

# GOING GLOBAL: LIBRARY SUPPORT FOR INTERNATIONAL STUDENTS

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# STUDENT DIVERSITY

University students are from increasingly diverse backgrounds:

- SES (socio-economic status)
- age
- indigenous students from remote areas
- 1<sup>st</sup> and 2<sup>nd</sup> generation Australians, including immigrants, refugees
- international students (onshore enrolments)
  - Australia's top 5 nationalities from China, India, Korea, Malaysia, Nepal ABS, 2008
  - Victoria's top 5 nationalities from India, China, Malaysia, Vietnam, Sri Lanka AEI, 2009

This diversity has led to innovations in teaching and learning

# INTERNATIONAL ONSHORE AND OFFSHORE STUDENTS

## Onshore international students

Students who choose to travel to another country to complete part or all of their education

### ***Australian Statistics:***

- 414,000 international students in Australia (March 2009)
- 128,232 international students in Victoria (March 2009)
  - HE 53,244      VE 48,656      ELICOS 14,814      (AEI, 2009)
- \$15,5 billion in export income to Australian economy (AEI, 2009)

## Offshore students

Students who are affiliated with Australian universities but who study outside Australia or in their home country

# TRANSITION ISSUES - ONSHORE INTERNATIONAL STUDENTS

## General cultural differences

- values, behaviour, etiquette, humour, food

## English-language skills

- listening to Australian accent and speaking
- reading and writing
- loss of confidence with imperfect English

## Lack of support and isolation

- family, friends, housing, cooking, housekeeping
- transplanted from familiar environment
- need to solve all problems – personal and bureaucratic

## Pressure to succeed

- competition for jobs at home
- financial commitment and family investment

# TRANSITION ISSUES FOR INTERNATIONAL STUDENTS

## Academic cultural differences

- interactivity of Australian classes
- discussion, analysis and critical reflection
- self-directed learning and research
- plagiarism, paraphrasing and citation styles
- academic writing and oral presentations
- group work
- loss of confidence with imperfect English
- relationship with teaching staff

# TRANSITION ISSUES USING AUSTRALIAN ACADEMIC LIBRARIES

“LIBRARY ANXIETY IS HIGHEST FOR INTERNATIONAL STUDENTS” (Mellon, 1986)

## Self-service

- open access collections, renewals, checkouts, holds

## Library jargon

- monographs, periodicals, Reserve, Dewey, articles

## Library classification systems

- Dewey, Moys

## Library research

- guided reading lists vs individual research
- author searching (which name is the family name?)

