Australia Library Information literacy <http://www.library.unisa.edu.au/infoskills/infolit/default.asp>)

Doctorate of Business Administration program

The IGSM (International Graduate School of Management) provides management programs at MBA (Master of Business Administration), DBA (Doctorate of Business Administration) and PhD (Doctor of Philosophy (PhD) in Business and Management) levels. For a number of years, it has pioneered innovative teaching and learning methods using the internet and emerging ICT (information and communication technologies) ensuring government requirements both in Australia and in the country where the program was conducted were achieved. This was attained by incorporating both cross-cultural content and context yet ensuring and maintaining the integrity of the curriculum for the various programs.

During 1999, the library sent staff on fact finding missions to Singapore and Hong Kong to investigate the status of library and information services available to offshore students, the range and currency of resources used by students to support their studies and to determine an appropriate level of resource allocation by the library to support the library and information needs of offshore students (Parnell & Stevens 1999). Consequently, IGSM and the library jointly funded liaison librarians to travel overseas to conduct workshops.

The commencement of new offshore DBA intakes is based very much on market forces. There is the increasing competition from other educational service providers; the time consuming yet essential process to identify offshore partners who will advance the strategic vision of UniSA and ensure its integrity is enhanced; the quality and assessment of student proposals; minimum quotas for the commencement of new intakes have to be met; and currency exchange rates. There is an increased focus on quality assurance from governments both in Australia and other countries where UniSA conducts academic programs. New intakes for the DBA program were delayed in 2003 due to the structured program review similar to other reviews at UniSA. Also, the program is not conducted based on the traditional Australian university academic year.

The itinerary for the offshore visits by liaison librarians is coordinated to include a number of programs conducted by IGSM at MBA, DBA and PhD level and to include possibilities for library workshops for programs managed by other schools at UniSA. This is to maximise the value of the trip and to minimise and share the costs involved such as airfares and accommodation. Costs that are not included and are absorbed by the library include the time for the preparation of workshops and staff time overseas. Separate library workshops were conducted for specific levels of study as personal experience indicated that the requirements of MBA students and from other programs were not the same as for DBA and PhD students. In this paper, I will concentrate on the DBA program even though library workshops for the DBA and PhD programs are combined.

Doctorate of Business Administration program – aims and structure

The program is designed to advance the professional development of senior practicing managers and professionals in the business arena by extending their management knowledge and equipping them with broad research and process management skills. This includes the exploration of contemporary literature, theory and reports of best practice. Graduates from the program are expected to make significant contribution to practice and policy, so program work relates to leadership, change and process management as well as applied research methodologies skills including literature searches, field research design, data analysis and the communication of research findings. It is essentially a coursework degree with a practical focus.

The program is taught in a classroom format based on the use of intensive workshops. The two components consist of Coursework Phase: Doctoral Program Seminars & Workshops (50%) and Research Phase: Supervision Workshops (50%). The DBA is offered in face-to-face delivery as well as on-line communication through interaction with two appointed supervisors (principle and associate) for the appropriate courses. Candidates are required to attend 7 courses and 4 research seminars, resulting in 11 intensive sessions over 2.5 years. The sessions are usually offered over the weekend to accommodate working professionals.

The 3 papers are then considered and finalised for submission in a portfolio of three papers containing up to 30,000 words with an extended summary for examination, at the end of the program. The program review now allows for a submission of a dissertation instead. (University of South Australia Doctor of Business Administration (program details)

http://www.unisanet.unisa.edu.au/bue_doctoral/prospective/dbaprogram/frontdoor.htm

Library involvement – when and why?

