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SWINBURNE
UNIVERSITY OF
TECHNOLOGY

Blurred Boundaries, Mixed Metaphors : Libraries from a Helicopter

2004 VATL Conference

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Summary – Blurred Boundaries

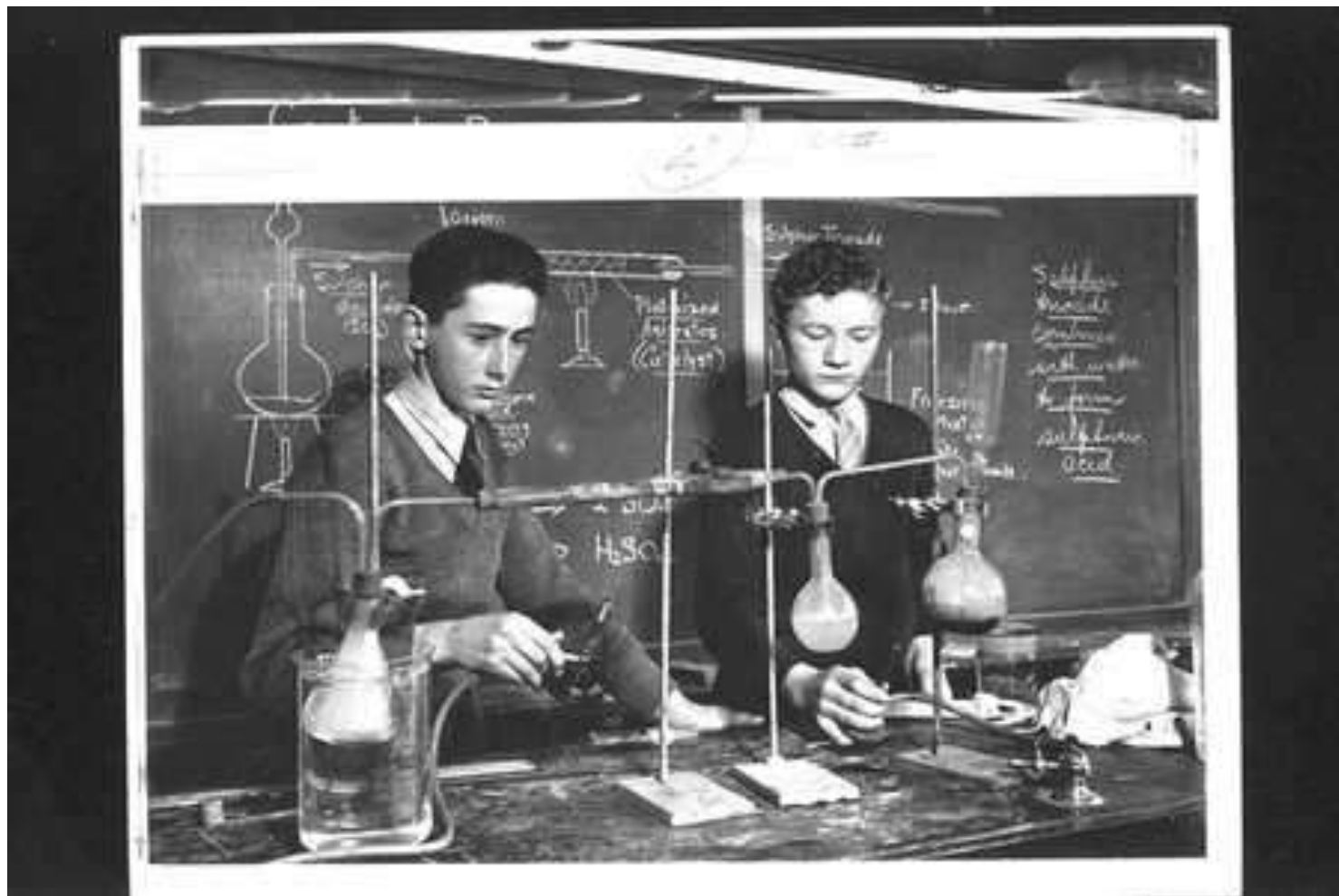
1. The Library Within Walls – where we were
2. Library without walls – where we are?
 - Access
 - Content
 - Barriers
3. E-Learning
4. Buildings – as important as ever
5. **Conclusion**

Where I am from

Swinburne University of Technology

- A Victorian dual sector university
- Specialised – focus on engineering, IT, business
- 15,000 higher education students (10,000 EFTSU)
- 26,000 TAFE students (12,000 FTEs or 87.5m SCHs)
- 6 campuses in Melbourne, one overseas in Malaysia
- Turnover \$254 million, assets \$601 million (in 2003).
- We love statistics ...

