

# Articulating students: differential needs: an academic library's response

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## Abstract

Concern for newly arrived international students must extend beyond the more obvious group of first year students to include a growing cohort of articulant students arriving in Australia having completed part of their degree in their home countries. This paper describes a dual 'pre-departure' and 'on-arrival' academic library program developed to meet the differential needs of this cohort in the University of South Australia. It is designed to introduce newly arrived 3<sup>rd</sup> year pharmacy students to the role of the academic library in Australia, and to Australian expectations of library use and information-seeking. The program is the result of four years reflective practice initiated by a Health Sciences liaison librarian working with academic staff. The program aims to develop in the students information literacy skills to work both independently and collaboratively to retrieve and evaluate academic information: both essential aspects of information literacy and lifelong learning.

## Keywords

transnational students; internationalisation; transnationalisation; higher education; university library.

## Introduction

The International student body in Australia is made up of a number of sub-groups. This challenges the International student adviser, university librarian and all those working in the sector who have concerns for the quality of student services and matters of equity, to be constantly alert to the differential needs of the various groups generically labelled 'international students'. Rapid change in the various patterns of the expansion of the international student group in Australia means that those involved in the sector need to be alert, creative and flexible in designing programs to meet many diverse needs.

This paper reports on the efforts of a university library to address the needs of a specific group of Malaysian students who joined an Adelaide campus of the University of South Australia in the third year of their degree, having completed the first two years of university study at a campus of a partner institution in Malaysia. The problem appeared to be a mismatch between the academic expectations of the students who changed campuses (and countries) to continue a course with which they were already familiar, and the expectations of academics and librarians whose workloads and course planning were not necessarily designed to deal with the challenges of melding two distinct groups of students already well advanced in their degree studies. The differences between staff and student expectations became particularly apparent in the context of the library and the importance placed on the effective use of information resources in the learning approach used in the course.

One way to help bridge this gap was to find the means of ensuring that the students were proficient in accessing and utilising the information available to them. It was thought that a creative approach to information and library introductory courses and information literacy programs could be of immediate benefit to the newly arrived students academically, socially and, in the long-term, professionally.

## Terminology

Terminology is a problem in literature of this kind. The Higher Education Sector (HES) has shifted many times in its use of such terms as *international* and *transnational* as it struggles to find words to describe a scene in transition. For the purpose of this paper, the current interpretation in April, 2004, of the University

of South Australia has been adopted: that is, the term *international* is used to describe programs and students onshore in Australia, whereas *transnational* is used in references to programs and students where part or all of the study takes place outside Australia. The use of the term 'articulant' is derived from *articular*, *articulate*, in its technical interpretation meaning 'having joints or jointed segments' (Concise Oxford Dictionary, 1999) and is an awkward attempt to describe a specific group of students whose studies have been undertaken in a program with clearly 'jointed segments'. In practical terms, at the heart of this paper is the challenge to take care of the *joint*: the point at which students move from the first segment of their program in their home country, to the final stage in Australia.

## **The academic library and internationalisation**

For over a decade, marrying information services with changing trends in the HES has been a difficult part of the academic library agenda. Libraries that have traditionally placed an emphasis on developing their resources now have to recognise that 'knowledge of the users they serve' must be one of the 'overriding imperatives' that should guide the decision-making and practice of librarians in this time of change (Griffiths 1998, p.4). Those providing and supporting academic services in virtually every department in a university have had to respond creatively to a student body with a profile that is constantly changing and becoming more culturally diverse and complex. Academic librarians are no exception. Various practical and innovative approaches to developing information services that acknowledge the presence of an increasingly diverse student cohort have been taken, especially in Australia.

## **Background literature**

Literature linking internationalisation of education with academic libraries is sparse. This is hard to understand in a sector which is being so strongly influenced by internationalisation. Writing in the *Journal of Academic Librarianship*, John Riddle (2003) reasons that if one of the primary missions of academic libraries is 'to support the pedagogy and curriculum of higher education, and if this pedagogy undergoes forceful changes, then libraries must adapt to these changes (Riddle, 2003). Therefore it is reasonable to expect library literature to reflect and address issues brought about by internationalisation and its impact on the academic context.

