Matching Expectations: Use of an academic library by international nursing students alongside faculty expectations of their library use

Aoife Murray

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Department of Information Studies

Aberystwyth University

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Abstract

The purpose of this research was to explore the academic library needs of international nursing students and the expectations of their faculty about their library use with the aim of developing recommendations for how the library can develop services to bridge gaps identified.

A case study approach was adopted focussing on the students and academic staff of the Bachelor of Nursing (International) programme at St. Angela's College, Ireland.

A literature review established the study within the context of relevant research. A mixed methods approach to data collection was adopted. Quantitative data to establish students' previous library experience and current library use was collected using a questionnaire. Semi-structured interviews were conducted with samples of students and faculty to establish their expectations, experiences and assumptions about students' library use. A thematic approach to data analysis was used to compare findings.

The research showed that both faculty and students believed students to be unprepared to meet faculty expectations for utilising library services, particularly for research purposes upon commencement of their studies. Students identified a lack of online research and academic library experience as the main barriers. Faculty, while acknowledging these factors, believed the reasons to be more complex citing language, professional and social culture and differing expectations of the teaching and learning relationship.

Recommendations for library services to bridge these gaps centre on the development of specialised library user education services and the incorporation of strategies to overcome cultural and language barriers to student participation. Faculty were supportive of working collaboratively with the library to improve student outcomes by overcoming identified barriers to library use.

Potential areas for further research include the development of an information literacy programme for international nursing students; the impact of specialised user education on international student outcomes and the role of smartphone technology in developing library services for international students from developing countries.

DECLARATION

This work has not previously been accepted in substance for any degree and is not being concurrently submitted in candidature for any degree.

Signed .... (Candidate)

Date ....

STATEMENT 1

This work is the result of my own investigations, except where otherwise stated. Where correction services have been used, the extent and nature of the correction is clearly marked in a footnote(s).

Other sources are acknowledged by footnotes giving explicit references. A bibliography is appended.

Signed .... (Candidate)

Date ....

STATEMENT 2

I hereby give consent for my work, if accepted, to be available for photocopying and for inter-library loan, and for the title and summary to be made available to outside organisations.

Signed .... (Candidate)

Date ....

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List of Abbreviations

BNINT	-	Bachelor of Nursing (International)
DES	-	Department of Education and Skills
EBP	-	Evidence Based Practice
ESL	-	English as a Second Language
HEA	-	Higher Education Authority
NUIG	-	National University of Galway
LISA	-	Library and Information Science Abstracts
LISTA	-	Library and Information Science and Technology Abstracts
OECD	-	Organisation for Economic Co-operation and Development
WHO	-	World Health Organisation

Chapter 1 – Introduction

The international library literature contains a great deal of research which explores the academic library needs of international students in the higher education sector. As noted in chapter 2, this research has tended to treat these students as a homogenous group taking no account of specific curricular requirements and the expectations of their academic staff concerning their use of library services. Using a case study approach, this piece of research will address that knowledge gap.

The case in question comprises the students and faculty of the Bachelor of Nursing (International) programme [BNINT] at St. Angela's College, Ireland. An evaluation of both student and faculty experiences and expectations of library use will identify commonalities and discrepancies and the research will conclude by producing recommendations on how the library can work to bridge any gaps identified.

This chapter will give a brief background to the area of international students in Irish higher education as well as a profile of the case study chosen. It will also detail the purpose, scope, aims and objectives of the research and the how this dissertation has been structured.

1.1 Background

2001 to 2010 represented a period of large-scale global growth in the demand for international student places in higher education, with student numbers in Ireland increasing by 135% to 26,000 over the period (Department of Education and Skills [DES], 2010, p. 23). However, ambitious projections based on this growth have been revised downward internationally, due in part to the global economic recession which has refocused students on the impact of their education choice on their career prospects. In addition, international students have increased options in their education choice, with more OECD country institutions developing satellite campuses in their home country. Education authorities in home countries are also becoming more involved by offering internationalised programmes delivered through English, developing jointly delivered programmes with institutions in OECD countries and directing student choices towards international colleges that offer cultural integration, high quality programming and high levels of support services (DES, 2010, pp. 23 - 24).

In light of this increased competition to attract students, Irish Government strategy emphasises the development of targeted, bespoke, high quality programmes supported by structures which will assist with the integration of students into an internationalised campus (DES, 2010).

1.1.1 Irish Context

Research suggests that international students as a percentage of overall enrolment in higher education will rise from 6% to 13% by 2016. The international student sector delivers €1billion to the Irish economy and concern has been raised by policy makers that, in some instances, growth has been financially motivated (Higher Education Authority [HEA], 2014). It has been stated that Irish institutions must be mindful that growth does not overtake the ability to provide quality education and adequate support services (DES, 2010; HEA, 2014). In fact, the HEA draws specific attention to the lack of international student supports identified by higher education institutions in their submissions to its system performance review (HEA, 2014, p. 74).

1.1.2 The Library and Internationalisation

Government policy has identified the internationalisation of the higher education sector in Ireland as a key strategic objective. This process involves more than simply increasing international student numbers but rather it seeks to develop cultural and academic integration with specialised support services for international students (HEA, 2014). The library can play a key role in this process by working collaboratively with international students, academic and international support staff to develop high quality services which will encourage integration and enhance the learning outcomes of international students.

1.2 Case Study Profile

The scope of this research is limited to a case study of the students and academic faculty of the BNINT programme at St. Angela's College, Sligo, Ireland. The small college is in a rural location in the North West of Ireland with approximately 900 students and 100 academic and support staff offering undergraduate and post-graduate programmes in nursing, health, education, community and voluntary sector disciplines. As a first step in developing the internationalisation of the College, institutional

agreements were formed with international education bodies to offer a one year BNINT Programme with the first cohort of 20 students arriving in 2012. The College has committed to increasing full time international student numbers by 50% by 2016 (St. Angela's College & HEA, 2014).

The one year BNINT programme has been specially developed to confer a Nursing degree on already diploma qualified international nurses which will bridge gaps in their knowledge to allow them to register as nurses and compete for jobs in Europe, North America, Australia and other countries. This programme meets the Department of Education and Skills' recommendation that Ireland should not aim at the mass market when seeking to attract international students, but rather should present a "niche offering of high quality education, accompanied by strong integration with domestic students, which will offer an unparalleled experience to students and will add significant value to their career outcomes" (DES, 2010, p. 27).

1.3   Purpose of the Research

Students on the BNINT programme are diploma qualified nurses with varying amounts of nursing experience either in their home country or internationally. They have been exposed to varying levels of both academic and professional library services prior to commencing their studies in Ireland. Faculty have an expectation that these students make full use of library services such as online journals, research databases and textbooks in line with other undergraduate students; however, evidence of how they are achieving this is anecdotal. This research will explore how international students on the BNINT programme use the library and how this compares to the expectations of their faculty of their library use. Triangulation of findings in this way will allow the library to develop services that take account of the lived experience of students and faculty and meets the expectations of both groups.

1.4   Research Question

The reasons for this research have been briefly identified in this chapter and will be explored further within the literature review in chapter two. They have led to the formulation of a research question: *to what extent does the library use of international students enrolled on the BNINT programme match faculty expectations of their library*

use? This research question will be answered through the achievement of identified aims and objectives.

1.5 Research Aim and Objectives

The aim of the research is to identify discrepancies and commonalities between international nursing students' use of library services and faculty expectations of their library use, resulting in recommendations for how the library can develop services to bridge any gaps identified.

The research will deliver four objectives, outlined in table 1, in order to meet this aim.

Objective 1	To investigate the relevant literature and establish this research within that context
Objective 2	To establish international students' previous experience of using a library and to describe their current use of library services
Objective 3	To establish BNINT faculty expectations, experiences and assumptions of international students' library use
Objective 4	To identify any discrepancies or commonalities between these findings and develop recommendations on how the library can develop services to bridge any gaps identified

Table 1: Research Objectives

1.6 Dissertation Structure

The dissertation has been carefully structured to ensure all of the aims and objectives of the study are met and is illustrated in table 2.

Chapter One	Introduction to the research topic and purpose of the research question
Chapter Two	Literature review to establish the context of the research and identify gaps in the literature
Chapter Three	Methodology to describe and evaluate the research design and data collection methods
Chapter Four	Presentation of results
Chapter Five	Discussion of findings and recommendations arising from the research
Chapter Six	Conclusion

Table 2: Dissertation Structure

1.7 Conclusion

Existing HEA and DES policies promoting the sustainable development of high quality international education programmes which have positive outcomes on student career choices and are maintained by robust support services makes this research both timely and relevant to the current Irish academic library and higher education landscape.

By identifying discrepancies and commonalities between international nursing students' use of library services and faculty expectations of their library use this research will develop recommendations, which are rooted in the relevant literature, on how the library can develop services which will contribute to delivering an international student

experience in line with the strategic objectives of both the College and national policy makers.

The following chapter will review the relevant literature to establish the context of this research and identify any knowledge gaps which exist.

Chapter 2 Literature Review

2.1 Introduction

This chapter reviews the existing literature on the subject of international students' academic library use and the expectations and assumptions of academic staff about their library use. Section 2.2 outlines the literature search strategy. Section 2.3 discusses key themes which have emerged from the professional literature in the field. Section 2.4 examines in more detail research related to faculty assumptions and expectations of library use by international students. Section 2.5 summarises the literature review.

2.2 Literature Search Strategy

Following the approach recommended by Hart (2013, p. 32) the literature search began with a wide exploration of the research in order to gain a broad understanding of the subject area and to identify some key themes emerging from the literature.

A general search was conducted, with no date restrictions, of the Aberystwyth University and National University of Galway [NUIG] OPACs using combinations of relevant keywords and truncated keywords. The search vocabulary shown in table 3 was created as key themes were identified by skim reading relevant items. This was supplemented by the item's OPAC record, the subject terms and keywords provided within journal articles as well as alternative definitions of keywords.

international	student*	academic	librar*	expectation*	nursing
foreign	learner*	university	faculty	assumption*	healthcare
	undergraduate*	tertiary	staff	perception*	education
		college			nurs*

Table 3: Search Vocabulary

Reference was made throughout this stage to the dissertation proposal document to ensure that narrowing terms used were both relevant to and covered all aspects of the research question, its aims and objectives.

The refined search vocabulary was used to search the Library and Information Science and Technology Abstracts [LISTA] and Library and Information Science Abstracts

[LISA]. The bibliographies of relevant items were analysed to identify new research items and the article's citation link was utilised to identify articles in which it was referenced. In this way, the development of core ideas could be mapped chronologically to the most current research. Searches were saved and email alerts set up with both LISA and LISTA for notifications to be sent when new material, which met the search criteria, was published. The publications sections of the HEA and the DES were also consulted to identify any relevant strategic documents and reports.

Minimal research has been conducted within the Irish context; therefore the literature search was international in scope. The search focussed on literature from the mid-1980s to the present, the period in which significant research appears in the field of library and information science.

2.3 Key Themes

Research in the area of international students and the academic library began to appear in library literature in the mid-1980s (Peters, 2010). Influential research by Goudy and Moushey (1984) and Wayman (1984) identified language difficulties, cultural differences and lack of prior library experience as barriers to international student's library use. These themes have remained constant throughout the literature in the 1990s and 2000s (Baron & Strout-Dapaz, 2001; Jackson, 2005; Shaffer, Vardaman & Miller, 2010). The literature is lacking in significant research on faculty expectations and assumptions of international student library use, rather focussing on collaboration between libraries and English as second language [ESL] instructors (Conteh-Morgan, 2002; Martin, Reaume, Reeves & Wright, 2012) or international student support services (Baron & Strout-Dapaz, 2001) or on faculty expectations of the wider student population's library use (Adikata & Anwar, 2006; Baker, 1997; Mullins & Park, 2000; Raven, 2012; Schulte & Sherwill-Navarro, 2009). This literature review will, therefore, discuss the main themes that have emerged from the research in relation to international student library use and gather together the limited evidence of faculty expectations of their library use.

2.3.1 Language and Culture

International students, for whom English is a second language, face many cultural and language barriers when they arrive in their host country. Social isolation from family

and friends coupled with the total immersion of all aspects of their social and academic life in a different language and culture can make it difficult for even fluent or highly proficient English language speakers to excel (Sarkodie-Mensah, 2000; Shaffer et al., 2010).

Research has clearly shown that communication barriers exist between international students and librarians resulting in difficulties in the absorption of library instruction and orientation programmes, as well as problems at the enquiry desk (Ormondroyd, 1989; Bilal, 1989; Conteh-Morgan, 2001). Many studies have also issued recommendations on how library staff can improve communication and library instruction through staff training (Ormondroyd, 1989; Wayman, 1984), multi-language library instruction (Liestman & Wu, 1990) and the incorporation of ESL learning techniques into library instruction (Amsberry, 2008; Conteh-Morgan, 2002). Recommendations made in the earliest literature still have value today: tailored orientation and welcome guides, library maps, step by step guides to checking out books, visual aids and outreach to international student departments are all suggested as ways to enhance relations and better understand requirements in order to develop services to meet the library and research needs of international students (Wayman, 1984). However, few evaluations which quantify the impact of these types of programmes on international students' library use exist in the professional literature and this could be an area worth further exploration.

Libraries must be cognisant of the fact that the individual approach of international students will be rooted in the social and cultural norms of their home country (Shaffer et al., 2010). They should not therefore be treated as a homogenous group, rather as separate groups of students possessing unique cultural identities (Wayman, 1984; Zhang, 2006). Further, surveys of entire international student populations in and across institutions such as those carried out by Allen, 1993; Foley, 2010; Jackson, 2005 and Knight, Hight & Polfer, 2010, while extremely helpful in establishing generalised barriers to library use, are weakened by not addressing the variance of curricular and institutional requirements as well as student group profiles. For example, Knight et al.'s 2010 survey considered students across three institutions, one of which did not require students to complete many research based assignments. The majority of respondents in Jackson's 2005 survey came from computer science disciplines which

may have influenced results showing high levels of computer skills. Further, no indication is given of the number of students for whom English is a second language.

These cultural factors make it difficult for libraries to develop services that will work for every nationality; however general awareness of differences in culture and communication will assist in improving the experience of international students. For example, physically showing the student how to locate a title on the OPAC and retrieving the book from the shelf with them can work better than verbal instruction (Wayman, 1984, p. 340). The incorporation of this type of practical challenge into library induction can be helpful in overcoming language difficulties as well as catering for a more practical, hands on learning style of the kind advocated in ESL literature (Amsberry, 2008; Conteh-Morgan, 2002).

In reviewing the literature on cultural and language differences, Peters cautions that cultural stereotyping can lead to communication barriers in their own right and library staff should always treat each user as an individual as "stereotypes often contain elements of truth, but they prevent real understanding of individual needs" (Peters, 2010, p. 9).

2.3.2 Prior Library Experience

The language of the library – OPAC, inter-library loan, Dewey number, open stacks – can be difficult for all new academic students to come to terms with. For many international students it presents a third language to learn (Kamhi-Stein and Stein, 1998). Early literature in the area also described the physical library layout, services provided and the technology used to access them as barriers to engagement (Wayman, 1984). However, some of these assumptions have been challenged by more recent research.

Allen's (1993) survey of international students aimed to understand, through careful data analysis, what academic library services are new to international students and what services are different in their home country. While 88.5% of respondents were graduate students, and therefore, may be more familiar with library research and resources than undergraduates, Allen's study is valuable as it was one of the first to emerge after computers became an integral part of the library research process which placed a higher emphasis on computer literacy skills amongst students. Allen provides an update on assumptions made in the mid-1980s which viewed the international student cohort as

having low levels of computer skills and limited experience of independent research in an open stacks library where library staff engage in both instruction and research assistance. Rather, students tended to rely on their faculty and friends before librarians and library resources for textbook recommendations and as such the library was seen, not as a place for independent research, but as a quiet study area (Goudy & Moushey, 1984; Knight et al., 2010; Wayman, 1984).

For example, the assumption that students from Asia and the Middle-East are unfamiliar with open stacks libraries is challenged by Allen, whose research found that only 12% of respondents, 60% of whom were from this geographic region, were unfamiliar with this library layout. However, Allen's research also showed that computer database literature searches were new to 61.2% of respondents and while 38.7% had taken a library tour few had used any of the other library services, such as research skills instruction or assignment counselling, provided by their host library (Allen, 1993, pp. 327-328). The study does not explore the reasons for this lack of engagement, but it seems reasonable to speculate that if students do not consider the library to be a place of instruction then they will not seek out or see value in these services. It is important to note that Allen's study pre-dates the very rapid increase in the use of computer technology, particularly regarding access to information from external sources.

Research from the last decade has shown that the technological profile of international students has changed significantly since the 1980s and 1990s. These students now possess computer skills and exposure to library research at an equivalent level to domestic students. The majority not only use email and internet on an almost daily basis but have also conducted computerised library research in their home country (Jackson, 2005). Jackson concludes that technical computer skills are no longer a barrier to successful library research for international students and recommends that libraries should focus instead on "enhancing critical thinking and higher-level information competence skills, such as developing search strategies and choosing and evaluating resources appropriate to university-level research" (Jackson, 2005, p. 207). The international students on the BNINT programme at St. Angela's College have prior work experience and academic qualifications and, in common with Allen's graduate respondents, have advanced knowledge in their field, but they may be unfamiliar with the technology available to assist their research in an academic library (Allen, 1993, p.

333). It can be concluded from the literature that international students can now be considered computer literate, however, what cannot be determined is their prior exposure to databases, electronic journals and other research methodologies used in Irish Universities.

The professional literature highlights the importance of understanding the prior library experiences and curricular requirements of international students while remaining alert to cultural and language differences. These factors will enable the library to develop library orientation and instruction which meets not only the self-perceived needs of the students but also the expectations of their faculty.

2.4   Faculty Collaboration

It is well established in the literature that collaboration between international student support staff, ESL instructors and the library is effective in supporting the unique needs of international students (Conteh-Morgan, 2002; Martin et al., 2012; Shaffer et al., 2010;). What is less well explored in the literature is Wayman's recommendation of cooperation between faculty and library staff in understanding, not only the special learning requirements such as language and academic adjustment, but also the curricular expectations required of international students (1984, p. 340). Leckie's research into faculty assumptions of the undergraduate research process asserts that the diversity of students on an academic campus, including ethnic and linguistic factors, has led to varying levels of research and library skills amongst the student population. The paper cautions that both faculty and library staff must consider the context of each student as well as their approach to research and their use of technology when instructing students on the selection and use of research materials (Leckie, 1996).

2.4.1   Faculty Expectations and Student Library Use

The consideration of faculty perceptions and the library use of international students appears to be unexplored in the literature. However, a review of the research which considers faculty expectations and library use of the general third level student populations will provide a sound basis for the consideration of this specific group. Adikata & Anwar (2006) found that research into faculty perceptions of student library use are scarce and those that exist treat faculty perceptions and student library use in isolation from each other. Adikata & Anwar (2006), Baker (1997) and Schulte &

Sherwill-Navarro (2009) surveyed faculty perceptions of student library use in various academic institutions. Baker (as cited in Adikata & Anwar, 2006, p. 109) was among the first to examine faculty perceptions and student library use as a totality. Laskowski (2002) and Raven (2012) surveyed the research expectations of faculty and students with Laskowski focussing on the role of technology in research and Raven focussing on first year undergraduates.

Research into faculty expectations of library use has shown students only use the library as a result of faculty expectation (Baker, 1997). It is therefore necessary to understand faculty perceptions and expectations of student library use in order to develop services that enable students to match these expectations. Through focus groups and a survey of faculty members in an American Community College, Baker (1997) found that broad strategies designed to encourage faculty to give library assignments will not be as successful as targeted strategies that take account of pedagogical concerns and course objectives. What is considered a worthwhile assignment will vary from course to course and library staff should therefore engage in more outreach initiatives to "meet faculty on faculty terms" (Baker, 1997, p. 181). Faculty surveyed by Baker also viewed the development of library skills as not only a way to improve student's intellectual growth but also their communication skills. These arguments have already been highlighted as being of specific importance to international students groups where their cultural, linguistic and curricular requirements need to be understood and considered as part of the development of library services to meet their specific library needs.

Research by Adikata & Anwar (2006) which adapted Baker's survey tool almost a decade later for use in a Malaysian University displayed results consistent with these findings. The research recommended that further research should combine faculty and student perceptions.

Surveys of undergraduate student and faculty research expectations carried out in North American Universities have discovered discrepancies between instructor and student research expectations and activity. For example, while 92% of instructors stated that they indicate the types of resources which should be used, 22% of students said they did not receive this type of direction (Laskowski, 2002, pp. 313 – 314). In Raven's (2012) survey of the research expectations of first year undergraduates and professors at a University in Nova Scotia 70% of students surveyed felt they were prepared for

university level research, however 87% of professors believed students were not prepared to conduct research. Other discrepancies were found when expectations concerning the ability to find scholarly information, time required to research an assignment and who to turn to for help were explored. When asked what resources students should consult, professors placed journals as number one whereas journals did not feature in the students' top five choices with textbooks appearing at number one and Google at number two (Raven, 2012, pp. 9 – 13). In contrast, students in Laskowski's research showed a preference for library supported databases (Laskowski, 2002, p. 316). The profile of respondents in each survey may account for this discrepancy with Laskowski surveying across the entire student population and Raven addressing first year undergraduates only, who may not be as aware of journals and their value as more advanced students. Another factor to consider is the ten year difference between the dates of the studies. These types of studies show that discrepancies in faculty expectations and student research activity is due not only to miscommunication of expectations, but also to faculty expectations based on incorrect assumptions of both student behaviour and experience. Both studies recommend that libraries work collaboratively with faculty to better understand the way students approach research assignments in order to develop services which will foster the critical thinking and evaluation skills of students.

It is interesting in this context to note research which has been conducted and published within the medical library literature which considers collaboration between nursing educators and librarians. Schulte & Sherwill-Navarro (2009) conducted a small pilot study to determine how faculty across nursing schools in Florida and Indiana perceived collaboration with a librarian in the context of evidence based practice [EBP]. While respondents expected library staff to provide traditional reference services to students they also perceived staff as being expert in the search and retrieval of evidence within EBP. Despite this, they did not see librarians as having an instructional role, although 60% noted that EBP had increased their willingness to have library staff conduct instructional sessions. There was a positive response to collaboration in the area of development of modules where information seeking principles are formally graded and respondents suggested the library become involved in delivering train the trainer sessions to educate faculty in searching and retrieving information. The study concludes that without information literacy EBP cannot succeed and thus it provides an

opportunity for libraries to develop collaborations with nursing faculty. The challenge libraries face is how to "initiate and implement creative and far-reaching collaborations" (Schulte & Sherwill-Navarro, 2009, p. 60). The relatively unexplored area of the library needs of international nursing students is an area which could produce creative and novel collaborations.

2.5   Conclusion

This literature search has surveyed international literature since the 1980s. A large body of work exists which discusses the library needs and behaviours of international students, mostly in a North American context. These studies identify culture, language and prior library experience as key barriers to successful library use for this user group. Section 2.4 showed a clear knowledge gap as the professional literature has not produced information on faculty perceptions of international student library use. However, explorations of the library and research expectations of other academic students and faculty has shown that disparities exist and opportunities to collaborate with faculty to bridge these gaps are available.

The aim of this research, therefore, is to identify how international nursing students use library services and to evaluate how this corresponds with faculty expectations of their library use. The following chapter will explain the methodology adopted to achieve this.

Chapter 3 - Methodology

3.1   Introduction

This chapter will describe the methodology used in this study. It will explain, justify and evaluate the research study design, methods of data collection and data analysis framework. It will also outline ethical considerations and limitations of the research.

The purpose of this research is to evaluate how international student library use corresponds with faculty expectations of their library use. The main aim of the research is to identify discrepancies and commonalities between these experiences resulting in recommendations for how the library can develop services to bridge any gaps identified. The research will use a case study research design employing a mixed methods approach to data collection to achieve this aim.

The research will fulfil four objectives which will achieve this aim. Table 4 displays these objectives and the methodologies employed to achieve them.

Research Objective	Achievement methodology
Investigate literature in library field and establish research within that context	Collection of secondary data in literature review
Establish students' previous library experience and describe current library use	Collection of quantitative and qualitative primary data using questionnaire and semi-structured interviews
Establish faculty expectations of and assumptions about students' library use	Collection of qualitative primary data using semi-structured interviews
Identify discrepancies or commonalities between findings and develop recommendations on how the library can develop services to bridge gaps identified	Thorough analysis of all quantitative and qualitative data collected, grounded in the academic literature in the field

Table 4: Objectives and Methodologies

3.2   Research Design

Research design "provides a framework for the collection and analysis of data" (Bryman, 2012 p. 46). This research was conducted using a single case study research design. Bryman (2012) describes a case study as the "detailed and intensive analysis of a single case" (p. 66). Yin (2003, p. 13) states that a case study "investigates a contemporary phenomenon within its real-life context" when that context is highly relevant to the phenomena being studied. Yin argues that the use of case study as research design is appropriate when explanatory questions such as "how" or "why" are being asked. The aim of this study is to not only understand "how" students are using the library but to also determine "how" this relates to their faculty's expectations of their library use. In this way the research is concerned with more than just "frequencies or incidence" (Yin 2003, p. 6) of library use, making a case study an appropriate research design.

