A study into the information seeking behaviour of mature social sciences students

at the Alma Jordan Library, University of the West Indies, St. Augustine

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A dissertation submitted to Aberystwyth University in partial fulfilment of the requirements for the degree of MSc under Alternative Regulations

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Abstract

Background

Modern academic libraries to keep apace in the digital age have been forced to computerise many of the services they offer. Many mature users who have returned to the education system after a period of absence face challenges in being able to effectively and efficiently find the information they need. Therefore, it is important that information literacy sessions offered by libraries be tailored to accommodate the special needs of these users, because their ability to find and evaluate information is critical to their academic success.

Aims and Objectives

The research aimed to examine the information seeking behaviour of mature social sciences students both before and after attending an information literacy session at the Alma Jordon Library. There were six objectives: to discover their information seeking behaviour pre information literacy; the sources of information utilised; the difficulties they encountered and who assisted; their information seeking behaviour post information literacy; their feelings after the session; and their recommendations.

Methodology

The method employed was a qualitative approach using structured interviews. The interview schedule was designed along the questioning pattern developed by Dervin in her Sense-Making Theory. This approach sought to capture the students' experiences and feelings.
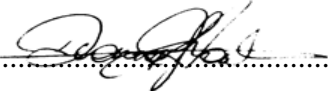
Results

The results showed that prior to attending the information literacy session they faced many challenges. To survive, they used numerous sources, and sought assistance from various persons. However, after the training many of them felt better equipped to find information more effectively and efficiently. They were also able to supply suggestions to improve future sessions.

Conclusion

The research has discovered that most of these users once taught were better able to find relevant information. This has emphasised the value of information literacy sessions in improving the user experience.

Declaration

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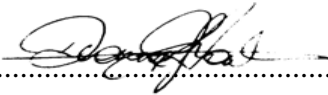
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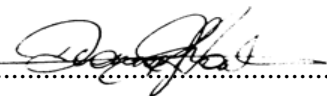Other sources are acknowledged (e.g. by footnotes giving explicit references).

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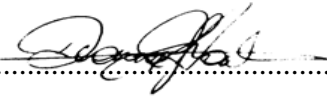
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Abbreviations

AJL	Alma Jordan Library
ALA	American Library Association
APA	American Psychological Association
EBooks	Electronic Books
IDU	Institutional Development Unit
IL	Information Literacy
LISTA	Library Information Science Technology Abstracts
LO	Library Orientation
NALIS	National Library and Information Services
SMM	Sense Making Methodology
UWI	University of the West Indies
UWIlinC	University of the West Indies Libraries' Information Connexion

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Chapter One: Introduction

1.1 Background to Research Study

This chapter seeks to explain the rationale behind this dissertation and the purpose of the research study. It begins with a brief discussion of some of the pertinent background issues, relating to the mature user information seeking behaviour, and the academic library. This is followed by a look at the library under study, the Alma Jordan Library, and then an outline of the research objectives. Finally, a brief outline of the chapters follow.

The 21st century has been termed the Information Age, because of the volume of information widely available. It is therefore important that the modern student master the skills necessary to obtain the information they desire. In other words, they need to become information literate. The Association of College and Research Libraries (ACRL) says that information literacy is the set of skills needed to find, retrieve, analyse, and use information. Often individuals have to be taught how to effectively and efficiently access the resources they require for their research needs. Libraries are seen as playing a key role in this process, more so since the modern library has expanded to include various electronic resources as part of their collection. All in an effort to remain competitive and relevant in this modern world.

The way in which individuals find information has been termed information seeking behaviour. "Information-seeking behaviour research has contributed to developments in information literacy and skills training, electronic resources, virtual libraries and traditional resources" (Foster, 2004, p. 228). In terms of academic libraries, information literacy sessions are aimed at shaping the information seeking behaviour of users. Therefore these sessions are

conducted with the aim of guiding users to effectively utilise the library's resources for their research needs.

A special category of library user is the mature user. The mature user is often a student who has decided to return to the world of academia after some time away. These users are seen as having needs which are distinct from their counterparts the traditional student who would have gone from one degree to another. Many mature users face challenges adapting to this technologically driven world. This mature user often times are either unfamiliar with or have difficulty navigating the library's electronic resources; or some may even not be computer literate. For many, information literacy sessions once done effectively can open up a world of information possibilities that they were unable to access before.

1.2 Case Study: The Alma Jordan Library

The University of the West Indies (UWI) consists of four main campuses Mona (Jamaica), Cave Hill (Barbados), St. Augustine (Trinidad) and Open Campus (a virtual campus) all of which deliver high-quality education, research and services to all 15 contributing countries that support the University, as well as the Turks & Caicos Islands. At the St. Augustine campus, student statistics 2013/2014 revealed that the enrolment stood at 18,001 students. Of that figure 5,555 were postgraduates. Based on the university's definition of a mature student being a person who enters the university at 21 years or more, a look at the students' statistics 2013/2014 by age reveals that approximately 4309 of the registered postgraduate students were twenty-five and over. However, it is difficult to deduce from the statistics when these students may have begun their university pursuits.

The Alma Jordan library (AJL), formerly the Main Library, having been established in 1961, is the main library on the St. Augustine campus that serves the needs of both students and staff.

Over the years the library has grown and changed all in an effort to meet the information needs of the users. In 2007 the library upgraded its automated system with the implementation of Ex Libris' ALEPH 500 integrated library management system. This system's acquisition/serials, circulation, cataloguing and OPAC components have been utilised in an effort to provide improved services to the user.

Further, with the library's mission and vision statements emphasising quality service and customer centeredness, there is a continued effort to provide increased access to electronic resources. These resources consist of a growing electronic book and journal collection, and online databases. Therefore, in an effort to provide seamless access to the library's resources, Primo was acquired and adapted to suit the unique needs of the University. Primo allows users a single-point access to browse the electronic resources and search the catalogue of all the University Libraries from any computer with internet access.

Additionally, in October 2013 the library launched a new more user friendly webpage, aimed at further improving users' access to the library's resources. Given the fact that the library has opted to utilise its limited resources to increase students' access to electronic resources, it is only reasonable that its users reap the full benefits of this financial allocation. In an effort to ensure users have the necessary skill set to access library resources, library instruction has historically and more so in present times been seen as important to this library in assisting its users to be information literate.

1.3 Overall Research Aim and Objectives

The overall aim of this study is to examine the information seeking behaviour of mature social sciences students at the UWI, St. Augustine Campus, both before and after attending an

information literacy (IL) session. This research is a qualitative study conducted using structured interviews, with the theoretical underpinning of Dervin's Sense-Making Theory.

The research question for the study is 'What is the information seeking behaviour of mature students in the Faculty of Social Sciences at the UWI, St. Augustine?' The question is deconstructed into six sub-questions as follows:

1. What was the information seeking behavior of mature users before attending an IL session at the AJL?

2. What sources of information were utilized to find information before the session?

3. What difficulties did they encounter prior to the session and who would have assisted?

4. How did their information seeking behavior change after attending the IL session?

5. What were their feelings about finding information after the session?

6. Their recommendations for improving future information literacy sessions.

Hence, the data collected were aimed at fulfilling these objectives.

1.4 Structure of the Dissertation

After this introduction the dissertation continues into Chapter Two, a review of the literature relating to the information seeking behaviour of mature users, with special emphasis on academic libraries information literacy sessions. Chapter Three outlines the methodology used in this research. The research tool is attached in the appendices. The results of this study are found in Chapter Four, with the discussion and analysis of the findings of the study presented in Chapter Five. The final chapter, Chapter Six provides conclusions drawn from the research and provides recommendations. The dissertation is written using the APA Style.

Chapter 2: Literature Review

2.1   Introduction

This chapter reviews the existing literature on the subject of the information seeking behaviour of mature students, in relation to the literacy sessions conducted by academic libraries, and how it informs the information seeking behaviour of these users. The chapter is outlaid as follows: Section 2.2 outlines the literature search. Section 2.3 discusses the concept and models of information seeking behaviour with emphasis on Dervin's theory of Sense-Making. Section 2.4 examines the idea of the digital native and the digital immigrant. Section 2.5 looks at the academic libraries and information literacy sessions. Section 2.6 summarises the literature review.

2.2   Searching the Literature

A wide range of literature was selected and reviewed for relevance. Eventually, works pertinent to the subject matter under review were intensely read to obtain their arguments and context. Finally, fundamental ideas from the literature were plotted to form the structure of the following sections. The search process utilised several subject-based and keyword searches in varying combinations, including: 'information seeking behaviour'; 'information literacy' in academic libraries; 'user education'; and the 'mature user and academic libraries', The library catalogue of Aberystwyth University and the AJL were searched. In an effort to identify appropriate literature several databases were utilised including: the Library Information Science and Technology Abstracts (LISTA); Emerald; Science Direct, ProQuest Dissertations and Theses; and Google Scholar. The search focused on literature relevant to the information seeking behaviour of the mature user, information literacy sessions in academic libraries and how these library sessions inform the information seeking behaviour of the mature user in academic libraries.

2.3 Background

Definitions of certain concepts may be necessary at this stage. Case (2008) stated

information need is "a recognition that your knowledge is inadequate to satisfy a goal that you

have" (p. 5). Information behaviour he believed "encompasses information seeking as well as

the totality of other unintentional or passive behaviours…as well as purposive behaviours that do

not involve seeking, such as actively avoiding information" (p. 5). Wilson (2000) though

provides a more in-depth definition of information behaviour. He purported that it is:

> The totality of human behaviour in relation to sources and channels of information, including
>
> both active and passive information seeking, and information use. Thus, it includes face - to-
>
> face communication with others, as well as the passive reception of information as in, for
>
> example, watching TV advertisements, without any intention to act on the information given.
>
> (p. 49)

Information seeking, however is defined by Case (2008) as "a conscious effort to acquire

information in response to a need or gap in your knowledge" (p. 5). Again, Wilson (2000)

provided a more extensive definition, when he explained that information seeking behaviour is:

> The purposive seeking for information as a consequence of a need to satisfy some goal. In
>
> the course of seeking, the individual may interact with manual information systems (such as
>
> a newspaper or a library), or with computer-based systems (such as the World Wide Web).
>
> (p. 49)

Further, Wilson (2000) went on to define other important terminology. He postulated that

information searching behaviour is:

The 'micro-level' of behaviour employed by the searcher in interacting with information

systems of all kinds. It consists of all the interactions with the system, whether at the level of

human computer interaction (for example, use of the mouse and clicks on links) or at the

intellectual level (for example, adopting a Boolean search strategy or determining the criteria

for deciding which of two books selected from adjacent places on a library shelf is most

useful), which will also involve mental acts, such as judging the relevance of data or

information retrieved. (p. 49)

Additionally, he believed that information use behaviour consists of:

The physical and mental acts involved in incorporating the information found into the

person's existing knowledge base. It may involve, therefore, physical acts such as

marking sections in a text to note their importance or significance, as well as mental acts

that involve, for example, comparison of new information with existing knowledge. (p.

49)

These are important concepts to be defined when examining the theories of information seeking

behaviour.

2.31   Models of Information Seeking Behaviour

The information seeking process has been the subject of much research. Several models

have been posited which seek to explain how individuals find information in the fulfilment of a

particular goal. Wilson (1999) propagated that a model may be described as "a framework for

thinking about a problem and may evolve into a statement of the relationships among theoretical

propositions" (p. 250). Wilson (1999) stated however, that "most models in the general field of

information behaviour are of the former variety: they are statements, often in the form of

diagrams, that attempt to describe an information-seeking activity, the causes and consequences of that activity, or the relationships among stages in information-seeking behaviour" (p. 250).

Some key models include: Dervin's Sense-Making Theory, which examines how humans make sense of their reality through a process of chaos and then order; Ellis's Behavioural Approach, provides an explanation of the different behaviours involved in information seeking; Kuhlthau's model of the Information Search Process in a similar vein to Ellis's theory sees the process as a user constructed activity where he goes through a process of finding information; Wilson's Information Behavioural Model, is based on the concept of 'intervening variables' which act as barriers and impede the search for information; and Foster's Non-Linear Model, proposes that rather than going through stages, there is no set approach to the theory of information seeking behaviour. However, for the purpose of this study Dervin's Sense-Making Theory will be elaborated upon because it will be the model used to explain how individuals fine information.

2.32   Dervin's Sense-Making Theory

This theory has developed over time, and has grown to be seen as more than simply a model of information-seeking behaviour. Rather it has been defined as "a human tool designed for making sense of a reality assumed to be both chaotic and orderly" (Wilson, 1999, p. 253). This maybe apt to describe the mature user information seeking process, which Clarke ((2014) states is 'commonly challenging'. When the mature user is unsure where to begin his search for information it could be said that he is in a state of chaos, and they struggle to make sense by seeking answers to their question.

Dervin goes on to purport that, "the human condition is a struggle through an incomplete reality…Humans make sense individually and collectively as they move, from order to disorder, from disorder to order." (Dervin, 2000, p. 40-41) This she terms the process of sense-making, and illustrates it in a triangular framework. Wilson (1999) explained that,

"the model is implemented in terms of four constituent elements: a situation in time and space, which defines the context in which information problems arise; a gap, which identifies the difference between the contextual situation and the desired situation; an outcome, that is, the consequences of the Sense-Making process, and a bridge, that is, some means of closing the gap between situation and outcome." (p. 253)

The bridge is normally the response to the information which they seek. At this point the user returns to a state of order.

2.4   The Digital Native and the Digital Immigrant

The mature user is often described as the digital immigrant while their younger counterparts are seen as digital natives. They are defined as follows:

" Digital natives are the new generation of young people born into the digital age, while "digital immigrants" are those who learnt to use computers at some stage during their adult life. Whereas digital natives are assumed to be inherently technology-savvy, digital immigrants are usually assumed to have some difficulty with information technology. (Wang, Myers & Sundaram, 2013, p. 409)

The mature user in the world of academia straggle both the undergraduate and postgraduate levels. These students are often individuals who after a period of absence from the world of

academia have decided to re-enter. Many of them are comfortable finding information the 'traditional way', that is using the card catalogue, and then finding the information in on the library shelves. The idea of the same information that was once held in the card catalogue being available in an electronic version is new to many of them, and they are at the loss as to how to find the information they desire. Additionally, information being available electronically instead of or in addition to print is also a novel idea. Often they would simply prefer the physical copy of the item.

Further, their frequent lack of digital fluency, which speaks to their ability to effectively and efficiently utilize the technology in search of information places them at a disadvantage. Their digital native counterparts, the 'traditional student' who enters university immediately after secondary school, tends to be very efficient at using the technology to access the information they require. Therefore, academic libraries in order to effectively meet the information requirements of these mature users must recognize that special consideration must be given to their unique circumstances.

2.41   The Mature User the Digital Immigrant

Marc Prensky writing in 2001 stated that younger people tend to speak "the language of technology fluently", while older people even those who keep current with technological changes "always retain, to some degree, their 'accent,' that is, their foot in the past" (p. 3). He points to examples of their accent being printing of emails, printing documents to edit rather than doing so on the screen and so on. Further, in elaborating on the concept of digital fluency Prensky expounded that this term looks at one's ability to effectively use the technology. Often for the digital immigrant or the mature user, fluency with the technology is difficult especially in

the search for information. Some lack the familiarity with computers and are uncomfortable with using them, some may even experience fear at the idea of using computers.

This difficulty faced by these students can be viewed in terms of the disorder described by Dervin in the search for information. The challenges experienced by these users is also documented by Hassig (2003) who noted that students reported feeling "fear, frustration, helplessness, and inadequacy" when using an academic library for the first time (p. 46). Many students are overwhelmed most times by the size and holdings of academic libraries, and by the level of automation. They are frequently, confused as to where and how to begin their quest for knowledge. The replacement of the card catalogue by computers in most libraries, as stated earlier has made, the search for information more challenging for this group of users. In light of this problem, information literacy sessions are seen as key in assisting users to find the bridge which has been purported earlier by Dervin as the information sought after. Hence, it is important that the academic librarian is mindful of the mature student information needs, when designing their information literacy programmes. This is because the way they use information is "vital to ensuring their academic success" (Given, 2000 b, p. 322). Librarians are thus faced with the task of teaching these users to make effective use of the technology in the fulfilment of their information needs.