There is no “ideal” occasion opportunity for the library workshop to make its greatest impact however opportunities present themselves at

- the commencement of the program which includes the launch and Induction Session
- the course Analysis and Critique of Research-based Literature (conducted in Year 1 Semester 1) where the aim is to develop the candidates’ skills in applying analysis and critical assessment to research based literature. Outcomes of the course include the ability of candidates to present an overview of literature sources from peer reviewed resources in the area of their interest, present own perspectives of the topic and present arguments and identify the philosophical and methodological approaches of the research outlines in the literature
- the course Annotated Literature Review (conducted in Year 1 Semester 2) where the aim is to extend skills in conducting the literature review as a discourse by engaging students in the analysis of related research based resources. Objectives that students should achieve include the ability to conduct effective online searching of relevant literature related to their portfolio topic, critically assess the literature within the boundaries of their research and compile an annotated bibliography related to their research topic
- the course Research Project Proposal Development (conducted in Year 2 Semester 1) where candidates make a research based proposal that forms the basis of their research
- the course Research Paper 1: Broad Concepts and Literature Review (conducted in Year 2 Semester 1). The aim is to complete Paper One of their research portfolio in a draft form that is approved by supervisors. This option for the library workshop at this stage of the program is considered too late.

It is not realistic to send the liaison librarian to each offshore location when a new DBA intake commences due to the monetary costs; the staff time to prepare, develop and update the content of the workshops; the time required to complete administrative requirements before travelling overseas and upon return; the organisation of the itinerary ensuring adequate notification and the promotion of the workshops to program partners and students; and the delegation of tasks to other library staff (if possible) when overseas. In reality, the liaison librarian visits several locations in one trip after the Induction Session and when the courses Analysis and Critique of Research-based Literature and Annotated Literature Review are conducted. I believe conducting the workshops around these 2 courses is more appropriate as students have a greater understanding of what is expected of them academically and the amount of time, energy and commitment that is required of them in exploring their research/thesis proposal.

I have experimented with web based video conferencing software. I foresee a role for the library in the Induction Session where I can present an overview of the library’s resources from Adelaide. This will

also provide the opportunity for students to use and develop a basic understanding of what the library provides in terms of resources and services. At the workshops, I can then spend more time at the next level of researching, evaluating and managing information for higher degree students. Students currently receive a package from UniSA which includes promotional material from the library.

The library’s participation offshore ensures that it has a role in enabling students to develop skills to achieve UniSA graduate outcomes. It demonstrates and integrates information literacy skills for lifelong learning. It demonstrates to the rest of the university community that the library is a partner in the teaching and learning framework that includes student centred approaches to learning, online and flexible delivery. It provides the opportunity for the library to demonstrate that its strategic direction mirrors that of UniSA in terms of internationalisation, online strategy and promotes equitable access to resources. The library’s educative role in curriculum development is enhanced. It allows the library to promote its ever increasing range of online resources. It shows that UniSA supports offshore students – you just don’t see the “spin doctors” promoting the university’s programs and academic staff conducting courses but also staff from other sections of the university. There is increased collaboration between the library staff and other staff of the university staff ranging from program directors, course coordinators, program officers and Learning Connection staff. The library is not just a support service that has an insatiable desire for funding. Macauley, P & McKnight, S (1998, p. 104) state “libraries are an integral part of the academic mission of a university. Libraries can enhance a university’s reputation by providing access to world-class information resources and services widely. Libraries are already part of the research culture of a university. What is proposed is a strengthening of that partnership and collaboration.”

Where did I go?

In October /November 2001, workshops were conducted in

- Bangkok (Thailand) for the DBA program
- Burapha (Thailand) for the MBA program
- Kuala Lumpur (Malaysia) for the DBA program
- Penang (Malaysia) for the DBA program
- Kuching (Malaysia) for the DBA program and
- Kota Kinabalu (Malaysia) for the DBA program
- Singapore for the PhD and DBA programs
- Singapore for all other UniSA programs

In December 2002, workshops were conducted in

- Singapore for the DBA, PhD and MBA programs (a separate session was to be held for MBA students but the facilities were not available – a day for individual appointments replaced that evening’s workshop)
- Taipei (Taiwan) for the DBA program
- Hong Kong for the DBA program
- Hong Kong for the MBA program

In January 2003, workshops were conducted in

- Kuala Lumpur (Malaysia) for the DBA program (2 workshops)
- Penang (Malaysia) for the DBA program (2 workshops)
- Kuching (Malaysia) for the DBA program
- Kota Kinabalu Malaysia) for the DBA program
- Zurich for the DBA program

My philosophy is to encourage as many participants as possible to attend the workshops who are in some way involved in the DBA

program. It creates opportunities for feedback and discussion from different perspectives. Hence students, both new and continuing are encouraged to attend as well as representatives of the program partner and UniSA academic staff if on location.