More about Swinburne



And more . . .



What's going on

- More students for longer – higher participation rate
- Move from elite to mass tertiary education
- Increase in total cost only partly met by government
- Financial responses: cut costs, impose student fees, sell services.
- Education as an industry – growing private sector (especially in TAFE and non-credential sectors).
- Demand for flexibility and responsiveness to customers

... and in our industry

- Users rely less on guided access (such as reference librarians, or databases, or catalogues)
- Disaggregation of units (journals, books, websites) into smaller and smaller units
- Collaboration is easier, and
- Personalisation – putting the content in context – is more important – see Amazon
- For users, Content may be king, but convenience is just as important.

Blurring boundaries

- Incoherence – libraries merge with computer labs and online learning – still a library?
- Integration – libraries are being merged with other parts of the institution – or absorb other parts.
- Interoperability – gaps between information and learning (online) environments are bridged.
- Impermanence – changes are rapid, and the future is unclear: lines between public and private, VET and higher education are blurred increasingly.

“TAFE degree a first for state”

- NMIT has the first undergraduate degree, according to *The Age, 18 June, 2004*
- Bachelor of Aquaculture
- Brian MacDonald, CE of NMIT: “TAFE degrees filled gaps in industries where professional qualifications with practical applications were needed.”
- And no HECS – upfront fees (\$36,000 in all)
- Box Hill has plans for applied music, computer systems and Biotechnology (innovation)

In my letterbox the other day

- A brightly coloured brochure – call 1300 853 033 – Ask for Dion
- A question I really want the answer to - “What does accreditation really mean?”
- An attractive proposition - “Just one hour a day is all it takes. Get your certificate at home in your spare time.”
- Send for FREE INFORMATION TODAY!

www.thomsoneducationdirect.com.au



National Centre for Sustainability

- Brings together several TAFEs
- Conducts “applied research” in
- Alternative fuels
- Water education



. . . . 1 Library Within Walls

**COLLECTION –
WHAT COLLECTION?**

Library within walls

The traditional library has these features

- a collection of books books, journals, audio-visual
- stock control systems – ordering, cataloguing, circulating, arranging the “stock”
- “If you can’t find it here, we haven’t got it. But we can get it in for you.”
- Finding tools and help.
- a place to use the books.

Library within walls . . . changes

- Collections and logistic systems are still all there – still the same (with the edges frayed a bit).
- But now they are less than half the use of the library.
- What's used less? - Most journals, a lot of reference, reserve collections, encyclopedias, photocopiers.
- But the books – monographs – are still there, just as many, and loans are not going down . . . much.
- Some examples –