The academic literature supports the use of a single case study approach to research in this area. Adikata & Anwar (2006), Baker (1997), Jackson (2005) and Raven (2012) all explored a single case in their research. Further, Bell states that "the case study approach can be particularly appropriate for individual researchers because it provides the opportunity for one aspect of a problem to be studied in some depth" (2006, p. 10). It is therefore an appropriate research design for post-graduate research in this area, as evidenced by Foley (2010) and Thomas (2012).

Critics of case study research argue that they can be open to bias and general "lack of rigor" (Yin, 2003, p. 10). However, bias and lack of procedural rigor can affect any research design and is something that all researchers, regardless of their research design framework, must work hard to avoid. This can be achieved by methodical preparation and systematic data collection and analysis (Opie, 2004; Yin, 2003).

A more specific criticism of the case study design is that findings cannot easily be generalised to a wider audience as it relies so heavily on the context of the particular case being studied (Bryman, 2012; Yin, 2003). While it is accepted that the case study does not allow for statistical generalizations to be made, it does allow for theoretical generalizations to be made once findings can be replicated within similar groups (Denscombe, 2003; Yin, 2003). Bassey (1999) refers to this phenomenon as "relatability" rather than "generalizability". Opie (2004) argues further that research

projects at Masters level have neither the time not the resources to collect the volume of data required to make results generalizable, therefore researchers at postgraduate level should be more concerned with the relatability of their findings and consider that "findings may have important implications, either for personal practice or others working in similar areas" (Opie, 2004, p. 5).

The case study approach is therefore most suitable for this piece of research, which seeks to understand how student library use compares to lecturer expectations in the context of a small and uniquely qualified cohort of students within a specific academic programme. Statistical findings cannot be generalised to other organistaions, but the study could be replicated in colleges offering this programme to similarly educated and experienced students, offering the opportunity to provide theoretical generalisations.

3.3   Population and Sampling

The single case chosen to study is the Bachelor of Nursing (International) Programme [BNINT] conducted at St. Angela's College in Ireland. This college was chosen for convenience as the researcher works in the library at the college and this facilitated access to both students and staff. The BNI programme was chosen as it is the only International programme offered by the college.

A census approach was taken to the distribution of the questionnaire. The small size of the population made this approach possible and all 21 students enrolled on the BNINT programme were invited to participate.

A stratified purposive sampling approach was taken in the selection of both students and staff for the interview stage of data collection. The aim of this type of sampling is to ensure that participants are relevant to the research question and that respondents "differ from each other in terms of key characteristics relevant to the research question" (Bryman, 2012, p. 418). In order to ensure a wide spread of experience across education, language and culture, students were sub-divided into nationality groups and a respondent was randomly selected from each group. In terms of the faculty participants, it was essential that not only did they have experience lecturing on the BNINT Programme but that each participant lectured on a different module so results would cover the entire programme, not just one module group. Sample division tables are displayed in section 4.3 of the Results chapter.

3.4   Data Collection Methods

Previous research in this area has adopted a variety of approaches to data collection. Mono-method research has focussed on conducting surveys (Allen, 1993; Jackson, 2005) and mixed method research has combined survey with focus groups and or interviews (Baker, 1997; Knight et al., 2010). A mixed methods approach to data collection, combining both quantitative and qualitative methods was adopted in this study.

The in-depth nature of the case study makes the mixed method approach a common data collection strategy in the field (Bryman, 2012, p. 68). The approach is seen as the major strength of a case study as it allows for the development of "converging lines of enquiry" a process of corroborating findings through data triangulation enabling the researcher to check and verify quantitative data making the survey more robust, resulting in a more complete answer to the research question (Bryman, 2012, pp. 635-637; Yin, 2003, pp. 97-98). This enhanced information is particularly useful when it is to be used to inform policy and practice, as is the case with this research (Bryman, 2012, p. 647)

A questionnaire was chosen to enumerate student experience and activity while a semi-structured interview was used to explore attitudes, seek insights and illustrate further the questionnaire findings.

Full consideration was given to the drawbacks of the mixed method approach in the planning phase. It can be time consuming and requires the researcher to be knowledgeable in multiple data collection methods. Both the time period for completion of the research and the small size of the case being researched ensured that adequate time was available to investigate multiple sources of evidence. The researcher's ability to draw on their undergraduate social research qualification and their professional experience of arranging and conducting interviews was also invaluable.

3.4.1. Questionnaire

Quantitative research is about collecting factual information and the self-completion questionnaire is one of the main methods for collecting quantitative data (Bryman, 2012, p. 232). It was therefore chosen as the most appropriate tool to gather data on students current and previous library use and experience, as outlined in table 4.

3.4.1.1 Design

Four key themes were identified from the literature review and, adopting a similar approach to Jackson (2005), the questionnaire was divided into sections which reflected these themes. Adapting Thomas' (2012) model sub-themes were identified and questions formulated. This process ensured that questions were relevant to the overall aims and objectives of the research and were linked to the key themes to emerge from the literature.   Table 5 depicts this model.

Construction Model: Student Questionnaire		
Main Themes	**Sub Themes**	**Questions**
Language & Cultural Difficulties	Impact on uptake of library services	1,2,3,7,8,12,13
	Success at and use of the enquiry desk	16,14,12,13
Library Experience	General library use	5,6,7,8
	Perception of library purpose	5,6,7,8,9
	Familiarity with western style library and services	6,7,8,12,13
Expectations of Academic Staff & Curricular Requirements	Guidance given on suitable resources	15,16
	Identify information sources used	12,11
	Preparation for research at university level	4,7,8,10,11
Library Services	Developing search strategies	14,17,18
	Choosing and evaluating resources	14,17,18

Table 5: Construction model: Student questionnaire (Adapted from Thomas, S. 2012)

The questionnaire included a variety of question types including closed questions, offering multiple choice or ranking style replies, and open questions allowing free responses. Closed questions are quick to answer and facilitate comparisons but they can be restrictive and can introduce bias by forcing participants to choose from prescribed answers. Open questions can be more difficult to analyse but give freedom to respondents in their replies (Oppenheim, 1992, pp. 112 - 114).

3.4.1.2 Piloting

The questionnaire was piloted with both ESL students and library staff to ensure it considered relevant areas and was in plain language which would be easily understood. This was a particularly important part of the process as respondents spoke English as a second language. Some adjustments were made to the phrasing of questions and the ranking options.

3.4.1.3 Distribution

The questionnaire was distributed by hand to students following a class. A follow up email was sent to all BNINT students explaining the survey and directing them to an online version on Survey Monkey. This approach maximised their opportunity to respond and ensured that absent students were reached. Hard copy responses were returned to a secure box at the library reference desk. A sample information letter and questionnaire are included in Appendix I.

3.4.2 Semi-Structured Interviews

In order to collect qualitative data and to develop a second source of evidence, semi-structured interviews were carried out with both students and lecturers. Semi-structured interviews were chosen because it was felt that the flexibility it offers would allow for conversation to flow and enable the researcher to ask additional questions in response to significant replies (Bryman, 2012, p. 212).

The chronology of data collection in this research meant that results from the student questionnaires were used to inform the student interview guide. Results from both student questionnaires and interviews were then used to inform the faculty interview guide. In this way, both students and faculty were asked to offer insights into questionnaire responses as well as proposing their own suggestions on particular issues.

3.4.2.1 Design

The purpose of the student interview was twofold: to probe more deeply into the four themes identified through the literature review and to obtain insights into and opinions on findings from the student questionnaires. The purpose of the faculty interviews was to ascertain their expectations of students' library use and

to obtain their insights and opinions on findings from both student questionnaires and interviews.

Using the approach to questionnaire design, table 6 depicts the construction model for the student interview guide and table 7 depicts the construction model for the faculty interview guide. Significant findings from the questionnaire were added as sub-themes or question areas to the student interview guide and findings from the student interviews were added as sub-themes or question areas to the faculty interview guide.

Construction Model: Student Interview Guide		
Main Themes	**Sub Themes**	**Question Areas**
Language & Culture	Impact on teaching & learning process	Communication issues
		Impact of language on library research
		Cultural issues
Student's Library Experience	Impact on teaching and learning process	Previous library experience
		Differences & similarities in experience
Expectations of Staff & Curricular Requirements	Requirement to use library	Differences & similarities in experience
	Acceptable sources of information	Direction and feedback from lecturers
	Seeking help	Why from the library
Library Services: What can the Library Offer	Purpose of library and library staff	Perception of the library before and after commencement
		Library usage – perceptions of training programmes
	Improvements	How can library improve their preparedness to do research
		Suggestions to improve services

Table 6: Construction model: student interview guide (Adapted from Thomas, S. 2012)

Construction Model: Faculty Interview Guide		
Main Themes	**Sub Themes**	**Question Areas**
Language & Culture	Impact on teaching & learning process	Perception of students' English language skills
		Language challenges
		Cultural challenges
Student's Library Experience	Preparedness for research & study	Previous library experience
		Current library use
		Barriers to library use
Expectations of Staff & Curricular Requirements	Acceptable sources of information	Preparedness to complete assignments
	Plagiarism & referencing	Difference in completing clinical skills and research
		Information sources to consult
		Plagiarism and referencing awareness and supports
Library Services	Services for students	Knowledge of services
		Additional supports required
	Collaboration	Opportunities for collaboration

Table 7: Construction model: faculty interview guide (Adapted from Thomas, S. 2012)

The interview schedule contained a number of open ended questions designed to encourage sharing of ideas and experiences. In line with common case study practice the interview questions were open-ended and asked about the facts as well as seeking opinion and insight (Yin, 2003, p. 90).

3.4.2.2 Piloting

The student interview guide was piloted using the same method outlined in section 3.4.1.2. The faculty interview guide was piloted with an independent member of academic staff and some changes were made to ensure in depth and relevant responses would be received.

3.4.2.3 Conducting Interviews

Interviews for both students and faculty were arranged at mutually convenient times and held in a private and quiet location within the library or lecturer's office as was convenient. Full consent was acquired and interviews were audio

recorded and transcribed by the researcher upon completion. Sample participant information letters, consent forms and interview transcripts are presented in Appendix II for student interviews and Appendix III for faculty interviews.

3.4.3 Strengths and Weaknesses of Data Collection Methods

The performance of the questionnaire as a data collection instrument was largely in line with Oppenheim's findings (1992, p. 102). Its strengths were the anonymous nature of responses, removal of researcher bias, relative ease of distribution and ability to survey all relevant students. The weaknesses of the approach were low response rates and incomplete responses or completion errors. However, its greatest weakness was the inability to probe answers in more depth. As Cohen, Manion and Morrison describe "the information gathered by questionnaires may tend only to describe, rather than explain why things are the way they are" (2007, p. 268). The decision to use follow-up semi-structured interviews as part of the mixed method approach went some way towards rectifying this shortcoming.

The main strength of using semi-structured interviews was that they enabled respondents to speak at length about their experiences. Participants had the time and scope to reflect and make observations on not only their experiences but also on the findings of the quantitative data collected through questionnaires. The interviews also resulted in the provision of many vignettes which can be used to illustrate findings from the quantitative data. The process was time consuming however, with each interview lasting on average an hour and taking 4-5 hours to transcribe. The process is also open to question bias on the part of the researcher and poor recall or lack of honesty on the part of the participant (Yin, 2003, p. 92). The careful construction of the interview guide using themes from the literature and findings from the questionnaire was an effective check against researcher bias.

The chronology of the data collection process proved to be very successful, allowing both students and faculty to offer insights and opinions on data previously collected.

It was initially intended to use focus groups as the method of qualitative data collection. However, based on the researcher's previous interactions with the students and feedback from both library and academic colleagues, it was decided that the students may be reluctant to speak openly, if at all, in a group situation and that one-to-one interviews would elicit more open and forthright responses.

3.5 Evaluation Criteria

As noted in section 3.4, data triangulation was a key factor in the decision to use mixed methods data collection. This approach ensured that the "facts of the case study have been supported by more than a single source of evidence" (Yin, 2003, p. 99) and allowed for the successful adoption of Yin's social research evaluation criteria as outlined in table 8 below (Yin, 2003, pp. 33 – 39).

Evaluation Criteria	Measurement Tools	Result
Construct Validity	Multiple sources of information and data collection instruments	Methodological and data triangulation ensure integrity of results
Internal & External Validity	Share findings with colleagues to develop alternative and rival explanations	Remove researcher bias and validate causal relationships
Reliability	Documentation of research procedures	Study can be repeated producing similar results

Table 8: Evaluation Criteria

3.6 Data Analysis

The purpose of data analysis is to examine all of the evidence to address the initial propositions of the study (Yin, 2003, p. 109). The identification key themes from the literature review and the construction of the data collection instruments around these themes ensured that the data produced and its analysis were centred on the initial aim of the study which was to identify how international nursing students use library services and evaluate how this corresponds with faculty expectations of their library use.

3.6.1 Quantitative Data Analysis

Questionnaire data was analysed using Microsoft Excel spreadsheet software. Each questionnaire was given a unique numerical identifier; each response item was coded numerically and recorded in table format. This format allowed statistical analysis to calculate frequency, variability and cross tabulation between multiple question responses. A sample of the coding spreadsheet is included in Appendix IV.

3.6.2   Qualitative Data Analysis

Qualitative data was analysed by first indexing or coding transcripts and identifying themes within the data from reading and rereading the transcripts. Using the Framework approach to thematic analysis (Bryman, 2012, p. 579) an index of central themes and subthemes was created in the spreadsheet. The matrix listed each respondent and their relevant comments were copied from the transcript under the relevant theme or subtheme. Excerpts from a coded interview transcript and the data analysis using the Framework matrix are included in Appendix V.

Analysis of the data in this way ensured that the fourth objective of the research study, to identify any discrepancies or commonalities between the library use of students and the expectations of their faculty and to develop recommendations on how the library can develop services to bridge any gaps identified, could be met.

3.7   Ethical Considerations

This study followed the guidelines laid out in the Ethics Policy for Research, Department of Information Studies, University of Aberystwyth.

Participants were given an information letter outlining why the research was being conducted and what their participation would involve in terms of duration and recording. Participants were also assured of confidentiality, anonymity and that standard data security regulations would be followed. All participants signed and returned a consent form before participating in the data collection process.

Samples of participant information letters and consent forms are located in Appendix I for questionnaire participants and Appendix II and Appendix III for interview participants.

3.8   Limitations

Limitations associated with the case study research design are the inability to generalise beyond the case in question and resulting inability to establish external validity. These issues have been addressed in section 3.2 and the researcher is confident that theoretical generalisations can be drawn in similar case settings.

Without the time and resource restrictions of a single researcher post-graduate study, perhaps more could have been learnt with a higher student and faculty interview

participation rate. Added to these restrictions were difficulties in recruiting student candidates of Indian nationality for interview. Appointments were not kept despite repeated emails and reminders in person from the researcher. This was a disappointing aspect of the case, however, their experiences were considered through their questionnaire responses and the interviews which were conducted were insightful, therefore enough data was collected to enable a full and thorough analysis of the situation.

3.9   Conclusion

This chapter has shown how this piece of research was undertaken. A case study research design was adopted, grounded in social science research theory and practical examples of both professional and post-graduate research in the field.

The objectives of this research are to not only identify the library use and experience of students, but to also understand the expectations of faculty of students library use. A mixed method data collection process was chosen as the most appropriate to elicit not only quantitative data on library use and experience but also qualitative data offering insights, opinions and expectations of both faculty and students.

Questionnaires and semi-structured interviews were used as data collection instruments facilitating the collection of this quantitative and qualitative data. This mixed method approach allowed for data to be triangulated and its reliability and validity checked. The reluctance of some students to participate in one-to-one interviews while disappointing, did however further justify the mixed methods approach as a reluctance to be involved in one part of the data collection process did not exclude participants from having their opinion and experience heard in another format. The researcher will be encouraged in the future to rely on more than one data collection instrument for this reason.

The following chapter will represent the findings from the data collection process.

Chapter 4 – Results

4.1   Introduction

This chapter will present the response rate and characteristics of respondents as well as the evidence collected from the student questionnaires and student and faculty interviews free from any interpretation. Analysis and discussion of findings will be addressed in the following chapter.

As outlined in the methodology section, themes and subthemes were identified in the research using the Framework approach to thematic analysis (Bryman, 2012, p. 579). Figure 1 below illustrates the four main themes which emerged from the research and will form the structure of this chapter. Evidence from both methods of data collection is presented together where appropriate.
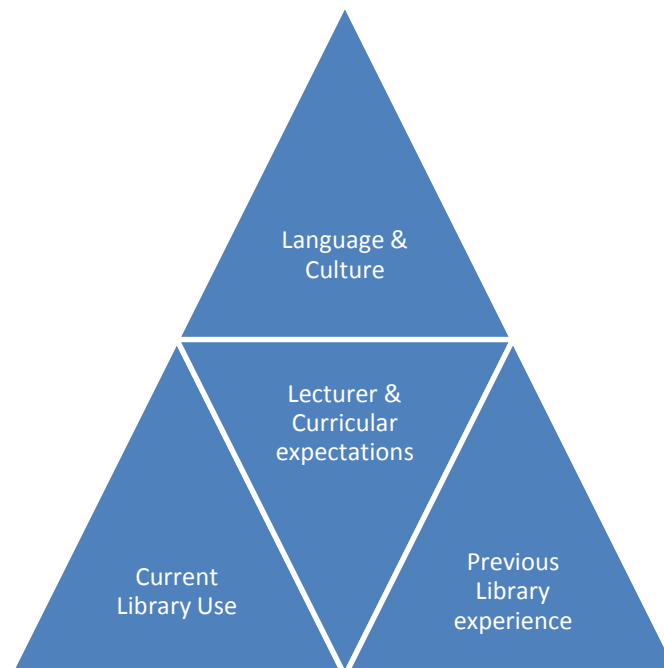
Fig. 1: Main themes emerging from research

4.2   Response Rate

The 21 students enrolled on the BNINT Programme in September 2014 were included in the questionnaire sample. 8 students completed questionnaires giving a response rate of 38%. 2 students and 3 members of faculty were interviewed. As discussed previously, the researcher was unable to get Indian students to participate in student interviews. They did, however, participate in the student questionnaire.

4.3 Demographic Information

4.3.1 Interview Participants

Tables 9 and 10 below illustrate the characteristics of faculty and student interview participants.

Interviewee	Teaching hours	Experience
Faculty Interviewee 1	36	Module Leader & Lecturer
Faculty Interviewee 2	8	Course Co-ordinator & Lecturer
Faculty Interviewee 3	24	Module Leader & Lecturer

Table 9: Faculty Interviewee Characteristics

Interviewee	Nationality	Qualification	Gender
Student Interviewee 1	Nigerian	Reg. Nurse	Female
Student Interviewee 2	Nepalese	Reg. Nurse	Female

Table 10:   Student Interviewee Characteristics

4.3.2 Student Questionnaire Participants

Figures 2, 3, 4 & 5 below illustrate the gender, age, nationality and academic profile of respondents. The BNINT Programme students are a mature population with 75% of questionnaire respondents over the age of 25.
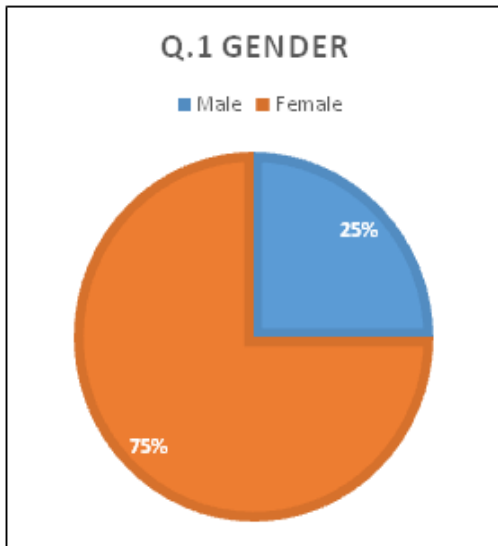
Fig. 2: Gender
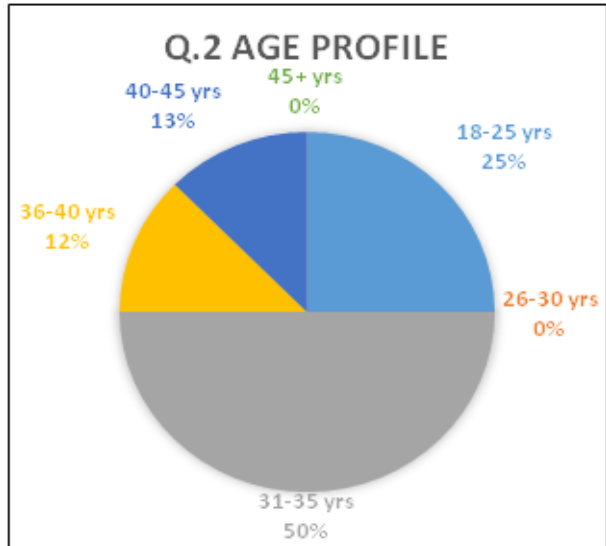
Fig. 3: Age Profile
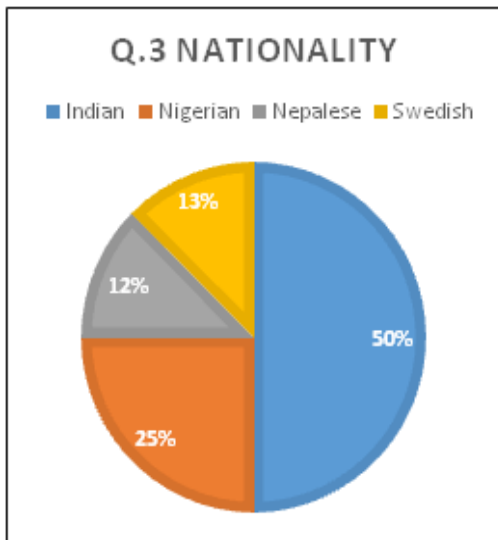
Fig. 4: Nationality
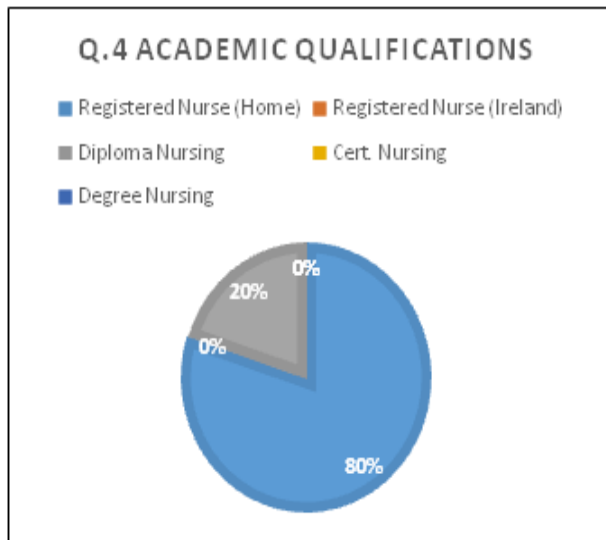
Fig. 5: Academic Qualifications

4.4   Language and Culture

4.4.1 Perception of Language Skills

Only 8% of questionnaire respondents cited their English language competency as a reason for lack of preparedness to conduct library research. Supporting these findings, student interviewees felt that their level of English language and that of their fellow students was not a barrier to working in the library. Student interviewee 1 perceived their language skills as *"average for an international student"*. In contrast, faculty interviewees 2 and 3 said that language skills amongst students varied both within a

student group and across intakes. Interviewee 3 stated that those with work experience with English speaking colleagues tended to have higher levels of English.

> *"It varies some of them are excellent and some of them do struggle"* (Faculty interviewee 3).

Faculty Interviewees 1 and 2 were in agreement that skills in earlier student intakes were poor and presented challenges which impacted on their reading, library use and research.

> *"I think we hit a little glitch in 2012, their English language, their oral, verbal and written skills were quite poor. But then the cohort that came in January 2014 were much better so it varies, and it can vary within the group"* (Faculty interviewee 2).

Students must have achieved level 6.5 in IELTS (International English Language Testing System) before entry to the programme, however it was stated that some students on earlier intakes may not have achieved this:

> *"Some of them hadn't acquired that or they hadn't been successful in it"* (Faculty interviewee 1).

Faculty interviewees believed that the majority of students were studying to reach IELTS level 7, the minimum requirement to become a registered nurse in Ireland, alongside their nursing studies.

4.4.2 Language and Communication

Neither student interviewee felt that their language skills, nor those of their fellow students, presented a difficulty in communicating in an academic context. Interviewee 2 had been educated through English since nursery school and had worked through English, stating that anything they had to do in an academic context was clearly explained to them by library staff or lecturers.

> *"I didn't find it was difficult because of the language because even before we start doing research, starting to use the library, our class lecturer give us a brief description about how to use the basic. So that really helped a lot and from the help of the library also. I think it was not complicated"* (Student interviewee 2).