2.5   Academic Libraries and Information Literacy

Libraries, as stated earlier, provide information literacy sessions to their users as one of the services they offer. This is the method utilized to assist users, whether they are digital immigrants or digital natives in finding information. The description of these sessions as information literacy, library instruction or user education, have the same purpose of introducing

users to the services and resources offered by the library. Additionally, they are also aimed at teaching users how to effectively search the library's resources to fulfill their information needs. They understand that in order for users to achieve their academic goals, they need to understand how to make full use of the library's resources.

However, while these sessions are not a new phenomenon. Libraries and the manner in which they provide access to resources have changed. Tiefel (1995) postulated that:

> Dramatic changes in technology and society are having a considerable impact on libraries and their instruction programs. These changes have created an urgency to teach users how to become more effective, efficient, and independent in their information searching. In response to this, the goals of library user education have expanded from teaching tools to teaching concepts and from library instruction to information literacy and lifelong learning. (p. 318)

For this reason Universities have to strive to assist not only with users' digital fluency, but also to develop information literate students. An information literate student knows what he needs and how to find it. Baro and Keboh, 2012 attempted to define the term information literate, when they stated: "being information literate means that university students should not only be able to recognize when information is needed but also be able to identify, locate, evaluate and use effectively information needed for decision making or fulfilling different goals" (p. 311). In short, an information literate student can independently locate and make effective use of information. This has to be the ultimate goal of libraries' information literacy sessions, and the AJL is no exception. The library has struggled over the years to find an effective method to reach all its users. They have used one hour long generic sessions, subject specific sessions

conducted by faculty librarians, and online sessions created by in-house librarians. They have utilised each of these varying approaches all in an effort to create information literate students.

2.51   Structure of Information Literacy Sessions

However, while it is the ideal situation that all categories of users are taken into consideration, it has been shown, that in the academic library, often the information literacy sessions by the manner in which they are conducted target the traditional user, and neglect the mature user. Support for this view was found in Given (2000a) when she proposed, that "instruction sessions are commonly geared to those coming directly from high school, and tend to presume that most students have used computer, and even Internet, in their prior studies" (p. 89). Thus, the sessions are pitched with the belief that all students are computer literate. A description of the library session is supplied by Gold (2005) where she expressed, that "the typical library instruction session either requires the user to practice information seeking skills via a computer or to follow a demonstration by a librarian" (p. 471). The assumption of prior computing skills places the mature user at a disadvantage, since many of them have little or no experience using computers. Often in such IL sessions they become lost trying to follow the directions provided by the librarian. For the most part they have a hard time following and understanding the necessary steps. Repeatedly, they leave not having benefited from attending.

Additionally, the length of the sessions, and when they are held are also contributory factors to the lack of impact. Juliet and Boon (2002) in their study have found that, "instructional activities were mostly one or two hour sessions delivered to students close to the beginning of the teaching term" (p. 144). More often than not students are not required to attend these sessions, but do so on a voluntary basis. This is also mirrored for the most part as stated earlier at the AJL, where there are "one-hour long, generic IL sessions that are scheduled during

the third and fourth weeks of the new semester" (Brathwaite and Dolobaille, 2013 p.31). Often students opt not to attend as they do not see the value of doing so. At this time the academic year has only just begun, and the students cannot yet see the value of attending these sessions. It is only when they have assignments to complete, and they require information do they understand why they should have attended. Additionally, research has shown that one hour or two hour sessions are insufficient to create information literate users. Many times these students who have attended these sessions return for additional assistance in finding the information they desire. They remain confused as to where to begin, even after attending IL sessions. Librarians are therefore faced with the task of re-thinking their IL sessions to achieve a more favourable outcome.

2.52   The Faculty Liaison Librarian and Information Literacy

In order to achieve new directional objectives it will mean changes to how the present sessions are conducted. Some have suggested an integration of IL into the curriculum. Such a viewpoint is expressed by Cunningham and Lanning (2002) who have advocated for the integration of information literacy into the curriculum. However, they go further, stating that one needs to reach students at the "teachable moments" (p. 347). The student is seen to be more receptive to learning a new skill if it is required at that point in time. This point is demonstrated at the juncture when a student urgently requires information to complete an assignment. The student is forced at that time to visit the library and learn quickly how to find the information they desire. This is a teachable moment. They further postulate that "we need to make these moments happen through planning and cooperation with faculty" (p. 347). Librarians are therefore admonished to establish increased relationships with faculty, to capture the teachable moments.

In an effort, to achieve greater departmental faculty and library collaboration, many academic libraries have created subject specialist librarians who serve as departmental liaisons. This as mentioned previously is the current structure of the AJL, with liaison librarians attached to each faculty. These librarians deliver sessions to both undergraduate and postgraduate students. Brathwaite and Dolobaille, 2013 propagated that these sessions "provide more subject specific library instruction" (p. 31). They further state that "in the case of undergraduates, IL sessions are part of the University's foundation courses and Faculty Liaison Librarians are given one or two teaching periods by lecturers or tutors" (p.31). These sessions are indeed seen as valuable to capture the 'teachable moments'. However, it is important to state that the structure and the number of sessions allotted by faculty vary. Some librarians are allotted sessions in faculty offered foundation courses with large captured audiences, while some of their other counterparts have to create sessions and invite students to voluntarily attend. Needless to say, more students are reached as part of a captured audience, than those who are merely, required to voluntarily attend. These variances will obviously affect the reach and effectiveness of the sessions.

However, under the ideal situation, the goal of IL sessions should be to enable all users, to envision how the library and its resources will be beneficial to their programme, and how critical library skills are to their academic achievement. Gold (2005) proposed that:

> All students, regardless of their age or background, can surely benefit from library instruction that is engaging, interesting, and meaningful. If lecturing and passive demonstration are replaced with participation, if anxiety is reduced, and if we find effective ways to connect with learners, library instruction can be a very valuable contribution to the higher education experience. (p. 479)

Thus, taking users from a state of disorder back to the state of order as theorised by Dervin. The sessions pointing students to the bridge they need to fill their information gap.

2.6   Summary

The literature search described in Section 2.2 surveyed the professional literature with a look at information literacy sessions, and how it informs user's information seeking behaviour in academic libraries, with emphasis on the mature user. In Section 2.3 an attempt was made to define the concept of information seeking behaviour. It also identified varying theories which sought to explain how individuals conduct their search in fulfilment of a particular informational goal. A special emphasis was placed on Dervin's Sense – Making Theory. A theory which views the individual's information search as a process of moving from order to disorder and then back to order, once their informational needs are satisfied.

Section 2.4 examined the idea of the digital immigrant and the digital native. The digital immigrant being the mature user who is now learning the technology, as opposed to the digital native who was born in the digital age. The literature shows that the digital immigrant re-enters the education system with an inherent disadvantage that is, the lack of digital fluency. This deficiency means that their needs differ from those of their younger counterparts. Libraries are therefore challenged to tailor their IL sessions to teach these users to make effective use of the technology in fulfilment of their educational goals.   Section 2.5 looks at the way forward for libraries, and how they can improve their approach to library instruction to create information literate users, who know how to effectively locate and use the information they need.

Chapter 3:   **Methodology**

3.1   Introduction

This chapter seeks to explain the research methodology adopted in undertaking the study of the information seeking behaviour of mature users in the social sciences, at the AJL, both before and after attending an IL session. The study employed a qualitative approach, using a structured interview instrument. Qualitative research is the process used to examine our social world in terms of people's feelings, thoughts and emotions. Bernard and Ryan (2010) posited "when we reduce people's thoughts, behaviours, emotions, artefacts, and environments to sounds, words, or pictures, the result is qualitative" (p. 5). This is opposed to quantitative research which while examining the same human experience quantifies it using a numeric value.

The structured interview in this instance meant that the same series of questions were asked, to each participant from an interview schedule. Bryman (2012) stated that, "the aim is for all interviewees to be given exactly the same context of questioning" (p. 210). However, the questions that were asked in the interview were open-ended, so that respondents were free to respond in the manner they chose. Bernard and Ryan (2010), expressed that "open-ended questions allow people to respond in their own words and capture people's own ideas about how things work" (p. 34).

The interview schedule was designed along the questioning pattern developed by Dervin in her theory on Sense-Making. (See Appendix 6) Dervin (2008)

> Sense-Making Methodology (SMM) interviewing draws on a roster of queries to
> informants all of which are conceptualised as either eliciting more informant talk or
> focusing on the universals of human movement through time-space. (p. 20)

Her questioning style provides an open-ended model for the implementation of the SMM interview. It allows sufficient flexibility to enable adaptation of the interviewing approach to fulfil specific research needs. In order for the researcher to achieve a full understanding of this theory and the interviewing technique, contact was made with Professor Devin who shared with the investigator articles and chapters from publications which the theorist felt would have been able to assist the research process.

3.2   Research Design

The methodology and approach for this study was based on Dervin's theory of Sense-making, as stated previously. This is a theory that can be applied to both quantitative and qualitative research. In this instance, it was used to collect qualitative data. Her theory has been "frequently referred to and used as a substantive theory, particularly so in the field of Information Science." (Dervin, 2015, p. 59). The theorist in seeking to clarify her theory propagated:

> the term sense-making has come to be used to refer to a theoretic net, a set of
> assumptions and propositions, and a set of methods which have been developed to study
> the making of sense that people do in their everyday experiences. (Dervin, 1992, p. 61)

These theoretical assumptions and propositions "provide methodological guidance for framing research questions, for collecting data, and for charting analysis" (Dervin 1992, p.62). In addition, methods of interviewing have also been developed to obtain information about human experiences. She stated that SMM rather than being a substantive theory, it is more of a "philosophically informed methodological approach for attending to (and researching) human sense-making and sense-unmaking" (Dervin, 2015, p.59)

To further explain the concept of SMM, Dervin presents a pictorial representation of what she terms the SMM Metaphor (sometimes called the SMM Triangle). In the diagram there is a human (Mr. Squiggly) who in his particular context, has to find answers to resolve a situation. He faces gaps along his journey and he is forced to go through the process of sense making and un-making, in order to find a bridge to arrive at an outcome. Dervin's diagram is presented in Figure 1 below:
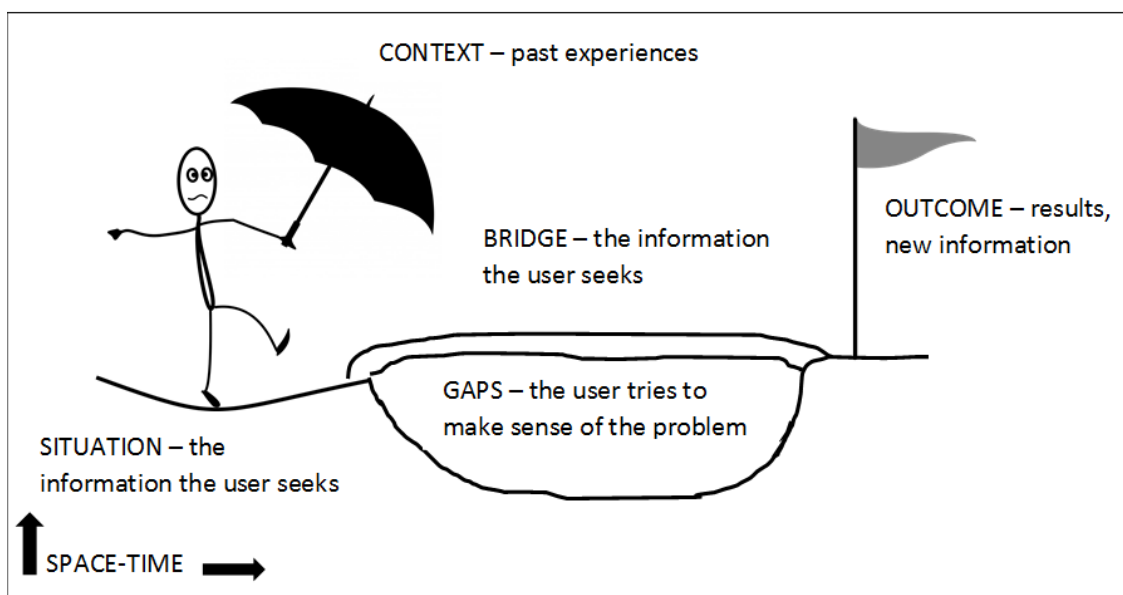
Figure 1: Dervin's sense-making metaphor adapted from Dervin, 2015, p. 63

Simplified, the main elements of the SMM Metaphor as a journey across time and space are: situation, context, gap, bridge, and outcome. The foundational constructs of the theory are pictorially demonstrated below in Figure 2:
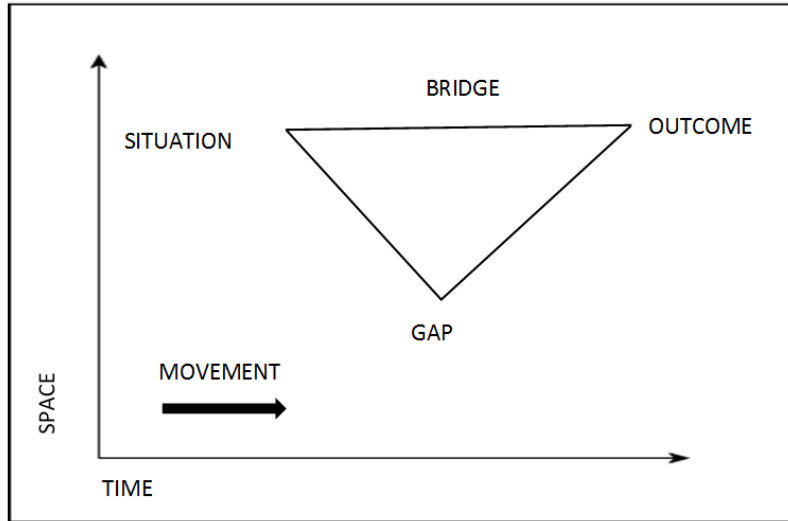
Figure.2:   The foundational constructs in Sense-Making Methodology adapted from Dervin, 2015, p. 66

3.21   Participants

The respondents for the study were selected from IL sessions conducted by the faculty liaison librarian for social sciences, during semester 1 2015/2016 academic year. These sessions were done for both the students enrolled in full-time and evening university programmes. Since the focus of the study was the mature user twenty participants were selected mainly from the evening university programme. Most of the respondents were postgraduate students at the Masters level, with three being undergraduate evening university students, and two doctoral candidates.

The names of possible respondents were derived from sign-up sheets used by the librarian for her sessions. On some of the sheets there was a column for students email addresses and phone contact. At the sessions the librarian informed the participants that they may be contacted to take part in a research study which was being conducted by a staff member. Emails

were then sent to fifty possible candidates with the hope of favourable responses from at least twenty.

The initial emails only yielded two responses. Given the poor response a second set of reminder emails was sent. The response was similar with only two new additional replies. The decision was then taken to call and seek out persons who were willing to participate. Most of the people who were reachable via phone responded favourably. However, it was still a difficult task to achieve the goal of twenty interviews. Eventually, the researcher called the respondents to whom emails were sent, and only then did some agree to take part in the study.

The approach used in the selection of participants was purposive sampling. Bryman (2012) defined it as "a non-probability form of sampling" (p. 418). He goes on to state that "the goal of purposive sampling is to sample cases/participants in a strategic way so that those sampled are relevant to the research questions that are being posed" (p. 418). In this instance, the interviewer wanted to specifically target mature users from the Faculty of Social Sciences who had attended an IL session in semester I of the 2015/2016 academic year, as was aforementioned.

3.22   The Interview

It was stated earlier that the research methodology was designed using Dervin's Sense-Making Methodology (SMM). The SMM interview is a structured interview, with the questions being asked in a particular order. Dervin speaks to having 'chaining' questions, which are aimed at attempting to understand how the individual makes sense of his social world. Dervin (2008) postulated that "a SMM interview attempts to examine varying brackets of time-space as experienced by the respondent with each time-space bracket being conceptualised as another micro-moment of lived material and/or phenomenological experience" (p. 21).

The questions were therefore broken down under the headings of the situation, which referred to the user's information seeking behaviour, both before and after attending the IL session; the gaps, which were any problems encountered before and after the sessions in finding information; what bridges, that is, what sources of information assisted prior to, and after the session to answer school assignments, and the outcome which entailed finding out if the session helped or hurt the user in finding information and how the sessions could be improved to assist other attendees in future IL sessions. An example of Dervin's SMM-questions is shown below in Figure 3 and how the core queries reflect the SMM triangle is depicted in Figure 4:

1. PAST EXPERIENCES: What happened? What happen next? How did your past experiences assist?
2. QUERIES, MISTAKES, MISUNDERSTANDINGS: What problems did you have relating to_____?
3. OPINIONS, ASSUMPTIONS, BELIEFS: What opinions, assumptions and beliefs did you have?
4. SENTIMENTS, MOODS: What sentiments did you experience?
5. ASSISTANCE, HELP: Did anyone assist?
6. DETER, OFFENDED, LIMIT: What limited your progress?
7. RECOMMENDATIONS: What would have helped? What suggestions do you have for changes?
8. AUTHORITY: How did your experience related to your knowledge of authority structures within society.
9. SELF AWARENESS: How did you see it connecting to your knowledge of who you are?