Loans – trends at Swinburne

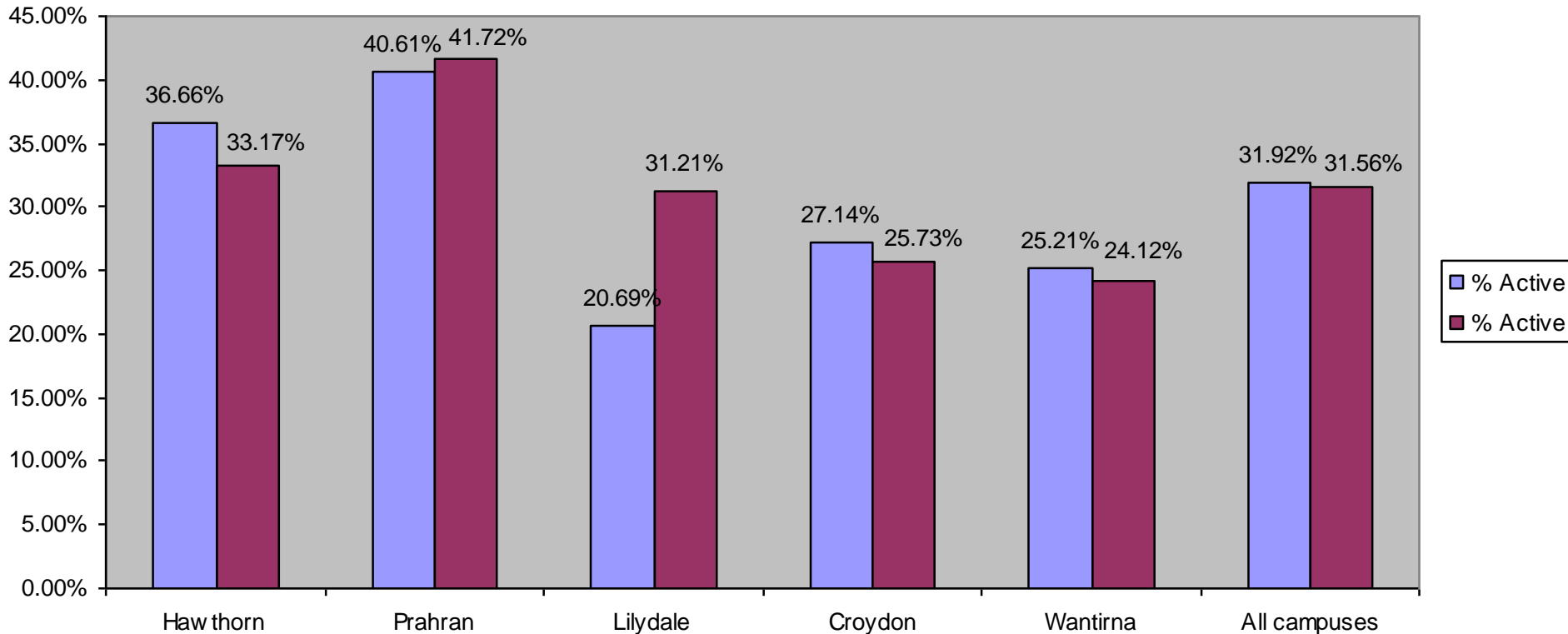
Year	Higher ed loans (students)	TAFE loans (students)	First-time loans (all loans)
1999	382,000	120,000	424,000
2000	389,000	116,000	401,000
2001	348,000	132,000	364,000
2002	386,000	137,000	334,000
2003	454,000	124,000	316,000

Traffic/use – trends at Swinburne

Year	Number entering the library (five campuses)
2001	1,196,000
2002	1,244,000
2003	1,282,000