All faculty interviewees were highly aware of the impact of their own accent, localisms, dialect and speed of speaking on communication and encouraged students to ask them to slow down or repeat words if necessary. Interviewee 3 was also very conscious that it was not always a student's English proficiency that was the issue, but rather her own ability to understand their accent.

> *"I think it's not always just the terms it's maybe perhaps my accent or how fast I speak and likewise I would find the speed at which they speak and maybe their accents. I had to ask them maybe on a few occasions to repeat themselves"* (Faculty interviewee 3).

All faculty believed that language impacted on the teaching and learning experience and they all spoke of having to adapt their teaching methodologies.

> *"They had to grow in their English language so I changed around my teaching methodology to do that; I used a variety of methodologies"* (Faculty Interviewee 1).

> *"Well again, I suppose it's about adapting your teaching style"* (Faculty interviewee 2).

Faculty interviewees 2 and 3 spoke of difficulties in assessing understanding as students were reluctant to ask a lecturer to slow down or repeat information, therefore they avoided relying on verbal indicators of comprehension looking instead at body language, requesting short written summaries of learning outcomes as well as handing out class notes so that students would be free to listen and engage with the content rather than note taking. Both interviewees spoke of difficulties in conducting group work where weaker English speakers tended to hide behind those with stronger skills. Groups were rotated (interviewee 3) or students assigned to groups (interviewee 1) to encourage interaction.

> *"When you do group work or buzz groups you make sure you rotate, that it's not the same people that are speaking and that sometimes they can support each other"* (Faculty interviewee 3).

> *"I had to adapt my teaching methodology and my approaches, so for example if I was giving group work, I knew that there were some students who had poor language ability and they would align themselves into a group where they would*

be along with someone who was quite fluent so they go behind them rather than having to think. So I took an unadult approach and designated people to groups. So I got them to encourage to speak their English language" (Faculty interviewee 1).

All 3 faculty interviewees felt that professional language and terminology was an issue for students:

"We have people who come and [are] *struggling with their English because a lot of what they are reading is professional language. And certainly in relation to my module I am expecting them to read this professional language"* (Faculty interviewee 1).

4.4.3 Culture

When asked directly student interviewee 2 said she did not face any cultural differences that made it difficult to study at the college. However, during the course of her interview she raised many examples of differences in the student-lecturer relationship which can be categorised as academic cultural differences. All faculty interviewees saw culture as a major issue, with themes of social, professional, academic and group culture emerging.

4.4.3.1 Social

Student interviewee 1 spoke of the lack of social experience in the college as a cultural difficulty. She believed that the *"social experience is not here"* and that there was no meeting ground between various student groups, both within the nursing department and with other departments. Faculty interviewee 2 also raised this issue, referring to the need to work more on the integration of the international students into the wider college. However, she identified a major challenge as their lack of time to engage in this way due to the additional commitments of family here or at home, children and part-time jobs.

4.4.3.2 Professional

Faculty interviewees were in agreement that the professional nursing culture the students come from is vastly different to nursing in an Irish or European context. Research is something carried out by doctors in the students' experience, and

faculty interviewee 2 said the practical application of research in nursing is new to them.

> *"When you're talking about research and you're talking about the different areas of research in nursing, they would find that very strange because they would not be involved in that. Doctor's would do research"* (Faculty interviewee 2).

Faculty interviewee 1 found that the concept of evidence based practice was a very different professional cultural concept to many students because nurses in their home countries don't engage in *"critical thinking and practice"*. She also felt that students were unprepared and unaware that the culture of nursing was different here.

> *"I expected them to come equipped as professionals aware of what's going on in their own country and how it's different elsewhere but they didn't even have the insights that it was different elsewhere. Yes, it's a different country they behave differently, they've different weather. I think that was the limit of their understanding of difference"* (Faculty interviewee 1).

4.4.3.3 Academic

Faculty interviewees believed that the academic culture in Ireland was very different to the students' previous experience. Classroom issues such as standing when the lecturer entered, reluctance to challenge or question the lecturer in order to seek clarification or show a lack of understanding, reluctance to speak up in a group and the general view of the teaching and learning relationship as a hierarchical one were identified by all faculty interviewees.

> *"They tended to be very submissive"* (Faculty interviewee 3).

> *"They see us on par with some hierarchical structure. That we're away up there on some magic cloud and that therefore we have to be treated with the deference of queens and kings!"* (Faculty interviewee 2).

Student interviewee 2 also identified this as a challenge, stating that the system in her home country of Nepal was *"autocratic"* and that lecturers are more *"approachable"* in Ireland saying:

> *"Later on I realised the behaviour of the lecturers was totally different from where I come from"* (Student Interviewee 2).

She recalled how at home you would never interrupt a lecturer to ask a question or even point out a mistake. She described an incident in a lecture which highlights these differing approaches:

> *"We had a lecture here and she was giving us the class and thinking that the projector was already down but it was not behind her. And we were sitting there not saying anything to her and she was teaching and teaching then she saw the projector was not down and she was saying to us you international students you do not tell me anything you just sit there saying nothing to me. Not like Irish students, they would have told me straight away!"* (Student Interviewee 2).

Student interviewee 2 also spoke about the issue of respect towards elders within her peer group of students and the impact that had on classroom interactions and asking questions:

> *"I was the youngest one so that is a barrier also there, the respect thing"* (Student Interviewee 2).

Faculty interviewees developed many strategies to overcome these issues. Interviewee 3 adopted a written approach asking students to anonymously evaluate their knowledge at the end of each class so she could identify areas needing clarification. She also found group work effective as they *"really wanted to contribute"* and was careful not to single out individuals in a group setting as she found them to be:

> *"More comfortable being a collective than being identified as one individual"* (Faculty Interviewee 3).

Faculty interviewee 2 adopted a holistic approach to the student relationship, by "*building an individual relationship*" that took account of all additional cultural and social factors that might be impacting their education.

Gender was also raised as an issue in terms of engagement. Faculty interviewee 3 identified significant differences between male and female students. In her experience, male students tended not to read what was asked of them, let alone additional material.

> *"The majority of female students will do the work. The male students will not read anything, they won't do it, they just disconnect. I've said it to other lecturers who teach on the programme and it's the same."* (Faculty interviewee 3).

Gender was also raised by faculty interviewee 1 in relation to student engagement:

> *"There's that whole gender equality and power thing going on in the class and that influenced my group and interaction. The expectations of men that men might get away with various things. So if the men in class didn't do as was expected it was made clear. But it was very present in a hidden way in the class and for some of the females in the class I could see that cultural thing stayed with them"* (Faculty interviewee 1).

4.4.3.4 Group

All faculty interviewees referred to the importance of a strong, vocal group leader to the success of the international student cohort. Interviewee 1 felt that the current cohort of students were much more engaged than the 1st or 2nd cohort:

> *"They are a very different group, so they're much more in there. And there may be other reasons for that, other social reasons. We have a different group and you get that, you do get different groups"* (Faculty interviewee 1).

Faculty interviewees 2 and 3 stated that a leader had emerged from the current group helping to create a very strong group by encouraging other students to ask questions and participate:

> *"I think that's a very key point, a leader in the group who has the confidence to say 'I don't know' or 'I need' encourages the rest of the group and I think this particular group have been very fortunate that there's a very very good leader emerging"* (Faculty interviewee 2).

Student interviewee 2 also referred to the influence her friends in the group had on her in encouraging her to seek out a 1:1 database instruction tutorial in the library and to participate more in class:

> *"First the lecturer told me then some of my friends they talked to the librarian and then I booked also"* (Student interviewee 2).

> "*I observe my friends, how they used to ask questions like they are not scared to*" (Student interviewee 2).

4.5   Previous Library Experience

Figure 6 illustrates the previous library experience of questionnaire respondents.
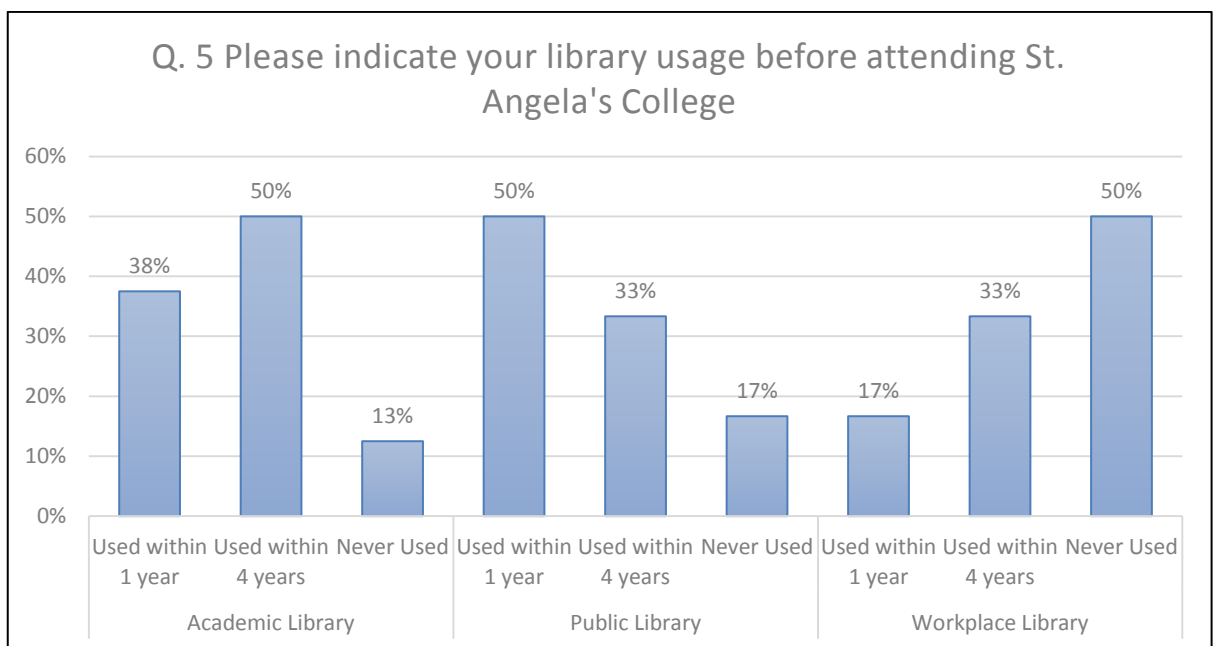
Fig. 6:   **Previous library experience**

4.5.1 Library Services

Figure 7 displays questionnaire respondents' previous use of library services showing low usage of electronic resources such as research databases, e-journals and OPACs. High rates of eBook usage could be explained by accessing non academic eBooks through public libraries as responses were not restricted to academic libraries.
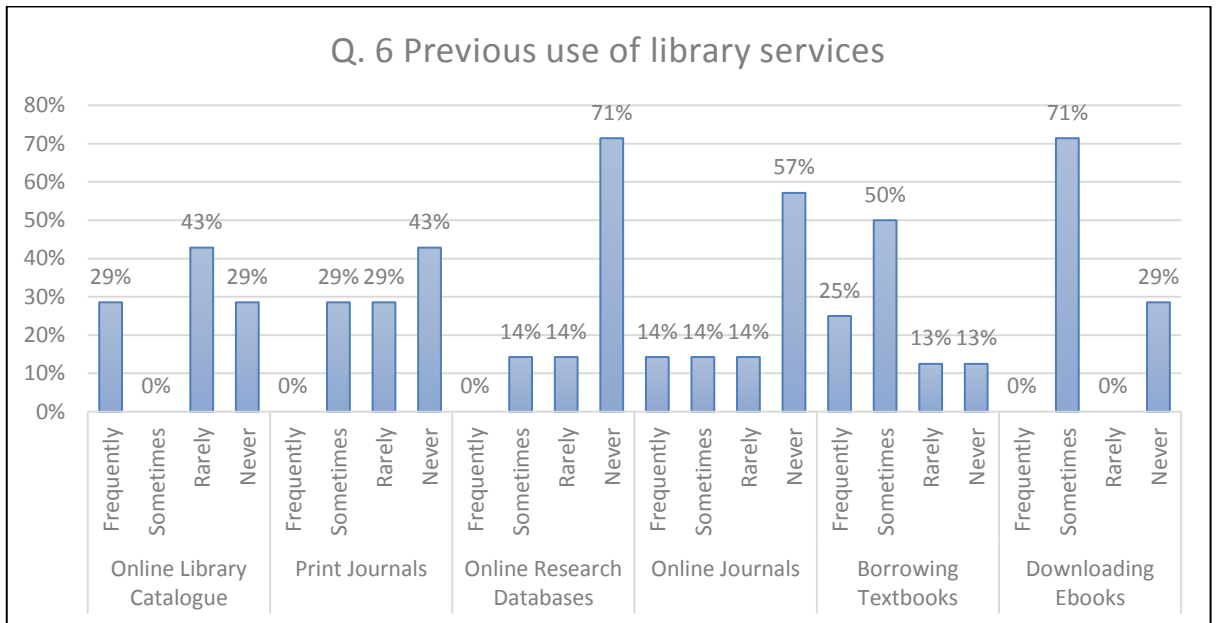
Fig. 7:   Previous use of library services

Cross tabulation of data in table 11 below indicates that database usage is similar across nationalities, with only Nepalese respondents having previously used them 'sometimes'.

Cross Tabulation: Nationality and Previous use of Databases				
	Previous Use of Databases			
Nationality	**Sometimes**	**Rarely**	**Never**	**Grand Total**
Indian	0%	33%	67%	**100%**
Nigerian	0%	0%	100%	**100%**
Nepalese	100%	0%	0%	**100%**
Swedish	0%	0%	100%	**100%**
Grand Total	**14%**	**14%**	**71%**	**100%**

Table 11:   Cross tabulation: nationality and previous use of databases.

Student interviewee 1 described a physical library environment similar to Ireland in her experience in Nigeria and the USA with open stacks, a numbered system and an OPAC. Interviewee 2's experience in Nepal was quite different where the library was a small room with no computers, study space, OPAC, printing or photocopying facilities and contained only the core textbooks used in her course.

> *"No it was really small like this* [indicates interview room] *a long table and a few ... 10, 15 chairs that's it. We used to borrow books and go to the classroom and study. It was not like that study thing, like we can go and study and spend time, it was not like that. Just to borrow the book only, it was like that"* (Student interviewee 2).

Neither library experience offered print journals, electronic journals or research databases. Interviewee 1 didn't know if these resources were available in her American college, but in any event she was not required to use them and she likened her experience there to her experience in Ireland, but her experience in Nigeria was vastly different.

> *"The other library experience that I had before is in Nigeria and that's when I did my pharmacy technician. That library experience* [laughs] *cannot be compared to any of the two"* (Student interviewee 1).

Faculty interviewees' perceptions of the international students' previous library experience is largely in agreement with the evidence given by the students in both the questionnaire and interviews. Faculty interviewee 2 added that she believed many of the textbooks used were very out of date.

> "S*ome of those books are so out of date that they are frightening even from a professional practice perspective, but that's the resources they come from"* (Faculty interviewee 2).

4.5.2 Research Experience

Student interviewees previous use of libraries was dictated by the requirements of their course which was textbook related with no research required. Interviewee 2 stated that they had to learn and write what was in the textbook with no rephrasing and interviewee 1 said they had no need to do a research paper.

"In my first nursing degree we were more focussed on the clinical aspects not more on the research aspect. I'm sure all the stuff we were doing in clinicals were evidence based backed but we were not looking for literature just to actually prove that" (Student interviewee 1).

4.5.3 Perception of Library Services

Neither student interviewee had much interaction with library staff as resources were limited to textbooks on the shelves and were easily found.

"It was so small that we almost know which stuff ... which books are in which shelf so we don't need their permission or anything [laughs]*"* (Student interviewee 2).

Textbooks were limited to core texts only and both students found that there was no opportunity to read around a topic.

"My experience in Nigeria where the book I'm having is just the book that is there because that's just what the library could afford or that's what it is" (Student interviewee 1).

"Our library was in a small one room only with limited books and mostly books were only the textbook that we study in three years. We have lots of books here out of textbook also that we can study as reference also but not just what we have in our curriculum" (Student interviewee 2).

Interviewee 1 used the library as a quiet place to study and interviewee 2 stated:

"I had stereotype thing of library like only books, boring! (Student interviewee 2).

4.6   Expectations of Faculty and Curricular Requirements

4.6.1   Preparation for Research
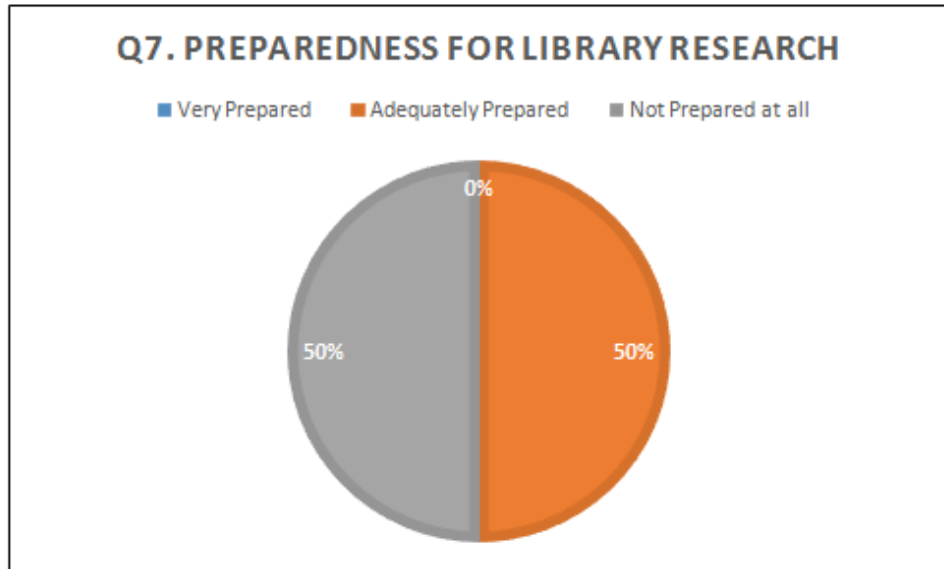
Fig. 8:   Preparedness for library research

Figure 8 indicates students' preparedness for library research and reasons for these feelings of lack of preparedness are illustrated in Figure 9. Only 8% of students felt that their English language competency was a factor in their feelings of unpreparedness to do library research and a lack of computer skills was not identified as a factor by any respondents.

Fig.9:   Reasons for lack of preparedness

Table 12, below indicates that previous academic library experience had very little impact on respondents preparedness for library research. This is unsurprising when one considers that although 88% of respondents had used an academic library in the previous 5 years (Fig. 6), 85% had rarely or never used an online research database.

Cross Tabulation: Previous academic library use and preparation for library research				
	Previous academic library use			
Preparation for library research	Very Prepared	Adequately Prepared	Not Prepared at all	Grand Total
Within 1 year	0%	13%	25%	38%
Within 4 years	0%	38%	13%	50%
Never	0%	0%	13%	13%
Grand Total	0%	50%	50%	100%

Table 12: cross tabulation: previous academic library use and preparation for research

Both student interviewees felt unprepared for research when they came to Ireland. Interviewee 1 described her previous experience as searching for answers to specific questions and was more focused on clinical aspects not research aspects. This was recognised by faculty interviewees 2 and 3.

> *"They come from a very practice based diploma"* (Faculty interviewee 2).

This background leads them to be more comfortable writing about concrete practical ideas rather than abstract research concepts:

> *"nursing itself is a practice based profession, it's all about actions it's all about assessment it's all about planning and implementing care it's all concrete ideas. But a lot of research concepts are abstract and I can understand why they might be able to write about more concrete practical assignments skills as opposed to abstract concepts"* (Faculty interviewee 3).

Student interviewee 2 didn't expect there to be so much work on computers, a concept which she refers to as e-learning, encompassing Moodle, electronic journals and databases and the library catalogue. This was also recognised by faculty with interviewee 2 stating that students had never heard of CINAHL or other research databases, having used a rote learning approach in the past and:

"Linking that to academic thinking, reading and writing is completely new to them, searching as well would be completely new" (Faculty interviewee 2).

This came as a surprise initially to faculty interviewee 1 whose expectations of students with experience in research and independent reading were not met:

"I think their assignments in their own country had been very prescribed whereas I had been expecting them to be more creative, to be more independent and certainly that was a deficit" (Faculty interviewee 1).

Faculty interviewees 1, 2 and 3 believed respectively, that despite this lack of experience, students were *"dedicated enough", "excited about research"* and *"very motivated"* but that, as outlined in section 4.4.2, their lack of knowledge of English language as well as research and professional language held them back.

"Probably what holds them back is language. It's enough to get to understand the English language but then start throwing in beautiful terminologies like phenomenology" (Faculty interviewee 1).

Faculty interviewees 2 and 3 cited a lack of computer skills as a barrier to research, with interviewee 2 recalling an induction where three students did not know how to turn on their PCs:

"Some of the students I found who came in they didn't even have IT skills they couldn't turn on a computer. At the induction, I take them into the lab put them in front and say ok and then at that point there's 3 students didn't know how to turn on a PC" (Faculty interviewee 2).

She acknowledged that they had coped well and are *"doing fine"*.

She pointed out that students appear to have more familiarity with and access to Smartphone technology than computers in their home countries as not everyone has a laptop or tablet.

"When the BNI was being developed the faculty developed a programme based on what information we got from India: that these students were IT savvy. I think we realised fairly quickly our students are not coming from higher echelons of society therefore they may never have seen a PC and the only affordability they have is a Smartphone" (Faculty interviewee 2).

This was identified as a growing phenomenon in healthcare education and delivery in the developing world:

> *"What they're relying on is their Smartphones to access information. One of the challenges they have particularly in India is that the supports to train doctors, nurses - the basics of PCs is not there, the whole infrastructures around that. So what they have been looking at, and very quickly adapting to is the use of Smartphones to educate to teach and when I thought back that's why they like the referencing app: because they all have Smartphones"* (Faculty interviewee 2).

Faculty interviewee 1 summed up students preparation to conduct research:

> *"My experience made me realise that they weren't prepared that they had deficits in lots of skills"* (Faculty interviewee 1).

4.6.2   Lecturer Expectations

Faculty interviewee 3 stated that the concept of evidence based practice was completely new to the international students and she felt that while they saw the relevance of it once they began to study it they did not realise the programme would be so research and evidence based:

> *"I assume they know about the importance of research and why because that's why they're coming over to Ireland, they want to get a BN. But it's just that missing research and evidence based practice that they just don't have. And I do think they see the relevance of it once the research module starts but no I don't think they realise"* (Faculty interviewee 3).

This is borne out by student interviewee 1 who found that lecturer expectations are very evidence and research based.

> *"Here the lecturers are more evidence based, research based orientated. So, whatever it is you're doing, whatever it's a research paper, whether it's answering questions, they want it be centred around evidence based literatures. So definitely that makes you in the library searching through the catalogue to get all these evidences to back up your knowledge."* (Student interviewee 1).

She also felt that appropriate direction was given on what resources to use and if you follow the direction given by lecturers you get positive feedback. She identified peer reviewed journals within the discipline of nursing as the number one resource lecturers expected students to use.

> *"They basically will say peer reviewed journals, that's definitely number one. And you can't use encyclopaedia online. You've got to do stuff that is within the discipline of nursing or something similar to that. So your assignments must be evidence based in nursing and not in other disciplines."* (Student Interviewee 1).

This was borne out in the questionnaire. Figure 11 illustrates to what extent respondents felt lecturers give direction on what resources should be used in completing assignments.
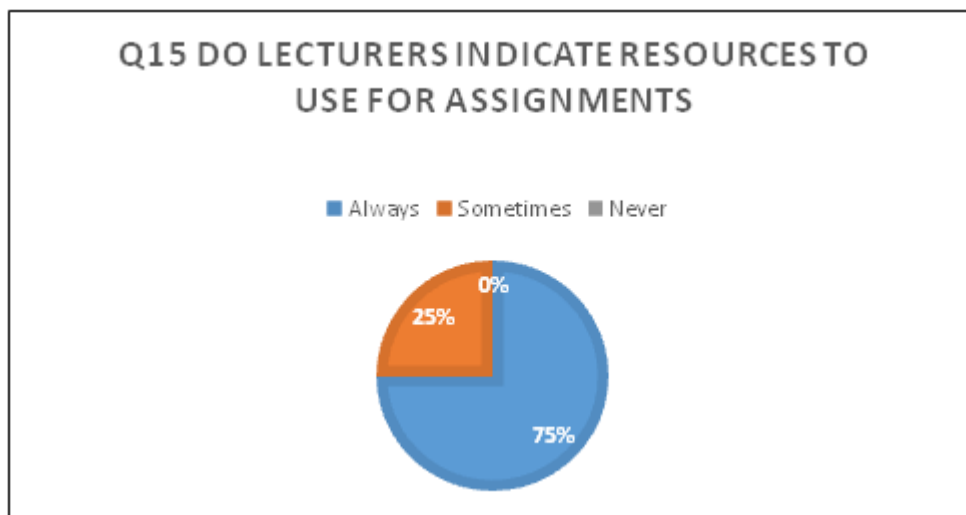
Fig. 11: Lecturer indication of resource use

Student interviewee 2 spoke of the difficulty she had in understanding the expectations of the lecturer-student relationship; that students are encouraged to share ideas, ask questions and it's ok to show that you don't understand.