Content of workshops

The overall content was formulated based on input from academic staff involved in the program, personal experience conducting training for on campus based students in various postgraduate programs and the library's overall program for postgraduate and research degree students based on the library's **Strategies for Successful Research** - finding and managing information. It is a series of workshops for staff, research degree candidates and postgraduate students that assists in the development and updating of information skills necessary to undertake research. The content of the workshops are reviewed and updated based on the student evaluation of the workshops; collaboration with academic staff in terms of the content and intended outcomes of the overall DBA program; issues raised by students themselves or via program partner representatives; my reflection of the workshops; analysis of enquiries received by the FDS and myself; and adapting on campus student enquiries in the context of their offshore colleagues. Enhancements and changes to the content of the workshops also reflects access to new online resources such as databases; the simplification of student authentication to online resources; and the promotion of the increasing number of online training modules developed by library staff such as Strategies for searching databases, Keeping up to date and Finding and publishing in peer reviewed journals. (University of South Australia Library Online training. <http://www.library.unisa.edu.au/infoskills/onlinetrain.asp>)

The workshop comprises of the following topics based on PowerPoint presentations

1. **Overview of UniSA library web resources** – introductions; outline of the workshop; purpose of and how to access the online resources including the catalogue, databases, electronic journals, virtual libraries and internet subject guides developed by the library staff; services offered to offshore students including interlibrary loans and FDS as their first point of communication with the library; digitised readings; encourage students to use and communicate via library developed electronic request forms; highlight other UniSA services such as the student email facility which drives internet traffic to UniSA web pages; Postgraduate pages; Learning Connection resources including guides on referencing, avoiding plagiarism, analysing a business case study and writing an annotated bibliography; interpreting journal holding in both online/print formats from the catalogue; and online training modules.
2. **Strategies for searching** – includes the detailed process involved in the formulation of the search strategy covering themes such as understanding the requirements of a topic; information – what is sought, what type and how much; identifying concepts, alternative terms, alternative spellings, connecting and combining search terms with the use of the Boolean operators - OR, AND, NOT; identifying and selecting the appropriate databases for the topic; the availability of online guides and help facilities for various database platforms; the concepts of truncation, wildcards and phrase searching; logging on procedures and how to access password protected online resources; keeping of a diary/personal journal as a

history of what databases and search strategies are used; techniques to refine the search if there are too many citations and what to do if there are too few citations; criteria for the evaluation of citations using abstracts and fields such as descriptors and using that terminology for further searching; limiting options such as peer reviewed, currency of information, geographical limitations; the concept of the literature review; and putting an end to the myth of full text databases.

I concentrate on the development of search strategies before the use of databases as Zoe & DiMartino (2000, p. 292) state “full-text database searching, in particular, poses even greater challenges to students with varying cultural backgrounds, needs, skills, and English language proficiency” and Zoe & DiMartino (2000, p. 300) also indicated “the underutilization or lack of recognition of Boolean operators was perplexing.” Pursuing the issue further “perhaps the lack of use of Boolean operators by many of the East Asian language students can be best understood when one considers that constructs such as OR, tenses, adjectives, or adverbs are defined through a position in the sentence rather than a variant spelling. The construction of English and Asian languages are extremely different. For example, in Chinese, there are no function words like prepositions, conjunctions, or articles. Every word used carries meaning and has a specific content. Further, the physical layout of documents, and the ways in which they are read and segmented, may also cause difficulties for students used to associating, reading, and conceptualizing printed letters or characters in different orders. The construction of the original language has underlying implications in the development of more appropriate and accurate instructional methods” (Zoe & DiMartino 2000, p.302).

I encourage the use of diaries or personal journals as Ballantyne & Packer (1995, p. 30) indicate “the unifying and distinctive feature of journal writing as a learning technique is its progression beyond the mere reporting of facts or events to engaging the student in cognitive or reflective interaction with the material.” The purpose of the diary/personal journal is for students to learn, reflect, clarify and explore the use of alternative databases as they identify useful terminology; refine, broaden or restructure search strategies; recognize the subject strengths and weaknesses of various databases in relation to their topics; identify key authors, journals and future research activities they must pursue.