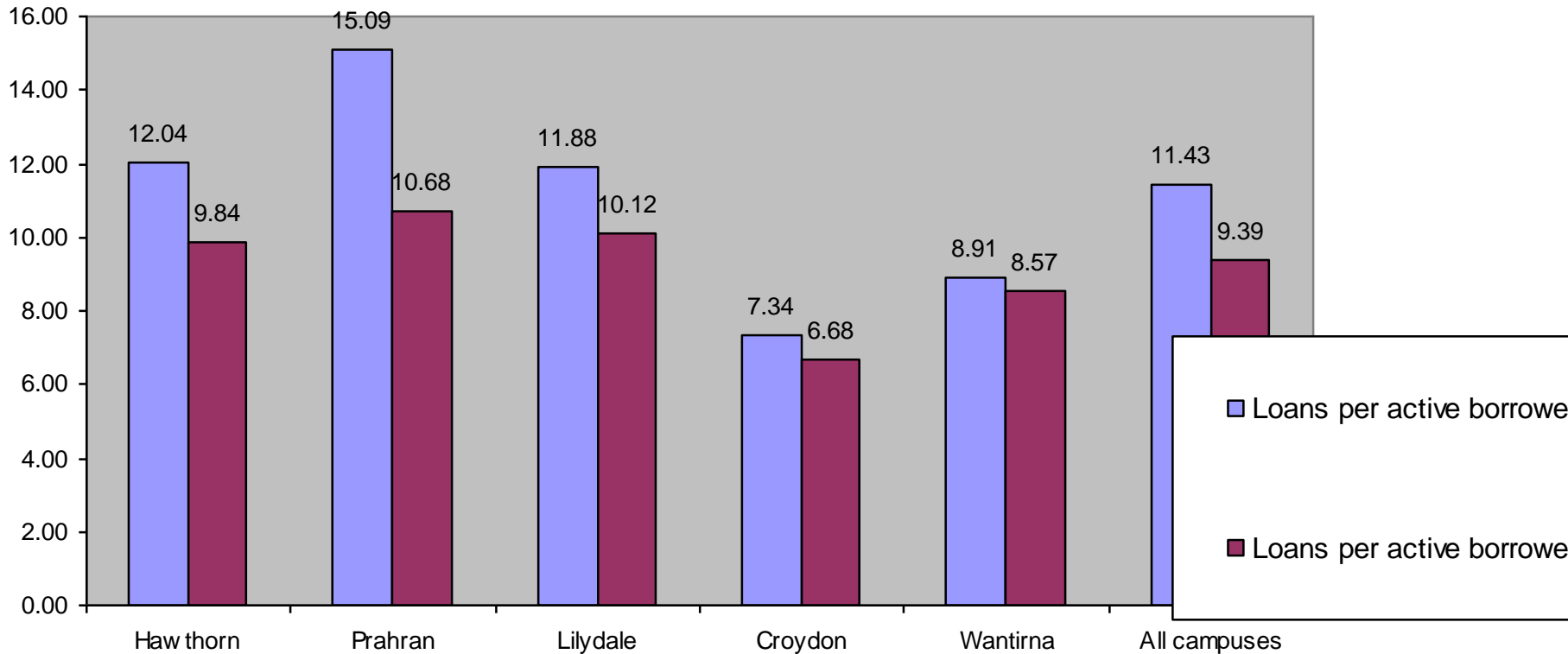
Active borrowers – TAFE at Swinburne

TAFE students %active borrowers 2001 & 2003 - (excludes Healesville, off campus, off shore, out reach, distance venue & Enterprise/workplace students)



Loans per active borrower – TAFE

TAFE students - Number of loans per active borrower 2001 & 2003
(excludes Healesville, off campus, off shore, out reach, distance venue & Enterprise/workplace students)



Active borrowers at Swinburne

	HE student 2001	HE student 2003	TAFE 2001	TAFE 2003
Hawthorn	8,016	7,536	2,392	1,910
Lilydale	1,620	1,665	287	450
Prahran	765	785	1,943	1,823
Wantirna	69	1	1,220	984
Croydon	78	1	1,384	1,007
TOTAL	10,440	9,988	7,226	6,174
Total students	14,118	14,757	27,328	26,068

Library within walls – Swinburne trends

- First time loans are falling steadily
- Renewals are up consistently
- Introduction of the online reserve saw a steep drop in loans – and an even steeper increase in online use
- Use is rocketing up but not in the library
- The amount of physical use is pretty stable

. . . .2 Library without walls

LIBRARY WITHOUT WALLS

“Sir, this is a library. If you want a book, go to a bookstore.”



Lorcan Dempsey's collections grid

high - Stewardship - low			
U n i q u e n e s s	1 Formally published materials – books, journals, videos, DVDs	4 Freely-accessible web resources; open source software.	
	2 Special collections – rare books, theses, archives, manuscripts, pictures.	3 Research and learning materials – eprints, learning objects, research data.	

User trends

- Personalisation and categorisation are important because they work as filters
- No longer a published/unpublished boundary
- Self-service is assumed, and is not a problem for users.
- Convenience and use drive selection by users.
- Users have become sophisticated web searchers.
- User behaviour is a given.

Library without walls - issues

This is about

- Access – how good is access?
- Content – where it comes from and who uses it
- Barriers to the library without walls – like copyright
- E-Learning and teaching – where we fit in

Library without walls – definition

The term is one of many – virtual, hybrid, online library.

- A wide range of information resources which are available online, and usually remotely as well.
- The capacity to undertake transactions remotely – holds, renewals, copying, payment, etc
- The ability to do a lot of the finding and getting help online too.
- Accessibility of most services all the time, anywhere.
- It sits alongside the physical library and its content.

Library without walls - software

- Library management system – we know them well
- Digital object management system – to look after our digital collections
- Portal or metasearch system – either cross-searching or personalisation softwares
- Resolver/linker – open linking systems link a citation to the digital copy itself.