> *"We can share our ideas we can ask, even if it is a simple question. And I have asked so many questions or sent an email about the same question again and again but still they are really approachable"* (Student Interviewee 2).

She felt her learning was mostly through articles, that lecturers would give the name of the article to students and put it on Moodle so they are not confused in trying to locate resources.

Faculty interviewee 1 initially had higher expectations of the international students than of undergraduate nursing students because they were professionals and she expected them to develop and think in alternative ways.

> *"I had an expectation that as professionals they would be different."* (Faculty interviewee 1).

However, as described by faculty interviewee 2, despite their professional qualification and experience, their educational experience within a model of directed learning and lack of an evidence based practice culture in their professional lives meant they can be compared to nursing undergraduates in terms of skill level:

> *"With our other undergraduate programmes really what we're trying to do is get them to empower themselves because they're still relatively out of school whereas a lot of these students have actually practiced but they've worked and been educated through a direct model"* (Faculty interviewee 2).

All faculty interviewees said they expected international students to read around their topic outside of the core text.

> *"I would expect the wider reading around subjects. For an honours degree I expect all the students to do that. I'd expect them to go to good sources"* (Faculty interviewee 1).

Faculty interviewee 3 stated that she expected students to make full use of the expertise of library staff in conducting these searches:

> *"They need to be able to sit down every time they get an assignment and constructively and systematically and comprehensively look at reviewing the literature and they can only do that with the librarian"* (Faculty interviewee 3).

However faculty interviewee 1 and 3 found it a significant challenge to get them to engage with reading. Interviewee 1 found that they would read what was presented by the lecturer but do no additional reading.

> *"If their lecturers gave them something they would follow it and they would do it textbook. They really weren't reading or interested in reading and I found it a challenge to actually get them engaged in reading. That was one of the biggest*

challenges because it was really essential that they read for my module"
(Faculty interviewee 1).

All faculty interviewees took a very direct approach to their teaching methodology as result and felt they gave very clear directions on what was expected of students. They all employed various strategies to assist students in meeting these expectations: Interviewee 3 placed links to essential, desired and additional reading on Moodle asking students to read essential articles and provide a written summary; she directed students to the library to retrieve specific chapters from alternative textbooks, as well as the core text; she ensured that recommended journals were in simple language. Interviewee 1 found that expectations of reading were not met when articles were placed on Moodle or given as hand-outs so began holding group discussions on selected articles within class to encourage reading.

4.6.3 Use of Resources

Q10 CURRENT USE OF INFORMATION RESOURCES TO COMPLETE ASSIGNMENTS

| | Textbooks | Print Journals | Online Databases | Online Journals | E-books | AV resources | Search Engines |

Textbooks: Frequently 63%, Sometimes 38%
Print Journals: Frequently 88%, Sometimes 13%
Online Databases: Frequently 50%, Sometimes 38%, Rarely 13%
Online Journals: Frequently 75%, Sometimes 25%
E-books: Sometimes 50%, Rarely 38%, Never 13%
AV resources: Frequently 38%, Rarely 38%, Never 25%
Search Engines: Frequently 88%, Sometimes 13%

Fig. 12: Use of information resources to complete assignments

Figure 12 shows respondents' use of information resources available through the library to complete assignments. 50% frequently use online databases however 75% use online journals, perhaps an indication that they are accessing journals by other methods, perhaps through search engines which are used frequently by 88%.

Both student interviewees referred positively to the wide range of textbooks available in the library which are recommended by their lecturers and relevant to the topic. However, faculty interviewees felt that the international student group could do more reading around their topic. Faculty interviewee 1 gave an example of this lack of wider reading:

> *"These students were working on their own initiative in nursing homes during the programme and HIQA* [Health Information & Quality Authority] *is the one body that oversees safety in healthcare in Nursing Homes. During the module they actually had heard HIQA in the clinical areas and it was very interesting that they didn't go and look for the information because HIQA has lots of standards and guidelines where they assess institutions. So while they were aware of it they were still using the knowledge from the ground rather than going and looking"* (Faculty interviewee 1).

4.6.3.1 Use of online research databases
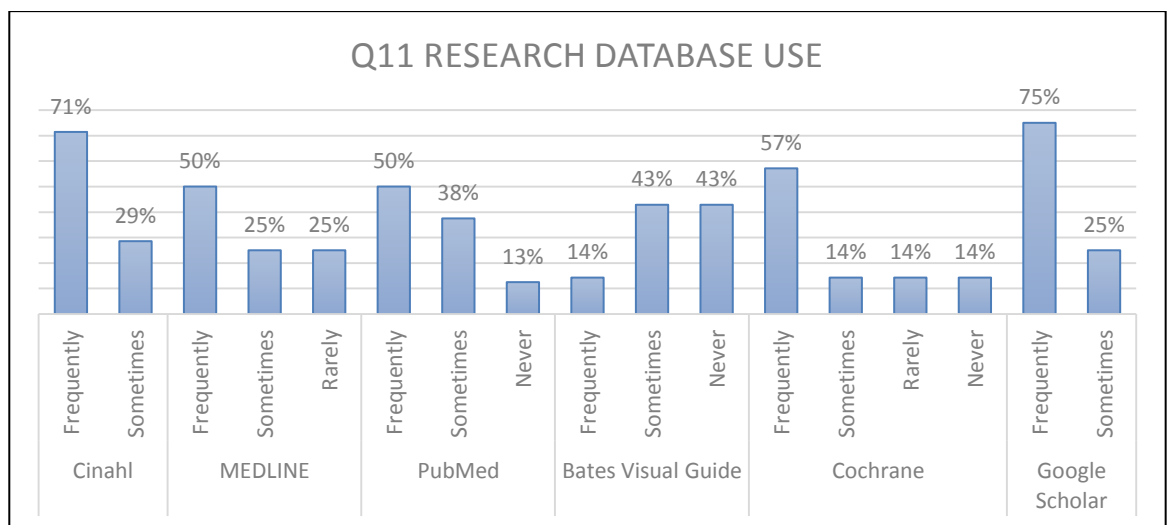
Fig. 13: Use of online research databases

Figure 13 above describes use of online research databases amongst respondents. Both student interviewees stated that they had never used databases before but used them now for assignments. Faculty interviewee 3 spoke of how she put links to articles on Moodle rather than asking students to go and search databases for them because she felt they would not have the skill to do so. She recognised that this does not develop their search skills but needs to balance that with her learning outcomes, which is knowledge acquisition not skills

acquisition, however she acknowledged that a balance needed to be struck between the two. This theme is returned to in the opportunities for collaboration section.

4.6.4 Plagiarism and Referencing

Student interviewee 2 raised the issue of plagiarism and referencing as concepts she was not familiar with before coming to Ireland.

> *"No, no no. I didn't know about plagiarism. There most are handwritten thing and we don't have such assignment like here so there is no area of plagiarism. We just have to write a short assignment with few words not like this type of assignment"* (Student interviewee 2).

She found this to be a common experience amongst international students. However, she felt that it wasn't a difficult problem to overcome as they were given plenty of time to practice before formal assignments were due. Faculty interviewees agreed that these concepts as well as academic writing in general were completely new to students.

> *"I think it was completely new. A complete foreign language to them altogether, as it is to many of our students so I think that they were no different to our undergraduate 2nd years I'd say and some of them were at first year level. I think they get that these lecturers are always going on about referencing but they don't really get the full concept in their mind of what it is"* (Faculty interviewee 1).

Resources were put on Moodle and the course co-ordinator included teaching in induction to overcome these difficulties. The NUIG Nursing department's referencing app. was also cited by faculty interviewee 2 as a very useful tool as it was very visual and practical in nature.

4.7   Library Services

4.7.1   Use of Library Services
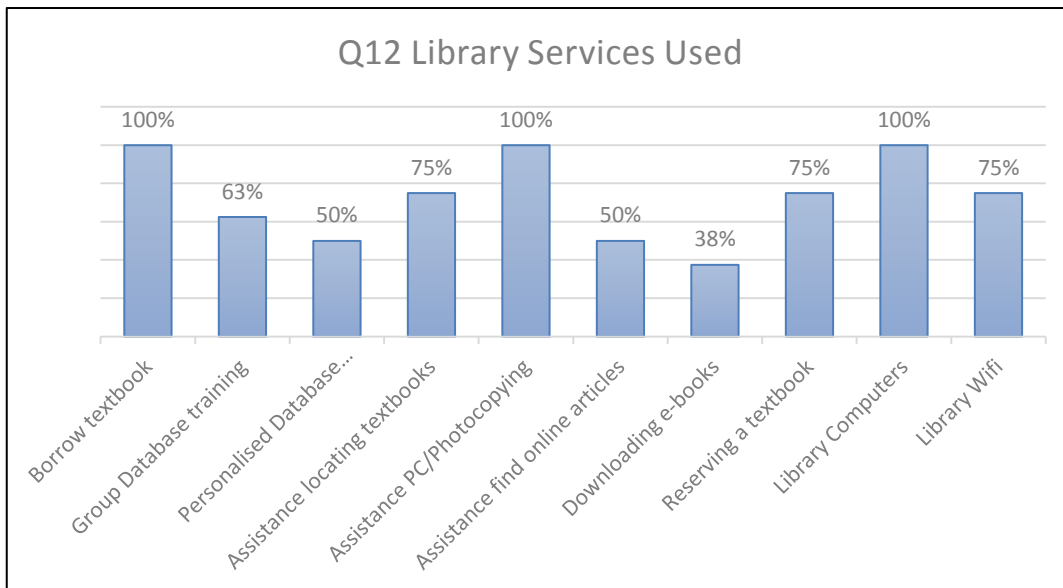
Fig. 14: Use of library services

Questionnaire data displayed in figure 14 above illustrates respondents' use of library services.

Usage of library services was analysed by nationality of respondents and is illustrated in table 13 below. The results indicate that usage is lower amongst students of Indian nationality with fewer seeking 1:1 training and using library staff to assist them in locating resources, both online and in print.

Cross Tabulation: Use of Library services by nationality of respondents				
Library Service	**Nationality**			
	Indian	**Nigerian**	**Nepalese**	**Swedish**
Borrow Textbook	100%	100%	100%	100%
Group database training	50%	100%	100%	0%
Personalised database training	25%	100%	100%	0%
Assistance locating textbooks	50%	100%	100%	100%
Assistance with PC/ Printing / Photocopying	100%	100%	100%	100%
Assistance locating online articles	25%	100%	100%	0%
Downloading e-books	0%	100%	100%	0%
Reserving a textbook	50%	100%	100%	100%
Library Computers	100%	100%	100%	100%
Library Wifi	50%	100%	100%	100%

Table 13: cross tabulation: use of library services by nationality of respondents

The majority of questionnaire respondents did not elaborate on why they had not used certain services. With only one respondent stating:

> "*I am unable to access library wifi from my mobile*" (Questionnaire respondent 1).

Both student interviewees were very aware of what library services were on offer with interviewee 1 being particularly confident in seeking them out, especially 1:1 support on database searching.

> "*Because in the group you can't take all attention so when I needed to have more questions answered, like have to save on CINAHL I'd set up an appointment with the staff*" (Student interviewee 1).

Faculty interviewee 2 believed the students use the library for computers and textbooks.

> "*I have a sense that they rely very heavily on the library. Anytime I am ever down in this building I am always meeting them. They're either in the lab or the library and I think they use it for access to the PCs and access to the books so I think the library is probably a place where they spend a lot of time*" (Faculty interviewee 2).

Access is highlighted by faculty interviewees as a barrier to students library use, as the college is located in a relatively remote area outside of the town and many student rely on public transport or taxis. Also, many tend to be working in part-time jobs when they are not at college, either locally or are travelling to other parts of the country. For these reasons faculty interviewee 2 believed that students tended not to stay on campus when they had nothing specifically timetabled, giving the following example:

> "*When they're here they use it. I realised in the first year when I was getting feedback they said they got no study time and although I pointed out in the timetable that there was blanks. What I did was for the next timetable I just put in study – study – study so they associated with study time*". (Faculty interviewee 2).

It was also noted that many also do not have laptops and so have no remote access to library services. None of these issues were mentioned by student interviewees and questionnaire respondents did not elaborate on reasons for not using library services.

4.7.2   Seeking Assistance

Figure 15 depicts where respondents go to ask for help with finding information.
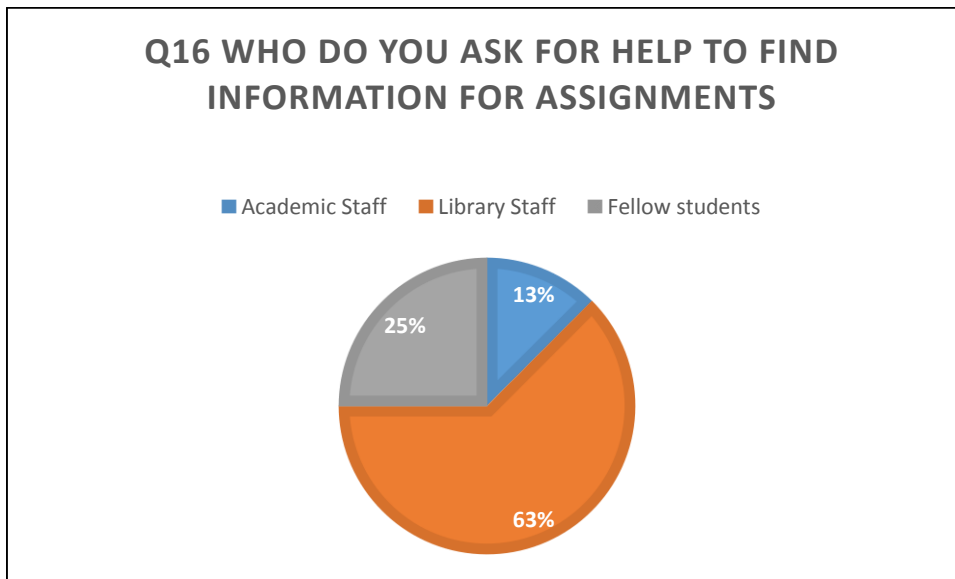
Fig. 15: Seeking assistance

Student interviewees supported these findings stating that it makes sense to ask library staff because they are easily accessible and knowledgeable with interviewee 1 stating:

> *"I've gotten most of the answers I need from the library staff"* (Student interviewee 1).

Student interviewee 2 felt that librarians and lecturers were really approachable and it was convenient to ask library staff for help when you are in the library.

> *"Because I think in a library, I think librarian are the best, they are the first person who you will seek help so it's easy. And because it's approachable also."* (Student interviewee 2).

Faculty interviewee 3 would also expect students to access the support of the library when conducting searches or looking for a textbook.

> *"You can't do it on your own they're the experts in doing that and I'd be very clear with those students. I'd be saying to students if you can't find the book ask somebody to get the book for you, they'll show you where the nursing research books are"* (Faculty interviewee 3).

Faculty interviewee 1 discussed how students would come to the lecturer for help once it was established as acceptable practice. However, all faculty interviewees raised a concern that, for cultural reasons already outlined, students may be very reluctant to seek help in the library and more direct intervention may be needed. This theme is discussed further within the section on improvements to library services.

4.7.3 Perceptions of Library Services

Questionnaire respondents were asked to rate from 1 to 10 their reasons for using the library, with 1 being the most important. Responses to the question were flawed with some respondents not assigning a rating to all reasons or assigning the same rating number to multiple reasons. This was a flaw in the question design, which perhaps could have been worded more clearly. There were only 3 valid responses which listed borrowing books and using library PCs as the most important reason for using the library, followed by photocopying facilities and the study space. Meeting friends, using college Wi-Fi and the group study rooms were the least important reasons for library use.

Student interviewees were questioned on their perceptions of what an academic library can offer and how that has changed during the course of their studies here. Student interviewee 1 said that she had more of a grasp of what a library can offer now because her studies have been more in-depth and involved research and seeking evidence. Her view of a library has changed from being a place where she goes to quietly study to a "*place that I go to do research*" using computers to search databases and the OPAC to search for textbooks. Interviewee 2 found the library to be *"really really good ... really helpful also"* and uses it for research and study and to access databases, use computers, borrow books and use Wi-Fi.

4.7.3.1 Satisfaction with Library Services
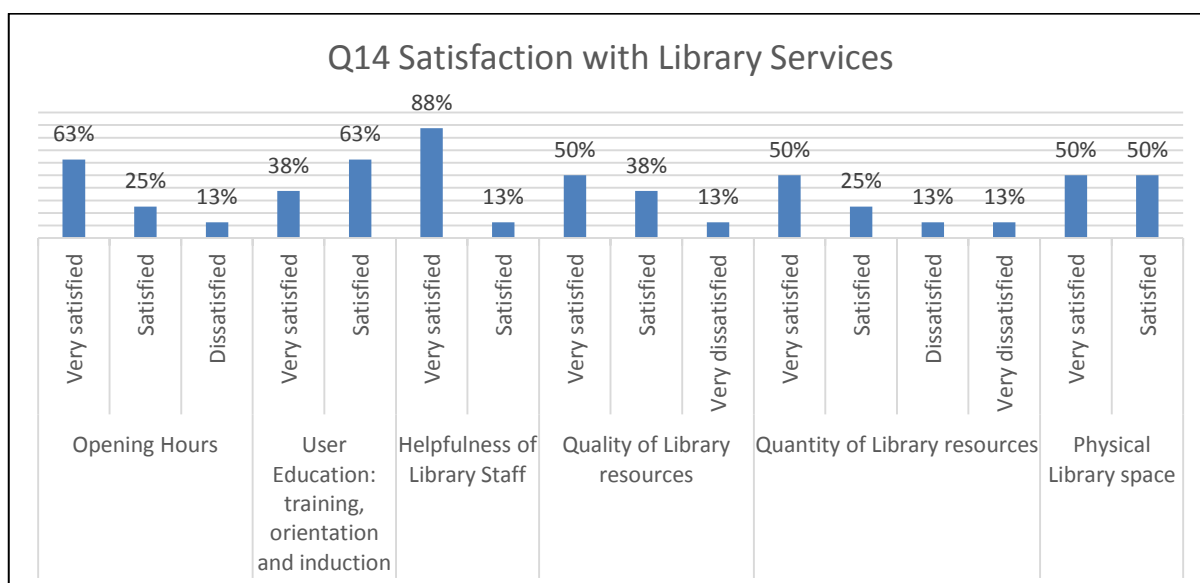
Fig. 16: **Satisfaction levels with library services**

Respondents' satisfaction levels with library services are illustrated in figure 16.

Student interviewee 2 said that students were very inexperienced with computers compared to Irish students and they struggled initially with how to print and photocopy:

> *"Everyone was struggling at that point, how to print out that was the main concern of everybody. Because most of the students here I think from the school level they use computers so they know, but for us we didn't know that for basic photocopy and those printing things, we didn't know that"* (Student interviewee 2).

Both student interviewees found the group database training and 1:1 database training sessions to be very helpful and delivered at an appropriate time when they had a literature review assignment to complete.

> *"What we needed at that time it was fully covered for our curriculum and for our requirement, it was up to the mark, yeah"* (Student interviewee 2).

Faculty interviewees believed that the physical library space, range of electronic databases and journals available and user education provided by the library were all of a high standard. Faculty interviewee 2 stated that students always have very positive reviews of the library in their module evaluations, with

interviewee 2 noting particularly how the small size of the college contributes to a supportive environment.

> *"There's online services of searching loads of databases. I'm also aware of the facilities here, the physical facilities private study rooms etcetera, and I think from an international student perspective I'm very aware of, probably because we're quite small here, there is that one-to-one availability where a student has a particular issue that the librarian will either support them through it to develop the skills or bring them back to us that we need to do something more with them and I think it's that one-to-one where you get the insights so I think that is the big one"* (Faculty interviewee 1).

Student interviewee 2 believed that there was an understanding amongst both library staff and lecturers that this is their first time at research or library and things are well explained and concepts are slowly introduced so they were familiar with the basic library services before they had to begin searching databases.

> *"Because when we came here we didn't start from searching the articles or anything. We just simply opened the college library and slowly step by step ... I think it's helping a lot"* (Student interviewee 2).

She cited satisfaction with the number of books, power points for laptops, Wi-Fi, study rooms, printing and photocopying.

4.7.4 Improvements to Library Services

Survey respondents were asked an open ended question for their suggestions on what library supports would make them feel more prepared to complete academic assignments and how to improve general library services for BNINT students. Responses are illustrated in Table 14.

Q17: What library services would help you feel more prepared to complete academic assignments	Q18: Please indicated how you feel library services could be improved for International Students
"Maybe availability of books for eg: Pachtaska Coaching Manual Books - only limited books" (Respondent 1)	*"Sometimes, there are no computers adequate enough in the library"* (Respondent 1)
"Pre Database Tutorial" (Respondent 3)	*"To organise library tutorial from time to time to enable use to be conversant with it"* (Respondent 3)
"Printing facilities as well as photocopying facilities is good" (Respondent 5)	*"It's up to the mark. I am happy"* (Respondent 4)
"Assistance with locating online articles" (Respondent 7)	*"Certain books are not available at all"* (Respondent 5)
	"It would be appreciatable that more language oriented books if available" (Respondent 5)
	The present system in place at the library meets all my academic need as an international student and at the moment don't see the need for any improvement at my level of educational now" (Respondent 7)

Table 14: Questionnaire responses to improvements in services

Both student interviewees suggested that double sided photocopying and printing should be cheaper than single sided. Interviewee 1 also said noise levels in the library were quite high and should be reduced.

Student interviewee 1 felt that the library induction could be improved by not being delivered so early in the semester:

> *"Until you know what you need the information given is not going to make any sense"* (Student interviewee 1).

This was echoed by faculty interviewees who suggested library training sessions such as induction and database training should be delivered in a more continuous fashion. Interviewee 2 stated that it can be hard for students to grasp it all, particularly if they have poor IT skills. Interviewee 1 suggested that initial general library induction to databases and library resources could be built upon by linking to module themes, making it more relevant for students. She also acknowledged that the timing of delivery

of these sessions is important so that students see it as relevant to the work they are doing.

Faculty interviewees were also unanimous in the suggestion that, considering the cultural background of these students, the library operates a more direct approach to offering services. Interviewee 3 suggested setting up appointments for students for database training, setting clear expectations and practically assessing their learning. Interviewee 1 suggested introducing credits to a module for library use and perhaps developing:

> *"... a package that the student has to do a certain number of hours in the library and then perhaps a one to one to check if the student does know"* (Faculty interviewee 1).

It was acknowledged that these direct interventions contradict the concept of adult learning but that students have:

> *"... worked and been educated through a direct model so we need to seek them out rather than wait to be sought out"* (Faculty interviewee 2).

Interviewee 2 acknowledged that, due to timetabling issues, more complex research modules were delivered at the beginning of this cohort's programme rather than at the end and that may have influenced their feelings of preparation for research. Usually, and for all future intakes, these modules are delivered towards the end of the programme so students have more time to acclimatise.

> *"Students we got in in September they came right in and with no IT skills straight into two research modules no way ideal and won't happen again, whereas the other students it was at the tail end."* (Faculty interviewee 2).

4.7.5 Opportunities for Collaboration

Building on the suggestions for improvements to library services areas of potential collaboration between the library and nursing department were identified.

When asked what could help to make students feel more prepared for research both student interviewees suggested more assignments that require them to be in the library practicing using resources. Faculty interviewee 1 suggested that there could be opportunity to collaborate in linking resource searching and reference training to

module topics. However, she cautioned to be aware of what the librarian can bring in terms of alternative resources.

> *"I think there could be some collaboration to link into modules so we get them to search on certain topics. I think it needs to be done coldly initially from the library. Once the student has come through that initial development then it can be more related to the modules. I think that we as lecturers get so focussed on 'well I need them to read this and I need them to read this author' that we could actually limit how much a librarian could bring"* (Faculty interviewee 1).

All three faculty interviewees were supportive of the concept of a wider information literacy programme, to include an introduction to professional nursing and research language.

> *"Something like that would be very useful I think, this would be again my own personal reflection, but I can understand that they want to get this degree and I just wonder how well prepared they are and maybe we need to fit in something like that as an introduction before they even hit modules to make them comfortable with the language"* (Faculty interviewee 2).

Interviewee 3 suggested collaboration on ways to get students into the library and accessing the supports that are available. One possible course of action was to stop putting links to articles on Moodle but instead setting up appointments with library staff to assist students in locating articles. The importance of a collaborative approach between library and academic staff was also acknowledged:

> *"... if we could meet and brainstorm how can we get these students in. It can't be unilateral it has to be bilateral approach because they're coming into the lectures with me and unless they come up to the library you can't interface with them"* (Faculty interviewee 3).

Interviewee 2 suggested building in more library time to the timetable to allow students to become familiar with the library in a casual informal manner and allowing a period of adaptation where students can become acclimatised and faculty and library staff can fully assess their needs.

"We could build in a little bit more time having a feel for the library. Coming in looking at the books, looking at the journals, a more casual sort of build into the thing" (Faculty interviewee 2).