The workshops also promote the concept of the literature review. Fink (1998, p. 3) describes a literature review as “a systematic, explicit, and reproducible method for identifying, evaluating and interpreting the existing body of recorded work produced by researchers, scholars, and existing practitioners.” The content of the session promotes the need to search various databases due to their differing subject/discipline coverage. This increases student awareness of the available literature from alternative sources for a research topic.

3. Presentation of database **Business Source Premier** – applies the example in the process of developing a search strategy highlighting the key features of Business Source Premier including the use of the thesaurus; limit by fields such as author, peer review and encouraging the evaluation of references using the abstract display option. Other features include the selection of appropriate citations and analysing the allocated subject headings and identifying alternative terms from the abstract; full text availability and what to do if it is not available full text. UniSA has been able to add a persistent link to the library catalogue when citations are displayed. I introduce the facility to email selected citations

to their UniSA email rather than to free email services. If possible this demonstration is conducted step by step with a live internet connection. Student feedback indicates that live presentations are preferred as I also experience the difficulties they deal with such as the slow internet speed. This also encourages student input from their experiences and group discussion. Feedback from students who did not experience a live presentation of the databases usually due to a poor internet connection always indicated that they wished for it.

4. Presentation of database **Emerald Fulltext** – similar in content to Business Source Premier however promoting this database's features including content indicators, style types such as literature reviews, date of publication and alerting services. The library received much unfavourable feedback about Emerald Fulltext because like other databases it is not 100% full text. However, the name implies otherwise. If students require a citation that is not full text, Emerald Fulltext has strategically placed its own fee paying service in a prominent position! This causes much anxiety amongst students and many emails are directed to my colleagues at FDS and me about having to pay this additional fee. UniSA is not able to add a persistent link to the library catalogue from Emerald Fulltext. It is also much slower to introduce new features such as emailing full text articles and the number of journals indexed is much smaller when compared to Business Source Premier and ScienceDirect.
5. Presentation of database **ScienceDirect** – highlights key features using the same search topic including cited by, email of article facility, contact details and email addresses of authors and the introduction of the concept of downloading citations into bibliographic management software such as EndNote. Clarification is made to the product name "ScienceDirect" – it is not entirely science orientated as the subscription also provides access to the Business, Management & Accounting and Decision Sciences collections.
6. **Flexible Delivery Service** – students are requested to communicate with the library via FDS rather than liaison librarians. It is essential that I clarify the role of FDS and liaison librarians otherwise I am inundated by emails from students seeking assistance. Prior to requesting an interlibrary loan, it is suggested that students should evaluate the citation based on criteria such as the status of the journal title, article length and the content of the abstract if provided. Other issues discussed are quality assurance relating to the response time from FDS to student correspondence; enrolment procedures and the service fee. The fee is to partially offset the cost of photocopying and the delivery of materials. Initially, the fee was based on the traditional Australian academic year but this was changed to cover a 6 month period once students paid for the service. I always felt that the discussion on service fees hindered rapport and team building during the workshops as students considered this as a minor yet additional charge for studying. I have actively argued with colleagues the case against the fee. The service fee for offshore students was suspended for a trial period during 2004.
7. **Managing your information including EndNote** – covers the concept of referencing to the work of other authors and the need to manage citations; referencing styles and standards; the consequences of academic misconduct if caught plagiarising; promoting the library's web page on EndNote to explain what it is, why it is useful and how to obtain the software by contacting FDS. It has been difficult to anticipate the audience's level of

understanding of the topic and to what level I should present it. The understanding of the topic varies considerably from very little to students asking very specific questions about EndNote such as downloading references, using citation managers, filters, importing references and connection styles. Until recently students had to contact FDS individually for a copy of the software to be sent to them. Once the agreement form was signed, a copy of the software was posted to students who then paid the return postage. A service fee to FDS for the software was not necessary. Licence agreements at that time did not allow copies to be kept at program partners offices for loan and distribution nor were students able to circulate the software amongst themselves. These were some of the rational methods that students suggested so that they could get quicker access to the software! EndNote can now be downloaded from the Library's web pages. It will be easier to present this topic in the future as academic staff continue to promote the benefits of the software to students.