Figure 3:   The core set of SMM interviewing queries adapted from Dervin, 2015, p. 68
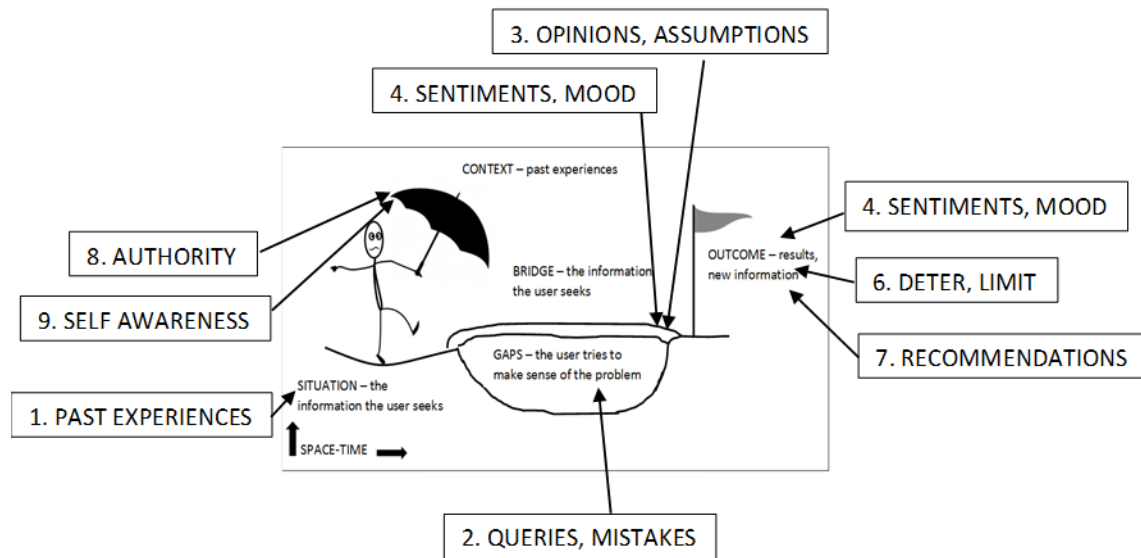
Figure 4:   How the core SMM queries reflect a circling of the SMM triangle adapted from
              Dervin, 2015, p. 68

The interviewer uses these questions shown above in a series of what is called 'SMM Triangulations' which consists of two levels. The implementation of which begins from what is termed a 'critical entry'. The critical entry as it relates to SMM questioning, begins by asking the interviewee to think of a time when, for example, in this investigation, when you had to find information for your studies. The answer given is then triangulated with SMM-questioning, which has been termed 'Triangulation Level 1'. These questions would seek to address all the points in the SMM Metaphor, for example: What happened? Did you talk to anyone? Did anyone help?

The level 2 Triangulation if necessary for the findings of the research, comes out of the conclusions drawn by the respondent. It usually occurs 'on-the-fly' if it is perceived as being useful. For example, if the respondent says that the IL sessions can be improved by having smaller class sizes, the interviewer could ask then: What happened? What was your experience in the class like? How did that conclusion connect to your experience?

In addition to the interview, a pre-interview questionnaire was administered to each participant. (See Appendix 5) The purpose of which was to provide demographical background information on each respondent. Some of the information gathered using this questionnaire was the gender, age, and the programme that they were currently enrolled in. Information regarding the age particularly related to the suitability of the student for the research criteria.

3.23   The Micro-Element Interview

Dervin in her theory outlined several interview techniques. The one selected for this investigation is 'The Micro-Element Interview'. In this approach the interviewee "is not asked to detail time-line steps in a journey" (Dervin, 2015, p. 71) as is the case in one of her other interviewing methods. This approach simply seeks to obtain a general description of events. For example: "Describe how you found information for a class assignment? What happened next? Did anyone help you? These questions all seek to gather information about how the respondent placed in a particular situation, 'muddles through', and achieves an outcome.

3.3   Data Collection

Initially, the method for data collection by the researcher should have been focus groups. However, given the fact that the mature respondents had varying times because of class schedules, work schedules and family commitments, this made synchronising times difficult. As a result, individual interviews were conducted, which generally lasted approximately 15-25 minutes. The interviewer had to be flexible to meet the respondents on their time.

The interviews were mainly held after working hours, to facilitate the mature user. A few interviews were held at lunch time, based on the availability of the respondents. The location for most of the interviews was a room on the 4th floor of the AJL. This room was selected because of its isolation from the remainder the library. It allowed for sufficient privacy for the interviews to

be conducted. However, a few of the respondents provided a space for the interview to be conducted which was convenient to them. Since it was such a challenge to obtain respondents for the study, a thank you email was sent at the end of the data collection process, to all the respondents who participated in the study. The interviews occurred over an eight week period, from February to April 2016.

3.4   Ethical Considerations

In any research ethical conduct of the study is important. The first step before beginning the study was permission had to be obtained from the Campus Librarian, who is the head of the AJL. Additionally, the Faculty Liaison Librarian, Social Sciences had to be informed as well, since the respondents were to be derived from the IL sessions undertaken by her. Permission was sought with a formal letter addressed to the Campus Librarian, and copying the Social Sciences Librarian. (See Appendix 1) The Campus Librarian responded positively with a formal letter of his own. (See Appendix 2) There was also the obligation to share the findings of the research with both the Librarian and Library Management with the aim of improving the user experience.

Further, in terms of the respondents, each one was informed as to the nature of the research before the interview began. They were also provided with an introductory letter which sought to provide a written explanation about the study, along with a consent form for their signature. (See Appendix 4) Names were removed and each participant was assigned a Participant ID#. The interviews which were recorded were named using the respondents' respective number. Two of the respondents asked not to be recorded.

3.5   Limitations

In any research the issues of reliability and validity have to be considered. In addition though, given the fact that this study utilised interviews which is a qualitative methodology, interview bias was also viewed as a limitation.

3.51   Reliability

Bryman (2012) stated that reliability "is concerned with the question of whether the results of the study are repeatable" (p. 46). This means, can someone else conduct a similar study and obtain the same results. Often in qualitative research this is difficult to do since it lends itself to obtaining information regarding people's feeling, interpretations and experiences. More often than not two people will not express themselves in the same way about a similar experience. Therefore, the interpretations may be very different, and hence, difficult to replicate. In the case of this investigation each of the participants was exposed to either the same session or a similar session had varying views about their experiences, their feelings and their thoughts.

3.52   Validity

This is viewed as the most important requirement of research. Bryman (2012) expounded that "validity is concerned with the integrity of the conclusions that are generated from a piece of research" (p. 47). There are several types of validity which include: measurement validity; internal validity and external validity. In terms of qualitative research it is difficult to evaluate the research along this criteria, since making generalisations from this type of study is challenging. In this research only social sciences students were examined and only some of the mature users. Therefore, the conclusions drawn from this study cannot be applied across all the faculties in the University.

3.53   Interview Bias

Effort was made not to influence the respondents during the interview process. Some of the participants did state that they were familiar with the researcher, and because of this agreed to participate in the study. Hence, the interviewer especially given those situations, tried as much as possible not to affect the responses. Others indicated that they did not want to "spoil" the research outcomes. The researcher had to assure these students that there were no wrong or right answer. It was based on their experiences, and that was what the investigation sought to discover.

3.6   Summary

This chapter strived to explain the theoretical framework in which this study was conducted.   It provided an insight into how the participants were derived, and the method adopted in the data collection process. Additionally, some of the challenges experienced were also either implied or stated. Finally, both the limitations surrounding the qualitative study, along with the ethical considerations were highlighted.

Chapter 4:   Findings

4.1   Introduction

This study sought to look at mature users in the social sciences to discover how they find information, for their course of study, and the effects AJL IL sessions have on the way they satisfy their research needs. Therefore, the data collection process focused on answering the research question which was "What is the information seeking behaviour of mature social sciences students at the UWI St. Augustine?" This research question was further broken down as stated earlier into six sub-questions as follows:

1. What was the information seeking behaviour of mature users before attending an IL session at the AJL?

2. What sources of information were utilized to find information before the session?

3. What difficulties did they encounter prior to the session and who would have assisted?

4. How did their information seeking behaviour change after attending the IL session?

5. What were their feelings about finding information after the session?

6. Their recommendations for improving future IL sessions.

As stated in the previous chapter the methodology used to collect the data was based on Dervin's Sense Making Theory. The questions in the Interview Schedule therefore, were asked in such a way to examine the situation faced by this group of respondents, the gaps they may have experienced in fulfilling their research requirements, and the bridge they would have found to satisfy those needs.

4.2   Data Collection and Analysis

The respondents, who agreed, were interviewed and recorded. Two of the respondents asked not to be recorded, and their request was adhered too. The recorded interviews were later transcribed, for the process of analysis to commence. Once transcribed, the interview questions and their corresponding responses were placed on a Microsoft Excel Worksheet, for interpretation of the data. Interpretation of the data was necessary for information relevant to the study to be derived. Flick (2002) stated that, "the interpretation of data is at the core of qualitative research" (p. 176). Interpretation allows for the unearthing of new theories or for the support of existing ones.

Each question and the answer given were placed into the worksheet, to begin coding the data. Berg (2001) explained, that codes "are analytically developed or inductively identified in the data and affixed to sets of notes or transcript pages" (p. 240). These codes allow for the researcher to identify similar patterns or themes. Thematic coding allows for materials to be sorted by categories, for the identification of similar phrases, patterns, relationships, and commonalities or disparities (Berg, 2001, p. 240). Once the data was coded a mixture of the respondents' qualitative responses and graphical representations were used to exhibit their replies and feelings.

4.3   Demographics of the Participants

Twenty respondents were interviewed as was also indicated in the methodology chapter. Three of the respondents were male which represented 15% of the total sample population, with the remaining seventeen respondents or 85% being female. Additionally, fifteen were Masters Students, with three of them being Undergraduate Students and two at the Doctoral Level. The ages of the respondents ranged from 25 to 62, with 50% or ten of the respondents falling in the

35 to 54 age category. Figure 5 shows the age distribution of the respondents in terms of

percentage, while Figure 6 depicts the number of respondents in each age range. This

information was useful in highlighting the age range of those who participated.
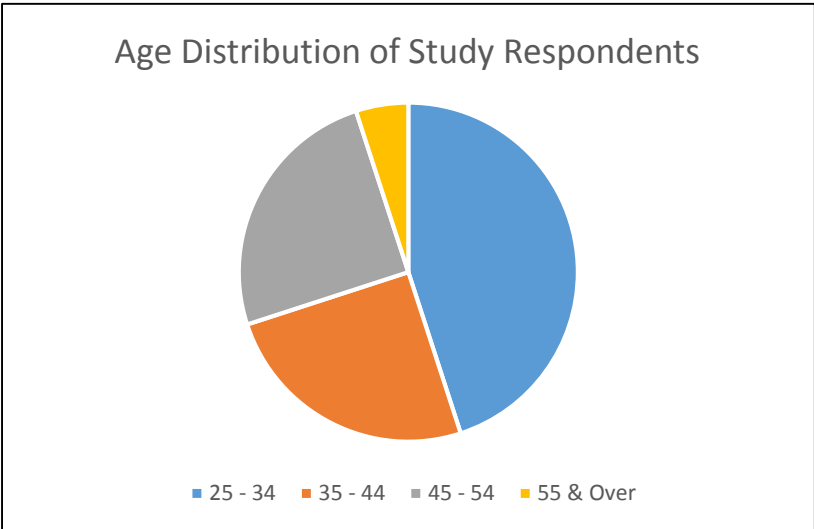
Figure 5: Age Distribution of Study Respondents
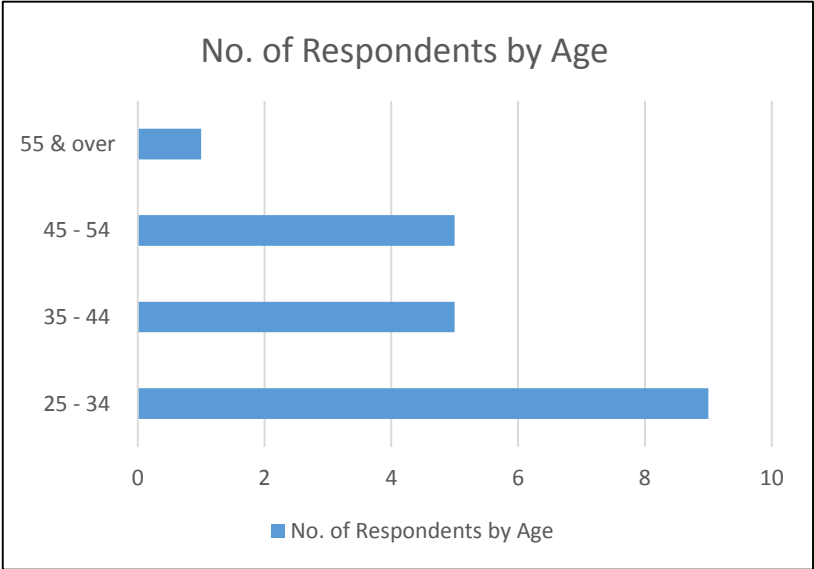
Figure 6: Number of Respondents by Age

4.4   Sub Research Questions

4.41   What was the information seeking behaviour of mature users before attending an IL session at the AJL?

Information seeking behaviour as defined earlier looks at how individuals find information. The ways in which these respondents found information for their course of study were varied. Some of the ways in which they found information were as follows:

Respondent #3:   *The basic for me was Google. Google normal Google and search for whatever key information. Later on I would have been introduced to the Google scholar. I tried UWIlinC but I was a bit unsuccessful because I didn't understand how to go about it. I would also speak to my classmates and compare what I had found with what they had and then try to improve my response.*

Respondent #12:   *We mostly worked in groups. We would take a Saturday or a half day off the job, because it was a tedious task. We would find the floor level and start to go through the books. We would split up and go to different sections looking for the particular topic, on whichever floor, and then we would go through the books. Then all of us would meet back with a book or two.*

Respondent #8:   *Well to go from the beginning, when the lecturer gave an assignment I would Google the topic. This is provided the lecturer didn't give specific resources. If they did recommend resources, it would be textbooks that you can come in the library and find using the coding system you all have. If no resources are given, then I would Google the topic and see what sources were coming up. I have learnt that in the Google search you can put pdf for file type and this narrows down your search. I get a lot of scholarly articles with that, because most of the pdf files will be journal articles or research papers that have been posted.*

Respondent #18:   *I actually used databases a lot. I actually used and still use EBSCO, that's my go to. So I go there first or sometimes I would start with Google scholar. I found Google scholar to be tedious. Sometimes I will look to see what books there were, but I mostly used articles.*

Five of the respondents which represented 25% of the sample either didn't know how to use the online catalogue to locate books or didn't know how to use it effectively. This is depicted in the following responses:

Respondent #2: *I had a fair knowledge of how to find books on the system. Normally I would just go to the shelves and browse. I will just go and look until I found books that I wanted. I would also go online and use Google books and Google scholar. I also discovered JSTOR.*

Respondent #10: *Sometimes I would try to use the catalogue database to try to locate the information I needed, but at times I would find it a bit complex. As a result, out of frustration I would simply abandon even doing further searches, and just go to the shelves, because I knew where the actual books I needed were located. Then I would sift through the shelves to find the actual book I needed.*

Respondent #16: *I just walked up and down each isle. Before the session I really didn't know how to use the library.*

A strange occurrence emerging from the data was that while the respondents had problems understanding how to navigate the library's website to find the information they required, many of them were comfortable accessing online resources to fulfil their research needs. Sixteen of the respondents, which is 80% of the population, admitted to using Google or some other online resource. This is reflected above in the response of respondents #2, #3, and #8. Further respondent #19 purported:

Normally I would go to Google scholar, and type in the topic I am looking for or words from the topic, or sometimes I would just type in the entire topic. Then whatever comes up I will start to read and gather information from there. I also borrowed some books from the library.