Library vendors will claim to supply excellent examples of all of these.

Library without walls – access issues

- AARNet provides virtually unlimited bandwidth to universities – on campus
- Email is used by almost all HE students, but has some issues of quality, access and continuity.
- Student have more devices than we think. Linking up the technology and the information is still a major challenge
- Searching and finding the right information is a big issue – how can TAFE get into federated searching?

LWW – student devices

Blurring home, work and study boundaries through diversified ownership of access infrastructure.

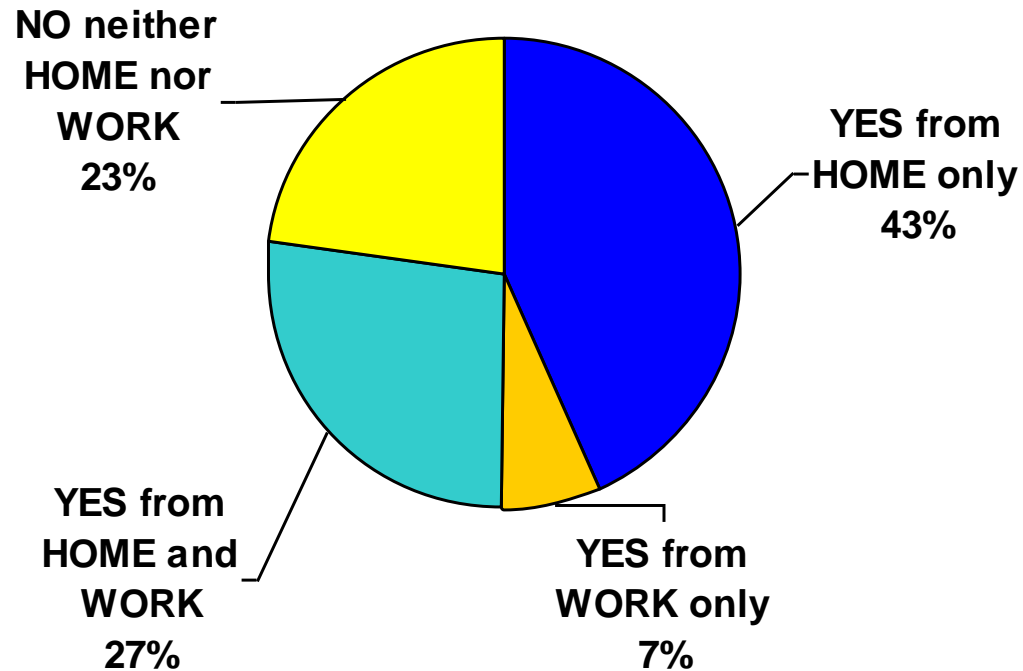
- Mobile phones: there are more mobile phones than Australians aged 10-80
- Laptops – how can the university provide support?
- Desktops and network connections – everyone?
- Email – are there problems in insisting on it?
- PDAs and multi-function personal devices.

Email

Division	Total students	With email addresses	Proportion
Higher Education	12,136	11,452	94.36%
TAFE	26,189	16,751	63.96%
Other (mainly higher ed)	3,343	3,162	94.59%