8. **Finding theses and dissertations** – identifies the key databases that UniSA has access to for this type of literature such as Digital Dissertations and Index to theses; how to find theses completed by previous UniSA students and other theses held by the library; web resources for electronic theses and dissertations; UniSA's web resources on thesis structure.
9. **Keeping up to date** – use of various alerting services such as Current Contents via Ovid and now Current Contents Connect via Web of Knowledge and alerting features increasingly provided by databases; value added services provided by publishers and web resources informing of upcoming conferences.
10. **Peer reviewed** – part of the requirements for the completion of the DBA is the submission of a manuscript for publication in a peer reviewed journal. This reinforces the concept of peer reviewed journals; how to identify appropriate journals; manuscript submission details, referencing styles, format and plagiarism. This reinforces the need to manage citations.

Handouts - participants receive a copy of the PowerPoint presentations; listing of key online library resources with URLs; wildcard/truncation/phrase searching guide; publicity for FDS; Strategies for searching guide and a handout for students to evaluate the workshop.

Engagement of students

The workshops are intended to be interactive involving students using various trainers' techniques. Techniques such as creating good first impressions, the gathering and using student expectations, brainstorming, using feedback for others in the group to learn, being aware of local customs, etiquette and handing out of promotional materials assists in the engagement of student participation in the sessions. Some techniques do engage the students while others do not and local cultural norms must be taken into account. I use various techniques to maintain students' focus for the entire session, enhance the teaching and learning experience and to make it an enjoyable event. My personal belief is that increasingly students are completing academic programs due to pressures from work, family and society and the element of enjoying studying is disappearing. Sessions are not compulsory yet students attend after a long day at work and travel long distances - in one case a 500 km return trip from work and workshop!

It is essential to understand the body language of the students as most have already worked long hours that day. It is necessary to

anticipate when to have short breaks, introduce activities or games to encourage students to speak about their own experiences both favourable and critical when appropriate rather than at predetermined times. The breaks also give me an opportunity to informally network with the students as we share supper together and try to break down the traditional teaching style of standing at the front of the class conducting a lecture to a more interactive environment. I make sure that I arrive early and am prepared well in advanced at each workshop venue. This allows students who come early to introduce themselves and discuss quite specific issues which they believe relate only to them. This also gives me an indication of their confidence in speaking English and the possibility of involving them during the workshop. It assists in determining the speed of delivery and the level of detail, yet ensuring that overall the student outcomes of the workshops are achieved.

Each workshop commences with students indicating what they want out of the session. These are listed on a white board and then checked with the group at the end of the workshop to ensure that issues raised have been covered adequately. I find this is one method of listening to and engaging my audience for the 3 1/2 hour workshop.

Issues raised by students at workshops

Some characteristics of offshore and onshore international students, in particular Asian students, include

- a diverse range of cultural and educational backgrounds,
- differences in learning and communication styles between their home country and Australia,
- native language used at home and socially is different to language used when studying,
- still developing English comprehension and linguistic skills,
- resistance to enquiry based learning,
- preference for passive rote learning style,
- unease with critiquing the work of others,
- discomfort with the informality and interactivity between students and academics,
- reluctance to seek assistance fearing loss of face,
- lack of understanding the concept of plagiarism,
- variable information technology skills,
- reverence for academics,
- unfamiliarity with subject-specific, academic and library jargon and
- uncertainty with body language, social interaction, customs and etiquette.

My experiences with international students studying in Adelaide and offshore students supports Evans & Tregenza (2002, p. 5) statement that “students were more reticent to ask and respond to questions in class, or to do more than absorb the information presented.” Offshore students have the same issues that Australian students generally have to deal with - study, family, financing study fees, workplace workload issues and time managing all this. Many offshore DBA students also have attained important executive roles with their employers. They generally have to deal with slower internet speed and this takes longer to access resources. The English language is not their native language but they all have adequately passed English proficiency requirements. Evans & Tregenza (2002, p. 6) found in some cases “students find it difficult to work within English while simultaneously developing a conceptual framework within which to undertake their assignments, etc.”