However, while it would seem that some of the respondents felt comfortable using online resources, based on their utterances above, many of them also still used printed material. Only respondent #3 indicated using only online resources. The study therefore showed that 95% of the respondents or 19 of the 20, utilised print material to find information. The use of printed

material took the form of either using AJL printed material, another library's printed material or the purchase of used books from Amazon.

Respondent #4:   *The first thing I would have done would have been to see if the library here at UWI had any books. Most times I would end up in NALIS because NALIS would have all the books that I needed.*

Respondent #17:   *We have reached a stage where publishers put up older editions of current textbooks free in pdf. The other thing would be to go on Amazon and buy used books quite cheaply as well.*

Respondent #5:   *I went to the front desk when I got to the library to find out where to get the books.*

Whatever the processes used by these respondents or the steps that they employed, their responses clearly demonstrated that they found various bridges to fill the gaps in their quest for information to satisfy their research requirements.

4.42   What sources of information were utilised to find information before the session?

The predominant resources used by the respondents were mainly printed library material and online non-library sources. Seventeen respondents stated using library books which represented 85% of the populous, while 90%, which was eighteen respondents, used online non-library resources. This is depicted graphically below, in Figure 7 which shows the number of respondents using the various information sources.
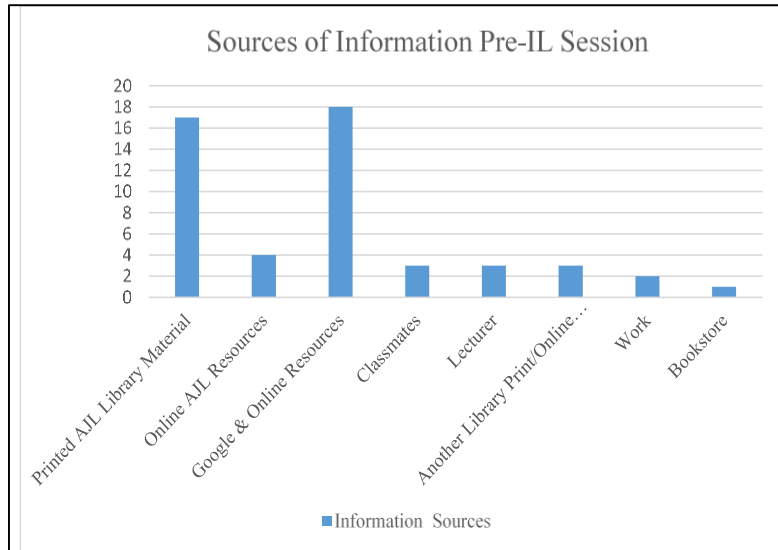
Figure 7: Numeric Depiction of Information Sources Pre IL Session

The respondents were very expressive of the importance of online resources. They stated as

follows:

Respondent #11:   *The first thing I would do is Google. I would Google the key points according to what the question asked. I would find things on Google, Google Books, and Google Scholar.*

Respondent #13:   *I use Google that is my best friend. Google, Google Scholar, Google books. Google is my best friend.*

Respondent #17:   *We have reached a stage where publishers put up older editions of current textbooks free in pdf. The other thing would be to go on Amazon and buy used books quite cheaply as well.*

Printed library material occupied an almost equally important place as well with

respondents visiting the library to find the information they needed. Even though they appeared

comfortable with using online non-library sources, many of them also still held on to the printed

material as well. This is demonstrated by the following responses:

Respondent #2:   *I had a fair knowledge of how to find books on the system. Normally I would just go to the shelves and browse. I would just go and look until I found books that I wanted.*

Respondent #5:   *First thing I did I went to the front desk when I got to the library to find out where to get the books. After that they would have directed me to the floor.*

Respondent #14:   *I would just come to the library and go to the shelves and spend some time. I would go through my area which is social work. Look at every single book and journal until something catches my eye.*

One respondent so desperate was the need for printed material opted to use another library's

books to obtain the required information. Respondent #4 is quoted above as saying:

> *Most times I would end up in NALIS because NALIS would have all the books that I needed.*

AJL online resources while stated as an information source was used minimally, with

only four respondents claiming to have used it. This was 20% of those sampled. When

compared to the 90% of respondents using online non-library sources. It would therefore appear

that most of those sampled clearly felt comfortable utilising Google and other online sites, but

found the library's website was too complex and difficult to use.

Respondent #3:   *I tried UWILinC but I was a bit unsuccessful because I didn't understand how to go about it.*

Respondent #3 was captured earlier as stating that Google was used to find information for

assignments. Yet this respondent found the library's online resources difficult. The same can be

said of respondent # 2 who also mentioned above that:

> *I had a fair knowledge of how to find books on the system…I will just go and look until I found books that I wanted. I would also go online and use Google books and Google scholar.*

This respondent was unable to effectively use the library's online catalogue to locate books, but

was able like respondent # 3 to use Google as an information source. Additionally, another

respondent also expressed using both online non-library sources and online resources from another library:

Respondent #10:   *Sometimes I would try to use the catalogue database to try to locate the information I needed, but at times I would find it a bit complex...My relative was enrolled in a programme with another school so I started using that school's database which was very simple, very user friendly. I would have spent a lot of money purchasing articles and books online before getting access from my relative.*

The respondent found both sources to be less complex than the AJL website, and was not alone in this, as respondent # 6 while didn't admit to having difficulty using the AJL's website per se, also revealed using both online non-library means, and another library's online resource because:

Respondent #6:   *I have access to the internet and Google is my very best friend or Amazon for used books…Also my daughter is a student at a foreign university so if I need anything I will ask her to check, and they have access to everything.*

Based on these comments, it begs the question is it that AJL's website was difficult to use as opposed to these other online sources, or is it that if these users were taught how to navigate the AJL's website, then would their user experience be different?

Additionally, respondents revealed receiving information from their lecturer, classmates and accessing information through their place of employment. One respondent even stated going to a bookstore. The following is a reflection of such:

Respondent #7:   *To get information the first thing I would have done is gone to my lecturer to find out what he had available.*

Respondent #20:   *There was a lot of information sharing too, so students who had the article, would share with the class.*

Respondent #6:   *The Ministry in which I work allowed me to access information relevant to my research.*

Respondent #12:   *Sometimes we would go to the bookstore, and go to the relevant section. We would check out the particulars of a book such as the title, author and we would write it down. Then we would go home and go online and see*

It is evident that these respondents indeed utilised whatever sources they could to meet their

information requirements.

4.43   What difficulties did they encounter prior to the session and who would have assisted?

The study revealed that most of the difficulties experienced pre IL were: How to find a

book?, How to use the Library's online resources?, Lack of knowledge of the library resources,

and What search terms should be used? This is venerated in the following comments:

Respondent #10:   *I found using the library's website and online resources a bit complex. I would at times just come to the library and look in the relevant areas which took me hours to find books.*

Respondent #3:   *Didn't understand how to use UWILinC. I had problems in finding information using the library's resources.*

Respondent #7:   *I really wasn't aware of the resources the library had. I would mainly rely on guidance from my lecturer.*

Respondent #20:   *My challenge was searching for information. What search terms to use. I also had problems using the library's online resources.*

There was one respondent #17 who indicated that with all the information available online

there was no real difficulty.

There was nothing that we really needed the library for that we couldn't find. Except if it was Caribbean information then that would have probably been in the library e.g. for Caribbean Politics II.

The respondent went on to state though like respondent #7, that there was unawareness of all the online resources the library had access to. Respondent #17 further expressed, regret at having paid for items that could have been acquired for free through the library.

Respondent #17:   *I was unaware of the resources the library had. There were things that I paid for which I could have gotten access to through the library.*

The view of no real difficulty was supported by another respondent #13 who propagated:

I didn't really have a problem in finding information. All I came to the library for was books, and I would Google to find the other information I needed.

Those sentiments are also echoed by respondent #11 who stated firstly using online non-library resources and then visiting the library for books. Respondent #11 expressed the following:

The first thing I would do is Google. ...then I would come to the library. Actually, I would go on the library's website from home, and if any of the books are available I would come and borrow.

The Figure 8 below sought to present a pictorial representation of the problems encountered by the participants.
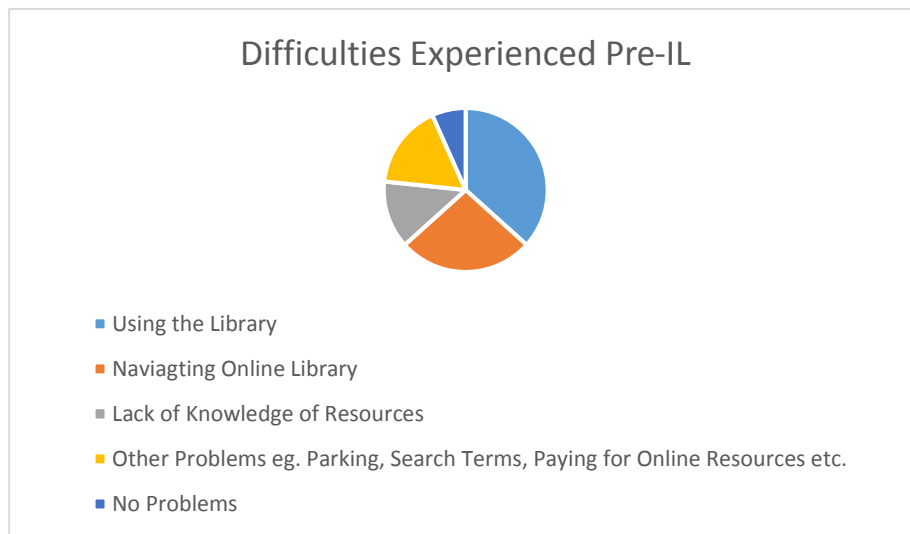
Figure 8: Difficulties Experienced by Respondents Pre IL

These difficulties expressed quantitatively reveals eleven out of the twenty respondents had difficulties in understanding how to find printed material in the library. This was 55% or more than half of the respondents. The other major area of difficulty was indeed how to navigate the library's website to find information. 40% or eight respondents revealed it as a problem. The fact that respondents did not even know what resources the library subscribed to was representative of 20% of the population or four out of the twenty respondents. Other problems expressed such as paying for online resources, using appropriate search terms, and so on was stated by 25% of the populous or five respondents. Only two users or 10% of those interviewed experienced no difficulties in finding information.

Further, the study indicated that even though many of the interviewees unaware as well how to find information physically in the library, or navigate the library's online resources, they were still able to find the information they needed for their programme requirements. They found help from a variety of areas. These areas included: library staff; colleagues, friends and peers; relatives; and self, using knowledge from past experiences. The degree to which these were utilised are portrayed below in Figure 9.
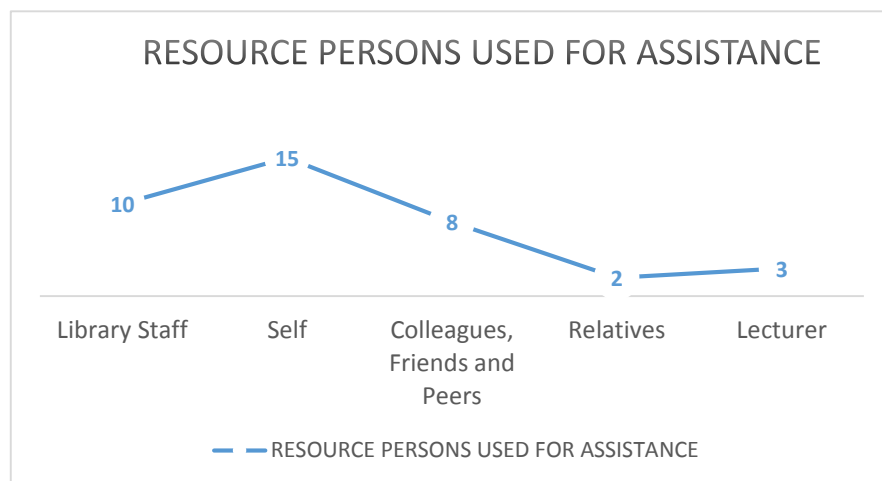
Figure 9 - Sources Used for Research Assistance

While in most cases a combination of persons were relied upon for assistance, emerging out of the amalgamations, fifteen of them stated that they relied on self, using knowledge from the past to find the information they needed. This characterized 75%, a large percentage of the sample population.

Respondent #2: *I didn't get any help. It took hours to find books, relevant books.*

Respondent #18: *Nobody really helped me. I did my undergrad here so I was accustom to finding books.*

Respondent #13: *I learned how to search myself.*

The other two categories where most help came from were library staff, and friends, colleagues, and peers. Ten of the twenty respondents, 50% of them asked library staff for assistance, while 40% or eight of them admitted to turning to either colleagues, friends or their peers, as resource persons.

Respondent #15: *The staff member was helpful. I knew how to search for books but hadn't done it in a long time and had forgotten.*

Respondent #5: *I asked a student actually how to find the code because I wasn't familiar with the system.*

Respondent #20: *There was a lot of information sharing too, so students who had the article, would share with the class.*

The other sources stated were their lecturer and relatives. Three respondents or 15% of the populous used their lecturer, while two respondents or 10% of the group sort help from a relative.

Respondent #7: *My lecturer would have given me an idea of where to search.*

Respondent #6: *I got help though in gaining access to certain relevant articles from my daughter…*

Despite the difficulties or the challenges faced by this group it is evident that they either recalled information from knowledge gained in the past or they would have turned to whomever necessary to ensure they found the information they wanted.

4.44   How did their information seeking behaviour change after attending the IL session?

Many of the respondents indicated that after attending the session that they now had a new way of finding information for their programme. This is quantified by fifteen or 75% of them having stated making a change in how they find information. For some it was discovering how to navigate the library's website to find information, which now became a viable source for information. For others it allowed them to learn how to use the Boolean Phrases (and/or). Yet for others the session in no way helped or changed the way they searched. This was true for five respondents. Some of the views expressed are stated in the subsequent statements:

Respondent #4:   *One of the things I won't be doing is running to NALIS first. I will definitely be checking the online link to get the information. If I don't get it there then NALIS will be the other source.*

Respondent #9:   *I was ok before with research, but the session gave me a more in-depth way of how to do it. Searches became more narrowed down because she showed us different ways to use and/or, the Boolean.*

Respondent #14:   *I go to the Alma Jordan. I go to the A to Z. That is my method now. I try to use the online resource and the books. (*

Respondent #17:   *I am just about mid-way through my practicum, so I would say I will probably use the library's online resources along with other online resources. I will not shift entirely to it maybe 50/50. I do see the benefit of using it.*

Those who were not influenced by session expressed varying reasons. Such as:

Respondent #6:   *I find information the same way. I think the timeframe in which it was done, it was difficult for me to grasp all that stuff.*

Respondent #15:   *The same way as before. They session didn't really help because I had learnt before how to use it.*

Respondent #20:   *I realise that even if you come to the session you have to practice it. I came to the session and I haven't used the library as such, so I am almost sure that I have forgotten some of the information…I have come to realise though that putting it to use is important.*

While it is evident that the session would have brought about change to the interviewees in different ways, this change occurred because new information was gained from having attended the session. For those who expressed no change they either found it was information overload, nothing new was learnt or they just didn't need the information that was imparted at that time.

4.45   What were their feelings about finding information after the session?

For the most part the respondents had positive reviews of the session. Generally the session was helpful and the respondents came away feeling: more knowledgeable, more confident, more capable, independent, more competent and more empowered. These adjectives are expressed in the following statements:

Respondent #11:   *The session was very helpful. The whole thing was just amazing to me. I feel more confident in doing my research. I know I have this question and I have these resources to utilise. I have the confidence that it will have something for me to source.*

Respondent #2:   *I have gained more knowledge from coming to the session. I feel good about having attended.*

Respondent #5:   *It was actually something I appreciated. I felt more confident in terms of finding Information. Before it was so overwhelming because I wasn't sure what to do.*

Respondent #12:   *I feel more confident and I am comfortable. I am more capable on my own to do a study using the library.*

Respondent #14:   *I feel more competent. I have been doing it in repetition so I don't have to go back to the steps.*

Respondent #7:   *I feel that everyone should do the session. Doing it made me feel independent. It made me feel sure about the quality of what I could produce.*

Respondent #17:   *Much more empowered and aware of the services of the library.*

However, there were other respondents who shared an opposing view. Three of the twenty sampled were either dissatisfied with the session or did not receive the maximum benefit from the session because the information shared was not relevant at that time. They expressed the following:

Respondent #6:   *It is really my feeling that we in the university need to do a proper information literacy course. To teach people about research, literature reviews and all that, because as it is many of my counterparts have done the course and we still not any closer in terms of knowing how to do the citations.*

Respondent #19:   *I think I got a better understanding, but I needed another session. It was a bit short and it did not give everything I wanted in respect to references.*

Respondent #13:   *Had I used it immediately after attending the session it would have been excellent. I took the information and put it away. Now that I need it I have to go and recap.*

While 15% or three out of twenty respondents were not totally pleased with the session. Amazingly 85% or seventeen of the respondents felt that they would have benefitted in some way from the session. They left feeling that they were in a better place to find scholarly information.