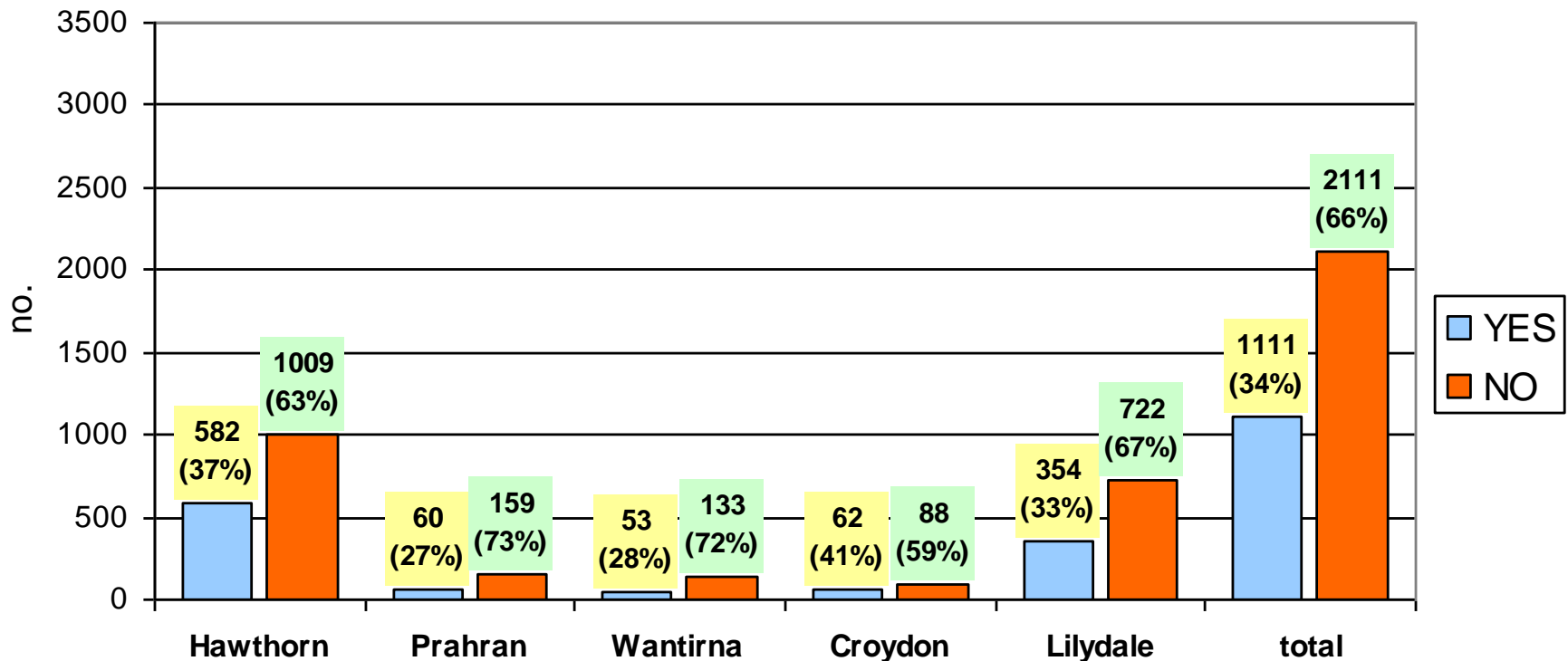
Access to the Internet

**INFOSET: Do you have access to INTERNET at home or work? 8-13
Sep 2003 - overall (n=2500)**



Ownership of laptops

INFOSET: Do you have a laptop computer? 19 - 24 August, 2002
no. and % of responses per campus



Use of computers in the library

Question: What did you mainly use library computers for today?	
Searching online journals/databases	20%
Accessing subjects online	12%
Word processing	17%
Internet searching	29%
Using email	22%

Searching for information

Question: How do you start searching for information you need?

Ask library staff	14%
Ask another student	11%
Use catalogue	20%
Browse shelves	7%
Use Internet	48%

More on blurred boundaries . . .

Web outage blamed on zombies

Robert Lemos and Jim Hu

CNET News.com

June 17, 2004, 09:35 BST

Akamai has blamed a 'bot net' of zombified PCs for the Internet downtime that affected sites such as Yahoo this week

Content issues

In university libraries there are two main kinds of online content:

- Those we make ourselves like online reserves, web pages, repositories, gateways) – digitising has reached a fine state of the art in higher education.
- Those we obtain from others like e-books, online journals, government publications, free Web-based materials, reference resources.

More on content

- Online reserve is the most heavily used online resource in Higher Education ... and in TAFE
- It relies on the Copyright Act for its viability.
- There are more opportunities for searching online content than there ever were with print.
- There is an expectation that full text will be online – not just catalogue entries
- Google has gone beyond what we imagined 5 years ago and is absolutely ubiquitous.
- Online lectures are now common and change the way students study.

Dempsey's grid revisited

- Formally published materials – catalogued, traded, both print and digital, the focus internal to the library or other libraries.
- 2 Unique materials – less catalogued, not traded, increasingly digitised, finding not combined with other finding tools.
- 3 Research & learning materials – network-mediated, “unpublished”, life-cycle management an issue – creation, description, management, use, reuse.
- 4 Wide open web – Google finds the ways, libraries attempt vainly to construct finding tools, users operate independently.