"Rather than starting straight into class there needs to be a period of adaptation here including that whole literacy issue to settle them in to find out where they are because some of the students perhaps need individual support rather than group, like if someone hasn't got IT skills. I think we are more aware now that being told that these students coming XYZ is not the case. But they're obviously very bright very intelligent people that can take on IT skills" (Faculty interviewee 2).

All faculty interviewees believed that these initial direct intervention measures would enable relationships to be built and facilitate access to other services the library offers.

"One-to-one that sort of makes all the other accessible" (Faculty interviewee 1).

"And when that relationship is built on it's about other assignments" (Faculty interviewee 3).

4.8 Conclusion

This chapter has presented the quantitative data from the student questionnaire and the qualitative data from the student and faculty interviews. Findings have been presented concurrently and in a thematic format. Figures and tables have been used to illustrate quantitative data and direct quotations from interviews have been used to demonstrate how interviews further explained, illustrated or contradicted this data.

The data collection phase of this research has met objectives two and three of the research. It has established the students' previous experience of using a library and described their current use of library services. It has also established BNINT faculty expectations of and assumptions about students' library use.

A table illustrating the main findings of the research is presented in the introduction to the following Discussion chapter. This table provides the basis for the thematic evaluation of the findings to identify any discrepancies or commonalities and develop

recommendations on how the library can develop services to bridge any gaps identified, which is the final objective of this research.

Chapter 5 – Discussion

5.1 Introduction

This chapter will analyse and discuss the findings of the research. The discussion will be linked to existing research to determine the extent to which this case study confirms or contradicts previous findings.

The chapter is structured around the key themes to emerge from the research as presented in Table 15 below which presents findings from both student and faculty perspectives. The evidence from this research, the existing literature and implications for library services will be considered within each theme. Recommendations for future actions will emerge from this discussion and these will be summarised in the conclusion.

Theme	Student	Faculty
Language	Average language skills Presents no barrier	Varied language skills Barrier to communication Barrier to research
Culture	Social culture Academic culture	Professional culture Academic culture Group culture Social culture
Previous experience	Limited library services No research experience Poorly prepared to conduct research	Limited library services No research experience Poorly prepared to conduct research Limited computer skills
Lecturer expectations	Evidence based research Interactive teaching and learning experience Plagiarism & Referencing Clear direction on sources of information	Evidence based research & Practice Interactive teaching and learning experience Plagiarism & Referencing Clear direction on sources of information Use of library staff expertise Expectations in line with undergraduates Wider reading
Use of library services	Textbooks, online journals, search engines and research databases User education training Computers	Textbooks, online journals, search engines and research databases User education Computers Reluctance to ask for help
Improvements to Library Services	Timing of induction Ongoing delivery of database training Printing & Photocopying training Noise levels English language support books More time in library to practice searching More 1:1 assistance finding online articles	Timing of induction Ongoing delivery of database training Timetabled, mandatory, assessed library time Casual library time

Table 15: Summary of research findings

5.2   Language

Section 4.4 of this research has clearly shown a disparity between faculty and student perceptions of students' English language skills and the impact they have on their academic progress. While acknowledging that skills varied both between and within intakes of international students, faculty were unanimous in their belief that language presented a barrier to library use and research and impacted significantly on the teaching and learning relationship for most students. This evidence from faculty is in common with studies conducted by Ormondroyd (1989), Bilal (1989) and Conteh-Morgan (2001), all of which identified communication barriers between international students and the library.

Faculty have successfully employed many ESL teaching methodologies to overcome these language challenges. Tools such as written summaries of classes, mixed ability group work sessions, distributing class notes and an awareness of non-verbal clues to understanding all helped to mitigate the language challenges. They were also highly aware of their own linguistic style and the impact that may have on students' understanding.

The evidence from this research shows that faculty and library staff's awareness of language challenges and, in particular, the approach of faculty to teaching and communication has led students to feel very supported throughout their programme and to not see language as a barrier to their academic studies or library use. This is an uncommon finding within the literature with Wayman stating that many surveys in this area have found that language and communication is the most common challenge identified by international students (1984, p. 337).

As recommended by Amsberry (2008) and Conteh-Morgan (2002), library staff involved in training and desk enquiry must employ the ESL learning techniques employed by faculty to ensure continued success for students in the library. Tailored information guides, visual aids and step-by-step guides to checking out books, as recommended by Wayman (1984) would complement faculty's ESL teaching strategies which can be implemented in library training programmes.

All faculty interviewed noted that professional nursing language and research terminologies presented a challenge for most students and it was suggested through the

student survey that the library stock more English language support books. The library has a small collection of textbooks and audio-visual resources to help prepare students for IELTS exams as well as a very limited selection of resources to develop students' professional nursing language. The library should undertake a review of these resources and present proposals to update the collections.

The library service must be aware that even if students do not feel that their English language skills are a barrier to research that, as Sarkodie-Mensah (2000) and Shaffer et al., (2010) found, even apparently fluent speakers can experience difficulty when their entire life is immersed in a foreign language and culture. Pro-active strategies to overcome these potential barriers have been shown, within this case study, to have positive outcomes in terms of the teaching and learning process.

5.3   Culture

Faculty interviewed for this research were in agreement with Shaffer et al.'s (2010) finding that international student interactions with academic life are rooted in the cultural norms of their home country. Section 4.4.3 within the results chapter identified four areas of cultural challenge.

5.3.1 Academic Culture

The previous academic experience of students, particularly those from Asian cultures, has led them to have a hierarchical expectation of the teaching and learning relationship in academia leading to a reluctance to seek out assistance or to interrupt a lecturer to seek clarification, particularly as an individual within a class group. Gender was also raised as an issue in relation to the full participation of both men and women in the classroom, with some male students not participating as openly as female students. Students needed to be encouraged to seek assistance from lecturing staff on a one to one basis after class and the development of this individual relationship encouraged openness and participation. Wayman (1984) and Sarkodie-Mensah (2000) also found that culture had a profound impact on classroom interaction with students feeling inhibited in asking questions or being seen to challenge authority, preferring to work in groups to solve structured, as opposed to abstract problems.

5.3.2 Professional Culture

This study noted that not only are students' qualifications and work experience rooted in a very different professional culture to Europe, but that students did not have an understanding of those differences before they commenced their programme. This lack of awareness feeds into the feelings of unpreparedness to conduct library research expressed by students with the majority being unaware of the concept of evidence based practice and the importance of nursing research at the beginning of their studies.

The library literature considers creating information literacy programmes rooted in the concept of evidence based practice for healthcare professionals (Dalton, 2013) and nursing literature considers the challenges of teaching international nursing students (Carty, Hale et. al, 1996) but a relatively unexplored area is the overlap between the two and the challenge of educating international students about the foundation of nursing in developed countries on principles of evidence based practice.

5.3.3 Social & Group Culture

Faculty experience across multiple intakes to the BNINT programme has shown that the culture of the group of students has a profound impact on not only learning outcomes but also on the group's social integration. The current cohort of students is less homogenous than previous groups with a broader mix of both nationalities, professional and academic experiences. Coupled with the presence of a strong leader, this has led them to be more engaged with the library, academic services and the college social culture than previous groups. This leadership role developed organically, but the appointment of a class representative in a formal capacity for future groups could provide an important point of contact for library staff.

The influence peers have on participation cannot be underestimated, particularly amongst Asian students where students may be unwilling to ask questions in the presence of older or more experienced students. The study has also shown that students are highly influenced by the actions of their friends in making use of library services such as one-to-one database instruction.

5.3.4 Implications for Library Services

The study's findings reflect Zhang's conclusion that "culture is closely related to the ways people transmit and understand information, and has everything to do with the

ways they learn" (2006, p. 174). The research has identified many cultural issues of which the library must be aware when planning services, delivering training and offering general assistance. The current open and friendly library environment must be maintained to encourage students to seek assistance and to facilitate the building of individual relationships. Groups of international students however, while possessing similar qualifications have unique cultural experiences and, as suggested by Peters (2010), library and faculty staff, while being cognisant of these factors, must be careful not to allow observed cultural behaviours in one group become the expectation for other groups, masking understanding of individual user needs.

5.4   Previous Library Experience

Faculty showed a high awareness of the extent of students' previous library experience with both students and faculty acknowledging a lack of research experience, no awareness of research databases, online journals and a heavy reliance on textbooks and rote learning. There were some commonalities with the wider literature in this area but discrepancies were also discovered. Evidence from student participants in this research was similar to that presented by Kamhi-Stein and Stein (1998) which showed that the language of the library presents a challenge to international students with the majority of students in this case study having rarely or never used an OPAC, online research database or online journals before coming to Ireland (section 4.5.1). This student experience of a library as a place of study with no OPAC or PCs and limited resources and services has more in common with the earlier research of Wayman (1984) and Goudy & Moushey (1984) than more current research by Jackson (2005), which showed that most International students have conducted library research in their home country.

In section 4.6.1 faculty also identified a lack of computer skills as a barrier to library use, but they did acknowledge that students coped very well and developed the necessary skills. Students however, while acknowledging their lack of online database searching and initial confusion over how to print and photocopy in the library, did not feel that a lack of computer skills was a barrier to research. Data for this research was collected at the end of their academic programmes, perhaps if it had been conducted at the beginning before they had acclimatised a lack of computer skills would have featured more strongly as a barrier to research. A survey of students' computer

experience when they begin their programme would perhaps assist in identifying any skills deficit which would help to target database training and other computer based inductions at the correct level.

Jackson's research (2005), stated that International students could be considered completely computer literate but Allen (1993), admittedly over a decade earlier, cautioned that students may not be familiar with the technology required to interact with library services, such as database searching. This research considered both points and found that not only are students on this programme not universally computer literate upon commencement, with many not owning a laptop and relying on Smartphone technology and library computers, it also found that their exposure to library research technology was virtually nonexistent. It is clear that this case study presents a very specific group of students, without the computer-savvy reputation that appears in much of the recent literature on International students and was the expectation of lecturing staff upon commencement of the programme.

5.5   Faculty and Curricular Expectations

Students have a clear understanding of the expectations of faculty for their use of the library and its services. Students cite databases, peer reviewed journals and evidence based research within the discipline of nursing as the primary resources recommended by lecturers. However, there appears to be a disparity between being aware of the expectations and meeting them. Faculty identified a lack of wider reading amongst International students and, in some cases, an inability to source articles online using databases. In common with Leckie's recommendations (1996), faculty have shown awareness of the varied linguistic and research abilities of students leading to a heavy reliance on Moodle to provide access to recommended articles and resources. In common with Wang & Frank (2002) and Knight et al. (2010), lecturers believe that international students are not making full use of library services and the expertise of library staff due to cultural factors such as a reluctance to ask for assistance as well as their inexperience of what a library can offer.

An unexpected finding from the research, and one that is closely linked to academic culture, was both student and lecturer's reference to lecturer expectations of an interactive teaching and learning experience. This was a significant adjustment for students who were experienced in a rote learning, hierarchical system, and required

adaptation to teaching methods by faculty to encourage sharing of ideas and a culture of critical thinking and enquiry. Lecturing staff interviewed likened the expectations they have of these students as being on a par with second year undergraduate students as their rote learning educational background is similar to second level learning in Ireland.

Another area of significance to both students and lecturers were expectations pertaining to plagiarism and referencing, concepts that were completely new to most international students upon commencement of their studies. This lack of awareness amongst international students of plagiarism and referencing is borne out in studies by Amsberry (2010) and Zimerman (2012). Faculty have provided supports to students to overcome these issues such as delivery of academic writing workshops by the International Tutor, resources on Moodle and the referencing App. The library provides informal support to all students in relation to referencing and is beginning to roll out training on the Endnote referencing software to students on the undergraduate nursing programme which should be extended to include the BNINT group. This approach is supported by both Amsberry (2010) and Zimerman (2012) who suggest the library is well placed to conduct formal or informal sessions covering citation and referencing styles for international students.

5.6   Use of Library Services

Student views on the function of the library have changed during the course of their studies moving from being a place to study quietly or get textbooks for a particular class, to an interactive environment used to research and access supports as well as computers and wifi. The majority of students attended the orientation and database instruction sessions with library staff, in contrast to Allen's research (1993). This is perhaps a result of both sessions being timetabled into the programme and the essential nature of database searching to their nursing curriculum.

The miscommunication of expectations and incorrect assumptions by faculty about student behaviour, as discussed by Laskowski (2002) and Raven (2012) do not appear relevant to this case study. Faculty are very aware of how students are approaching research and using library services. Students and faculty both recognise the importance of database searching yet section 4.6.3 shows that students use search engines above online databases to retrieve information. Many lecturers referred to difficulties in getting students to access articles independently online and have placed them on

Moodle to encourage access; however there is a growing feeling amongst lecturers that challenging students to attend the library and find articles themselves would give long term benefits. However, a balance needs to be struck between achieving learning outcomes of gaining knowledge and equipping students with the skills to locate information. Timetabled, mandatory library sessions to assist students in locating articles are a suggested way to achieve this balance. This is in line with Baker's (1997) findings that strategies which are embedded in course objectives will have a bigger chance of success.

Faculty assumptions of student library use largely match students' actual library use; however faculty believe that their expectations of how students should be using library services are not being met. Faculty have adapted their teaching methodologies in line students' library use in order to meet curricular expectations and the opportunity presented by this research is to identify ways to encourage students to fully utilise library services in order to match faculty expectations.

5.7   Improvements to Library Services: Collaboration

There was some commonality between student and faculty suggestions to develop library services which would enable students to meet lecturer expectations of their library use. Many of these improvements address challenges relevant to multiple themes which emerged from the research.

5.7.1 Increased Library Time

The suggestion by students that they be given the opportunity to spend time in the library to practice finding information and using essential resources was echoed by faculty. Faculty suggested an assessed library component to modules, personalised assistance in locating articles and more general library time to allow students become familiar with the library service and its resources. This research has shown that library time must be timetabled and mandatory otherwise students see it as free time and will fill it with their other personal commitments. Also, as pointed out by Wang & Frank (2002) and reflected in this research, international students can be hesitant to engage voluntarily with library services for reasons of culture, communication or confidence.

5.7.2 User Education Programmes

Faculty and students were also in agreement on suggested improvements to the library's user education programme. There was agreement that the services provided were valuable and essential, however both groups believed that the once off nature of their delivery and the timing of the induction training rendered them less effective. An often overwhelming amount of information is delivered to students at the beginning of their studies and as they try to adjust to their new academic and cultural environment this research discovered that library induction can be lost in what students and faculty perceive as a tidal wave of information. Wang & Frank (2002) refer to this period as "culture shock". A rising scale of delivery of both induction and database training was suggested by faculty and students. In their first weeks students would receive a basic overview of library functions, physical layout and concepts of database searching growing throughout the academic programme to include more detailed searching techniques, identification of suitable resources based on current modules and database training linked to their module content. This would allow the expertise of the library to complement the expertise of the lecturer, giving students exposure to a wide variety of resources considered valuable by both lecturer and library.

A success of the Library's user education programme was identified in section 4.7.3.1 by both groups as the one to one database training appointments with the librarian. These appointments allowed students to fully explore their chosen topic and clarify understanding following the group database training session also conducted by the librarian. These appointments were recommended by lecturers but it was only when they were taken up by some of the more proactive students that some students followed suit. Faculty therefore suggested that these appointments be set up on a mandatory basis for each student to assist in overcoming both the reticence to ask questions in group situations as influenced by the language and cultural reasons identified in section 4.4, and the challenge of keeping up within a group as experienced by students with weaker PC skills identified in section 4.6.1.

Many of the proposals coming from participants in this research reflect the findings of Wang & Frank (2002) and Jackson (2005) in their studies conducted at American Universities. Both studies recommended that libraries adopt a special approach to International students offering specialised user education programmes to meet their

unique needs. Wang and Frank suggested providing additional library time through an informal 'open house' in the library, as well as developing an understanding of learning styles such as, for example, the preference amongst many for individual over group tutorials.

5.7.3   Collaboration

This research has shown that nursing faculty see the library as an integral part of the evidence based nursing practice concept and are enthusiastic about working collaboratively to develop the instructional role of the library in this area to improve student outcomes. This collaborative approach is also recommended by Baker (1997), Raven (2012), Wang & Frank (2002) with Raven concluding that library staff who work with both students and academic staff can offer a "unique view of both worlds" (2012, p. 18).

Faculty were open to including wider information literacy issues and saw the potential for delivering a programme as a standalone introductory module to international students upon arrival at the College to establish the basic concepts of information searching, evidence based practice and to introduce professional nursing and research terminologies and as well as providing a chance to assess computer skills.

These findings are encouraging for the future of the library and reflect the work of Schulte & Sherwill-Navarro (2009) which identified positive attitudes amongst nursing educators towards collaboration with the library. Suggested areas of collaboration in Sherwill-Navarro's research have also emerged from this case study with assessed library component to research modules being recommended. There were also novel suggestions such as a rising scale of user education training and curriculum linked one to one database training.

A useful step forward would be for the library to identify a staff member to act as library liaison for the BNINT programme, providing a single point of contact for students upon arrival and throughout their programme as well as enabling progress to be made on collaborative projects with academic staff.

5.8   Conclusion

This chapter has discussed the findings from the case study research and has identified commonalities and contradictions within the literature. The chapter has fulfilled the

final objective of the research by identifying discrepancies and commonalities between students' previous and current library use and faculty assumptions and expectations of their library use and has developed recommendations on how the library can develop services to bridge any gaps identified.

These recommendations are summarised in Figure 17 below.

Language

Update english language support collection

Update professional nursing language resources

Incorporate lecturer teaching strategies into library instruction to overcome language barriers

Develop specialised library guides for international students

Culture

Incorporate lecturer teaching strategies into library instruction to overcome cultural factors

Develop relationship with BNINT class representative as identified by faculty

Develop position of BNINT Programmelibrary liaison to develop relationships with students and faculty

User Education

Offer EndNote training to the BNINT students

Collaborate with faculty to develop schedule of timetabled, assessed and mandatory library time for BNINT students

Collaborate with faculty to develop a rising scale of delivery of user education programmes for BNINT students

Develop a timetabled schedule of one to one database training sessions for BNINT students

Collaborate with faculty to explore potential for developing an information literacy programme for the BNINT Programme

Fig. 17: Summary of Recommendations

The following chapter will conclude this research by assessing to what extent the aims and objectives of the research were met as well as providing a summary of, and reflection on the research process.

Chapter 6 Conclusion

6.1   Introduction

The purpose of this research was to evaluate to what extent the library use of international nursing students on the BNINT programme at St. Angela's College matches nursing faculty expectations of their library use. The aim of the study was to identify discrepancies and commonalities between these experiences, resulting in recommendations to enable the library develop services that meet both student faculty needs and expectations.

This chapter will summarise and reflect on the research process conducted to achieve the purpose of the study. It will also summarise findings of the research objectives and evaluate how the aim of the research was achieved. It will conclude by identifying areas for further research.

6.2   Overview of Research

Current higher education policy in Ireland seeks to develop high quality international programmes focussed on niche areas with specific career outcomes for students. The academic library plays a key role in offering support services to maintain the quality of these programmes. Adopting a case study approach this piece of research evaluated both the library experiences of students enrolled on the one year international nursing programme at St. Angela's College and the expectations of their faculty of students' library use. This process led to the development of recommendations for specialised library services to bridge gaps identified between these experiences and expectations.

6.3   Literature Review

The first objective of the research was to investigate the relevant literature and establish this research within that context. In order to achieve this a comprehensive literature review was carried out encompassing international literature in the field since the 1980s. Three key themes which impact on international student use of the academic library emerged: language, culture and prior library experience. Studies which considered faculty and student expectations of research and library use showed that disparities exist between expectation and practice, however, these studies did not

encompass international students and this piece of research helps to fill this knowledge gap.

6.4   Methodology

Based on established research theory and existing research in the field this research adopted a case study research design using a mixed methods approach to data collection. This approach facilitated an in-depth study which met the research objectives by providing quantitative data to enumerate students' use of library services and qualitative data to establish experiences and expectations of both students and faculty. A student questionnaire was used to collect quantitative data and qualitative data was collected through semi-structured interviews with both students and faculty. Data collection instruments were designed around the key themes to emerge from the literature review to ensure that the data collected was relevant to the aim of the study. Questionnaire data was analysed using Microsoft Excel software and interview data was coded and analysed using the Framework approach to thematic analysis producing themes and subthemes which became the framework for analysis of results.

6.4.1   Reflections on Methodology

The use of a case study approach was very suitable to this research due to the small nature of the case and the timeframe for completion. While the methodology was sound there was reluctance amongst some students to participate in interviews. There was no reluctance to complete questionnaires however and these, coupled with the student interviews, produced sufficient data to ensure an accurate study.

The restriction of the case to international students within a single discipline means that research results are not reduced to generic recommendations because of variance in faculty expectations and curricular requirements across disciplines, as was identified in much of the existing research in the literature review.

An unforeseen advantage of adopting the case study approach was that many of the recommendations which emerged are possible precisely because of the case study nature of the research. The decision to focus on one small programme within a small college has allowed for recommendations centred on building

individual relationships, a time consuming process and one which may not be feasible in a larger college or with a larger group of students.

It is important to acknowledge the invaluable support received from academic and non- academic colleagues throughout the research. The importance of informal connections within the organisation and their utilisation to facilitate discussion and produce alternative arguments cannot be overemphasised. This process of reflective practice was extremely useful in avoiding the potential bias which can occur in a study carried out by a single researcher.

6.5 Summary of Research Objectives

6.5.1 Previous Library Experience and Current Library Use

The second objective of the research was to establish students' previous experience of using a library and to describe their current use of library services. This was clearly achieved through the research. BNINT students had very little or no experience of academic library services available in Ireland. They underwent a significant period of adjustment and relied heavily on support from their lecturing staff. They have a clear understanding of what lecturers expect from them and are willing to engage with library services which are timetabled and organised on their behalf by faculty or peers. They see their lack of online research and library experience rather than language as the key reasons for lack of preparedness to conduct research upon commencement of their studies.

6.5.2 Expectations of Faculty

The third objective of this research was to establish the expectations, experience and assumptions of faculty about BNINT student library use. Faculty in this case study are highly aware of the previous library experience of their students and the barriers to library use they face in Ireland. They have very well defined expectations of students' library use and research requirements. Faculty have been pro-active in adapting their teaching methodologies to overcome these barriers and ensure students achieve their curricular learning outcomes.

6.5.3   Gaps Identified

The fourth objective of this research was to identify discrepancies or commonalities between the findings of objectives one and two and to develop recommendations on how the library can develop services to bridge these gaps. Significant inconsistencies were identified in students' ability to meet faculty expectations of wider reading, understanding principles of evidence based practice and research and the use of specialised nursing research databases, due to both technical inexperience and cultural and linguistic barriers.

Disparity was also identified in expectations of the teaching and learning relationship. Student experience was of a hierarchical relationship based on a rote learning curriculum, whereas nursing faculty expected a more open relationship based on critical thinking and research.

6.5.4   Recommendations

Suggestions for how library services could be improved were identified by both students and faculty with some agreement between the two. Recommendations to support successful outcomes for international nursing students, detailed in figure 17 of the discussion chapter and summarised below in figure 18, centre on the development of specialised user education services in collaboration with faculty and the incorporation of strategies to overcome cultural and language barriers to student participation.
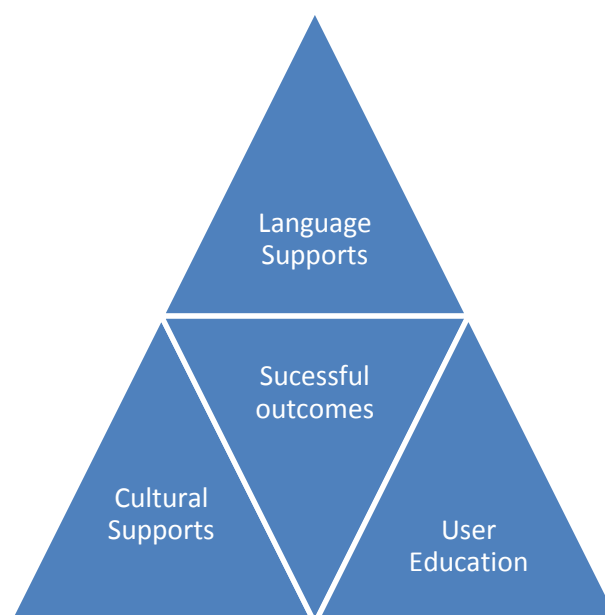

Fig. 18: Key themes for successful outcomes

6.6   Areas for further research

Many of the recommendations to emerge from this research can be found within other studies in the field, however, some areas for consideration which may warrant further research have been identified.

Students appear to come to this programme with very little awareness of the differences they will face in terms of not only academic culture but also professional nursing culture. Research which looks at the development of an information literacy programme for international nursing students which encompasses professional and academic cultural awareness would be beneficial.

Both this research and other studies have recommended academic libraries collaborate with faculty to develop specialised user education programmes for international students. However, little research exists which looks at the impact of these programmes on student outcomes.