4.46   Their recommendations for improving future IL sessions

Despite the benefits they derived from having attended the session, they were still able to provide suggestions and recommendations for improvements to the following: the content; the marketing of the session; delivery and structure. Valuable information was shared which could be implemented to improve the user experience. Some of the recommendations were as follows:

Respondent #1:   *The session was really short. When she got to the gist of it the session was over. It should have been longer, meaning divided into more than one session.*

Respondent #3: *I know there is a practical aspect, but somehow the teaching is so much that the practical is left until coming to the end. But by then time would have run out…I am more of a practical learner.*

Respondent #20: *It is not only telling the information, but how it is delivered. Really the messenger. You can tell someone the information and it is so boring that they won't get it. Then you could make it so enjoyable that students will absorb the information.*

Respondent #19: *The library could have a step by step procedure on the library's website. It could be a presentation or a video with step by step instructions for someone who is unable to attend… There should also be a feature where if there are any questions arising out of the presentation, there should be some way for them to be answered.*

Respondent #18: *I think if you put up a flyer or something that would list all the different things that are available, so that people can list the different things that they are interested in, so they can get training that will target what they do not know.*

User feedback is always important for libraries to improve the services which they offer. Since libraries exist to serve the needs of its users.

4.5 Conclusion

Overall the findings showed that these respondents experienced challenges when faced with the situation of finding information for their academic needs. Like Dervin's theory suggested these respondents experienced chaos and confusion in determining where to begin their quest for information. The knowledge of how to navigate the library's online resources or even how to use the library in general to find information, was a gap that some respondents experienced. Others just were not aware of all the resources the library subscribed to, or for them finding information online via search engines or from other sources proved to be easier. They sought to return to a position of order by finding various kinds of bridges, in terms of information sources and resource persons.

However, it would appear that the IL session exposed them to an entirely new way of finding information. It provided a new bridge for the respondents. Leading to the positive outcome of a new way to fulfil their research needs, as outlined in Dervin's theory. For most of the respondents it led to a change in the way they now find information. Most of them based on their utterances found the session to be helpful and they emerged feeling: more knowledgeable, more confident, independent, more capable, and more empowered. Never-the-less they were able to provide several useful suggestions to improve future IL sessions, such as: divide the session in to parts to prevent information overload; have more practical exercises to assist the learning process; how the content is delivered; training videos on the website; and improved marketing of the sessions.

Chapter 5:   Discussion and Analysis

5.1   Introduction

This chapter discusses the findings from the study. The research question which was examined as expressed earlier was "What is the information seeking behaviour of mature social sciences students at the UWI St. Augustine?" This question was broken down into six sub-questions and the results analysed in relation to the responses to each of the questions as set out in the introduction. Interview data and findings from the literature review are integrated and discussed as a whole where relevant to the questions. The concluding section considers the extent to which the findings satisfy the aim of the research and how well the sense-making theory used explained the information seeking process.

5.2   Sub-Question One: What was the information seeking behaviour of mature users before attending an IL session at the AJL?

The mature user is often viewed as someone who is either not computer literate or has very little computing skills. They have been described earlier as "digital immigrants", that is persons who learned to use computers along the way. Their needs are often very different from those of the 'traditional student', that is the student who enters university immediately after secondary school. Vakili (1993) lent credence to the view that the mature user has limited knowledge of computers. She stated that the mature student is often thought of as individuals who "may have little experience with information technology" (Vakili, 1993, p. 32). This sentiment is echoed in Wang, Myers & Sundaram (2013) who, as stated earlier, purport that they are "usually assumed to have some difficulty with information technology" (p. 409).

However, this study has shown that mature users cannot be all painted with the same broad brush. Question One (1) parts (i) to (iii) sort to uncover how these mature social sciences

students found information prior to attending a library's IL session. Many of the participants, which is reflected in sixteen of the respondents, stated that they went online in search of the information they needed. Some expressed that it was the first place they looked to find information. There was great passion expressed for Google searches and a deep sense of connection to Google. At least two of the respondents felt that they had found a friend in Google.

In addition to finding free articles online and in some instances paying for others, some were proficient enough to purchase used copies of books online. At least three of them admitted that it was their practice to buy second hand books on Amazon. These results provided an indication of some semblance of computing knowledge. Given (2000) found that there were some mature students who do not fit the usual stereotype, which has been borne out in this research of mature social sciences students. She found in her research that many of them have utilised the technology in varying circumstances. It is important though that the academic librarian is mindful of this category of student information needs, and tailors information literacy programmes to correspond to the varying levels. This is because the way they use information as exonerated prior is "vital to ensuring their academic success" (Given, 2000, p. 322).

5.3   Sub-Question Two: What sources of information were utilised to find information before the session?

The results from Question Six revealed that these respondents equally used printed and online material. In fact, seventeen of them used printed material while eighteen used online non library resources. Evidence that while these respondents were comfortable finding information online they still held on to the preference for printed material. As previously mentioned, Prensky (2001) propagated that older people even those who keep current with technological changes

"always retain, to some degree, their 'accent', that is, their foot in the past" (p. 3). He pointed to their love for printing or printed documents as evidence of this accent. They are often unable to edit on screen, they must print. There is the tendency for them to have a preference to read from the physical document rather than to read from off the screen.

This love for print material was depicted in the fact that even though these respondents who were gifted enough to go online in search of information, still opted instead of using eBooks or Kindle Books, to purchase used books from Amazon. The evidence of this was found in their responses to Question 1 (i) to (iii). Three of the respondents identified this as a source of information. In addition, again in answering this same question, four respondents admitted to spending hours in the library trying to find the 'right' book for their assignment. One respondent even decided to visit another library to access their printed resources when the books required were unavailable at AJL. What was striking here though was, that nineteen of them acknowledged using printed resources of some kind, while only one respondent claimed to have used only electronic resources. Clearly these respondents maintained their accent in the past with their love of printed resources.

However, it is important to add though that these respondents who were able to navigate the online world of non-library resources, expressed difficulty in navigating the library's online resources. The results from Question 2 uncovered, that of those sampled eight of them identified this as a problem they faced. Some even had problems using the online catalogue to locate the books they required. The study showed that eleven out of the twenty respondents expressed this as a difficulty they faced. As a result, hours were spent browsing the library shelves trying to locate the books that they needed. The other difficulties faced will be discussed further in sub question three. However, Wang, Myers & Sundaram (2013) spoke to this with their concept of

'digital fluency'. As mentioned prior this concept is related to the ability of the mature user to effectively and efficiently utilise the technology. Their inability in this regard places them at a disadvantage when compared to their counterparts the 'traditional student' who were born in the digital age. The mature user has to be therefore taught how to access the library resources for their information needs, which is crucial for their academic success.

5.4 Sub-Question Three: What difficulties did they encounter prior to the session and who would have assisted?

5.41 Difficulties Encountered

The study showed as identified in the results chapter that most of the difficulties experienced prior to attending the IL session were: How to find a book?; How to use the Library's online resources?; Lack of knowledge of the resources the library subscribed to or had access to.; and What search terms should be used to yield the desired results? These difficulties as stated above were expressed in the responses to Question 2. Therefore in addition to being unaware of how to find a book or how to navigate the library's online resources as was discussed above in the previous objective, some were unaware of the resources that the library had access to. Four of them stated, that they had no knowledge of the depth of resources the library had. One respondent in particular admitted to paying for resources that he could have gotten free through the library if only he had known. This respondent was not alone. Respondent #10 during the interview revealed having spent a lot of money purchasing articles online and used books from Amazon. Another respondent #20 admitted experiencing problems knowing what search terms to use to get the results desired. This was a challenge this respondent faced in finding relevant information. The respondent expressed the view, that it was an important concept which should be taught to students.

The difficulties faced by these digital immigrants in their quest for information can be viewed initially as a state of disorder or confusion. Often they are confused as to where to begin to find the answers they need. Dervin (2000) in her theory as stated earlier purported that "humans make sense individually and collectively as they move, from order to disorder, from disorder to order" (p. 40-41). Often times to fill the gaps in their knowledge they seek a bridge, someone or something that would provide the support needed. This bridge can be a variety of resource persons.

5.42 Persons Who Assisted

In the research study undertaken these users sought help from a variety of sources. Question 1 (iv) unearthed who or what was used to fulfil their information needs. These persons included: library staff; colleagues, friends and peers; relatives; and self, using knowledge from past experiences. Half of the respondents from the results stated that they used library staff for assistance. An equal amount of help also came from peers, friends, colleagues and family members. However, fifteen of them identified relying on past experiences to resolve the disorder they would have faced in their initial search for academic information. Often times help was sought for assistance in how to navigate the library's online resources. The resource person or experience being used as a bridge which Dervin's theory spoke of, through the chaos and confusion to the required information. Once the information needs have been met the student then returns to a state of order.

5.5 Sub-Question Four: How did their information seeking behaviour change after attending the IL session?

The way in which these respondents found information after attending the IL session is captured in the responses to Question 1 parts (vi to viii). The session opened up a new world of

information for them. For the first time in most instances they were made aware of how to navigate the library's online resources not only to find electronic material, but also to find the books that they needed. The respondents were very expressive of the knowledge that they gained from having attended the session. Seventeen of the respondents indicated a change in their search technique, that is, by using the Boolean Operators of and/or, or a change in terms of now seeking out the library's website as an information source.

The academic librarian is charged with the responsibility of creating information literate users. Users who feel confident and empowered, to find information for their academic needs. Tiefel (1995) as expressed previously stated that "the dramatic changes in technology and society are having a considerable impact on libraries and their instruction programmes" (p. 318). Librarians' roles have expanded to include the prospect of teaching certain concepts to their charges in their information literacy sessions. Concepts such as how to find information on the library's website, how to put in the correct search terms to yield the required results, how to evaluate the results obtained, have all become part of the content of IL sessions.

5.6   Sub-Question Five: How did their information seeking behaviour change after attending the IL session?

The answers for this objective are found in the responses to Question 13. Some of the positive adjectives used to describe how they felt post IL were: more knowledgeable, more confident, more empowered, more competent, independent and more capable. The kind of feedback any academic librarian would want for an IL session. Of the twenty respondents, seventeen of them would have experienced benefits from the session. However, there were three students who were unmoved from their IL exposure.

It is important to note here that many of these same respondents who had problems before navigating the library's website, now had a different view. The session equipped them with the necessary skill set to be better able to find the information they required using the library's resources. The result of which is a more information literate student. In defining the information literate student, Baro and Keboh (2012) as highlighted earlier, stated that they should be able to, "identify, locate, evaluate and use effectively information needed for decision making or fulfilling different goals" (p. 311). Therefore, the fundamental objective of academic libraries from their information literacy sessions is to create an independent researcher, who can identify his information needs, locate the information required and evaluate the scholarly content of the material identified.

5.7   Sub-Question Six: Their recommendations for improving future IL sessions.

Despite the benefits which may have accrued to these respondents. They still provided suggestions of how future sessions could be improved, for a better user experience. These suggestions emerged out of the responses for Question 15. They are elaborated on in the succeeding section.

5.71   Exposure to IL Training

There were variances in the level of exposure that university students should have to IL training. Four of the respondents felt that they should have been exposed to this type of session earlier. Hence their suggestion was that it should be mandatory. All students should be required to participate in such training. However, there were some who fell short of saying that the sessions should be compulsory. They expressed the view that the sessions should be opened to all students. Not just maybe postgraduates or final year undergraduates but all students, however not necessarily mandatory.

While this is a valuable suggestion, and indeed the attendance at IL sessions at the AJL have never been mandatory, there have been sessions opened to the general student populous, offered by the faculty liaison librarian. However, past experience has been that such sessions have yielded poor attendance rates. This was supported by Brathwaite and Dolabaille (2013) who stated that "at the AJL, statistics revealed that the library's user education programme was not reaching the majority of new students" (p. 32). Hence, there has been a shift by the faculty liaison librarian to work with faculty in a collaborative effort to reach more students. Arp and Woodard (2006) stated that this is seems to be a 'better approach'. They postulated that "library liaisons who attend faculty meetings work with a department chair to devote some time to the library" (p. 345); where discussion could be held regarding inclusion of IL sessions into the curriculum.

5.72   Division of the Session into Parts

Another suggestion was that they found the information presented to be voluminous in nature. Hence they suggested that the information which was provided in one session could have been divided into more than one session. This was the view of seven of the respondents. Additionally, eight respondents expressed the need for them to obtain more practical experience during the sessions. It was the feeling of one respondent (#20), in particular that if the session was divided there would be more time to get increased hands on exposure. The same respondent indicated that by actually seeing where to go and what to do would assist in remembering what signposts to look for when doing it alone.

The vast amount of knowledge which is seemingly imparted at IL sessions could be linked to the lack of standardisation. Each Faculty Liaison Librarian prepares the content for their session. There is little or no collaboration, so each one presents what they think will be

valuable to the student. This leaves librarians trying to impart as much information they can in the allotted class time. Support for this view was found in Brathwaite and Dolabaille (2013) who expound in relation to IL sessions at AJL that "…the learning objectives were not well defined and librarians were ambitious in trying to accomplish too much during the time scheduled..." (p. 33). In addition, they also have to deliver as much information as they can, because more often than not they are only allocated the time for one class.

5.73   Training Videos

A further recommendation provided by two respondents (#14 & #19) was, that the library should place training videos on the website. In one case the respondent (#19) felt that this would be great for students who were unable to attend the live sessions. The respondent indicated that persons who could not attend because of work constraints or other issues, would still have the opportunity to obtain the information shared at the session. The other respondent's rationale for a training video, was that one may attend the session, but may forget some of what was taught. It was felt that there should be something to fall back on, rather than asking for assistance from library staff or classmates. Therefore, the suggestion was that students receive a special log-in at the session, which could be used later to review what was done at the session.

The concept of using training videos is not a new one to AJL. It has been utilised in the past to provide "virtual library tours" (Brathwaite and Dolabaille, 2013, p. 34). The use of videos for this purpose occurred in 2012 at the beginning of the academic year. In addition, prior to this Clarke (1999) stated that "in 1985 an innovative touch was given to library orientation tours" (p. 244); with the abandonment of physical library tours and the utilisation of a video presentation. However, there is no evidence that training videos have been considered for IL

sessions. It is important to state that some mature students need the additional support given the descriptor digital immigrants.

5.74   Content and Delivery

There were suggestions which emanated from the study which spoke to content and delivery. One respondent (#6) stated that there should be improvement to the content in terms of expanding what is presented to include citation assistance in a more meaningful way. The feeling was that the training period could have been longer to accommodate this type of content. Two of the respondents (#16 & #20) shared the sentiment that the presentation should be interestingly done to keep the participants attention. It was indicated by one respondent (#16) that at a previous session done by another librarian, that they were bored and left before the end. Therefore, the respondent stated that the way the training is presented is important. Another respondent (#20) echoed the previous respondent's sentiment, as this respondent also expressed the opinion that delivery of the content was critical. The belief was that it was important for the information to be imparted in an enjoyable way, so that it would be absorb by the recipients. The view of another respondent (#17) in terms of content was that it is important that it is relevant. The respondent propagated that the content should be relevant to the student's degree programme. If students saw the importance of it to their programme of study, then they would show up and participate to gain the information they needed.

Content and delivery are two important concepts. Content speaks to what is shared in the session and too much information can be equally as bad as not enough information. However, as stated earlier the librarian decides what is presented. In terms of delivery, more often than not librarians have not received formal training in presentation skills. Boon and Julien (2002) spoke to this when coming out of their research they posit "…a lack of pedagogical training…" (p.

145); among the factors preventing librarians from creating "…innovative, interesting instructional methods..." (p. 145). However, it is important to state that the reviews for the presentation skills of this Social Sciences Faculty Librarian were not criticized in this instance for the most part.