Itinerary - the tightness of the itinerary is commented on by many of the students and program partner representatives. I generally catch a plane flight to the next location early in the morning and arrive at the motel mid-afternoon where I then make transport arrangements to where the workshop will be conducted that evening. Students generally say “come earlier, stay longer”. They see the visit as an opportunity for them to clarify individual issues and problems. Many students commented on the request for individual appointments. I stressed my role was not to conduct literature searches for them. Some students were also willing to pay for the library to conduct extensive literature searches on their behalf. Perhaps this is an opportunity for commercialisation but it would contradict the role of the library and the role of information literacy.

FDS fees - the enrolment fee to FDS always changed the mood of the workshop for a short period of time. There is no fee for advice and guidance to use the library's resources. There is confusion as students are requested to contact FDS and then the service fee may be mentioned depending on their enquiry. Students living outside Australia organise to pay the return airmail postage of loan items. I always sought a statistical breakdown of the programs and locations from where students came from if they enrolled with the FDS service but this was not politically advantageous to the library. When offshore programs were initially set up, the library sought a flat fee from IGSM for all students studying offshore. The statistical data may have been of some assistance to argue for additional funds from wherever the library was able to source it.

Access to previous student work - students seek access to the work of previous students who have completed the papers required for the completion of the DBA. The library is currently developing a web page for the electronic deposit of professional doctorates similar to the ADT (Australian Digital Theses) program. This will also assist in the dissemination of doctoral work which is not part of a research based program.

Visits to Adelaide - students who are completing the program are increasingly making a voluntary visit to Adelaide. At the workshops, they are encouraged to make an appointment with me before their arrival so that I can assist with any information requirements and identify any on campus training that may be suitable for them to attend. Some require citations to strengthen specific parts of their papers, some are reprimanded by their supervisors for their lack of progress and others have a list of references that they have collated. They seek assistance to obtain those only available in print or on interlibrary loans.

Software access - access and request for training for software besides EndNote such as SPSS, NVivo and NUD*IST range of software is increasing. A working party has been established to identify student software requirements and licensing agreements will reflect offshore accessibility.

Databases issues - ScienceDirect initially had a cumbersome access procedure as everyone had to establish individual passwords. Besides the name, this was another reason why it was difficult to promote the product but access has now been simplified. Overall, access to databases that require individual usernames and passwords has been made easier as students can access the list of passwords via authentication. Another issue that required some clarification was the concept of a database that is entirely full text is a misnomer. Access to citation indexes was a regular student request. We now subscribe to this product. Students appreciated the significance and economic value of databases. They sought

information and suggested options for continuing access to the databases after they completed their studies. I have already covered the issues relating to Emerald Fulltext.

Digitised readings - initially students were provided with printed copies of core readings for their courses but these are now provided in digitised format. As we all know, students place a premium on information that is found quickly and accessed easily. Students raised the issues of the slowness as well as the reliability of the internet and the amount of time spent locating, downloading and printing the readings before they read them in terms of their busy schedules. I suggested some options for them to express their concerns but I am not aware of any action that was taken.

Bias of literature - students expressed concerns about the bias and access to the literature written from a "Western" society perspective and the perceived lack of literature written by those living in their countries and sharing similar cultural backgrounds. They sought strategies to identify journals published in their own countries or geographic region. The issue of accessing resources in Mandarin was raised and the library is currently examining a number of options in this area.

Student access to online resources - offshore programs are not conducted based on the traditional academic year. In the past, offshore students regularly did not have access to the library's online resources that required authentication for very brief periods of time as the student records system failed to acknowledge their registration outside the standard course times. As a result, when the library system was updated each evening, students whose records expired on the student records system also expired on the library system. When this occurred, irate emails were received from students, offshore program partners, program directors and the head of school! The solution was to increase the buffer zone in terms of days between courses for offshore programs but this took some time to implement.

Lessons learned and future developments

In future workshops, the database examples will change. There will be a greater emphasis on ScienceDirect due to the number of journals indexed and its enhanced features when compared to Emerald Fulltext. As we have access to citation indexes, this topic will be developed based on student feedback and the need to add further breadth and depth to the workshops. There is also a possibility of developing the topic on obtaining company/industry information. This is because the workshops will promote the increasing number of online training modules both generic and subject specific that are being developed. It would be useful for all databases to have a persistent link to the library catalogue as it will increase the opportunities to attain the full text of citations and increase the awareness of other online products that the library provides.