One of the early responses to the effects on the academic library in Australia of increased student mobility and the introduction of full-fee-paying students, was a paper at the 1990 Perth Conference of the Australian Library and Information Association (ALIA). At that conference Vicki Wilson and Edith Lauk discussed with great perception the role of the university library in relation to overseas students [sic] and learning (Wilson & Lauk, 1990). More recently Suzanne Lipu's paper at the 2002 ISANA Conference showed similar perceptiveness and concern that the Library's role in an internationalising university should progress 'beyond books': that is, from simply supplying access to academic resources, to a better understanding of the cultural and academic needs of a diverse student community (Lipu, 2002). In the 1990s the significant expansion of international student numbers, especially from neighbouring Asian countries, together with a trend for library managers to focus on 'client services', prompted some documented research on the academic library needs of these international students. *Essential Understandings: International students, learning, libraries* (McSwiney, 1995) flagged a number of issues and included explicit invitations to further research. With few exceptions, however, those in the library profession have been slow to respond to the challenge.

Drawing from a wider literature base, Ballard and Clanchy's (1997) evidence of international students' learning experiences in Australia prompted library educators to make valuable links to similar scenarios that take place in the academic library. Librarians have also found the theories of culture and organisational behaviour of Geert Hofstede (1994, 1986) helpful towards an understanding of the culture dimensions that influence the information-seeking patterns of various student groups within the library. Hofstede's theories of *power distances*, *uncertainty avoidance*, and *individualist/collectivist* culture dimensions all helped explain changing patterns in library use and different approaches to information-seeking. Professional development programs for the staff of The University of Melbourne Library proved repeatedly the value of these theories in identifying and meeting the needs of a culturally diverse cohort (McSwiney, 2000; McSwiney, Gabb & Piu, 1999). While universities and their libraries in Australia have been grappling with internationalisation and the changes it has brought to the academic information needs of its student body,

ISANA has been a valuable source of information and collaboration for those librarians concerned about the library needs of the international student body.

Those involved in universities who are questioning the driving factors of globalisation and the internationalisation response can readily resonate with the title Anthony Giddens (1999) gave to his Reith Lectures for the BBC: '*A Runaway World*'. In these papers he discusses the dramatic changes in the exchange of information and the important role of technology in the social change we are witnessing: changes that have a considerable impact on the use of academic information and the way education programs are delivered.

### **Transnational expansion**

While universities continue to internationalise by encouraging study abroad programs and exploring ways of internationalising their curricula, they are simultaneously expanding their interests in other countries through offshore campuses, academic partnerships and joint education programs. Providing equitable services to students, wherever they are located, has, as a result, become a cause for concern. The provision of information services across national boundaries introduces a number of complications. These include the operational difficulties of shifting print material across national boundaries (and through barriers of bureaucratic red tape, customs requirements and legal restrictions) to reviewing vendors' licences in order to permit access to databases for multi-campus universities now wishing to include those of the university community living, teaching and studying offshore. Patterns of expansion differ between institutions, with various agreements with partners offshore, and in some instances, the establishment of offshore campuses. These all introduce a new set of demands that call for creative responses in order to provide a worthwhile education experience.

Addressing the learning needs of student groups outside Australia requires special study and a new set of provisions especially in the case of 'articulant' student groups: students who commence undergraduate studies in their own country and relocate mid-course to Australia,

### **University of South Australia**

The University of South Australia (UniSA) is the largest University in South Australia. UniSA staff teaches over 400 programs to about 28,000 students. Approximately 10,000 of these are international students, with almost three quarters of these students studying UniSA programs in many different locations around the world. A distinctive feature of UniSA is its emphasis on the *Flexible Delivery* of its courses to students, many of whom are in remote areas of Australia, and many of whom are studying as transnational students. This focus on flexibility has led to an increasing number of courses being offered in mixed form to offshore students, so that they can commence their course in their home country and complete it on campus in Australia. The Pharmacy course run in conjunction with the Sepang Institute of Technology (SIT) in Malaysia is one such course. It is the subject of the project described in this paper.

The University has a clearly stated set of *Graduate Qualities* or graduate outcomes and the University works hard to integrate these qualities into the delivery and assessment procedures of its education programs. Each quality has a generic set of indicators to facilitate and illustrate the implementation and demonstration of the graduate qualities. Lifelong learning, with its emphasis on information literacy, is the second graduate quality and is of particular interest to the University's Library. The Library recognises it has a special responsibility to ensure that students are given every opportunity to develop this quality; it also acknowledges that it is not the sole prerogative of the Library to do so. Furthermore, the Library sees its role in a broader light; as being an active partner university-wide in the education process.