5.75   Marketing of IL Sessions

Additionally, there was the view that there should be better marketing of the session. It was expressed that students were not aware that the library even offered this type of training. It was suggested that flyers could be used to disseminate the information. Emerging out of the view of better marketing of the session, one respondent (#15) felt that the content of what was to be done during the training should be clearly stated for students to decide if it was worthwhile to attend. Another respondent (#18) indicated that in marketing the sessions students could be allowed to indicate the areas they needed assistance, so the training could be tailored to suit their needs.

In the past various methods were used to market the library's orientation sessions and by extension the IL sessions. Brathwaite and Dolabaille, (2013) described the marketing strategy used for the then newly revamped orientation programme termed L.I.F.E. They spoke to using social media, brochures, bookmarks, emails, advertising on campus wide close circuit televisions and face to face marketing at a Campus Information Village during orientation week for new students. They claimed that this yielded the largest attendance to LO and by extension IL sessions in many years. However, as stated earlier the focus has shifted from generic IL sessions to subject relevant sessions held in collaboration between librarian and faculty.

5.8   Conclusion

From the study it is clear that this group of respondents faced challenges in being able to find the information they needed. Hence, they sought to use the online resources which were easy to locate, even if they had to purchase them in some instances. Some of them also utilised various persons to assist them in their quest for knowledge. Despite being able to adequately access information online, many of them had difficulties in using the library's website. However, once they were taught and shown the available resources, many felt more confident among other descriptors to use this website to find information. Even though they would have benefitted from having attended the training, they were still able to provide welcomed suggestions to improve the user experience for future participants. In general, these digital immigrants would have been better able to locate, evaluate and better utilise information from having attended an IL session.

Chapter 6:   Conclusion

6.1   Introduction

The aim of this study was to examine the information seeking behaviour of mature social sciences students at the University of the West Indies, St. Augustine Campus, both before and after attending a library information literacy session. The research question therefore as indicated previously was: "What is the information seeking behaviour of mature students in the faculty of social sciences at the UWI St. Augustine?" This was investigated through six sub-questions utilising a qualitative methodology. The chapter proceeds with an examination of the sub-questions to determine whether the aim of the research has been met; accesses the effectiveness of the methodology adopted to conduct the research; and considers the overall contribution of the research. It also provides recommendations to improve the user experience in the future.

6.2   Conclusions

Aims and Sub-Questions

- **Sub-Question One:**   Examined the information seeking behavior of mature social sciences students before attending an information literacy session at the AJL.

The study showed that these respondents when faced with the initial challenge of finding information for their academic needs experienced chaos and confusion in understanding how to conduct the process. Just as Dervin in her theory suggested this chaos as she outlined led to these respondents finding various bridges. They adopted varying methods to find the information that they needed. Most used a combination of online journal articles or books. Whether it was library books, or used Amazon books. Some turned to their lecturer or to family

members who had access to online resources from another library or utilised the resources they had access to at work. Therefore, based on the responses given, it was clearly depicted that these respondents under study found various bridges to their desired outcome, which was information for their scholarly needs.

- **Sub-Question Two:** Investigated the sources of information utilized to find information before the session.

It was discovered from the study that a variety of sources were used to find information. The respondents used online articles, AJL online resources; another library's online resources, printed material; classmates; and lecturer. Therefore, based on the utterances of the respondents the study showed that a variety of sources were utilised by them.

- **Sub-Question Three:**Uncovered the difficulties they would have encountered before the session and who would have assisted.

The study unveiled that the respondents had problems in using the online catalogue to find books in AJL; navigating the library's webpage; the unavailability of AJL books; lacked knowledge regarding the resources the library subscribed to; and the use of the appropriate search terms to yield their desired results. In terms of who would have assisted, the persons included: library staff, friends and peers, family members, colleagues and themselves relying on knowledge from past experiences. Therefore, one was able to discover the challenges faced by these respondents, and who would have helped in their overcoming of these hurdles.

- **Sub-Question Four:** Revealed their information seeking behavior after attending the information literacy session.

What was notable from the study was that there was a change in the information seeking behaviour of the respondents. Initially many of them would have shied away from using the

library's online resources, however post IL it became a viable option for many of the respondents. Demonstrating that the IL session taught them how to explore a new possibility for finding information.

- **Sub-Question Five:** Described the feelings of the respondents towards finding information after attending the session.

The respondents revealed so many adjectives and descriptors for their feelings post IL. They described themselves as more confident, more competent, more capable, more knowledgeable, more empowered and more independent. Reviews that provide evidence that learning had occurred during the session, and they now had a new disposition on finding information using the library's online resources for their academic requirements. In a sense it provided a new bridge to their outcome of scholarly information.

- **Sub-Question Six:**   Obtained recommendations for improving future IL sessions.

The respondents' suggestions for improving the IL experience for future students were insightful. They provided feedback on content, presentation, marketing techniques, the use of training videos and on who should receive the training. These recommendations can in some instances really be incorporated to redefine the current offering.

Methodology

A qualitative methodology was employed using structured interviews. The interview schedule was designed along the questioning pattern developed by Dervin in her theory on Sense-Making. This method was effective in that it allowed the respondents to express fully their experiences in finding information for their academic needs and to describe their IL

exposure. A quantitative approach with set responses would not have provided the rich data that emerged from this study.

The methodology informed the research aim and objectives.   The decision what to study led to how the study should be conducted, and the development of the research question and the sub-questions. While it is true that it is difficult to make generalisations from qualitative data, and the findings are confined to the research participants, some insight is still provided into what is occurring in the general population. It allows for a closer examinations of the issues faced by the group under study.

Research Value

Numerous studies have been done and articles written on the topic of information seeking behaviour. There is an abundance of information widely available. The mature user in particular has also been extensively written about, and the challenges they face when returning to the education system after some period of absence. It has been found that their needs are different from the traditional student, and certain adjustments ought to be made in the world of academia to accommodate and provide services to assist these students to achieve academic success.

However, despite the extensive research available in this area, there is a gap in knowledge. This gap was found in the lack of research done on the Caribbean and Caribbean Students. The University of the West Indies is the premier university of the region with four main campuses, three physical and one virtual. A scan of the literature revealed very little information on the region both in terms of information seeking behaviour and definitely not the mature user.

The faculty of Social Sciences especially on the St. Augustine Campus occupies a unique position in that it has time tabled some of its course offerings to accommodate mature users, with

the creation of an evening university programme. Again there was no research found on these students. In a real sense, therefore the library has very little information written on information seeking behaviour relevant to the region to guide the provision of services to these users. Much of the current literature is dated and confined mainly to discussion on the provision of LO and IL sessions.

Hence, the information in this study while it only captured a few of the students enrolled in the university, will still provide some knowledge regarding the challenges faced by students when they have to find information. Not only students in general but the mature social sciences students on the St. Augustine Campus. It may be used to inform library policy in terms of IL sessions, since there is little information existing on the topic at this time.

6.3   Recommendations

The following recommendations may be useful to improve the user experience in future IL sessions:

- Some would argue that the library understands the importance of IL sessions to the academic success of students. Users need to be able to effectively and efficiently find the information they require. This understanding will therefore aid in the development of a library policy document which will inform both LO and IL sessions for library users. An IL policy will aid in the standardization of the content and delivery of session. It will also speak to how the sessions are marketed, to whom, and when and how advertising should be done.
- A way must be found whether it is through liaison with faculty and university management that every enrolled student be exposed to IL sessions. This would aid in the development of the information literate user, one who knows what

information they want, and how to retrieve and evaluate it. The possession of this skill set would assist the student positively in their pursuit of academic success. However, the training must be viewed as relevant to the users, otherwise the maximum benefit would not be achieved.

- The available technology should to be used to meet the student's needs. The classroom can be brought to the students with the use of training video. This will be useful both for students who are unable to sit in on live sessions or it can serve as a refresher for those who have participated in the actual training. The service of Ask-A-Librarian or a Live Chat can be used to accommodate questions persons may have after viewing these videos, and to clarify any confusion which may exist in the mind of the student.

- It was the practice in the past that training for the librarians was done by the Instructional Development Unit (IDU). However, in recent times for the newer librarians this has not been the case. Therefore, continuous training should be provided to librarians who have to deliver IL content. It cannot be taken for granted that librarians possess the skills necessary to be effective presenters.

6.4 Further research

Given the limited information available for the Caribbean Region there is a lot of scope for future research. Looking at the St. Augustine Campus and AJL, IL sessions are offered by each of the Faculty Liaison Librarians. Further research could seek to examine the information seeking behaviour of the students in the other faculties and their experience from attending IL sessions. Since these other faculties on the St. Augustine Campus do not have a large mature

student populous, information seeking behaviour could be looked at from either the undergraduate or postgraduate perspective or both.

Since the University has other campuses with libraries of their own the research could also be conducted at their libraries as well, and across faculties. This would contribute valuable literature on the subject matter that is currently unavailable. By increasing the knowledge available on the issue it will hopefully help inform library policy and improve the services offered to the student community. Thereby aiding in the academic attainment of all students.

Summary

The study has shown that indeed mature students face challenges in the world of academia. Just as Dervin suggested in her Sense-Making Theory, these respondents experience chaos and confusion when they have to find information for their academic needs. In the same way her person (Mr Squiggly) in his particular context seeks a bridge across his gap in knowledge, the respondents in this study had to do the same. They adopted various information seeking behaviours to survive and achieve their desired outcome of scholarly information.

However, the study showed that once they were taught how to find information, they were able for the most part, to retrieve more effectively the information they required. The IL session provided a new bridge across their knowledge gap to a favourable outcome. Libraries therefore, need to pay special attention to this group of users and design services that will meet their unique information needs.

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Appendix 1:   Request for Permission to Conduct Study

<div align="center">MEMORANDUM</div>

To:	Mr. Frank Soodeen, Campus Librarian
From:	Mrs. Dionne Spears-Frontin, Library Assistant III
Date:	20 October 2015
Subject:	**REQUEST TO UNDERTAKE A RESEARCH STUDY AT AJL**

I am currently enrolled in the Masters Programme in Library Science at Aberystwyth University, and in the process of writing my dissertation. The topic choosen is a look at the information seeking behaviour of the library's mature users in Social Sciences, and how this is aided by the library's information literacy sessions.

It is the intention, that the participants for the study be drawn from attendees at the information literacy sessions conducted by the Social Sciences Faculty Liaison Librarian. Therefore, I am seeking permission to interview these library users. You can be assured that confidentiality will be of paramount importance, and any insights gained will be geared towards improving the services to our users.

Any consideration given to this request will be appreciated.

Regards

Dionne Spears-Frontin
Library Assistant III

cc. Ms. Kumaree Ramthal, Faculty Liaison Librarian, Social Sciences

Appendix 2:   Response to Request for Permission to Conduct Study

THE UNIVERSITY OF THE WEST INDIES
ST. AUGUSTINE, TRINIDAD AND TOBAGO, WEST INDIES
THE ALMA JORDAN LIBRARY
Telephone: (868) 662-2002 Ext. 82132   Fax: (868) 662-9238   e-mail: almajordanlibrary@sta.uwi.edu

MEMORANDUM

TO: Mrs. Dionne Spears-Frontin, Library Assistant III

FROM: Mr. Frank Soodeen Jr., Campus Librarian

DATE: October 21, 2015

SUBJECT: **Request to Undertake a Research Study at the AJL**

In response to your request dated October 20, 2015, please note that permission is granted for you to conduct research with participants of the Information Literacy Sessions for your dissertation.

Frank Soodeen Jr.

cc: Ms. Kumaree Ramtahal, Librarian III, Social Sciences Division

Appendix 3:   Information Sheet for Research Participants

INFORMATION SHEET FOR RESEARCH PARTICIPANTS

Research project for Master's Dissertation (M.Sc. Econ Information and Library Studies, Department of information Studies, Aberystwyth University):

Do the information literacy sessions at the Alma Jordan Library aid in the development of the information seeking behaviour of mature social sciences students.

You are being invited to take part in the above research study. Before deciding to be a part of this study, please take the time to read the information sheet carefully. This sheet outlines the nature of the research and your rights as a participant.

I am a postgraduate student at the Department of Information Studies, Aberystwyth University and I will be conducting the study. The research will involve taking part in a structured interview session, either as part of a small focus group of no more than five persons, or a one on one interview. The session should not exceed forty-five minutes. Information from the interviews will be used in a written report to be submitted to Aberystwyth University. Recommendations will also be fed back to the Alma Jordan Library with regards to improving information literacy sessions, to meet the information needs of the mature user.

The purpose of the interview is to obtain information on how you find information relevant to your course of study, both before and after you attended an Information Literacy session. Interviewees have been selected only from the Social Sciences Faculty of the University of the West Indies St. Augustine Campus.

With your permission, the interview will be recorded. The recording will be used only for this piece of research. Any documentation or recording obtained as part of this research will be kept securely and destroyed at the end of the study.

This qualitative study has been designed in accordance with the ethical principles as outlined by both Aberystwyth University and the Department of Information Studies. Permission has also been sort from the Campus Librarian to conduct this research with users of the Alma Jordan Library.

You can be assured that confidentiality will be maintained, and your name will not be mentioned in the report. You are also free to withdraw from the research at any time if you choose, before the final report is submitted. If you have any concerns or questions you can contact me at either dgsf@hotmail.com or dis13@aber.ac.uk .

Appendix 4: Consent Form

CONSENT FORM

Title of project: Master's Dissertation: Do the information literacy sessions at the Alma Jordan Library aid in the development of the information seeking behaviour of mature social sciences students: a qualitative investigation

Name of researcher: Dionne Spears-Frontin

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

Please

Tick

1. I confirm that I have read and understood the information sheet for participants and the researcher has explained the study to me. ☐

2. I have received enough information about what my role involves. ☐

3. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason. ☐

4. I agree to take part in the above study. ☐

5. I agree to the interview being recorded. ☐

6. I agree that the data I provide may be used by Dionne Spears-Frontin, within the conditions outlined in the information sheet. ☐

Name of participant (IN BLOCK LETTERS)	Signature	Date
Name of researcher (IN BLOCK LETTERS) **DIONNE SPEARS-FRONTIN**	Signature	Date

Appendix 5:   Pre-Interview Questionnaire

PRE-INTERVIEW QUESTIONNAIRE

Participant ID:

Demographic Information

Gender:

Date of Birth:

Educational Background

Degree Programme:

Name of previous programme you were enrolled in:

Year you completed that programme:

Career Experience:

What is your current profession?

How long have you been employed in your current position?

Appendix 6:   Interview Schedule

INTERVIEW SCHEDULE

A. SITUATION

1. Describe how you find information for your class assignments.

   (i)   Outlining the steps used in obtaining the relevant information before attending the information literacy session.

   (ii)   What was the first thing that happened when you tried to find information?

   (iii)   What happened next?

   (iv)   Did you talk to anyone about your question? or Did you draw on your own experience?

   (v)   Did you do something else or go somewhere else for an answer?

   (vi)   Outlining the steps used in obtaining the relevant information after attending the information literacy session.

   (vii)   What was the first thing that happened when you tried to find information after having attended the session?

   (viii)   What happened next?

   (ix)   Did you have to consult anyone regarding the steps involved or where able to recall on your own from your session?

B. THE NATURE OF THE GAP

2. What difficulties or problems, if any, did you encounter prior to attending the session in finding the required information?

3. Were the difficulties or problems, if any the same after you attended the information literacy session?

4. Did you experience any new difficulties or problems?

5. If yes, please describe.

C. THE BRIDGE

6. Where did you find the information prior to attending the session?

7. What assisted you in your search?

8. Did the way in which you find information change after you attended the session?

9. Did the session help to make the way you find information easier?

10. If it did, how did it help?

11. Did the session hurt your process of finding information?

12. If it did, how did it hurt?

13. Overall how do you feel from having attended the session?

14. Can you tell me what changes you made in searching for information after you attended the session?

15. What would you like to see happen at the AJL IL sessions that would improve your search for information?

Appendix 7:   Excerpt of Coded Transcript Relevant to Sub-Questions

Question 1 (i) to (iii) and coded responses given by the respondents (relevant to Sub-Questions 1 and 2)

Question #		Interview Question
1 (i)	**THE SITUATION**	Describe how you find information for your class assignments: outlining the steps used in obtaining the relevant information before attending the information literacy session.
(ii)		What was the first thing that happened when you tried to find information?
(iii)		What happened next?