It emerged in the course of this research that mobile and Smart Phone technology is becoming popular in both education and practice for medical and nursing staff in developing countries. A study which addressed the role of this type of technology can play in supporting library resources for international students from these developing countries could produce some interesting work.

6.7   Conclusion

The purpose of this research was to evaluate international nursing students' library experience with the expectations of their faculty producing recommendations for how the library could develop services to better meet the expectations and needs of both groups. The in-depth nature of the study allowed factual data to be enriched by the opinion, insight and experience of both students and faculty to produce a nuanced study of an individual group of nursing students with very specific experience and qualifications. It was not the intention of this research to produce a generalisable study of a homogenous group of international students, rather to produce findings which are repeatable within a similar setting.

The disparity between student and faculty experience in this study confirms Wayman's (1984) suggestion that when developing services for international students, libraries cannot consider the self-perceived needs of students in isolation, they must also

consider their curricular requirements and the expectations and experiences of their faculty.

This study has successfully established how students on the BNINT programme use the library, comparing it to the expectations and experiences of their faculty and developed recommendations for the development of a range of services which will meet the expectations of the students, the nursing faculty and the curriculum.

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Dear Student,

I am currently studying a Masters in Information and Library Studies at the University of Aberystwyth, Wales. As part of my course I am undertaking a dissertation which will explore the library experience and needs of students on the Bachelor of Nursing International Programme (BNINT) at St. Angela's College.

The aim of the research is to identify how international nursing students use our library services and to evaluate how this corresponds with faculty expectations of their library use with the objective of developing recommendations on how the library can develop services to bridge any gaps identified.

I am asking all BNINT students to complete this questionnaire and I would be very grateful if you would take the time to complete it.

Before you complete the *Questionnaire*, please note the following procedures about this study:

1. **Duration**: Completing the *Questionnaire* should take about 15 minutes of your time,

2. **Confidentiality:** All the information you give will be treated confidentially.

3. **Anonymity**: All questionnaires will be anonymous, no individuals will be identified in the results.

4. **Data security:** The information will be kept securely, and for only as long as necessary to: a) analyse the research data and b) report on the research and its findings.

5. A full report and a summary of the research findings will be available from the researcher upon completion.

6. **Consent**: If you complete and return the *Questionnaire*, then I will assume that you have given your *Consent* to take part in this study. That is,

    i. you have read and understood the information in this letter about the study.

    ii. you can contact me if you have any questions or concerns about the *Questionnaire* or the study.

    iii. you understand that participation in this study is voluntary and that you are free to withdraw from the study at any time, without giving any reason and without any of your rights being affected.

    iv. you understand that your responses will be treated confidentially and in confidence by the researcher.

    v. you understand that your responses will be treated anonymously.

    vi. you allow me to use your direct quotes (that is, statements you might write on the questionnaire) in anonymised in the study's report/write-up.

Thank you in advance for your time and help.

Aoife Murray

McKeown Library

amurray@stangelas.nuigalway.ie / 071 9195591

Questionnaire - Please complete all questions

_____

Section 1:   **Demographic Information**

Q.1   **Gender**   Male ☐   Female ☐

Q.2   **Age Range**   18-25 ☐   26-30 ☐   31-35 ☐

                                           36-40 ☐   40-45 ☐   45+ ☐

Q.3   **What is your Nationality?**

Q.4   **Please indicate what academic qualifications you hold:**

Registered Nurse (in home country)   ☐

Registered Nurse (in Ireland)   ☐

Diploma in Nursing   ☐

Certificate in Nursing   ☐

Degree in Nursing   ☐

Other

_____

Section 2: Previous Library Experience

*Please note all questions in this section relate to your experience **prior** to your studies at St. Angela's College*

Q.5   Please indicate your library usage before attending St. Angela's College:

	Used within 1 year	Used within 4 years	Never Used
Academic Library			
Public Library			
Workplace Library			

Q.6   Please indicate how frequently you used the following services in a library setting before attending St. Angela's College:

	Frequently	Sometimes	Rarely	Never
Online Library Catalogue				
Print Journals				
Online Research Databases (eg: Cinahl)				
Online Journals (E-journals)				
Borrowing Textbooks				
Downloading E-books				

Q.7   Please indicate how prepared you felt for library research when you began your studies at St. Angela's College

Very Prepared	
Adequately Prepared	
Not Prepared at all	

Q.8 Please tick reasons for feelings of unpreparedness for library research (you may choose multiple reasons):

English Language Competency	
Lack of library experience	
Lack of online research experience	
Lack of Computer skills	
Other (Please state)	

_____

Section 3: Current Library Use

Please note all questions in this section relate to your experience of using the McKeown Library at St. Angela's College

Q.9 Please rate the following reasons for your library use in order of importance (with 1 being the most important):

	Rating 1-7
To study	
To borrow books	
To use group study rooms	
To use library computers	
To use photocopier or printer	
To use wifi	
To meet friends	

Q.10   Please indicate how often you use the following information resources to complete assignments:

	Frequently	Sometimes	Rarely	Never
Textbooks				
Print Journals				
Online Research Databases (eg: Cinahl)				
Online Journals (E-Journals)				
E-books				
Audio-visual resources (eg: cd-rom)				
Search engines (eg: Google)				

Q.11   Please indicate how often you use the following online research databases:

	Frequently	Sometimes	Rarely	Never
CINAHL				
MEDLINE				
PubMed				
Bates Visual Guide				
Cochrane				
Google Scholar				

Q.12   Please tick which of the following library services you have availed of:

Borrow textbook	
Group Database training	
Personalised Database training	
Desk enquiry – assistance with locating textbooks	
Desk enquiry – assistance with computer/printing/photocopying	
Desk enquiry – assistance with locating online articles	
Downloading e-books	
Reserving a textbook	
Library Computers	
Library Wifi	

Q. 13   If there are any library services from the Q. 12 which you have not used, please explain why:

Q. 14   Please indicate how satisfied you are with the following library services:

	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied
Opening Hours				
User Education: training, orientation and induction				
Helpfulness of library staff				
Quality of library resources				
Quantity of library resources				
Physical library space				

Q.15   Do lecturers indicate the types of resources you should use when completing assignments (eg: textbooks, print journals, online journals, electronic databases)

Always ☐
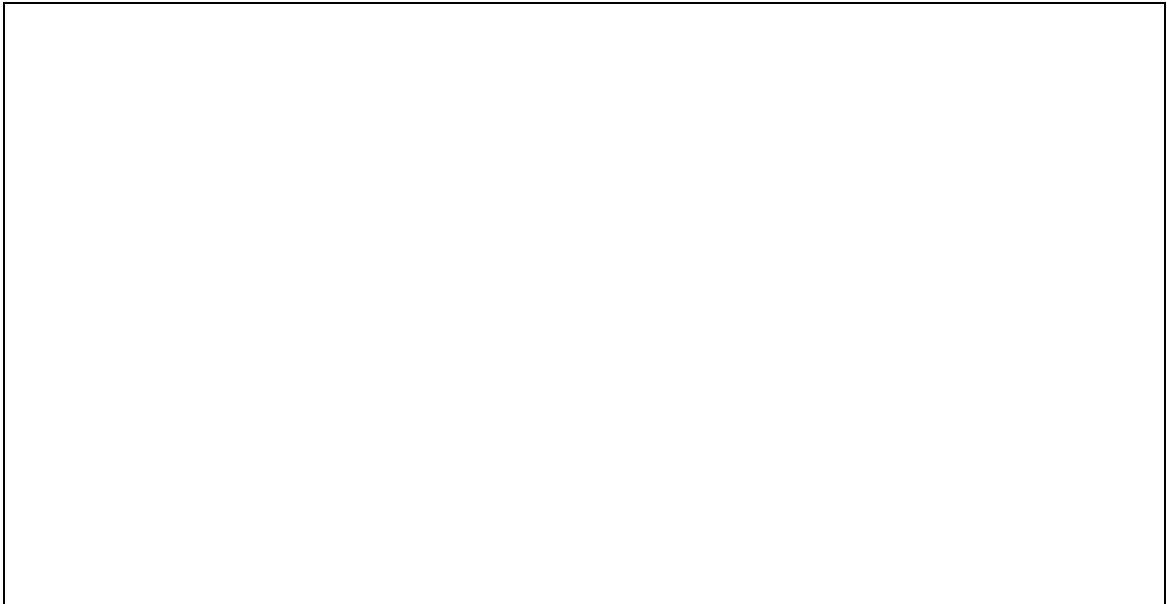
Sometimes ☐

Never ☐
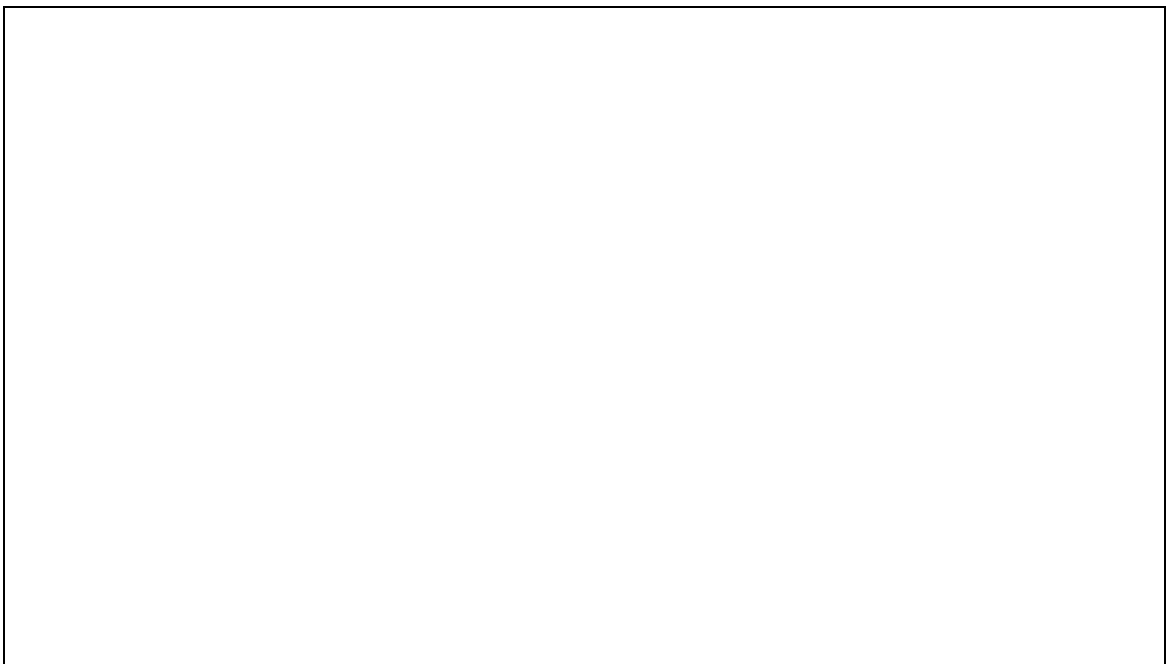
Q.16   If you need help in finding information to complete an assignment please tick who you would ask for help first:

Academic Staff	
Library Staff	
Fellow students	

Q.17   Please indicate what library services would help you feel more prepared to complete academic assignments:

Q.18   Please indicate how you feel library services could be improved for International Students:

Thank you for completing this questionnaire

RESEARCH PARTICIPANT INFORMATION LETTER

Title of project: Master's Dissertation: Matching Expectations: An exploration of the use of an academic library by International Nursing Students and its correlation to faculty expectations of their library use.

Name of researcher: Aoife Murray

Project authority: This research project is being undertaken as part of a Master's in Information and Library Studies from Aberystwyth University.

_____

Before you decide whether or not to be interviewed it is important that you understand:

a) why the research is being done

b) what it will involve

Please take time to read the following information carefully. If anything I have written below is unclear, or if you would like more information about this research project and what it involves, then please do not hesitate to contact me.

What is the purpose of this research?
The aim of the research is to identify how international nursing students use the College's library services and to evaluate how this corresponds with faculty expectations of their library use with the objective of developing recommendations on how the library can develop services to bridge any gaps identified.

Please note the following procedures about our interview:

- **Duration**: The interview should take about 15 minutes of your time.

- **Schedule**: The interview will follow the question schedule that is attached to this letter (although you can raise other issues if you wish to do so).

- **Recording**: The interview will be recorded. This recording will be used only for this piece of research, and will be used in accordance the ethical research procedures of the Aberystwyth University.

- **Confidentiality:** All the information you give will be treated confidentially. Both the *conversation* and the *information* you provide will be completely confidential and treated confidentially by the researcher.

- **Anonymity**: All interviews will be anonymous and personal data removed at the transcription stage. No individuals will be identified in our results and any direct quotes included in the dissertation will be used selectively and anonymously.

- **Data security:** The information will be kept securely, and for only as long as necessary to: a) analyse the research data and b) report on the research and its findings.

If you wish, you can request a copy of the transcript (printed words) of your interview. A full report and a summary of the research findings will be available from the researcher upon completion.

If you wish to be interviewed please sign the accompanying consent form and return it to me I will then contact you to arrange a day and time convenient to you to conduct the interview.

I look forward to hearing from you.

Thank you,

Aoife Murray

The McKeown Library

St. Angela's College

Sligo

Email: amurray@stangelas.nuigalway.ie

Phone: 071 9195591

Consent form

Title of project: Master's Dissertation: Matching Expectations: An exploration of the use of an academic library by International Nursing Students and its correlation to faculty expectations of their library use.

Name of researcher: Aoife Murray

Project authority: This research project is being undertaken as part of a Master's in Information and Library Studies from Aberystwyth University.

	Please tick
1. I have read and understood the information letter for participants and a researcher has explained the study to me.	☐
2. I have received enough information about what my role involves.	☐
3. I understand that my decision to consent is entirely voluntary and that I am free to withdraw from the study at any time without having to give a reason; and I know that this will not affect my education.	☐
4. I consent to participate in this study about the use of an academic library by international nursing students and its correlation to faculty expectations of their library use.	☐

Name of participant (IN BLOCK LETTERS)	Signature	Date
Name of researcher (IN BLOCK LETTERS)	Signature	Date

Please return this Consent Form to:

Aoife Murray

McKeown Library

St. Angela's College

Sligo

Email: amurray@stangelas.nuigalway.ie

Phone: 071 9195591

Student Interview Schedule

Section 1: Language & Cultural Difficulties

1. Do you have difficulty communicating in an academic context at St. Angela's College?

2. A questionnaire survey found that the majority of BNINT students do not feel that their understanding of English language was a factor in their preparedness to undertake library research. Why do you believe this is the case?

3. Are there any cultural differences that make it difficult to study at St. Angela's College?

Section 2: Previous Library experience:

4. Have you studied at College or University before?

5. How frequently would you have used the library there?

6. What are the main differences between that college's library and the library here?

Section 3: Expectations of staff / Curricular requirements:

7. Do you find any differences in the expectations of your lecturers in your previous college and your current lecturers in terms of library resources you should use?

    a. What are those differences?

    b. How have you handled those differences?

8. What type of direction do your current lecturing staff provide on the types of resources you should use in completing assignments?

9. What sort of feedback have you received from lecturing staff on your use of resources in completing assignments?

10. Why do you think the majority of BNINT students go to library staff in the first instance for help find information for assignments?

Section 4: What can the library offer?

11. When you started studying in St. Angela's, what was your opinion on what services a library can offer students?

12. Has that opinion changed while you have been studying here?

    a. If so, why and what is your current opinion?

13. Did you receive library induction at the start of the year?

    a. Did you find it useful?
    b. Why / why not?
    c. Did you receive a library tour as part of this induction?
    d. Did you feel that the training was linked to the type of resources you would be required to use to complete your coursework?
    e. How do you think library induction could be improved?

14. Did you attend the group database training session at the start of the year?

    a. Did you find it useful?

    b. Why / why not?

    c. Did you feel the training was relevant to your coursework?

    d. How do you think group database training could be improved?

15. Did you attend personalised one-to-one database training in the library?
    a. Did you find it useful?
    b. Why / why not?
    c. How do you think one-to-one database training could be improved?

16. The majority of BNINT students who responded to the questionnaire felt either unprepared or only adequately prepared for library research when they came here, citing a lack of online research and general library experience. What do you think could be done to help students overcome these feelings of unpreparedness?

17. What suggestions do you have to improve the library experience of future International Students at St. Angela's College?

Student Interview # 01 Transcript

Interviewer: The first section I want to cover is on language and cultural difficulties, so do you have any difficulty communicating in an academic context at St. Angela's College.

Respondent: No, I don't.

Interviewer: No?

Respondent: No.

Interviewer: Ok. The questionnaire survey found that the majority of students in the BNINT programme don't feel that their English language understanding is a barrier, or was a barrier, to their preparedness to undertake library research. Why do you think that's the case?

Respondent: Mmm, because when you're in the library or when you're doing library research irrespective of what your language is you know what you're there to do. So, mm, English language is definitely not a barrier, you know, I mean even if I don't speak English and I want to do a research in English I can use the language that I know to do that research get my stuff in English and then do an interpretation at a later stage. So that's where I feel it's not … it shouldn't be …it's not a barrier for me and I'm sure it's not a barrier for most people.

Interviwer: Ok, and do you find that .. eh … do you communicate in English with your fellow students?

Respondent: Yes, I do.

Interviewer: Ok, and their English language levels are … how would you … how do you … would you describe them?

Respondent: Ahhm … I would say average, like average for an international student.

Interviewer: Yeah? Ok, ok. And would their language skills have been improved through previous work experience, or through college or just through their own study?

Respondent: I think it would be through college mostly, through college.

Interviewer: Yeah, ok. Are there any cultural difficulties or differences that make it difficult to study at St. Angela's College?

Respondent: Mmm … (laughs) that would be … the cultural differences would be the … mmm .. the social aspect. Ahm, I think part of college experience is having a social experience? And I personally realise that the social culture is not here at St. Angela's. People tends to keep to their own set, you know? So BN international student is like a group, and then the other students are like a group, you know, so there is no meeting ground between the other students and BN International students so, socially yes. So that's ….

Interviewer: So you would feel that there is ahm, segregation between different departments?

Respondent: Like a segregation, absolutely, absolutely.

Interviewer: And even within the nursing department?

Respondent: Absolutely, yeah absolutely.

Interviewer: Considering your previous library experience then … mmm … have you studied at college or university before?

R: Yes, both

I: Ok, and what programmes did you study?

R: Ahm … for … at the university I did pre-nursing … pre-medical studies and then at college I did my nursing associates degree.

I: And what country was this in?

R: Ahm .. US

I: Both in the US?

R: Yes

I: And how frequently would you have used the library there?

R: Oh .. ahm … more at the pre-med (laughs) than … ahm .. I was in the library a lot for that pre-med because at that point I had no, you know like, what library experience was like. So that was actually my first, you know, break into … so I was definitely like you know studying Microsoft word. That was when Microsoft was everything just came out and then you know research for the pre-med classes. So definitely in the first more than on the second.

I: Ok, so your pre-med studies was your introduction to university and then your nursing associate degree and both were in the US.

R: Yes, yes

I: What are the main differences between the …. Sorry, were both of those programmes in the same college or in different?

R: Different colleges, different.

I   Ok, and were there any … are there any differences between your experience in those libraries and this library?

R: Ahm … yes (laughs) yes. Ahm … I would think … I will say … the difference there is basically in what I was looking for. At that particular moment it was all about academic studies as against academic research. You know, so here is more of academic research. So I'm more into like, you know, searching, you know, databases now, so that is definitely new for me … ahm … than searching for answers to … anatomy and physiology questions. So the basic difference is there, so it's more in-depth for me now you know like I have a grasp more of what … what more a library can offer me than just sitting in the library and studying for exams … and … yes.

I:	In terms of the physical layout of the library would it have been similar in terms of the open stacks, so you know, the free access to the books to browse ..

R:	Yes, definitely.

I:	… there was online catalogues?

R:	… online catalogues as well.

I:	… and the dewey number system on books?

R:	… number system on books, yes yes.

I:	… but you would say that the databases and exposure to electronic databases, that's new?

R:	Yes, that's definitely new. The other library experience that I had before is in Nigeria and that's when I did my pharmacy technician. That library experience (laughs) cannot be compared to any of the two. Ahm … the access to the book are also opened they are also book numbered. But, you know, the … how will I say it … the availability of what you actually need is not what is there on the shelf. Because I think from my experience here the books on the shelves are actually what the lecturers actually want to be on the shelf than what the library just feels should be on the shelf. So having a book on empowerment is useful for me because that's what my lecturer recommended, as against my experience in Nigeria where the book I'm having is just the book that is there because that's just what the library could afford or that's what it is. Electronic databases are not there, we don't have a link like we have now to like all the databases where you can google search for free you know … ahm … you know any NUI Galway library access … so that's not there.

I:	Is that particular to that college?

R:	That's particular to that college. The other ones like I said I didn't make use of databases so I wouldn't know if the colleges had them. I didn't have a need to do a research paper or anything so you know ….

I:	Ok, that's interesting. The next section then is the curricular requirements and the expectations of your lecturing staff in terms of your library usage. Do you find any differences in the expectations of your lecturers in your previous college experiences and your current … the expectations of your current lecturing staff?

R:	Oh yes (laughs).

I:	Ok, that's a definite answer (laughs). What are those differences?

R:	Here, at St. Angela's the lecturers are more, you know, evidence based, research based orientated. So, whatever it is you're doing, whatever it's a research paper, whether it's answering questions, they want it be centred around evidence based literatures. So definitely that makes you in the library searching through the catalogue to get all these evidences to back up your knowledge. Ahm … in my first nursing degree we were more focussed on the

clinical aspects not more on the research aspect. Yeah, I'm sure all the stuff we were doing in clinicals were evidence based backed but we were not looking for literature just to actually prove that as against now, so that's basically ahm … what those differences are.

I: How have you handled those differences or been able to bridge that gap?

R: Oh very well, very well. I think it's a challenge so anything that is a challenge is always good for me so … I have been able to handle those very well.

I: What type of direction do the staff give you on the types of resources that you should use in completing assignments?

R: They basically, will say like, peer reviewed journals, that's definitely number one. And you know like, you can't use just regular … you can't use encyclopaedia online. You know, you've got to do stuff that is within the discipline of nursing or something similar to that. So, ahm, your assignments must be evidence based in nursing and not in other disciplines.

I: Do you feel that the direction you've been given is appropriate is enough?

R: Oh yes, I would say yes.

I: What sort of feedback have you received from the staff on your use of resources in terms of quantity, quality?

R: Positive feedback so far, ahm, you know … like for instance the literature review we did last semester, ahm, she was specific about the databases that we could go to. She had CINAHL, all this big stuff, you know. So ahm … the feedbacks were positive because, like she said that we should use at least 30 so that means thorough searching of those databases and in giving me feedback she gave me positive feedback like that I did use what she asked me to use. So that was good.

I: So the directions were specific and so then the feedback was positive…

R: …. absolutely, absolutely …

I: … when you said 30, that's 30 references?

R: At least 30 references, yes.

I: Again, from the questionnaire that I ran as part of this project, the majority of your fellow students said that they would go to library staff in the first instance to help find information as opposed to lecturing staff or their fellow students. Why do you think that's the case?

R: Because, library staff are easily accessible (laughs). There is always somebody on ground, you know. And then you are in the library working and it would make sense to access the library staff first before you ahm … you know … I think the library staff, for me personally, I've gotten most of the answers that I need from the library staff so …

I: Would that have been your experience in your previous colleges then, in terms of the library staff being on the ground and accessible?

R: Yes, for the US experience yes.

I: How about your experience in Nigeria?

R: No (laughs)

I: There were less available or …?

R: They were available but they themselves were limited in resources, you know, a library staff does not have access to database can't help me you know? They know what books they have, fine, they can check out books for me, bring them back but they are themselves limited with what they have so it's hard to expect more.

I: So, it sounds like you're saying that the library staff's jobs would be different in Nigeria as compared to here or in the US?

R: Yes, yes.

I: Let me just move on to the final section – what the library can offer in terms of our services and what you've experienced. When you started studying here what was your opinion on what services a library can offer students, I know you touched on that a little earlier.

R: Ahm … when I started to me a library was just where I can go to quietly study, you know. Until I started having assignments that actually required the use of computers and you know databases and you know and stuff like that. So ahm … that's I've now found that … my expectation was different because I didn't know I would need those kind of services. So at the beginning of the semester asking that question, when I started my expectation was going to the library to study, I wasn't even thinking that I was going to use the computer you know, so ahm …

I: So your opinion has changed while you've been studying here?

R: Absolutely, yeah,

I: What is your current opinion then?

R: Oh, that the library is a place that I go to do research (laughs).

I: (laughs) To keep you busy.

R: Oh yeah! To do research and using computers, the databases definitely.

I: Did you receive a library induction at the start of the year?

R: Yes, we did.

I: Did you find it useful?

R: No.

I: Ok, what … why not?

R: Because at the beginning of the semester I personally didn't know what the programme entailed so all the information they were giving me was just you know … I knew where the library was, I knew where the librarian were, the systems that are there but until I studied the classes I didn't … it didn't click like ok this is what I would have to do. So when I started classes and started getting assignments I had to come back again to the library staff and get myself re-orientated you know so … At the beginning, it really, to me, until you know what you need, you really, the information given is not going to make any sense.