Use of databases by TAFE

Database	Logins 2003
Online Reserve	12,324
EbscoHOST	10,162
LexisNexus	7,631
Proquest	6,522
InfoTrac	2,918
ABS - AusStats	2,136
Science Direct (Elsevier)	1,644

Use of selected resources - logins

	HE 2002	HE 2003	TAFE 2002	TAFE 2003
Online Reserve	79,986	94,477	9,431	12,546
EbscoHOST	65,323	84,958	7,042	10,627
Increase: Online Res		+18.1%		+33.0%
Increase: Ebsco		+30.1%		+50.9%

EbscoHOST – who in TAFE

	2002	2003
Marketing / international	1,690	2,444
Admin & business tech	1,442	1,325
Community & further ed	677	969
Management studies	667	736
Human services	612	1,520
English language	267	1,016
12 other departments	1,687	2,617
Total	7,042	10,627

Barriers – money and others

- Funding issues – online resources are expensive – over 50% of library materials budgets in HEd
- Consortiums dominate the scene in Higher Ed.
- Access infrastructure and software is expensive too, but not always fully costed to the library.
- The skills we need may cost more to acquire.
- Copyright is a complex barrier – money, time, and legal impediments.
- Collaboration often the key to cost saving.

Fees

Category / EFT students	Higher Education	TAFE	Total
Overseas fee-paying	2,668 (26.37%)	885 (07.30%)	3,553 (15.98%)
Australian fee-paying	1,292 (12.77%)	2,290 (18.90%)	3,582 (16.11%)
HECS and state-funded	6,157 (60.86%)	7,513 (62.00%)	13,670 (61.48%)
Other		1,430 (11.80%)	1,430 (06.43%)
TOTAL	10,117	12,118	22,235

TAFE Library materials spending

Resource category	Total Victorian expenditure 2002 (15 TAFE colleges)
Non-serials	\$1,113,018
Non-print	\$473,668
Print serials	\$435,827
Electronic resources	*\$222,623
TOTAL	\$2,245,736
*11 TAFEs only	

.... 3 E-learning

E-LEARNING

Blurring libraries and e-learning



What drives e-learning?

Why is e-learning important? – business drivers

1. Supports flexible access to teaching & learning
2. Supports the development of new markets
3. Reduces costs of teaching and achieves economies of scale
4. Meets student expectations
5. Enhancing the learning process. Maybe.

“Who says training needs a human face?”

Who says training needs a human face?

By Eric Wilson

www.smh.com.au/articles/2003/06/30/1056825329300.html

July 1, 2003

“Trouble is, the facilitated model is much more expensive to implement than America’s preferred stand-alone, self-paced methods. For example, the CyberInstitute’s public self-paced offering trains people in basic management practices for \$75 each. Covering the same ground using ... [a] ... facilitated method costs \$600-800 per person.”

E-Learning – the components

- o Learning objects / materials, sharable or not
- o Repositories: online databases of learning materials which back up learning management systems
- o Metadata which describes or “catalogues” and manages objects
- o Learning management systems – like Blackboard and WebCT – interfaces between the student and learning
- o A collection of “middleware” or “web services” – authentication, rights management, search tools, metadata
- o Online lessons, units, courses, assessment, aggregations of units.

E-Learning in TAFE in Australia

- Large body of shared online learning materials – toolboxes, training packages, TAFE VC, AEShareNet – contrasts with HEd
- Close to national consensus on many software infrastructure issues – HEd is years away
- Capability of achieving economies of scale – not possible outside commercial sector in HEd
- Low but fast-increasing take-up of e-learning since Aust Flexible Learning Framework - \$75m 2000-04

E-Learning Issues for Libraries

- Many of the concepts are familiar to us – metadata, databases – but this is NOT currently our space
- Administrative fragmentation of e-learning and information management – who are the players?
- Cultural and language differences exist
- Library-centred view of managing information resources is not possible – no longer the IRC!
- Expectations of the library in e-learning may be low
- Libraries are seen as a large cost centre which e-learning will make redundant.

What can the library do?