Respondent #	Responses	Codes
1	I had to do my final year research paper which had to be relevant to the Caribbean. I went to the West Indian section and searched the catalogue to see there was anything on Tobago and the history of Tobago. I actually found a couple of good stuff. Theses that were done prior	Print Library Material (AJL)
2	I had a fair knowledge of how to find books on the system. Normally I would just go to the shelves and browse. I will just go and look until I found books that I wanted. I would also go online and use Google books and Google scholar. I also discovered JSTOR.	Library books (AJL) Google Books Google Scholar Online Scholarly Database
3	The basic for me was Google. Google normal Google and search for whatever key information. Later on I would have been introduced to the Google scholar. I tried UWILinC but I was a bit unsuccessful because I didn't understand how to go about it. I would also speak to my classmates and compare what I had found with what they had and then try to improve my response	Google Google Scholar Classmate
4	The first thing I would have done would have ben to see if the library here at UWI had any books. Most times I would end up in NALIS because NALIS would have all the books that I needed. I used books. I did research as well using the internet. What I would do in some instances rather than check the library I would check the internet and look for material whether it be books, journals, periodicals, whatever it might be and I will get that information. I would also use Google. We were taught how to use scholar, Google scholar, but most times you would have to purchase the information, and I couldn't afford sometimes to get it, so wouldn't bother	Printed Library Material (AJL) Print Material at another Library Online free articles and books
5	First thing I did is, I went to the front desk when I got to the library to find out where to get the books. After that they would have directed me to the floor. When I got there I had to ask for assistance. I used online journals like EbscoHost and these databases. I used the library online databases as well	Printed Library Material (AJL) Online Library Resources

Respondent #	Responses	Codes
6	I have access to the internet and Google is my very best friend or Amazon for used books. I just go online and if I see a document, I would try to assess it. The Ministry in which I work allows me to access information relevant to my research. Also my daughter is a student at a foreign university so if I need anything I will ask her to check, and they have access to everything.	Google and Amazon Another University's Online Resources Work
7	To get information the first thing I would have done is gone to my lecturer to find out what he had available. He would have directed me to some things that were online. He said just pull it up and I would have gotten it. He didn't say about the library online. I didn't know about the library on line catalogue business at all. Then he would have said that there were things in the library. Then I would have gone and checked out the things that were in the library and what was online.	Lecturer Printed Library Material (AJL) Google
8	I would Google the topic. This is provided the lecturer didn't give specific resources. If they do recommend resources, it would be textbooks that you can come in the library and find using the coding system. If no resources are given then I will Google the topic and see what sources are coming up. Then I will look at the bib of the article that I have sourced and try to find some of the articles there. I also had access to the Ministry of Health's website where I work.	Google Printed Library Material (AJL) Work
9	It entailed coming to the library and using the online software, library website and the OPAC, or even if I go straight into Alma Jordan Library website, I would type in what I was looking for and then go look for it on the shelves. Apart from that sometimes I used printed journals. It would have been the same search method, or I might just go to one section and stand up and look at everything in that area that might be related to see if I would fine something. Sometimes I would look online for journals that I could download. Like in JSTOR. I would have at times use Alma Jordan UWILinC, or simply done a Google search to online stuff.	Printed Library Material (AJL) Online Scholarly Databases Online Library Resources Google

Respondent #	Responses	Codes
10	Sometimes I would try to use the catalogue database to try to locate the information I needed, but at times I would find it a bit complex. As a result out of frustration I would simply abandon even doing further searches and just go to the shelves, because I knew where the actual books I needed were located. Then I would sift through the shelves to find the actual book I needed. Prior to attending the session I found that even using the databases were a little complex. Not that I didn't try before, but I would never really come up with the results I really wanted. I then started using databases from other schools. My relative was enrolled in a programme with another school so I started using that school's database which was very simple, very user friendly. I would have spent a lot of money purchasing articles and books online before getting access from my relative.	Printed Library Material (AJL) Another University's Online Resources Google and Amazon
11	The first thing I would do is Google. I would Google the key points according to what the question asks. I would find things on Google, Google books, Google scholar. If I find, since plagiarism is a big deal, that the things I find on Google doesn't have the proper publication date and so on, then I would come to the library. Actually, I would go on the library's website from home, and if any of the books are available I would come and borrow.	Google Printed Library Material (AJL)
12	We mostly worked in groups. We would take a Saturday or a half day off the job, because it was a tedious task. We would find the floor level and start to go through the books. We would split up and go to different sections looking for the particular topic, on whichever floor, and then we would go through the area. Then all of us would meet back with a book or two. We would go through them and if we realize they don't have much, we would go to the librarian. One or two of us would go downstairs and go through the directory on the computer, but some would stay upstairs and continue looking. We might end up with about five books, and we good. We would sometimes use this library and Education library. The process used to be very long because we wanted a vast amount of information, but we did it in groups, so we didn't feel it so much. Sometimes we would go to the bookstore, and go to the relevant section. We would check out the particulars of the book such as the title author and we would write it down. Then we will go home and go online and see what we could get free.	Printed Library Material (AJL) Bookstore Google

Respondent #	Responses	Codes
13	Basically all I used the library for was to find books. I would go search the PC in the front, find the book and take it home. I used Google that is my best friend. Google, Google Scholar, Google books. Google is my best friend.	Printed Library Material (AJL) Google
14	I would just come to the library and go to the shelves and spend some time. I would go through my area which is social work. Look at every single book and journal until something caught my eye. Up to now I still do it. I may end up with about 10 books. From that then I would go through them, but it is a tedious task, and you waste a lot of time. I would borrow the books, and then sought out what I didn't want. It is kind of overwhelming too, because when you have all these books in front of you to do one project, and now you have too much information, and you would get confused. I would seek help from my classmates as well.	Printed Library Material (AJL) Classmates
15	I called the library, and spoke to someone who guided me how to find a book. I used the library's website to get journals for a literature review, so I had to get a lot of journal articles that were current. In addition, I also used YouTube, they explain a lot, and I used Google to a lesser extent.	Online Library Resources Printed Library Material (AJL) YouTube Google
16	I just walked up and down each isle. Before the session I really didn't know how to use the library. I would get frustrated. In the session when she explained then it was like awe…I also used Google and the resources placed by the lecturer in My eLearning.	Printed Library Material (AJL) Lecturer Google
17	Prior to the session we would have been doing mostly assignments for the taught courses. Over the last 18 months it would have been pretty easy to find information online. We have reached a stage where publishers put up older editions of current textbooks free in pdf. The other thing would be to go on Amazon and buy used books quite cheaply as well. For practical purposes nobody in my cohort would really go to the library except for a place to study. Most of the time we would come with the information on our laptops fully loaded or iPads etc.	Google and Amazon

Respondent #	Responses	Codes
18	I actually used databases a lot. I actually used EBSCO, that's my go to. So I go there first or sometimes I would start with Google scholar. I find Google scholar to be tedious. Sometimes I would look to see what books there are, but I mostly used articles.	Online Library Resources Printed Library Material (AJL)
19	Normally I will go to Google scholar, and type in the topic I am looking for or words from the topic, or sometimes I would just type in the entire topic. Then whatever comes up I will start to read and gather information from there. I also borrowed some books from the library	Google Printed Library Material (AJL)
20	For assignments our lecturers would give us a list of reading material, and what I would do is come to the library. I would go to the computer and select key books that I think I would get the information from. I would do a search get the call nos. and then I would come in and get the books. I also would use online articles and classmates would share information.	Lecturer Printed Library Material (AJL) Google Classmates

Question 1 (iv) and coded responses given by the respondents (relevant to Sub-Question 3)

Question #		Interview Question
1 (iv)	**THE SITUATION**	Did you talk to anyone about your question? or Did you draw on your own experience?

Respondent #	Responses	Codes
1	The person at the front desk would have directed me.	Library Staff
2	No, I didn't get any help. It took hours to find books, relevant books.	Self
3	No. To me at that point in time whatever information I would have gathered would have been just enough to do whatever assignment we were given. I would have asked individuals, how they would have gotten certain information, and I would compared what I would have gotten against theirs. Maybe use whatever information they would have had and top up mine and so on. Honestly, I never really visited the library in that regard. I would prefer to get things online. I like things that are online.	Self Classmates
4	Yes I was taught how to use Google and Google scholar. I had a fair idea how to use the library so no one assisted me there. I received no training how to use the library's databases, and I found it difficult to use.	Classmates Self
5	The staff at both the help desk and on the relevant floor assisted. I asked a student actually how to find the code because I wasn't familiar with the system and I took the code with me to the floor. I got help in searching the databases from a work colleague who is also a student.	Library Staff Student/Classmate Work Colleague
6	No, but that is because I really didn't ask anyone in the library. I got help though in gaining access to certain relevant articles from my daughter, who is enrolled in a foreign university.	Self Relative

Respondent #	Responses	Codes
7	My lecturer would have given me an idea of where to search. When I got to the library I sought direction from the person seated at the desk, to find out what section you have books on XYZ.	Lecturer Library Staff
8	I had done an introductory course to the library, as an undergrad. They showed us how to type in keywords, the author, and the title, and narrow you search. So most of my research use to be textbooks because I had mastered that part. I also used the Ministry of Health website as I had access to Medline.	Library Staff Self
9	Yes, if I got stuck in the library I would go downstairs and get assistance from staff. If I am here on a weekend by myself I would just search on my own.	Library Staff Self
10	I got help from a relative enrolled in another university. She allowed me to use her student login to access their resources.	Self Relative
11	I didn't really get help from anyone.	Self
12	In the library once we asked they would help, but they would not stay to guide the search process. They would think everybody computer literate, so they would say go through the catalogue. We helped each other.	Self Library Staff Classmates
13	No, I learned how to search myself.	Self
14	Generally I would think about it in my head, and the lecturer would guide you, but then I will employ my interpretation and decide this is where I wanted to go. Then I would look for books that would answer the questions I had in my head. I limited myself to the social work section which I discovered through my classmates. We were never thought that this is where what is, but overtime I would have observed that this is the section. You learnt what each floor is and then I started to read the codes. More or less my learning was through self, and you ask a question among your colleagues, and you start to build your information from there.	Self Classmates

Respondent #	Responses	Codes
15	The staff member was helpful. I knew how to search for books but hadn't done it in a long time and had forgotten. A friend taught me how to find books. She was a student at Open Campus	Library Staff Friend
16	Yeah I asked the staff, but they didn't help or I would get attitude. Search the thing on the system. They would normally send you to search for it on the computer, but then remember I said that I didn't know how to use the library, so it is not going to make a difference if I don't know how to use it. Also, our Lecturer would provide access to information	Self Lecturer
17	There was nothing that we really needed the library for that we couldn't find. Except if it was Caribbean information then that would have probably been in the library e.g. Caribbean Politics II.	Self Classmates
18	Nobody really helped me. I did my undergrad here so I was accustom to finding books. EBSCO I learnt that from a training session here at the library. Somebody trained us when I was doing my postgrad (masters). After that I started to use EBSCO.	Library Staff Self
19	Well I went to the library and tried to use their database but it was confusing. I borrowed books from the library though. I asked the person at the front desk, and they told me that I had to go through the catalogue. They told me to type in the name of the book. Most times I knew the names of the books I wanted. Other times I would just type in the topic and books would come up based on the topic.	Library Books Self
20	When we first started, as an undergrad, there was a library walk through where we learnt the databases. At first it was a bit was difficult for me because it was a lot of new information coming at you at the same time. It was coming back with friends as we did it as a group that you eventually got the hang of it. Now there are articles online, and your lecturers would send you articles, so I don't think I have ever used the library for my M.Sc. programme. There was a lot of information sharing too, so students who have the article, would share with the class. It was hard but I eventually figured it out	Library Staff Self Classmates Lecturer

Question 1 (vi) to (viii) and coded responses given by the respondents (relevant to Sub-Question 4)

Question #		Interview Question
1 (vi)	**THE SITUATION**	Describe how you find information for your class assignments: outlining the steps used in obtaining the relevant information after attending the information literacy session.
(vii)		What was the first thing that happened when you tried to find information after having attended the session?
(viii)		What happened next?

Respondent #	Responses	Codes
1	Instead of how I searched before, I feel I will go to the catalogue section or the database first, once I am doing research.	Library Catalogue and Databases
2	I now use and/or conjunctions and this has allowed finding information to become easier. I now use both books and journals. I also learnt how to know if the book is in or out.	Change in Search Technique Use of Both Books and Journals
3	I find myself using the online library more often. I am better able to access information compared to while I was doing my undergrad. When I had to use UWILinC I saw the growth from one place to the next. Being able to understand fully where to go, how to get the information I need.	Checking the Library's Online Resources First
4	One of the things I won't be doing is running to NALIS first. I will definitely be checking the online link to get the information. If I don't get it there then NALIS will be the other source. Just go to the website. She explained to us that it wasn't even necessary to come to the library. I didn't even think about that for some strange reason. You can stay at home and do it cause it is the internet.	Checking the library's online resources first
5	I went back to the notes from the session and I found it was easier to navigate, so I didn't have to ask anybody to assist me to navigate online. But I haven't been physically to the library to search for a book.	Use of IL Session Notes Checking of the Library's Online Resources
6	I find information the same way. I think the timeframe in which it was done, it was difficult for me to grasp all that stuff.	Same Way as Before IL Session
7	I didn't need to ask anything anymore unless, I am not seeing something on the shelf. I am more confident. In fact I don't come to the library first. I check the online catalogue first. In checking the online catalogue I would check all the online resources. I check everything. I wouldn't check one database I will check multiple databases to get different types of information. Then I will check the code for any books that were recommended to us on the Alma Jordan Library.	Checking the library's website before coming to the library.

Respondent #	Responses	Codes
8	I go to Google and search for the topic. Then I will see what comes up in terms of like sage or JSTOR. Then I will go to UWI website and to the A-Z listing, so I will click on J and select Jstor and go in and look for the same date or volume number. So now it is more specific	Google Library Website
9	I was ok before with research, but the session gave me a more in-depth way of how to do it. Searches became more narrowed down because she showed us different ways to use and/or, the Boolean. That narrowed down the search because now at the postgrad level more so than undergrad the things that you are looking for have to be specific and not too general. It was harder to find information but now you could put things together. That information literacy session was really helpful. It was a lot of information but it was helpful.	Change in Search Technique
10	Well now I use the database. I find it to be a little easier, and like there were some changes over the years. Being able to access now as compared to before it is a little more simplified. When we did the Information Literacy session and I tried it on my own at home after I found it to be a little easier. Before it was a little complex. I still prefer the other university's website. Much simpler to use.	Another University's Website Checking the Library's Website
11	I go to the Alma Jordan Website, databases A to Z, then according to my topic I will search the journals and see what they have.	Check the Library's Website
12	Over the years I have developed my own library at home. I use that and more online information. You could google and get information from all over the world. This is helpful since we don't get much mentoring. I am thankful to my supervisor for arranging the library session as it allowed me to continue what I do, but I have learned how to search better.	Personal Home Library Online Change in Search Technique
13	I use UWIlinC and the library's online resources.	Check Library's Online Resources

Respondent #	Responses	Codes
14	I go to the Alma Jordan. I go to the A to Z. I would have learnt that in the session. There was one person downstairs who would have helped me. She asked me what I was looking for and she really helped me. She taught me that this is how you search, you look for you're a to Z databases. That is my method now. I try to use the online resource and the books. I am in two minds because at the time I was doing undergrad online work wasn't such a big thing. It was coming in and it was there, but your lecturer will tell you be guided, be careful of the sources you get information from. Now that you have these journals and these scholarly works, when you use Google scholar or you go into Alma Jordan you realize that these things are authentic.	Check Library's Online Resources
15	The same way as before. They session didn't really help because I had learnt before how to use it.	Same Way as Before IL Session
16	I go online and get the code which is what you are supposed to do. Then I go to the isles and look at the number and then you find it like that. Sometimes there will be a summary of the book online or some of the chapters so I will know what the book is about.	Check Library's Website Obtain Call No. for Books Go to Shelf
17	I am just about mid-way through my practicum, so I would say I will probably use the library's online resources along with other online resources.	Online Resources Library Website
18	I attended two information literacy sessions. One this semester and one last semester. The one last semester was on citations as far as I can recall, and I think we did EBSCO. The information for me was not completely new. Therefore it didn't really change the way I find information. The one this semester introduced other databases that I didn't consider before. There was a database where you can get dissertations, and I found that to be really exciting. I haven't used it as yet, but found it to be quite relevant. It will broaden me from just sticking to EBSCOHOST. It provided new material that I couldn't access before. I did go into it and searched the topics I was interested in and I saw some relevant stuff, but I haven't done any extensive searches.	Library's Databases

Respondent #	Responses	Codes
19	To be honest I still use Google scholar, but it is a little easier to now to use the databases. However, I only attended one of the sessions and I missed the part two. In the session she taught us to use keywords instead of typing out the whole topic. This made it easier to find information.	Google Library Website
20	It's not that difficult. What I realize is that even if you come to the session you have to practice it. I came to the session and I haven't used the library as such, so I am almost sure that I have forgotten some of the information. The session was useful in terms of telling you about EBSCO and all the other search engines. I have come to realize though that putting it to use is important. When I did the session as an undergrad, it was using it made it become easy. However, if you allow time to elapse then it becomes problematic. It's like you are starting all over again.	Same Way as Before IL Session

Question 2 and coded responses given by the respondents (relevant to Sub-Question 3)

Question #	Interview Question
2 **THE GAP**	What difficulties or problems, if any, did you encounter prior to attending the session in finding the required information?