#### *UniSA Library and internationalisation*

Since the mid 1990s the UniSA Library has demonstrated its concern for international students, and has actively sought ways of meeting their information needs. Professional development programs that focussed on this group of students were initiated by the University Librarian in 1998 and 1999 and presented by an invited speaker. At this time, too, the Library encouraged and supported specialist librarians to travel offshore to conduct library instruction programs for students studying transnationally. It was one of the first

university libraries to do so.

In 2002 the Library commissioned a report on its role and involvement in the University's transnational programs (McSwiney, 2003). The report highlighted the value of strong partnerships between academic staff and the library. It found that academics believed the University's Library to have a 'crucial' role in the teaching, learning and research processes of the institution. It concluded that librarians had a significant role in initiating and implementing information literacy programs university-wide, and that the Library was especially sensitive to the information needs of the University Divisions offering transnational programs. Despite the progressive stance of this Library, it is extremely challenging for this, or any library to anticipate information needs and interpret information expectations in such a rapidly changing environment (McSwiney & Parnell, 2004). This is the context in which the following project developed.

### **Background to the project: Library involvement in transnational PMS programs**

In 1999 the School of Pharmacy and Medical Sciences (PMS) at the University of South Australia offered a four year Bachelor of Pharmacy in conjunction with Sepang Institute of Technology (SIT), Kuala Lumpur, Malaysia. The first two years are taught in Malaysia with staff at SIT sharing the training load with UniSA staff who travel there every month for one to two weeks of intensive teaching. The students then transfer to Adelaide to complete their third and fourth years.

### **The reflective process**

The paper describes how a library program that would meet the needs of this group of students evolved over a period of four years. The Liaison Librarian for the School of Pharmacy was the program's driving force and the key person in a reflective process that was to cover four years. The program continues to be presented and refined.

The concept of *reflective practice* has been discussed at some length in current literature in higher education and education research. Susan Hall (1997) identified three levels of reflective practice. These can be applied to the library project for articulating students as follows:

- Level one: Everyday reflection - fleeting
- Level two: Deliberate reflection – committed
- Level three: Deliberate and systematic reflection

Hall describes the levels of reflection. The first level she explains as 'everyday' or 'random' reflection. It is sometimes no more than recalling events, or discussing them in a casual setting. This is not considered deliberate reflection, or, in theoretical terms, a formal part of the reflective process, yet the thoughts and ideas that emerge from this reflection that occurs 'in its own space and time' feed into the reflective practice process' (Hall 1997). Level two reflection involves more deliberate and conscious reflective acts that may be carried out alone or with others. It might include formal or informal discussions with colleagues, a mentor or a 'critical friend'. It could be as formal as writing a journal paper, participating in group discussions or attending a seminar. Hall describes reflective practice at level three as 'deliberate and systematic discussion' where reflection takes place 'through action as well as on and about action' (Hall). This level of reflective practice is closely connected with action research though Hall points out the two are not synonymous. Haigh (1998) offers some valuable pointers to the 'specific thinking skills' that are needed for effective reflective practice. He identifies facilitative questioning, challenging the dominant idea, and 'thinking beyond first thoughts and taken-for-granted ideas'. Haigh sums up the reflective process as 'thinking about an experience with the intention of deciding what it means, how it can be explained and what the meaning and explanations might imply for the future (Haigh). These skills were all evident in the project described in this paper.

Members of UniSA academic staff, especially the Program Director, Head of School and Course Coordinator in the Pharmacy School, contributed to the reflective process. Library colleagues were eager to offer their advice and expertise throughout the process. Library leadership was convinced of the important role the library had to play in this new form of delivery that involved crossing national boundaries and meeting a new set of student needs. UniSA Library managers were generous in allowing time for the project, and shared the costs of offshore travel.

### **A project in four stages**

### *Stage one*

When the first group of students arrived in 2001 the numbers were so small that no immediate impact was obvious. Students were taken on a tour of the university library and were involved in university wide orientation activities mainly designed for first year international students. By 2002 the numbers of articulating students in PMS were significant enough to make an obvious impact on student support services such as the library and learning connection.