I: Ok, there's no context.

R: There's no context for it yes.

I: So did you get your induction in the first couple of weeks of …

R: Yes, I think it was the second week …

I: So it was quite quickly.

R: Yes.

I: Did you get a library tour as part of that induction?

R: No,

I: Do you feel that would be helpful?

R: No, I think the St. Angela's library is pretty much open and you know I mean, the shelves are labelled very well, so if you can use the computer you can I think you, so I don't think it would make any difference whether I got the induction or not.

I: Did you feel that the induction training was linked to the type of resources that you would be required to use to complete your coursework?

R: I didn't know what the coursework was going to be until … you know … so until that started …

I: How do you think we could improve the library induction?

R: I think the way to improve it, they should do it like, after there is a context, after you know, ok I've studied my programme ok so this is where the nursing books will now be, you know these are the programmes you're doing this semester, ahm … so that would entail a staff, like ahm … academic staff to come with you to say, ok you're doing empowerment this section this is how you will search for empowerment stuff on the library computer … there is where most of … you know. At least now there is a context, but them doing that means I wouldn't be asking staff questions ok?

I: Ok, so perhaps, if it could have more context or maybe be delivered later in the semester?

R: Delivered later in the semester yes.

I:	Did you attend a group database training session?
R:	Oh yes (emphatic)
I:	That was separate from the induction?
R:	That was separate from the induction yes. That was in context because we had started the research class then before we had that database training.
I:	Did you find it useful?
R:	Very useful, very useful.
I:	Why did you find it so useful?
R:	Like I said, I've never been introduced to database searching before so having that actually helped me to narrow down on what I needed to do. So it provided insight into what database searching is, like how to search, how to save. So it was really really helpful for me and it was at the right time for me.
I:	How do you think the database training could be improved?
R:	I really don't think it could be improved. I think the improvements would have to come from the students … from we the students ourselves. Like, for me it was very helpful because mmm … the lecturer had said that it is best if we've had our topics down so that while we are doing the training we can you know be using that. So for me it worked well, for some people said it didn't work well for them but I think it's because they themselves were not prepared for that group so I think the class itself or the training itself is great, so the improvements would be from the students.
I:	So that the student would be more prepared?
R:	More prepared yes.
I:	Did you attend a personalised one-to-one training session in the library?
R:	Yes…
I:	… and did you find that useful?
R:	…. very useful yes.
I:	and was that part of the same literature review process? You had to choose a topic to do a literature review on?
R:	Yes, that was that. So after the group, I scheduled another session with Mr. Nick … mm .. with the library staff. Because in the group you know, you can't take all attention so when I needed to have more questions answered, like have to save on CINAHL especially, I couldn't figure out how to save on CINAHL, so I'd set up an appointment with the staff and you know.
I:	Did you request that appointment or was it offered to you?
R:	I requested it.
I:	Do you think the one-to-one training could be improved in any way?

R: Oh no, that was great. It's also what you need, one to one training … I can go to training but if I don't ask a question there is no way that you can give me feedback so it's up to the students.

I: Going back to the findings of the questionnaire, the majority of the students who answered felt unprepared or only adequately prepared for library research when they came here and the reasons for that were lack of online research experience and general library experience. What do you think could be done to help the students more to overcome those feelings of unpreparedness?

R: To give us more assignments that requires us to be in the library and access those resources.

I: So, on the course to date, you're almost finished now, how many assignments would have required the library work?

R: About 4 or 5. I think the whole programme is centred more on the knowing what we know. Yes, there is a bit of research or assignments in there but that's what we are used to from where we are from you know, to read and give it back to you in exams. So, if we are to improve the way people do research and stuff then we would have to look at that on international student aspect and see ok, what else can we do to … we are good at answering questions, well some of us are good at, I'm not good at answering questions (laughs), I can never pass multiple questions for the life of me … I don't know what it is! But, when it comes to using the library and those databases and doing you know research thinking, to me I think it's a better way of learning and helping them to become prepared for that. Because, if they have to … for instance if I have to go on for a master programme now I should be expecting the use of library but if it wasn't it wasn't made that much important in this programme presently then it's definitely going to be the same problem that we are having now that we would have then. So I think that academic staff themselves might need to increase since everything is all about research these days.

I: Ok, so to increase the number of assignments requiring research ….

R: … as against exams and stuff. It would definitely up their skills.

I: Do you have any suggestions to improve the library experience of future international students at St. Angela's College?

R: Oh god … let me see … what can help us to ……. I don't know. I really don't think anything … Cost, but that's administration not library.

        Yes, I mean like I was telling someone that I always print front and back even though it's the same price. But if there's a little incentive I think most would print front and back. That's part of library experience … so instead of 12cent you can charge 10cent if you print front and back.

I: So that printing front and back should be cheaper than printing two sheets of paper.

R: … should be cheaper than, yeah, yeah. I mean a lot of people print on paper "oh it's the same price" but I just believe it's silly ……

I: That's interesting because actually I always assumed it was half the price … but it's the same price

R: No, it's not … it's the same price.

I: …. Because I would always have encouraged people to print front and back.

R: I know, I print …. to me I just think it's too voluminous to print one thing on each page and to me it looks like I have more to read than … so if it's front and back I feel like ok ok it's almost done you know …. I think apart from that I don't you know, apart from getting access to like the …. You remember that time I was looking for a book that was like at NUI Galway … access … I mean if we're a link college there should be a way where there should be that easy access to access those books so you know … or they should have it already online if it's not handy physically I think.

I: Well you've touched on a few other issues as well in terms of training and assignments and stuff so …. throughout the course of the interview. Is there anything else that you wanted to bring up or discuss?

R: No, I think that's good. I think that's good. I enjoy the library so I don't … (laughs)

        Oh, apart from noise! Sorry, oh god, the students makes …. the whisper is always noisy (laughs).

I: Ok, that's fair enough. It can get pretty noisy when we get a lot of groups in.

R: But apart from that it's a good experience.

I: Ok, great. Ok, well that's all I have to ask if you don't have anything else? Ok, thank you very much.

R: Thank you.

RESEARCH PARTICIPANT INFORMATION LETTER

Title of project: Master's Dissertation: Matching Expectations: An exploration of the use of an academic library by International Nursing Students and its correlation to faculty expectations of their library use.

Name of researcher: Aoife Murray

Project authority: This research project is being undertaken as part of a Master's in Information and Library Studies from Aberystwyth University.

_____

Before you decide whether or not to be interviewed it is important that you understand:

    c)   why the research is being done

    d)   what it will involve

Please take time to read the following information carefully. If anything I have written below is unclear, or if you would like more information about this research project and what it involves, then please do not hesitate to contact me.

What is the purpose of this research?

The aim of the research is to identify how international nursing students use the College's library services and to evaluate how this corresponds with faculty expectations of their library use with the objective of developing recommendations on how the library can develop services to bridge any gaps identified.

Please note the following procedures about our interview:

- **Duration**: The interview should take about 30 minutes of your time.
- **Schedule**: The interview will follow the question schedule that is attached to this letter (although you can raise other issues if you wish to do so).
- **Recording**: The interview will be recorded in audio format. This recording will be used only for this piece of research, and will be used in accordance the ethical research procedures of Aberystwyth University.
- **Confidentiality:** All the information you give will be treated confidentially. Both the _conversation_ and the _information_ you provide will be completely confidential and treated confidentially by the researcher.

- **Anonymity**: All interviews will be anonymous and personal data removed at the transcription stage. No individuals will be identified in our results and any direct quotes included in the dissertation will be used selectively and anonymously.
- **Data security:** The information will be kept securely for 12 months as outlined in the ethical guidelines of Aberystwyth University.

If you wish, you can request a copy of the transcript (printed words) of your interview. A full report and a summary of the research findings will be available from the researcher upon completion.

If you agree to be interviewed please sign the accompanying consent form and return it to me. I will then contact you to arrange a day and time convenient to you to conduct the interview.

I look forward to hearing from you.

Thank you,

Aoife Murray

The McKeown Library

St. Angela's College

Sligo

Email: amurray@stangelas.nuigalway.ie

Phone: 071 9195591

Consent form

Title of project: Master's Dissertation: Matching Expectations: An exploration of the use of an academic library by International Nursing Students and its correlation to faculty expectations of their library use.

Name of researcher: Aoife Murray

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	Please tick
5. I have read and understood the information letter for participants and a written explanation of the research has been provided to me.	☐
6. I have understood enough information about what my role involves, as participant.	☐
7. I understand that my decision to consent is entirely voluntary and that I am free to withdraw from the study at any time without having to give a reason.	☐
8. I consent to participate in this study about the use of an academic library by international nursing students and its correlation to faculty expectations of their library use.	☐

Name of participant (IN BLOCK LETTERS)	Signature	Date
Name of researcher (IN BLOCK LETTERS)	Signature	Date

Please return this Consent Form to:

Aoife Murray

McKeown Library

St. Angela's College

Sligo

Email: amurray@stangelas.nuigalway.ie

Phone: 071 9195591

Faculty Interview Schedule

General:

1. How much contact do you have with the BNINT Students?

Section 1: Language & Culture:

2. How do you perceive the English language skills of the BNINT students?

3. What language challenges, if any, have you experienced in your interactions with BNINT students?

4. What impact have cultural differences had on your interactions with BNINT students?

Section 2: Student's Library experience:

5. What is your understanding of BNINT students':

   a. previous library experience?
   b. previous research experience?

6. What is your understanding of how BNINT students currently use the library to complete assignments at St. Angela's College?

7. What do you believe are the possible barriers to their library use?

Section 3: Expectations of staff / Curricular requirements:

8. How prepared do you perceive BNINT students to be, upon commencement of their programme, to complete assignments?

9. Findings from the data collection conducted with students show that they feel more prepared to complete practical clinical skills assignments than research based assignments. What is your perception?

10. What information sources do you expect students to consult when they are completing assignments?

    a. how do you communicate this to students?
    b. how do you ensure that it is understood?
    c. How successful are they at meeting these expectations?

11. What is your perception of BNINT student's understanding of plagiarism and referencing prior to commencing their studies here?

12. What supports are available to BNINT students regarding referencing/writing skills/plagiarism etc..

13. How are these supports assessed?

Section 4: Library services

14. What is your understanding of the services that the library currently offers BNINT students?

15. What additional services could the library offer BNINT students?

16. What opportunities do you see for collaboration between the library and BNINT faculty to improve the research and library skills of BNINT students?

Faculty Interview Transcript #1

Interviewer: First of all, thanks so much for interviewing today. I really do appreciate your time. I know it's busy at this time of year. Ahm, so I have an interview schedule and the interview is going to take a semi-structured format so I have questions that I want to obviously get through but as we talk the order of those questions might change depending on what you have to say.

Respondent: That's great, yes. Great, yeah.

I: The first section is just to get a general feel for your interactions with the students and then to focus on issues of language and culture ok?

R: Ok, yes.

I: I have 3 distinct sections within the interview, ok?

R: Yes, yes.

I: Can you describe to me how much contact you have with the BN International students?

R: Ahm, I would have led up modules on the BN International Programme, and that's the Bachelor of Nursing Programme. The module I done was in relation to Safety and Healthcare so it's kind of an international …. It is an international module, it's not a kind of, it's a very strong international module and Safety and Healthcare is a very big international concern because there's been lots of cost, as a result of unsafe health practices and, ahm, loss of life and there's been a cost to the professionals … professionals involved in healthcare as well. So there's a been a huge … and it's recognised in both the developed world and the underdeveloped world … different, slightly different safety concerns but there are major concerns so the module that I was doing was one that clearly could link in to where they had been at in their own country before they came to Ireland so it was quite easy.

I: Is that something that was developed for the BN International Programme …

R   … here, yes …

I: … or is it also delivered to the Undergraduate Programme.

R: … no (laughs) … well it is in the undergraduate programme but at a very different level and in different ways and it comes out throughout the whole four years and I suppose it's very important then when they're in fourth year for our normal undergraduate students because it's evident in their clinical practice cos safety in healthcare is a big issue in clinical practice and policies and procedures and ways of doing things. Ahm, but it was a very different module, it was the first time we'd done it first time we'd run it out ahm, and eh yeah so… specific to that programme.

I: You were a module leader and also you lectured …?

R: As module leader I was just directing the module but I also was delivering the whole programme myself so I planned and then executed if you like delivered the programme with others as I felt was pertinent.

I: Ok, and what number of teaching hours approximately would you have had?

R: Gosh I think it's 36 teaching hours and then you have got assessment after that and you have individual tutorials after that as needed.

I: Ok, so you would have experienced the students as a group in a lecture room and also on an individual basis?

R: … yes, yes.

I: … and that 36 hours that's over the year, the whole programme?

R: It's in one semester … one semester yeah. Our programmes are semesterised so our modules are delivered per semester.

I: Ok, ok. Mmm … so within consideration of that experience that you have with the students how do you perceived the English language skills of the BN International students?

R: I think initially I found them quite poor. And I suppose that was linked to my own perception. Ahm, I expected that they had made a choice to come to Ireland and ahm, having made that choice that they would have thought about what actually they would need to survive in a professional …. Because the students who are coming have already registered as nurses in their home country. And, emm … are taught to diploma or certificate level ahm … so I would have expected that level of professionalism in saying I'm going to another country I've got to do something about my English language. Ahm, so I suppose I had that expectation that they would have prepared themselves really well and I think that the majority of students didn't emm … they were coming for other social reasons I think on the programme emm … which is quite acceptable when one considers it. So I think initially I found it em quite a challenge. Some of them hadn't their IELTS, which is the International Language accreditation …

I: Yes, my understanding was that they would have to level up to level 6.5 on their IELTS?

R: Yes, yeah … but they didn't have … some of them hadn't acquired that or they hadn't been successful in it so ahm …

I: So they would have been studying their IELTS alongside their nursing programme?

R: Yes, doing IELTS alongside. I think ahm, … so that's how I found … I found it in … in … emm … so I had to adapt my teaching methodology and my approaches in line with that. So for example, if I was giving group work em … I knew that there were some students who had poor language ability and they were actually em ... would em … align themselves into a group where they would be along with someone who was quite fluent so they go behind them rather than having to think them. So I … I took an unadult approach and designated people to groups. So I got them to encourage to speak their English language. My programme was safety, you know my module was safety, I couldn't think … consider … I couldn't just go ahead and just do safety without considering the whole person I wanted to each one to develop and grow in the programme. Ahm … and they had to grow in their English language … so to be humanistic as well. I'm very humanistic in my approach so … or I like to think I am … and … em … so I … emm … changed around my methodology … my my teaching

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methodology to do that. And similarly with em … I used a variety of methodologies so rather than letting the students take notes which I think they found really difficult I would provide them with class notes.

I: Yes, ok …

R: … after the session. So I wanted them to really listen engage but then I gave them detailed notes. So I give them the notes that I would use for my class.

I: So during the session they were free to engage ….

R: Engage, and listen … yes yes

I: … rather than concentrate on note taking.

R: And I did find it challenging because I was … many of the concepts within safety were new to them and … em … so it was challenging from an English language eh you know and also then challenging from a topic so I was very aware of that and I think I am very aware of my own … I'm from the north originally and I have a very strong northern accent and sometimes when I have spent a little bit of time up at home or gone visiting I come back and I talk twenty to the dozen so I speak very fast so eh, and I suppose I made them aware that you know of that they should feel free to eh … slow me down ask me to slow down but I made it very explicit because I'm aware that they are coming from a culture which is very different em … so I had to actually direct them in that.

I: Yes, and when you gave them that direction were they confident to ….

R: When I gave them that direction I … I … I think (pause) I suppose they were comfortable but em … not as … I think it was more me relying on my watching their non-verbals you know and trying to think is it going through are they understanding me by their eye-contact etc.. body language. Emm … I think … their culture … to expect them to actually just interrupt me was too much for their cultural … their previous cultural background. So for example, when they would … when you would come into the classroom they would stand up. So we're talking about the culture of when I was a student way way way way way back you know so that is their culture so you don't change that overnight. You know they have to….

I: What other impact did cultural differences have on your interactions with the students?

R: I suppose culture is such a major one. For some of them they had just come into to Ireland and really didn't know much about Ireland and the West of Ireland and we are very different we are very different even from the east. Em … and I suppose, making them aware of the cultural differences at … at a lay level if you like in … in … society. So when they were out why we do certain things how we do certain things em … and giving them some insight into our history as well so they could understand how we were because we are so dramatically different from the east coast. Em … and then in relation to professionally the different cultures and how we've developed professionally and how that differs from their culture … em … and … I suppose I got them to share what … what aspects of their culture because I had to know where they were at with safety. And … em … so for example in relation to eh … a deteriorating

patient sometimes you can have a patient in healthcare and they appear fine and then slowly they deteriorate or they deteriorate fast and what evidence they would have for identifying that deterioration and what they would do in the light of that evidence and em … so culturally for example in their country it was about getting the doctor and that was our culture years ago so I was able to identify with it but then I was able to … once I had identified their cultural way of dealing with it … their professional cultural way of dealing with it … then I was able to bring them forward and say what are the limitations of that way of looking at it? Here's a different model and this is the model we now use in Ireland and in the UK and America. So I felt that I had to come from where they were at rather than imposing our culture. Em …

I: So almost put it in some sort of context for them … understand what they understand and …

R: Yes, yes so they could see that. I think there were … and I have to say … there were many many from a professional perspective it was very vast em … differences and in no way did I address all I'd say I only addressed a couple in that module. Em … so that's vast difference culturally in that way. I think coming from India em … I noticed a big cultural difference into how they were in class and how they interacted in class. There were males in class as well as females and there's that whole gender em … equality thing and power thing going on in the class and again that influenced my group and interaction and expectations of men that men might get away with if you like various things whereas I was much more open in bringing it out. So if they didn't do … if the men in class didn't do as was expected it was made clear but I also brought out about that. You know, this may not be how it is in your own country … how is it in your own country? Ok, it's different here because you're no better than me as a man you're no better than your colleague, peers … emm … so I was able to bring it out but it was very present in a hidden way in the class and for some of the females in the class I could see that they were being em … that … that … cultural thing stayed with them. Of course, it will take years for some of them to get out of it depends on their family situations and I think socially there was huge cultural difference … huge … dramatic … you know and I think while it's a big country India and they work on big populations I think some of their cultural aspects from listening to them I could identify with say Ireland 50 years ago in how they were behaving and everything else and how they were talking about things and … you know what they shared. So in a way I was able to identify where they were at em … yeah.

I: Ok, ok. In terms of, you mentioned that you were a module leader so you had tutorials in terms of one-to-one support, did you find any impact from cultural differences on the follow up supports that were required by the students outside of the lecture class.

R: Yeah, I think, yeah, and I think the biggest cultural difference is that they were … tend to be very dependent on the lecturer so if I told them to eat a book they would eat a book so they expected direction and that was the biggest challenge that they weren't able to acknowledge their own ability and get their own interest up and feel free … they felt they had to check in all the time and you didn't get one email you got 20 emails from them you know, when you said something or you asked for something and em … and they really … they behaved like children if you like, because that was what they'd come from. I found that quite quite difficult for them to em … em … to take the subject on board and own it themselves but I could identify with it and I know

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how hard that transition is because I made that transition once I went to the UK in some ways, not as much as this it wasn't as hard as theirs but em … to feel that you, you know, you weren't being brought down a line that you had actually a little bit of diversion that you were expected as a professional to em … to develop in other ways and there was that flexibility within it so I think that was … and the expectations they had of me? And I suppose the expectations I had of them and em … the relationship and it's almost like they didn't know boundaries. And I think then having explained to them you know and in the class I would behave very differently and I invite their … and wait for their participation. I think they just didn't get what em … how you make that transition so they forgot about boundaries when they made that transition so they would overstep the boundaries like you might have them all outside your door just expecting you to be available and expecting you to answer their questions like they were the only one in the … you have no other students except them and you know, there was no …

I: Ok, so when the walls came down it was …

R: … and sometimes they would be inappropriate, do you know what I …?

I: Yeah, yeah …

R: … so they didn't get the boundaries you know? Em … and sometimes that happens you know, you just … it was about … you know, respecting them but respecting them sufficiently to make them aware of the boundaries and what you would expect without insulting them and be careful how you done that, you know.

I: Ok, so it sounds like your teaching experience then was very broad in terms of an entire cultural teaching experience as well …

R: … yes…

I: … do you think that all lecturing staff would have that sort of cultural component to their class where they had to sort of set it within their … the experience of the international students?

R: Em … I'm not sure all of them would have. I suppose it was my topic, and while it's a theoretical model it has to be applied to practice and these students are hoping at the end of the year to have sufficient knowledge to be able to register with our nursing board so em … I have to relate it into their practice and as registered nurses I would expect them to implement it afterwards in their practice so I had a vested interest if you think in applying it. I think perhaps eh … for some modules maybe the culture was much more important eh … but I think it would have come into every module em … yeah … you know …

I: Ok, the next section I would like to move onto is the student's library experience so their experience before they commenced their studies here in St. Angela's. Em … so what is your understanding of the BNINT student's previous library experience?

R: Em … (pause) … I had worked in London, I worked in education in London, and eh … two of my best friends were Indian. They were tutors as well, so I had em … a wonderful experience with them they were very learned people. Very very learned.

I: Did they train in India?

R: They trained in India, yes yes … and … em … so I found … that experience really influenced my perceptions, my initial perceptions which were … which … em … and my assumptions and I wasn't right. But I expected people who would have used library who'd have used stuff eh … read stuff who'd be familiar with reading stuff and have an interest in that. And … eh … that was where I was coming from when I first met students and I didn't get that. I didn't get that the students interacted I get that if their lecturers gave them something they would follow it and they would do it textbook. So they really weren't reading or interested in reading and … em … I found it a challenge to actually get them engaged in reading that was one of the biggest challenges I could because it was really essential that they read for my module I wanted them to read around safety safety issues, so … but they weren't engaging in it and em … I realised …

I: Were they looking for a prescribed text?

R: Prescribed text … and em … so many of the safety issues are em … you know you've a theoretical about that issue but then you need to know examples and there are loads of examples from healthcare, case studies etcetera which em … would have built on that and helped them to understand and … so I felt that it was really important. But I came to realise that their language … I don't think … I think they were dedicated enough em … now there were family issues for some of them … you being away from home and a distance away from home and some of them had young children and wanted to keep contact and I think some of them were maybe perhaps were homesick so personal issues. Em … and also then on top of that the English language and being able to read so all of the texts I was giving them were English obviously so when I discovered that em … I would have given them references … I would have asked them to do a search was the first mistake I made really because I didn't embrace where they were at so giving them references wasn't really helpful because they didn't … didn't know how to do it even though the course co-ordinator had told them how to do it and they had sessions with the librarian so that wasn't working so what I ended up doing then was giving them stuff to read em … making it available to them on Moodle so that they could read it … found that wasn't working so then what I started to do, and I couldn't do this with all of the articles, we would have group discussion on certain article.

I: So then you could be sure they would have read it?

R: Well, yes … I know I was helping them with their English language but also helping them to understand what was being written here because they weren't at that level of being critical of being you know … so em … in terms then of using the library that was my, was my experience you know … that really they weren't engaging now that was the first, second the first two groups that we had you know and I've spoken to the current year leaders you know and how is that going on and they are a very different group you know, so they're much more in there and there may be other reasons for that, other social reasons for that you know we have a different group and you that get, you do get different groups. But that was my experience of them using the library so the aspirations I would have for them to go investigating you know, em … because the library is one part of the information but you have a lot other information I would have expected then from our health and safety authority where there's lots of texts and that from the World Health Organisation and the UK numerous sites which was really important pertinent to health and safety to safety in healthcare em … for them

as individuals and as nurses you know em … even if they never practice in this country and went back to their own country there's lots of reading to do so … that's … yeah …

I: You mentioned language being one of the potential, possible barriers to their use of the library and its services are there any other barriers do you think to their library use?

R: Em … (pause) … I think for some, they didn't have computer skills em … and I think that inhibited them a bit … you know just in class trying to problem solve if someone had a computer skill sense someone else could help them em … some em … no-one had their laptop I think then there was a competition and they won a laptop so they actually used that to eh … eh … but that is no, not having a laptop because they could actually (pause) use the facilities in their own home because I think the facilities are good you know they didn't feel they had to come physically here on site to do that but they didn't have then the resources to do it they didn't have the laptop to do it and for some of them they had a huge difficulty with just the … the … changeover … the the em… you know the sleep/wake cycle … so that they would be awake in the middle of the night and it could have been a good time but they couldn't do it … use that time because they didn't have the resources to do it, a laptop or whatever to do that yeah.

I: Ok, em … the next section I want to discuss is the expectations of lecturing staff and curricular requirements of the students. How prepared do you find the BNINT students to be at the commencement of the programme to complete assignments?