This is a list of things that are obvious

- Online/digital collections support e-learning
- The library now provides much more material flexibly.
- Information literacy in some form is important
- The e-learning graduate should have good generic information and ICT skills
- Physical facilities support flexible learning and e-learning
- Library staff have skills to contribute to course development

E-Learning – Old and New skills

- Take an active role in creating metadata for learning resources – but no-one will give us the resources.
- Recruit with a wide range of skills in mind in addition to library skills.
- Databases are us?
- A wider understanding of the Web – it is not just information.
- Teaching – more library staff are learning training.

E-learning – New roles

- In HEEd libraries have sought a new role in supporting research through creation of repositories.
- Repositories – collecting, archiving, repurposing, use increasingly require more than the LMS – a database.
- Common approach to storing documents and information about them.
- Managing copyright is managing online information: using Part VB to provide new learning resources
- Rethink the role of the library in e-learning

E-learning – collaborate

- Identify key allies internally and externally.
- Leverage collaborative approaches of libraries.
- Provide input to learning & teaching by working in online development teams with teachers.
- Work together on common issues, like authentication and authorisation, metadata creation processes, search engines, standards, managing copyright.

E-learning – value-added services

Add value to e-learning and LMS

- Integrate access to content in the learning context
- Embed training modules to assist information seeking
- Integrate third-party commercial information resources in the LMS
- Provide easy access to virtual information services at the point of need.
- Learner-centric “pull” approaches rather than library-centric “push.”

. . . . Buildings – can't give them away yet

**BUILDINGS – JUST
AS IMPORTANT
AS EVER**

Buildings issues

At Swinburne we have followed this progress

- Benchmarking our main services – reshelving and reference and information
- Re-focus of our services around a single service desk, customer self-service, more attention to IT help, and answering questions
- The current question: how can we make our buildings work more effectively for the students?

What space is really about . . .



The library Café is run by Loretta, who also runs Loretta's Food Service in the commons. During the week, Loretta sells the Royal Kona coffee (regular coffee made from Hawaiian coffee beans) and the Flavor-of-the-Day coffee (flavors include raspberry-chocolate swirl, hazelnut, French roast and vanilla) She also sells cookies, pop, fruit, vegetables, muffins, Nutri-grain bars, and biscotti. The library café hours during the semester are: Monday-Thursday: 8:30 am-7:00 pm

Good libraries need to include

- Good lighting and a nice prospect
- A good coffee shop
- Plenty of places to relax, talk, and mix with people
- A wireless network
- Lots of computers
- Training facilities
- Group study rooms
- Books (optional) and other room-dividers

People in buildings

- Self-service has always been the go – that's why we invented Dewey. Checking out, renewing, holds.
- Automated checking in & RFID is coming but not yet.
- Smart cards will change the way we do things: especially access.
- Have we adapted to sound and video yet?
- Or to videoconferencing?
- We need to use people for things machines can't do –helping people, answering questions, being mobile.

Let alone this . . .

Wireless system in a hotel:

“A guest need only walk in the hotel entrance with a cell phone. The hotel system recognises the guest’s cell phone and downloads the guest’s room number. The guest approaches the room, and the door opens automatically. The guest walks into the room, and all personal preferences are set: temperature, lights, even the radio station.”

Mark S Valenti, Creating the classroom of the future. EDUCAUSE Review, Sept 2002

A Conclusion of sorts . . .

Pattern recognition: the 2003 OCLC environmental scan

<http://www.oclc.org/membership/escan/default.htm>

Lorcan Dempsey: The Recombinant library: portals and people.

http://www.oclc.org/research/staff/dempsey/dempsey_recombinant_library.pdf

Neil McLean and Clifford Lynch, "Interoperability between Library Information Services and Learning Environments - Bridging the Gaps"

http://www.imsglobal.org/digitalrepositories/CNlandIMS_2004.pdf

Thanks to Lorcan Dempsey, Kerry Blinco, James Dalziel and Jon Mason.

Universities use consortiums

Universities use consortia & collaboration to:

- Buy online serials and books & buy monographs
- Test and implement new software – like AARLIN
- ARROW and other consortiums
- Share information (through CAUL and otherwise):
taking a national approach is important
- Seek funding from government – with some success

BUT there are still many unexplored opportunities.

We won't be going back to 1957 again



But where are we going?