Patterns of library use began to emerge which suggested that intervention was required if students were to be academically successful. The SIT students who had transferred to Adelaide were demonstrating difficulties with one of their first written assignments, which required them to search comprehensively for information, and in particular, databases for journal literature. These difficulties ranged from not knowing how and where to get started, to setting up search strategies and running them in the appropriate databases. Many students also had difficulty in identifying references and locating them either physically in the library or electronically through the catalogue.

The problem became apparent when students began to make individual appointments with the School's Liaison Librarian and placing considerable demands on other library reference staff. The academic Course Coordinator also became aware that there was a significant gap between the information background of the articulating students and those local students already half way through their degree. He found it necessary to alert library staff to the anomaly. The problems seemed to indicate that training and experience in information retrieval was not part of the first two years of the program in Malaysia.

From the earliest stages of the program, the UniSA Library had undertaken to provide information (such as documentation and guides) to SIT that outlined resources available and instructions on how to access information through the UniSA site. Although this information and support had not been built into the course itself, the services were offered by the library as a tentative effort in alerting these students and their teachers to the sort of library resources that were available to all UniSA students. At this stage it was unclear how much training and assistance had already been given to students by their home institution, SIT.

Initially UniSA teaching staff reported that the library resources at SIT were minimal and that internet connections were slow therefore inhibiting access to online resources. This placed the SIT students at a distinct disadvantage to their peers in Adelaide who are exposed to a wide range of support infrastructure from the commencement of their program.

UniSA is strongly committed to equity and lifelong learning: both are clearly stated in the University's Graduate Qualities or graduate outcome framework. Thus the University's program of transnational expansion brings with it the challenge of ensuring that its offshore students are offered the same opportunities and support as its on campus students. Students are expected to graduate not only with a body of knowledge but with the skill to be able to keep up to date with information in an age where change is rapid. It was important to respond to these issues so that the SIT students were better prepared for their transition to Adelaide, had the opportunity to excel in their academic program and would have a positive experience of the Australian university environment.

Where possible and feasible the University sends its teaching staff offshore where UniSA Pharmacy lecturers work in conjunction with teaching staff of the partner institution. Unlike a number of transnational programs in other disciplines, which can largely be designed around online delivery, pharmacy requires most of the teaching to be done face to face with personal interaction. Verbal communication is an important element in training for professional practice and also in the extensive laboratory work required as part of pharmacy education; both of these depend on the 'classroom presence' and guidance of teaching staff.

Concern about the provision of equitable library services and support prompted the UniSA Library to initiate a response to the problem. Discussions followed with the offshore Program Director, Head of School and Course Coordinators and it was agreed that the Library and the School of PMS send the Liaison Librarian to SIT to:

- assess the extent of resources available locally

- assess accessibility of those resources
- investigate extent of information literacy activities at SIT
- determine whether UniSA online resources were being used
- promote the use of UniSA Library resources and services to SIT staff and students

From this investigation the Library would be in a better position to determine how to meet the essential information needs of the students at SIT. The report and recommendations of the specialist librarian were to be reviewed by both the School of Pharmacy and senior library management.

#### *Stage two*

The second stage highlighted issues that could be responded to immediately and those that required some planning and development.

The visit in late 2002 included individual meetings with the SIT librarian, teaching staff and a group meeting with all the 1<sup>st</sup> and 2<sup>nd</sup> year students. The students were given an introductory demonstration of resources available to them. Investigation of the use of UniSA resources revealed that only fifteen out of one hundred students had accessed the UniSA Library's web site, and of those who had, at least half had experienced problems attempting to login to the Library.

As a result of that initial visit a detailed report went to the University on the current situation and possible solutions. The report noted that there were very few print resources and no electronic resources available to SIT students other than those offered by UniSA and other partner institutions. There was limited access to facilities and opening hours were not as extensive as those at UniSA; neither were library instruction sessions nor information literacy activities as easily available. There were some orientation sessions, however the time allocated to them did not permit any comprehensive induction to an academic research environment. There was heavy reliance on textbooks but very little support or 'recommended' reading material available to supplement the basic texts. There were plans to subscribe to online databases in the future, but in the meantime students depended on a limited journal collection and comparatively few workstations.

In sum, the fact finding visit highlighted the gap between information resources and facilities that were available to this group of students and the expectations and assumptions of academics and library staff in Australia.

#### *Stage three*

This led to a third stage that involved discussions with academic teaching staff, Learning Advisers and library staff that resulted in the development of resources and alerted SIT staff to the information requirements for the course. It was clear that resources and programs had to be developed to meet the needs of this cohort of transnational students in such a way that supported and strengthened academic achievement.