R: Oh gosh, my experience made me realise that they weren't prepared that they had deficit in lots of skills you know? The … and I think their assignments in their own country had been very prescribed whereas I had been expecting them to be more creative eh … to be more independent and certainly that was a deficit. Em … eh … I em … had an exam for my assignment, for my assessment of the module and I think even that they found challenging you know, they were used to prescribed things and learning things regurgitating things so that influenced how I wrote my exam paper so to ask them to discuss I was going to have a complete failure so em … it was factual knowledge now part of that was them not reading enough the barrier to English and I think the English barrier was the big … the big thing yeah. I expected that they would em … I did have an expectation that they would be able to do group work they'd be able to em … assignments em … but they actually needed a lot of direction, a lot of direction em … maybe even going back to when you had first year students at that level we're talking about basic direction you know, em … and I hadn't really anticipated that so it changed a lot of my module it was quite eh …

I: That's interesting you say going back to first year level …

R: Yeah …

I: … because from the data collection I did with the students themselves when they described their library experience their research experience or lack of and the teaching learning dynamic very much sounds like what we would see in secondary school …

R: yes, yes …

I: … – this is the text you learn it you arrive to class with it learnt you don't really engage in any kind of critical thinking whatsoever …

R: No, yeah…

I: … so whereas the students on the BNINT programme are coming in effectively into a 4th year of an undergraduate programme to one intensive year but really their skills are almost at that of a first year level.

R: Well their skills are but also where they're at personally and I suppose, I had an expectation that as professionals they would be different.

I: Yes, because of course they have work experience as well as their qualification.

R: Yes, yes but the work experience in healthcare it is very much like we were 50 years ago here where it's directed by individuals. The nurses themselves don't really em … engage in critical thinking and practice you know and … so … that's a huge … I had an expectation of that.

I: Yes, obviously within Ireland, the Uk, Europe and North America it's evidence based practice is the key …

R: It's evidence based practice where the nurse is actually thinking about what she does as well and being at the very forefront of that …

I: That's a very new concept to the International students …

R: It's a very different cultural perspective as well I think we can't lose sight of that, that they have been raised in a culture where they're directed in what they should do whereas for us we consider, we assess the patient and based on the … our critical thinking around that evidence from our assessment we make decisions and we carry forward those decisions so there's this independent thinking whereas that isn't there and actually in some ways they'd be quite unsafe you know? Em … because they haven't used that critical thinking and em … that was sort of surprising to me to go back to all those years ago and some of their practices were not safe you know? Similarly to what we would have, or I, as I was listening to their stories was thinking in my head this is not safe and eh … obviously here we've developed in healthcare where we have specialists you know so if we're uncertain of a decision we consult with that person who has got … whereas they're still at the model whereas if a patient's wound wasn't healing they still ask the doctor whereas if a patient's wound wasn't healing here we would certainly not ask the doctor we would speak to the consultant in wound care who would be a nurse you know who has the expert knowledge in those areas so … and we've lots of those experts around to help us so em … I just found some of their practices were, what we would term now not evidence based and the ways of dealing with relatives with patients also em … was very different and in healthcare we have in relation to safety for example one of the big issues that has come internationally is that you involve families and the patient in the decision making. So whereas 50 years ago healthcare professionals would have made decisions and then informed the family "this is what we're going to do" nowadays we involve the family we speak with the family keep them informed of situations regarding a patient and certainly involve them in making decisions. So it's … and talking about things, even when they're not so nice, if something is going wrong we tell them, we

call it open disclosure and em … when I was doing that I remember I done a case study so I got the students you know to role play em … and where I was a relative and they had to tell me that they'd done something wrong with the patient basically so it was called open disclosure and that revealed to me really where their culture is so and how much some of them had not moved on to accept that you actually can have this openness you know, em … so … em … you know I expected them to come equipped as professionals aware perhaps of what's going on in their own country and how it's different elsewhere but they didn't even have the insights that it was different elsewhere. Yes, it's a different country they behave differently they've different weather they've different … I think that was the limit of their understanding of difference … em …

I: The students themselves when I spoke with them they would have themselves felt very unprepared for the research assignments …

R: Yes…

I: … but they would have felt more prepared, they felt, for the clinical skills practical assignments and felt that that was a stronger area for them based on their own practice, what is your perception?

R: That's interesting actually, I think they expected that they would have … em … so for example, for these students to financially some of them had to get jobs ok? So in safety and healthcare when I was doing this module I touched on areas … some of them got jobs, sorry I should make this clear … they got jobs in nursing homes and, so when I was doing the module I asked for examples so some of them brought up the examples maybe they'd had the previous weekend, you know? So we would analyse that a bit in class you know the unsafety and everything else. They didn't have … they were doers … get on and do but when you actually checked through how they had done things … might not just be as good em … at the practice, mightn't all be evidence based what they actually do. So while they could see that maybe taking blood pressure was the same you know, em … their understanding of what to do with that knowledge as a registered nurse was not actually the same so I suppose their level of practice in some ways was at 1st, 2nd or 3rd year level of clinical practice, maybe 3rd year in that they knew I know I have to take a patient's blood pressure …

I: … the physical act of doing it…

R: … yes, physical act of doing and they'd tell the doctor … and that's what I would expect … or tell a nurse … and that's what I would expect from a 3rd year. I expect a 4th year to go beyond that and say well ok what am I going to do with that and what am I expecting that person to do with that? Is there anything I can do in the interim, you know? And I'd expect that nurse to initiate that interim action without consulting … ok the patient blood pressure is low this is what I need to do. One of those things will be to tell the nurse but I will also have a load of other things that I need to do, you know?

I: Ok, so they … were the act of doing … taking the blood pressure and then passing it on … the information on to the doctor ….

R: … yes yes …

I: … which was their approach?

R: … yes yes, and I think their understanding of what em … critical care was different to ours very much their practices are very different so like what we would expect to see on critical care em … they wouldn't see but what they have … patient's they have on their critical care we would have on our normal surgical wards dealing with it every day, ok so it's different em … levels of medical healthcare as well you know. Em … you know what they'd have in specialist units we would have in our normal ICU so there is a radical difference in their healthcare system.

I: Ok, and so then obviously the type of patient they're dealing with then is different if they're on a general ward yes, just by the very nature of the structure of the system.

R: Yes, yes … and whereas we have very quick turnover of patients also and we actually have em … patients are discharged much sooner and hence when the patients are in hospital they have much more acute care acute nursing interventions and … em … whereas they have the patient much longer and the family are in much more involved in the care and the family would be bringing meals etc… which we don't permit because of various healthcare regulations that we have to have from a safety perspective … yeah …

I: Ok, so just moving back to the assignments what information sources do you expect the student's to consult when they are completing assignments?

R: I suppose for me it was, I gave them an exam and I don't know if you want me to talk around that or what you would expect me to …

I: I would … if we could consider assignments and also the exam as well, all sources of information.

R: Ok, I would expect … I've alluded to them already I suppose the em … the wider reading around subjects. For an honours degree I expect all the students to do that and particularly for safety in healthcare there is a lot of stuff out there so I'd expect them to go to good sources like the Health and Safety Authority of Ireland and of the UK, because it's much more developed in the UK in relation to that em …

I: … currency would be very important then in terms of the source?

R: Absolutely, HIQA, which is our Health Information and Quality Authority which is em … and interestingly our students got … these students were working on their own initiative in nursing homes during the programme and HIQA is the one body that oversees safety in healthcare in Nursing Homes and during the module they actually had heard HIQA in the clinical areas that they were in and it was very interesting that they didn't go and look for the information on HIQA, because HIQA has lots of standards and guidelines where they assess institutions?

I: Yes.

R: Yes, and em … so while they were aware of it they were still using the knowledge from the ground rather than going and looking for …

I: … taking the initiative to find out…

R: … yes yes so I would expect them to source HIQA, Health and Safety Authority of this country but not just this country but of UK and US and knowing that the US law is

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different but for insights to get them to look better at Ireland ah … I would expect them, really expected them to use the WHO yeah? And eh … because they have a lot a lot of literature and evidence base up there as well. Em … and I would expect them to use the library, to use the online database searching to em … search their topic. That was my expectations.

I: Ok, and how did you communicate that to the students?

R: I suppose at the start I alluded to this how I would give them a reference list, I then went completely away from that and said I want you to read this article by this and eh … you will get it by using this. But they didn't have … and I think it was their language was one and not having the resources to go and search for it so what I discovered is that they use one person to search for something and then the rest of the class … they copied it to the rest of the class.

I: Ok, so they used what this person found?

R: (Nods) which was limited of course when it's one person so em … I em … yeah so, they didn't meet the expectations I think for the various reasons that I've outlined you know?

I: Yeah, ok. What is your perception of their understanding of plagiarism and referencing before they came here?

R: Oh I think it was completely new. A complete foreign language to them all together, as it is to many of our students and it takes … our undergraduate students … for some of them into fourth year before they realise what it is and sometimes they might have made an error in it so I think that they were no different to our undergraduate 3rd years, 2nd 3rd years … 2nd years I'd say and some of them were at first year level they hadn't actually heard of … because you know if a lecturer gave them something they could actually use it but they hadn't a clue of how to reference it so referencing was completely and utterly new to them and eh … for some undergraduate students it's not that easy to pick up referencing you know it takes them a while to understand it and even for some of them they grapple with it as they go through the course and formatting etc.. of it em … but em … so I think they are no different to our undergraduate students in their perceptions of it and seeing the importance of it they … they really don't, they don't get … I think they get that these lecturers are always going on about referencing but they don't really get the full concept in their mind of what it is.

I: Ok, and what supports are available to the international students regarding referencing and plagiarism?

R: As far as I know, and I do a lot of this on the first year programme in relation to referencing and plagiarism it's my baby if you like, I'm hot on it I'm very tight on it so I would have shared a lot of the resources that I would have used so on Moodle I have a first year, I have a PowerPoint in relation to referencing I have a referencing exercise in relation to that so I would have em … where it wasn't part of my module and my module was very heavy I did say to them that this was a resource em … and I also know that I shared my concerns then with their course co-ordinator so they could do

… she could do something with them you know in relation to that because I knew they needed specific … they were no different to my first years who needed that.

I: So there was a sort of an informal approach then there was no structured teaching …

R: Well there was from the course co-ordinator …

I: … oh there was ok…

R: … not within my … it wasn't part of my module but I felt the need to say lookit this is what … this is how this needs to be done, this is how you need to … and you need to go … I would always direct them back to the library em … and I suppose I have an expectation that the library would have more maybe one-to-one for specific issues em … because everyone of them is going to be different and how quickly they can grasp it etcetera eh … but there wasn't a time in my module to do it that's not wasn't part of my module you know and my module was in em … the first year then I done it was half way through the first semester and in the second year it was in the second semester so em … I would have expected that they would have got that.

I: Did you find a difference then in delivering it …

R: No, no they were at the same level …

I: … they were no more experienced?

R: No, no more, no.

I: Ok,

R: But I suppose in fairness students are grappling with a lot of issues in the first semester when they come over, personal issues you know? So one has to see it in perspective, you know?

I: Yeah, yeah with a lot of those supports a lot of it can be about the timing in which it's delivered if it's delivered at the right time for the right, you know before assessments that it's not lost in the first three weeks of a programme.

R: Yes, yes and for the student is that how open they are to … to benefitting from it.

I: Yes, what then is your understanding of the services that the library currently offers to the BN International students, you referred there to the one-to-one supports that are available if they are required, what other services would you be aware of?

R: Yes, I suppose the students have em … There's online services of searching loads of databases and em various ways of searching I think we have all that up on Moodle so I think that is available to every student I think that's absolutely fantastic so I'm very aware of that em … eh … I … I'm also aware of the facilities here, the physical facilities you know private study rooms etcetera there's lots of facilities out there that the students can access and use and I think from an international student perspective on top of all that em … I suppose I'm very aware of, probably because we're quite small here, there is that one-to-one availability so em … where a student has a particular issue that the lecturer … that the librarian will either support them through it to develop the skills or bring them back to us that we need to do something more with them and I think it's that one-to-one where you develop the … where you get the

insights … em … so I think that's a … that is the big one … big one-to-one that … that sort of makes all the other accessible do you know what I mean? Em … and I suppose for my topic, healthcare … safety in healthcare there wasn't really a lot of library texts, there are some key texts but there's so much … they weren't going to be getting to that level where I would expect them to be looking in-depth for texts you know it's more the articles research journals etcetera to get them to that em … yeah.

I: What additional services do you think the library could offer the international students?

R: (Pause) I think based on my experience I'd be inclined to em … (pause) say perhaps rather than leaving it up to the students given their cultures they're coming from maybe a module or a half a module or in some way a package that the student has to do, it may not be a module. Em … but a package that the student has to do a certain number of hours in the library and it doesn't sound right dictating it to hours but … that they have to fulfil this in searching and become familiar with it and em … and then perhaps on a one-to-one to check out if the student does know because some of them will smile very nicely at you and you realise you've to ask for further information and then you realise there's something … two and two don't make four here there's something missing for this student so perhaps some service like that where we could be certain that the student is at the level where they could actually know how to access a resource they're very good at it, they've given me evidence I've seen the evidence here in front of me they can actually do the searches, they can use different terms they can use em …

I: Like an assessment process?

R: Like an assessment process, em … and I think eh … probably too in relation to referencing then.

I: Yes, and would you see that as an opportunity for collaboration between the library and the international student faculty, the lecturing staff to develop something in that area or would you see it more as a library function?

R: If I'm honest, library function, yeah, library function. I think there could be some collaboration to link into modules, em … and I know I've used this with the library with our first years so we get them to search on certain topics you know, and so I would have keyed into the library and said lookit use this topic or that topic because these are topics that have come up in the module em … or these are topics they find challenging you know, and they dismiss it because there's so much stuff so em … I think maybe there's room for that but I think it needs to be done coldly initially from the library and I think after that initial if you like introduction and long introduction and long guidance I think then perhaps that in the next … I think it needs to be continuing with referencing and using the library it doesn't need to be done just at the beginning, I think it needs to … so it's once the student has come through that initial development then it can be more perhaps more related to the modules. em … I think that we as lecturers get too so focussed on 'well I need them to read this and I need them to read this author and I need them to read …' that we could actually limit how much a librarian could bring, you know? Yeah.

I: Because the feedback from the students themselves in terms of what could be improved or how they could feel more prepared for their assignments and their exams and so is that they would get more practice at researching at practical library assignments so that they get to know the tools and skills that they need so it's interesting that you're sort of saying something similar you know that there should be more practical assignments and also the feedback was that when they receive their database training that they should have their own topics in mind and chosen so that they are actually using, when they're doing their training, they're using a topic and it's real to them and certainly the feedback was that from the training the people who got most out of the database training and searching were those who had specifically chosen a topic for their assignment whereas the people who were a bit vaguer and hadn't decided on a topic got less out of it. And, again the students themselves followed up those training sessions with one-to-one sessions which came from the students themselves as proposed to being promoted through ….

R   … by lecturers …

I   … the library …

R: … yes yes yes, I suppose the one thing I would have I suppose, we identified … we were having all these discussions as our students were coming in you know they're not reading and everything else so we had specific time in the programme where they wouldn't have us and I think the social needs of the students took over they only came in for classes and we tried everything to engage them but we met with resistance you know the personal issues were so big, they had to work …

I: Yes.

R: So they didn't have time they wouldn't be in class they wouldn't be in the college on site so that was a huge restriction for us in that first year and they weren't engaging with library so, perhaps it is having credits to a module that they have to come you know, for that reason, and as I say that also might have just been our first couple of years experience of it you know, but I have spoken to other groups you know in other universities and they have said the same, other lecturers in other universities that's been their experience.

I: So they come for their classes and their exams but they have …

R: Other commitments outside and it restricts. So for example because we're out in the country it's much harder, if they were in Dublin they're actually at work they also do it's easier to get back to the college, there's those physical things as well, it's mentally seeing it as relevant you know. Because it's not in the first semester they're choosing topics you know for individual research programmes or whatever so…

I: Yes, it's delivering it at the right time. The research I have looked at in terms of international students especially English second language students is that any sort of library instruction, you know database searching or anything has to be continuous the one-shot session doesn't work, because of the language barriers and cultural issues that you've already discussed, it's something that has to be continuous and targeted at the right time …

R: yes, yes.

I: … and you know there is some research about sort of broader information literacy sessions scheduled with ESL students and also with undergraduates as a wider programme …

R: yes, yes.

I: … that covers things like currency of the … where to find the information, how to find it, how to assess it, how to evaluate it, how to use it, how to reference it you know so there's a whole em … there's a lot of issues that you've raised there that sort of I feel could be combined into a one assessment area or one course area or class area in terms of information literacy as a whole.

R: Yes, I think yes, I agree with you. I agree with you, I certainly do agree with you, I think in terms of the language maybe that there would also need to be a professional language but of course we have people who come and struggling with their English because a lot of what they are reading is professional language …

I: Yes …

R: … and eh, certainly in relation to my module I am expecting them to read this professional language and they haven't got that language and that literacy as well …

I: The IELTs programme is more common everyday English…

R: It's English, everyday English yes yes and I find it with other Erasmus students as well it's a big … professional language … professional language is a big thing. Em … absolutely I have two Spanish students at the moment and I'm having a huge hard time and the poor students are having a really hard time and the professionals who are actually … they're senior students and they are struggling and some of their competencies will not be passed because of their lack of professional English language because it is just so important, and when you're reading then in-depth and you've got all this professional terminology it's … it's not part of their vocabularies.

I: And it's very difficult to practice is, I mean, English language you can practice in the shop with your friends in your daily job … it's a very specific set of skills. Ok. Is there anything else that you wanted to discuss or would like to discuss that we haven't covered?

R: I don't think so, we've covered a lot haven't we?

I: We really have, I've taken up a lot more of your time than I had anticipated em … but I've covered everything I wanted to cover.

R: Yes, well hopefully that's …

I: Yes, certainly a lot of information. Thank you very much.

Interview Ends - 50 mins 42 seconds.

APPENDIX IV

Questionnaire Data Coding Spreadsheet - Sample

Participant ID#	Q1	Q2	Q3	Q4REG NUR HOME	Q4 DipNur	Q5 Academic	Q5 Public	Q5 Workplace	Q6 OPAC	Q6 Print J	Q6 Database	Q6 Online J	Q6 Borrow Books	Q6 Download ebook
1	2	1	1	1		1	1	3	4	3	4	2	3	2
2	2	4	1	1		2							2	
3	2	3	2	1	1	1	2	2	1	2	4	4	2	2
4	1	3	1	1		3	3	3	3	4	4	4	2	2
5	1	3	1	1		2	2	1	3	3	3	3	2	2
6	2	1	3	1		2			4	4	2	4	4	4
7	2	5	2	1		2	1	3	3	4	4	4	1	4
8	2	3	4	1	1	1	1	2	1	2	4	1	1	2

Student Interview # 01 - Excerpt from Coded Transcript

Interviewer: The first section I want to cover is on language and cultural difficulties, so do you have any difficulty communicating in an academic context at St. Angela's College.

Language - communication

Respondent: No, I don't.

Interviewer: No?

Respondent: No.

Interviewer: Ok. The questionnaire survey found that the majority of students in the BNINT programme don't feel that their English language understanding is a barrier, or was a barrier, to their preparedness to undertake library research. Why do you think that's the case?

Respondent: Mmm, because when you're in the library or when you're doing library research irrespective of what your language is you know what you're there to do. So, mm, English language is definitely not a barrier, you know, I mean even if I don't speak English and I want to do a research in English I can use the language that I know to do that research get my stuff in English and then do an interpretation at a later stage. So that's where I feel it's not … it shouldn't be …it's not a barrier for me and I'm sure it's not a barrier for most people.

Language as barrier to library use

Interviwer: Ok, and do you find that .. eh … do you communicate in English with your fellow students?

Respondent: Yes, I do.

Interviewer: Ok, and their English language levels are … how would you … how do you … would you describe them?

Language - communication

Respondent: Ahhm … I would say average, like average for an international student.

Interviewer: Yeah? Ok, ok. And would their language skills have been improved through previous work experience, or through college or just through their own study?

Respondent: I think it would be through college mostly, through college.

Interviewer: Yeah, ok. Are there any cultural difficulties or differences that make it difficult to study at St. Angela's College?

Respondent: Mmm … (laughs) that would be … the cultural differences would be the … mmm .. the social aspect. Ahm, I think part of college experience is having a social experience? And I personally realise that the social culture is not here at St. Angela's. People tends to keep to their own set, you know? So BN international student is like a group, and then the other students are like a group, you know, so there is no meeting ground between the other students and BN International students so, socially yes. So that's ….

Culture – lack of social experience–

Extract from Framework Matrix for Analysis of Interview Data:

<table>
<tr><td colspan="5" align="center">Theme: Language & Culture</td></tr>
<tr><td></td><td>Perception of language skills</td><td>Language & communication</td><td>Cultural Challenges</td><td>Culture of Group</td></tr>
<tr><td>Student Interviewee 1</td><td>skills of students are not an issue level: "average"</td><td>no issues communicating</td><td>lack of social experience - "social experience is not here" - no meeting ground between student groups.</td><td></td></tr>
<tr><td>Student Interviewee 2</td><td>Not an issue for students as anything they need to do is clearly explained to them by library staff or lecturers.</td><td>no issues communicating - studied and worked through english in nepal.</td><td>Didn't identify any cultural issues when asked but a lot of examples fit into this category. Not considered to be cultural by respondent. Teaching and learning realtionship: autocratic in Nepal, more approachable in Ireland. Vignette re projector. - Reluctance to ask questions in class due to culture of respect to elder peers - "I was like the youngest one so that is barrier also there you know the respect thing so." but also out of respect to lecturer - can't be seen to not understand or not have studied it before class.</td><td>Friends recommended 1:1 sessions. Shy of asking questions in front of elder-peers: respect.</td></tr>
<tr><td>Faculty Interviewee 1</td><td>quite poor and challenging. Professional language and professional terminology presents a difficulty, also with erasmus students. Lack of language skills impacted on all their interactions: reading, library use, research etc...</td><td>Impact on teaching and learning experience: adapt teaching methodology - students tended to hide behind those more fluent so assigned to groups where they would be encouraged to speak; provide them with class notes so they could engage and listen rather than concentrate on note taking; conscious of own accent and encourage students to ask to slow down - reluctant to do so; watch non-verbals</td><td>Impact on teaching and learning experience: "I suppose culture is such a major one" - stand up when you came into classroom; social, professional differences; class, gender; 1:1 interactions demanding once they were made to feel comfortable to ask questions: "you might have them all outside your door just expecting you to be available and expecting you to answer their questions like ... you have no other students except them". Also, consider social issues: homesick, distance from family etc... Evidence based practice is a very different cultural concept to many students - nurses in their home countries don't engage in "critical thinking and practice". Also, lack of awareness amongst students that the culture of nursing was different here (in terms of EBP and relationship with dr, critical thinking)</td><td>1st and 2nd intake weren't engaging - very different group in 2014. Why? Hard to say: Social reasons, different group.</td></tr>
<tr><td>Faculty Interviewee 2</td><td>Language skills vary within a group and from group to group. Studying to improve their language alongside their nursing studies. Need a level 7 IELTS qual to become registered nurse in Ireland</td><td>Language holds them back in research - professional language particularly. Be aware of lecturer's own dialect and accent and localisms.</td><td>Professional culture: no experience of research in nursing - doctors do research in their culture - practical application of research in nursing is new to them. Try to relate it to their culture. - Teaching and learning culture: don't ask questions, agree that they understand and follow up later - find it difficult to speak up in a group so follow up individually. view lecturing staff as "hierarchical structure" therefore need to build a personal relationship with them - otherwise they won't open up and problems won't be discovered. Social culture: need to work more on integration into wider college - big challenge is their lack of time to engage because they work and have numerous other commitments (family here or at home, financial). The way to do it is to try to build an individual relationship and be aware of additional factors that could be causing them to miss class or not do well. Holistic approach.</td><td>Language levels can vary within a group and from group to group. A good leader is essential for the group to bring things to the attention of the co-ordinator. Leader has confidence to ask encourages the group to do so too. Very very good leader in current group "made them a very strong group".</td></tr>
<tr><td>Faculty Interviewee 3</td><td>Varies. Better english if they have worked abroad with english speaking ex-pats. Better at writing than speaking</td><td>Impact on teaching and learning experience: adapt methodology - review at end of each class, summarise experience, write down 3 things liked and 3 things not liked as feedback. Be aware of your own accent and speed of speaking and your own issues with understanding accents, can be embarassing asking them to repeat. Not always language, sometimes it's an accent. Avoid asking if they understand, instead assess their knowledge. In group work: rotate so it's not same people answering, encourage interaction</td><td>Teaching culture: stand up when lecturer comes in - treat with deference and address as professor. Don't challenge or question in class or seek clarification - therefore evaluate knowledge so they could anonymously say if they didn't understand something. Very committed and focused when working in groups - will do exactly as asked (different to undergrads) - "they really want to contribute". Personal space and eye contact - don't like being singled out in a group. "they were more comfortable being a collective than being identified as one individual". Cultural preparation for college: so many additional factors: away from home, new country, culture and language then new academic expectation on top of that. Gender: issues with reading: males tend not to read articles and females come to class more prepared.</td><td>Leader in group in current cohort was great - from a different nationality than the majority. More assertive and open</td></tr>
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