The focus of the topic Managing your information will change to a demonstration of EndNote as a bibliographic reference tool. It will have less detail about managing citations and concentrate on the practical aspect by using the resources already on EndNote such as the Paleo library and the manual.

Hopefully the trial of no FDS fees for offshore students in 2004 will continue. As the number of journals available online increases, the demand to access articles available only in print format will decrease. A similar analogy can be made for requests for books to be posted overseas as well as access to the digitised format of student work such as theses and doctoral papers.

The interpretation of the instructions for the copying of the handouts varied considerably from one location to the next. This did not result in a negative outcome for the workshops. However, considering the number of factors that I do not have control over and the time restraints at each location, I will investigate the possibility of the handouts being printed in Adelaide and couriered to locations. The costs involved and who pays for them will have to be investigated.

I have considered individual appointments the day after the students have attended the workshops but I am usually off to the next destination by then. One-off appointments were conducted occasionally but the schedule made it difficult. A strategy to have a day set aside for a number of individual student appointments was possible on one occasion in Singapore. The appointments were set up for the next day after the evening workshop. The program partner was able to provide me with office space and access to the internet. That day I had appointments with 8 students each lasting just under an hour. The appointments consisted of identifying the key databases for their topics, suggesting strategies for searching and EndNote enquiries. All students came before their appointment time. Some of the students reorganised their day at such short notice so that they could have individual appointments. I would like to further explore this option of individual appointments with DBA students who are writing their papers as it would be a similar exercise to students who visit Adelaide. Perhaps this is an opportunity to use ICT for individual appointments, explore the possibility of increasing library participation in course online chat rooms, FDS offering the service through virtual reference products and trialling emerging software for the online environment.

In future, it would be an ideal opportunity for the library to participate in the Orientation Session using internet conferencing software. This will provide the opportunity to promote Infogate – UniSA's library online information literacy tutorials. It consists of modules on

- defining your topic,
- determining your information needs,
- locating and retrieving relevant information,
- researching with electronic tools,
- evaluating information,
- organising your information, using technology to communicate,
- using information properly which covers the issues of plagiarism; copyright; security, privacy, censorship and freedom of information especially as they apply to the internet and
- an overview of UniSA Library. (University of South Australia Library Infogate – Online information literacy tutorial <http://www.library.unisa.edu.au/infogate/#>)

I would also request students to complete specific generic online training modules before the commencement of the workshops. Much more is required in the areas of measuring the benefits to students of attending the workshop and how use of the library resources makes a difference in their studies. The self-assessment of students using online tutorials and incorporating feedback from focus groups organised by the program directors in relation to library resources and services must be improved.

Collaboration with academic staff and administrative staff specific to programs such as the DBA is critical to ensure the success of the workshops. Further developments include adding specific library resources and services to course home pages such as the online training module on peer reviewed journals when students are writing papers for possible publication and specific resources

for specific assignments rather than just promoting the key library links at the beginning of each course page. Lombaro & Miree (2003, p. 20) state “if we are to develop business leaders who are critical and independent thinkers, it is crucial that academic faculty and librarians work together to introduce today’s business students to the structure and content of the information environment.”

Ideally the workshops should be conducted in an environment where all students have access to a workstation in a computer laboratory. However there are too many variables such as ensuring access to all the required software, a reliable internet connection and adequate student information technology skills to make this successful. On one occasion in Kota Kinabalu, the program partner representative booked a training facility where all students had access to a workstation but fortunately the group was small. I did not cover all the topics but verbal feedback indicated that this was the preferred option.

The overseas experience has provided me with a greater awareness of UniSA’s strategic plan and priorities, a broader view of issues relating to higher education, to be part of a cross functional team within the university and an opportunity to strengthen working relationships. I have become aware that when there are discussions about how students would use the library resources, I try to discuss issues from an offshore student perspective. This may include terminology used or that there is too much library jargon. Until recently there was a web page that asked students to telephone a certain help desk. This definitely did not cater for offshore students!