By now a plan had begun to crystallise. The Library decided that the following strategies would help bridge the gap between information expectations. The plan was to:

- work with Academic staff and Learning Advisers to develop online workshops for a first year course and third year course that requires the application of information literacy and writing skills
- promote the use of electronic reserve which overcomes the problem of insufficient journal articles in the SIT library for a first year exercise. This involves working with teaching staff to help identify relevant journal articles that can be made available electronically.
- design a link to full text electronic references, such as Australian Medicines Handbook and British Pharmacopeia, Internet Resources Guide for Pharmacy and full text database collections
- encourage the use of the Learning Resources Guides designed by one of UniSA's service units that supports student learning (Learning Connection)
- design a PowerPoint lecture for the UniSA course coordinator to present in Week 1 which provides an introduction to UniSA Library online resources and support
- travel to Malaysia to deliver hands-on training for 1<sup>st</sup> and 2<sup>nd</sup> years at SIT at the most appropriate time. The most effective approach is to link training to an assignment so that students recognise the need for

these skills, thus placing it in the right context. Delivering a program in situ means that the students are in familiar surroundings using their own computers and able to focus on learning the skills

- hold individual meetings while at SIT with staff to ascertain their needs and further promote resources
- build on the professional relationship established with the SIT librarian and encourage her to promote UniSA Library and Learning Connection resources
- promote an email service that connects students with the Library.

The response then would aim at creating an awareness of UniSA Library resources and services by improving access to resources, offering assistance directly linked to assignments and providing training.

#### *Final stage*

By this stage it became obvious that a physical library tour was not sufficient to bring the 3<sup>rd</sup> year cohort transferring to Adelaide in line with the existing on campus students. Therefore a program was also developed which involves a hands-on orientation to the more advanced resources that students will need to use. To assist learning, the program is a combination of teacher/student interaction and exercises that are completed in the session. These sessions are part of the school-initiated two week orientation program for international students which began in 2003. This program is in addition to the university wide orientation for international students. The library sessions are supplemented by an online workshop directly related to a written assignment. Further hands-on training is run on demand.

### **Evaluation, Reflection, Refinement**

Throughout the past four years there has been ongoing informal evaluation to determine the effectiveness of these strategies. This has been in the shape of observation, verbal questioning and meetings with teaching staff. As a consequence of the early difficulties of the first group of students, the curriculum was revised to better address the learning needs of the students. Support programs have been integrated into the curriculum at those times when they are of direct relevance to the students. It became clear that the best type of approach was to adopt a long term investment in students rather than short term interventions. Paying attention to the learning context and cultural background of students also proved to be important as it was found that students study much more effectively in a supportive peer group environment. Activities within the program, therefore, are a combination of group based and independent workshops incorporating an on campus presence and online tutorials, allowing for different learning styles.

### **Future strategies**

Future strategies will need to be aligned with meeting the challenges of a dynamic educational environment where the university community is becoming more diversified and the needs more varied. The necessity for ongoing visits will be determined by whether the SIT library staff is prepared or able to run future sessions. There is also the potential of using remote teaching technologies, such as teleconferencing and videoconferencing, but this will be determined by the availability of the technology.

Further enhancements are possible to the online workshops, incorporating innovative ways of learning such as interactive activities, tasks and quizzes that promote active learning. Part of the ongoing process of collection development will be investigating the availability and cost of further key online full text references and journal collections as well as looking at improving access to existing full text resources. The integration of programs into the curriculum remains a key strategy to ensure the development of information literacy skills at relevant times in the student's academic life.

### **Outcomes**

#### *Academic outcomes*

The academic outcomes have been significant and apparent. Students are now better prepared to deal with all aspects of researching and writing assignments. The exposure to online resources and information literacy skill development early in their program (while they are at SIT) prepare them for the more intense requirements of third year and beyond. Already there has been a noticeable decline in information seeking queries from individuals and groups.