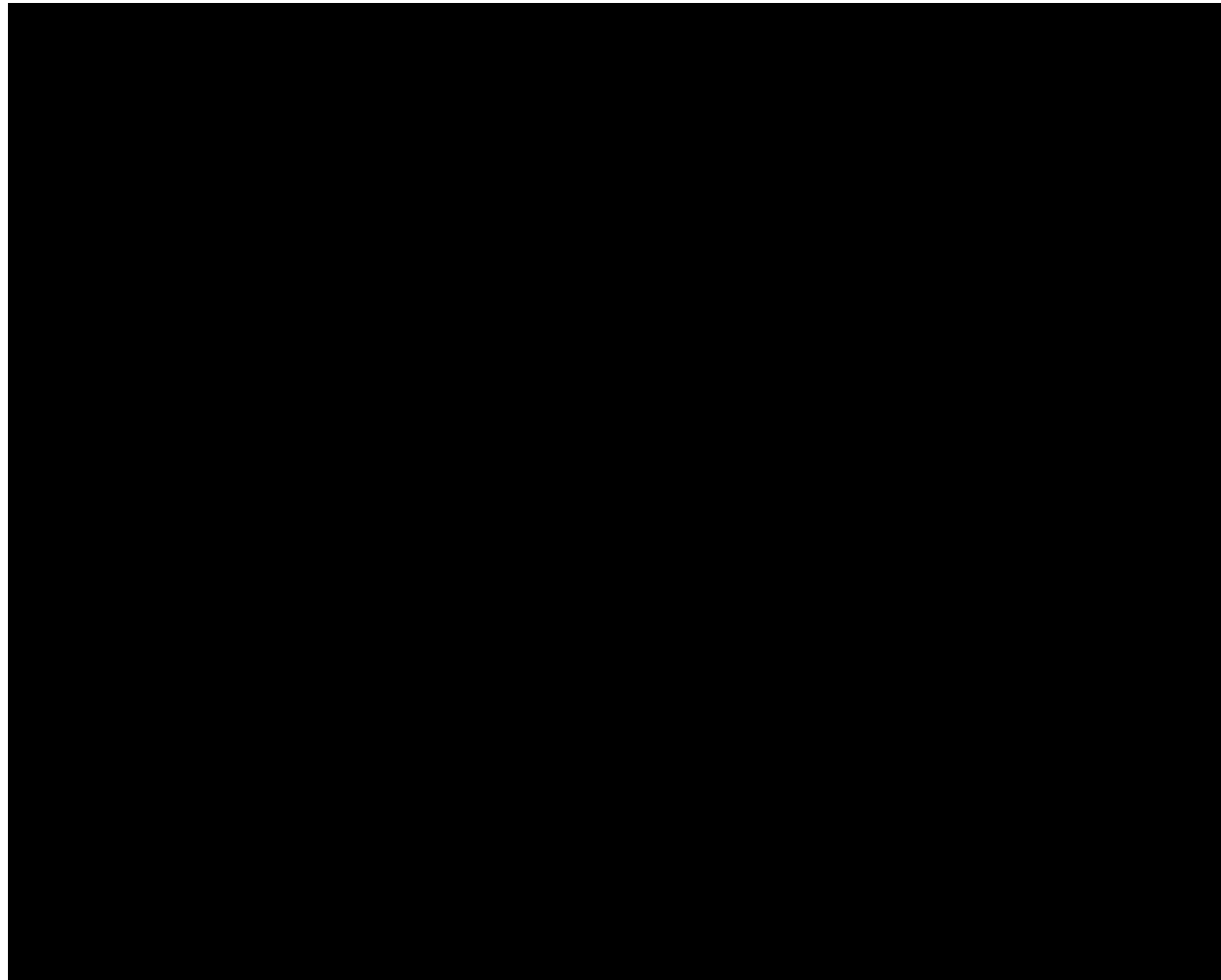
## Inter-library services

## Library as study and meeting place

- varied personal study facilities - need extended opening hours

## Status of library staff

# TRANSITION ISSUES: APRIL'S JOURNEY



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# LIBRARY RESEARCH - ONSHORE

## INTERNATIONAL STUDENTS

DISCUSSION TOPIC 1: Navigating the physical and electronic library

### Library service desk

- *possible barriers for international students seeking help*
- *corresponding library strategies*

### Library as a space to meet and study

- *possible barriers for international students using the space*
- *corresponding library strategies*

### Library web pages

- *separate pages for international students*

### *Other issues?*

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# LIBRARY RESEARCH - ONSHORE INTERNATIONAL STUDENTS

## DISCUSSION TOPIC 2: Information Literacy Classes

### Separate or embedded in curriculum?

- *what works best and why?*

### Timing and follow-up?

- *what works best and why ?*

### Content?

- *if separate, what is different to mainstream classes?*

### Marketing?

- *if separate, how do we target international students?*

### Other issues?

# SCONUL – LIBRARY SERVICES FOR INTERNATIONAL STUDENTS

## GUIDELINES

- Manage student expectations about library resources at recruitment
- Use plain English and avoid jargon
- Provide glossaries about library terminology
- Provide self-paced IL sessions to cater for all levels of IT ability and back up resources
- Provide regular cross-cultural awareness development for library staff
- involve international students in staff development activities

# SCONUL – LIBRARY SERVICES FOR INTERNATIONAL STUDENTS

## GUIDELINES

- Establish mechanisms to get views of international students
- Awareness of teaching and learning styles should underpin IL teaching
- Develop links with other sections of the university which support international students
- Provide information about plagiarism and academic integrity
- Provide information about study support in the library
- Library web pages for international students
- Provide material in different languages
- Identify a named contact for international students

# LIBRARY RESEARCH – OFFSHORE INTERNATIONAL STUDENTS

DISCUSSION TOPIC 3: Offshore students and library research

## Offshore institutional arrangement

- offshore campuses or relationship with offshore universities

## Marketing of library services/resources offshore

## Offshore information literacy learning

- librarian as trainer, online resources, train the trainer

## Plagiarism help

## Offshore help

## Other issues?

# IN CONCLUSION

## **STRATEGIES FOR IMPROVING LIBRARY RESEARCH SKILLS FOR INTERNATIONAL STUDENTS HAVE THE POTENTIAL TO BENEFIT ALL STUDENTS**

*Carroll, J 2005, Teaching international students: improving learning for all, Taylor & Francis, Hoboken.*

# APRIL'S JOURNEY



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