I am also investigating alternative software that could be used during the workshops such as CamStudio so that I am not so reliant on the PowerPoint software for the topic presentations. This will allow me to introduce a different teaching/learning format.

Upon return, feedback is provided to program directors, head of school, the library management team, written reports are completed and presentations are made. I return with energy and ideas to improve the format of web pages, to change terminology and phrases that are not comprehensible to students and suggest ways to improve access to resources. I also filter student emails for assistance and redirect them to FDS as they now have identified a person and have a name that they can relate to.

Conclusions

The question “Is my journey to offshore locations really necessary? As much of the learning material is accessible on the internet, am I really required to front up to students in a face to face interaction?” needs to be explored.

The workshops are more than just library bibliographic instruction sessions at an exotic location. The workshops go beyond the teaching of library research skills and address issues for the overall information requirements of the DBA. The workshop also covers the issues of referencing, the evaluation of resources, literature reviews, plagiarism, managing citations, keeping up to date with the literature and identifying peer reviewed journals as well as dealing with broader university issues. Students become aware of the extent of assistance that is available including online training modules, help facilities on the various database platforms and the support service the library provides for students via FDS.

The internet is changing the landscape of education and libraries face multiple challenges to remain relevant. One such challenge is

the need to emphasise the use of library resources built up using collection development that require continuing funds that compete with the use of generic search engines. Collection development is not a passive task but relates to the curriculum. The challenge is to go beyond the focus of technology and take advantage of the new technologies to deliver content. We often purchase the technology or software because of its promise of what it can do and how it proposes to reduce costs rather than consider how it provides a service better. There is too much emphasis on presentation - bright colours, sounds, graphics and images that in no way assist in promoting the content. Many of the online training modules that libraries develop do not indicate what barriers a student may encounter at certain steps and how to overcome them. Perhaps the increased use of flowcharts where students enter and exit a module at different points based on their requirements may assist. We assume that research is a perfect science. It is time consuming, complicated and daunting even for the experienced researcher. Increased interactivity, student tailored portals, self-assessment, the use of asynchronous or synchronous communication, the greater use of video clips and animation may increase the understanding of the content of online modules. Referring students to online modules via a URL (uniform resource locator) does not mean that students will complete the exercise let alone visit it! We need to stress why completion of the online module is essential. Do we really expect students to complete library online modules to obtain the information they require? Changing lifestyles demand a “just-in-time” approach with search engines providing instant access to information.

In the past, students indicated one of the reasons they enrolled in UniSA programs was because of their higher personal contact with staff compared to programs from other institutions. In a move to the online environment, are we losing a marketing advantage to appease those who control the finances? Why do we attend conferences when the papers could be accessed via the internet? It is part of the overall experience of attending a conference – networking, listening to key speakers, talking to vendors about new products, talking about personal experiences, discussing research proposals with colleagues, etc. The workshops do not operate on a stand alone basis but are part of the overall strategy to develop student skills in information literacy – participation in future induction sessions, promotion and access to online modules, support provided by FDS, students making appointments when visiting Adelaide, the use of guides and online help facilities. Christies, Glover & Westwood (2000, p. 204) argue “if we as librarians question our place in the educational process, or our right to that place, how can others see us as having anything valuable to offer?”

Presenting workshops overseas has pushed my own comfort zone on both a professional and personal level. I have a better understanding of the difficulties experienced by a new and increasing client base – the international student. It provides an opportunity for the flow of new ideas and allows us to review what and how we provide services. There is an enhanced understanding of what students from different cultural backgrounds and different learning styles expect of the university and the library. We reconsider accessibility to databases and software via licence agreements. We incorporate examples from an international perspective or reword our current terminology to reflect the changing demographics of the student population. We become aware and develop an appreciation of other cultures by way of customs, food, etiquette and festivities. We reflect on how to expand our hours of business to accommodate different time zones. We seek ways to reduce the perception that there is a lack of parity for services and support between on

campus and offshore students. The library should not just focus on contributing to a specific UniSA graduate quality but to others as well. We as a profession must continue to identify and use measuring tools to prove that libraries do make a difference.

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