In 2001 the initial cohort of transferring students was too small (approx. 10) to make any noticeable impact. In 2002 requests for assistance from this group was noticeable as students were all experiencing similar difficulties with the same assignment. This group had received no prior training. In 2003 following the first intensive orientation for third years there was a request from a group to run a follow up session. This cohort of third years had not received any hands on sessions while at SIT, however they had been introduced to university resources and encouraged to ask for assistance via the Library's email service. In 2004 following hands on training at SIT the previous year, the orientation sessions early this year and the strong promotion of the online workshop by the librarian and academic coordinator there was no request for further assistance. As a result of these interventions students now have the ability to transfer the skills they have learnt in one course to other courses within the program. With the academics' support they are encouraged to apply the newly-learned information skills to other relevant applications. They have now been exposed to similar opportunities as those available to on campus students. One heartening outcome of the intensive preparation for the change of campus is that there is now a large number of SIT students offered places in the honours program. Academic and support staff are more aware of, and sensitive to problems associated with students who transfer between institutions and are prepared to intervene to solve any problems.

#### *Social outcomes*

The 'pre-departure' program aims, among other things, at familiarising students with UniSA resources so that by the time the students arrive in Australia the learning environment and academic expectations are less intimidating. The pre-departure program is designed to ensure some continuity in the library experience. The School-initiated two week orientation program allows for further refinement of information skills, supplemented by other support resources and activities that are also available to the entire 3<sup>rd</sup> year cohort. Early in the project it became clear that the benefits of offering a more complete library experience would extend beyond the development of information skills to the enrichment of the students' overall experience of education in Australia. The library was presented to students as a non-threatening environment where they can have the experience of learning that is both self directed and collaborative. By introducing students to the role of the Australian library before they leave their home country, and again on arrival in Australia, they are more likely to feel confident and comfortable in a learning environment that could otherwise be unfamiliar in many ways.

#### *Information literacy outcomes*

The Library considers itself a major contributor to the development of information literacy skills, working in partnership with academics and learning advisors on curriculum development and assessment. Courses with a high information literacy component were targeted for intervention in line with the Australian and New Zealand Information Literacy Framework (2004). The skills and processes needed by students to successfully complete assessment tasks were integrated into the teaching and learning activities of those courses. As a result there is now an incremental development from basic to advanced skills across the four year program. The acquisition of these information literacy skills means that by the completion of their program students are prepared for this aspect of lifelong learning. All students should have the ability to keep up to date with information, to analyse and critically evaluate it and to synthesise ideas. The next challenge will be to implement assessment methods to measure student learning outcomes. This has already begun to some extent with the inclusion of assignments and activities that test students' knowledge of what they have learnt and reviews of assignments where students are required to document their research process, including search strategy and databases used. This presents an avenue for further and more structured research.

#### *Personal, professional outcomes*

There has been increased collaboration between UniSA and SIT academic staff, librarians and learning advisors. An immediate result has been the wider appreciation of issues and priorities within the university and the implications of changing from one cultural learning context to another. The process has nurtured a global and more client focussed approach to practice. This has been underpinned by an increased awareness of a number of learning needs. Reflective practice plays an important part in the process as it allows for the ongoing evaluation and refinement of professional activities, programs and resources.

### **Summary and conclusion**

The outcomes indicate that the project not only improves library use; it contributes significantly to the overall education experience for this group of international students. PMS Course Directors and

Coordinators work closely with the Library to ensure that the students, as future pharmacists, develop lifelong learning skills and professional awareness of the importance of information literacy in evidence-based medicine. The education experience is enhanced by having access to a large academic resource centre which provides opportunities for collaborative learning and group research, while encouraging the development of independent information-seeking skills. The project challenges the common idea that 'programs can be planned and the library will fall into line'. The Library's contribution to the program is now accepted as part of course planning. However, although the School has conducted program evaluation systematically, organised feedback from the Library's part in the program has been scant. This needs to be redressed if the School, the Library and future students are to fully benefit from the reflective process. This sort of documentation would also benefit other Schools and disciplines in the University.

The project is an interesting example of the successive levels of reflective practice. It underlines the advantages first of using informal reflections to sense weaknesses in a system, to then progress to the next stage of more organised formal discussions and consultations in order to discover how best to address issues that 'don't seem right'. Not accepting the status quo in this case, led to the introduction of innovative ways of setting right a system that had failed to anticipate the new set of information needs peculiar to this particular group of students.

Overall the experience underlines the need for those involved in international education to be alert to subtle changes in the makeup of the internationalising student body in Australia. The progressive impact of internationalisation and transnationalisation on the student profile of a university challenges academics, librarians and student advisers to be ready to detect new patterns of needs among their students and to devise creative ways of meeting these needs.

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