Respondent #	Responses	Codes
1	Didn't know how to find West Indian information in the library, but the person at the front desk directed me. When I got to West Indiana the staff there helped me as well.	How to find information in the library.
2	I had difficulties in being able to use the library system to find books on the shelves. Hence, the reason I would just go and browse the shelves until I found what I was looking for.	How to use the Catalogue to Search for Books
3	Didn't understand how to use UWILinC. I had problems in finding information using the library's resources.	How to navigate the Library's Online Resources.
4	The difficulty in accessing books at the Alma Jordan Library made me go to NALIS. They had all the books I needed, even though I could not borrow, when I went back the books would still be there for me to use. In using Google I realized that often the articles I needed I would have to pay for them and I couldn't afford most times to do that, so I would just forget about them....I didn't understand how to use the information system in UWI.	Unavailability of books in the library (on loan to others) The ability to afford to pay for online material How to navigate the Library's Online Resources
5	I had problems in knowing how to find the books, and understanding the coding. I also didn't know how to search the library's databases.	How to find information in the library. How to navigate the Library's Online Resources

Respondent #	Responses	Codes
6	I don't like the library. I hate coming to library. There is always the issue of finding a park and then trying to find the book in the library.	Don't Like Coming to the Library Experience Problems in Parking on Campus
7	I really wasn't aware of the resources the library had. I would mainly rely on guidance from my lecturer. When I came to the library I asked the staff for assistance	Lack of Knowledge of the Library's Resources How to find information in the Library
8	I was able to find books in the library, because I had attended an orientation session, during my first year as an undergrad. I wasn't quite able to use the library's online resources.	How to navigate the Library's Online Resources
9	I would have difficulties in finding printed material on the shelves. I would ask staff for help or I would just go and look in the relevant area.	How to find information in the library
10	I found using the library's website and online resources a bit complex. I would at times just come to the library and look in the relevant areas which took me hours.	How to navigate the Library's Online Resources How to find Information in the Library
11	I didn't really have a problem in finding information.	No problems
12	The problem I had was not understanding the library's coding system and how to locate the books on the shelves.	How to find information in the Library
13	I didn't really have a problem in finding information. All I came to the library for was books, and I would google to find the other information I needed	No problems
14	I didn't fully understand how to find the books in the library using the catalogue. I would browse the shelf in the relevant area. The problem is that I would end up with too many books to choose from. Many times I will be confused at to which books I really needed	How to find information in the Library Selecting the appropriate item(s) needed

Respondent #	Responses	Codes
15	I had problems in remembering how to locate a book, so I sought the assistance of the library staff. When I needed help in searching the library's databases, a work colleague assisted me	How to navigate the Library's Online Resources How to find Information in the Library
16	I just didn't know how to use the library. Not to find a book or anything.	Lack of Knowledge of the Library's Resources How to find information in the Library
17	I would use Google and other online resources. I was unaware of the resources the library had. There were things that I paid for which I could have gotten access to through the library	Lack of Knowledge of the Library's Online Resources Paid for items which could have been obtained free via the Library
18	I relied heavily on EBSCOHOST for a lot of the information I needed. I was totally unaware of the other resources the library had. Also books saying on shelf in the system and they cannot be found.	Knowledge of only one Library Database Available in the Library's Catalogue, but unable to locate On Shelf
19	I did not know how to use the library's online resources. I also got assistance from staff in finding books in the library.	How to navigate the Library's Online Resources How to find Information in the Library
20	My challenge was searching for information. What search terms to use. I also had problems using the library's online resources.	How to navigate the Library's Online Resources Using appropriate search terms

Question 6 and coded responses given by the respondents (relevant to Sub-Question 2)

Question #		Interview Question
6	**THE BRIDGE**	Where did you find the information prior to attending the session?

Respondent #	Responses	Codes
1	I came to the library.	Printed Library Material
2	Books in the library, and Google, Google scholar and JSTOR	Library Books Online Sources
3	Google and Google scholar. I would also see what my friends came up with and add accordingly to my own answer.	Online Sources Classmates
4	I would try to borrow books from UWI library, but really used NALIS library mostly. I also used Google and Google scholar for online journals and books	Printed Library Material Printed Material from another Library
5	The library for books, and then the online library resources such as EBSCOHOST	Printed Library Material Library's Online Resources
6	Google is my best friend. Amazon for books. I would sometimes come to this library for books. I also get assistance from my daughter who is at a foreign university. She accesses what I need through her university.	Online Sources Printed Library Material Another Library's Online Resources
7	Lecturer and then the library to find books that I needed.	Lecturer Printed Library Material
8	Library for books. Then Google.	Printed Library Material Online Sources
9	Library for books and printed journals. UWILinC sometimes, JSTOR and Google.	Printed Library Material Library's Online Resources Online Sources

Respondent #	Responses	Codes
10	Library books and help from my relative in accessing their university's resources. I would also purchase a lot of articles online.	Online Sources Printed Library Material Another Library's Online Resources
11	Google and library books	Online Sources Printed Library Material
12	Library books, sometimes visiting the bookstore for other resources, and Google.	Online Sources Printed Library Material Bookstore
13	Library books, UWILinC and the library's online resources.	Printed Library Material Library's Online Resources
14	Library books.	Printed Library Material
15	Library books and the library's website.	Printed Library Material Library's Online Resources
16	Library books, and Google.	Online Sources Printed Library Material
17	Google and Amazon for used books.	Online Sources
18	Library books and EBSCOHOST	Printed Library Material Library's Online Resources
19	Google scholar and library books.	Online Sources Printed Library Material
20	Readings from lecturer, information sharing among classmates, library books, and online resources	Lecturer Printed Library Material Classmates Online Sources

Question 13 and coded responses given by the respondents (relevant to Sub-Question 5)

Question #		**Interview Question**
13	**THE BRIDGE**	Overall how do you feel from having attended the session?

Respondent #	Responses	Codes
1	It definitely helped me. Because for instance, she mentioned in the session, I am doing my Masters in Mediation and I am on the thesis phase. She mentioned that the University normal has a process where they would send your thesis to them, and they would go through certain guidelines and those things were available on the site. So in doing my personal thesis I can say let me get this book right next to me and go through this and say well this is how much spacing this supposed to have and how much lines. I wilI get more journal type stuff rather than just books or just being able to view the abstract when you Google it normally on the internet.	More Knowledgeable
2	I have gained more knowledge from coming to the session. I feel good about having attended the session.	More Knowledgeable
3	Overall it has been ok, it has been good, it really helped. It helped me in terms of discovering a new avenue of research, outside of the whole Google and Google scholar aspect. Just the way it is done, how it is taught and how we are given the opportunity to learn. It is good and it really helped. Especially for us who have to do our thesis, we would need that type of assistance.	More Knowledgeable

Respondent #	Responses	Codes
4	Oh definitely, it helped! I say that without a doubt. I have to go back and look at my notes though but the other thing they taught us was how to do proper referencing, and that was major. Well it makes me feel a little more confident in regards to getting information. A little more comfortable in terms of my ability to retrieve information. I feel a little more settled in my own skin in terms of referencing, because I know that because I have gotten the information from the right place, when I have to referencing I will be able to do it properly	More Confident
5	It was actually something I appreciated. I felt more confident in terms of finding information. Before it was so overwhelming because I wasn't sure what to do. I was pleased to know that they wanted to have another session and I wouldn't have minded attending again, because it was useful.	More Confident
6	I understand how you use the codes indexing and where to look for the stuff. It is really my feeling that we in the university need to do a proper information literacy course. And teach people about research, literature reviews and all that, because as it is many of my counterparts have done the course and we still not any closer in terms of knowing how to do the citations	No Difference
7	I feel that everyone should do the session. Doing it made me feel independent. It made me feel sure about the quality of what I could produce.	Independent
8	Good and I will recommend it to anyone especially if you are doing your thesis	Good
9	I feel I can do more in-depth research especially in terms of using the library and online journals. We have access to EbscoHost, Jstor and so. So I feel better able to handle research. There was one database that I would have problems searching. Now I was able to search better and get more results.	More Knowledgeable
10	Well I will say better in the sense that, I am more able to interface with the databases or even do a search for a book with a little more confidence. Before because of the challenges I have had I used to shy away from using it.	More Knowledgeable

Respondent #	Responses	Codes
11	The session was very helpful. The whole thing was just amazing to me. I feel more confident in doing my research. I know I have this question and I have these resources to utilize. I have the confidence that it will have something for me to source	More Confident
12	I feel more confident and I am comfortable. I am more capable on my own to do a study using the library.	More Confident More Comfortable More Capable
13	Had I used it immediately after attending the session it would have been excellent. I took the information and put it away. Now that I need it I have to go and recap.	No Difference
14	I feel more competent. I have been doing it in repetition so I don't have to go back to the steps but still sometimes it is difficult to find information. I will try all sorts of things and still not go where I am supposed to go to find the information I want. There are certain aspects of the session that still needs to expose students a little more.	More Competent
15	I felt more comfortable with what I was doing.	More Comfortable
16	It taught me how to use the library, because I would have become increasingly frustrated in yr. 3 not knowing how to use the library. I would have just Google references and not from actual books.	More Knowledgeable
17	Much more empowered and aware of the services of the library. I have discovered EbscoHost, which I have found to be very useful in terms of the business magazines given the space that I am in. These are stuff that you would often hunt down, subscribe to or pay for and here they are readily available to me as a student	More Empowered More Knowledgeable
18	The second one was useful as it provided new information. The first one didn't provide any new information, so it was neutral. I didn't feel it was a waste of time because I feel information is good and I think I picked up a few things	More Knowledgeable
19	I think I got a better understanding, but I needed another session. It was a bit short and it did not give everything I wanted in respect to references.	Insufficient Knowledge

Respondent #	Responses	Codes
20	I felt the session was very helpful. I felt it was a lot of information coming at you in a short space of time. The practice questions at the end was important to me. I think the practice is important, as it is only by doing that you will know what you understand and what you don't understand. So for me the practical part was important and the session made me aware of other areas where I could find information that I didn't know existed.	More Knowledgeable

Question 15 and coded responses given by the respondents (relevant to Sub-Question 6)

Question #		**Interview Question**
	THE BRIDGE	What would you like to see happen at the AJL IL sessions that would improve your search for information?
15		

Respondent #	**Responses**	**Codes**
1	The session was really short. When she got to the gist of it the session was over. It should have been longer, meaning divided into more than one session.	Divide session into more than one session
2	I think the structure is good. It should be made mandatory. Schedule specific times, and have a bigger classroom.	Mandatory Schedule Specific Times Bigger Classroom
3	Maybe it could be in the form of, I know there is a practical aspect, but somehow the teaching is so much that the practical is left until coming to the end. But by then time would have run out, so if there is a way in which we could do some form of time management, be able to do the practical while being taught so, we have been taught how to go into the databases while at the same time let's do a practical. Some people as in my case I am more of a practical learner.	More practical
4	I think that when students come in, that should be one of the first training session they should get. Whether it be the undergrad degree or masters or doctorate, I think it will be beneficial to everyone. Let's just say people come in and you start them off with the research, and because people tend to forget along the way, you still give them something after they would have gone through all their semesters. Think it will still be beneficial. So you do it at the beginning and at the end.	Mandatory Offer it to students at different stages of their programme of study

Respondent #	Responses	Codes
5	The way we found out about the session was through a lecturer requesting it for us. I think it should be something offered. I am not sure if it is but it should have been offered to students who are doing research, rather than actually having the lecturer have the session for us. It should be for both undergraduate and postgraduate level.	It should be offered to the general student population, both undergrad and postgrad
6	In order to understand how to do citations and these things properly you need practice, and the session really needed to be longer. What will be useful would be a comprehensive course, even if it is something run for a two days. Something that will guide people on how you do the research, how you do literature reviews, and how you do citations.	Divide session into more than one session More practical Improve content of session
7	I didn't know that if you answer and you got it wrong, that there will be a judgment from the facilitator. It will be like I told you this just now and you didn't hear. However that is assuming that the lingo you are using that I understand. It was a nice idea to give a prize to the persons with correct answers but there was a drawback to giving the wrong answer, and it will make you want to answer less. So doing that stops the process of openness.	Removal of negative condemnations for incorrect answers
8	Oh my make it longer, with more practical as well so you can get experience searching with the guidance of someone right there. Longer in the sense of more sessions like 3 90 min sessions.	Divide session into more than one session More practical
9	Generally the session was good. I think that the session could be divided into shorter sessions. Maybe into two or you do a pre session before you really get into your research and one when you are actually doing the research. It is after the practicality then you can say ok. I think it would have been better if you are exposed to it from the beginning.	Divide session into more than one session More practical
10	Honestly, it is not the session. The session is really good. I understood everything that was stated. It gave me a little more insight. It helped me to feel empowered, that the information I got I can actually use it. For me the interface with the online catalogue, and the online databases need to be a little more user friendly.	More user friendly website and access to online resources

Respondent #	Responses	Codes
11	I think I should have gotten the session since undergrad. It should be compulsory somehow.	Mandatory
12	There could have been more sessions at varying time slots. Like some in the morning and others in the evening. Additionally, there could have been more hands on during the session. We sat in front of the computer for one of the sessions, and we really didn't put it on. We were more looking at her screen, her PowerPoint and listening to her. We could have gotten some practice so if you had problem the person next to you might have been able to assist or you just put up your hand.	Divide session into more than one session More practical
13	A lot of people are unaware of those sessions, so you all need to make it known. Market it better.	Better Marketing
14	The session is worthwhile. It still requires a little more tweaking, because some students will not get it right away. I think that there is an expectation that once you are shown, you go through the orientation that that's it but it takes a while and it also depends on the student. I think that there should be some other thing apart from the student being shown what to do. Like after the student is shown that there should be some training manual. Your name could be entered into some database that you can access so you can go over it. So anytime you are stuck rather than coming back in person you can tap into this little training so you can reorient yourself again. So like an online video but you only have access to it once you have gone through the training.	Divide session into more than one session More practical Training manual Online training video
15	Concentration was a problem. The room was very cold, so it took away my focus. Found out about the class accidentally, and only knew what it was about when I came.	Room should be warmer Marketing of session should be clear as to content

Respondent #	Responses	Codes
16	I think it should be mandatory for every student because I know a lot of students who have never used the library. I did a similar session before but that lady was boring. I left before the session ended. However, the lady that did this session was very energetic. She was able to keep my attention. The lady in the first session I attended just had the information up on the screen and was only talking and talking. There was no hands on, and I learn better with hands on, and when it is right in front of my face. This classroom setting was much smaller that may have helped as well.	Mandatory Practical **Presentation of content must be interestingly done**
17	The session was great just do it more. Because it was tied directly to our progression in the practicum it made sense to attend. Every single person turned up. You can see that there is a demand for it once you see that there is a topic and issue or deadline in front of you, we will respond. The faculty approach is probably the best approach	Relevance of the session to your programme of study is important
18	It is difficult to give recommendations because our lecturer asked for the session and he wanted specific things to be done. Think that if you could have a general session for persons who are doing post grad. I think if you put up a flyer or something that will list all the different things that are available, so that people can list the different things that they are interested in, so they can get training that will target what they do not know. However, sometimes you don't know that you don't know because you feel that what you already have is so complete, but it is only when you attend a training session that you realize that there are things you didn't know. Time is also a factor for postgrads, so having sessions outside of class times the average student may not attend because they are so busy. Not that they don't want to come.	General sessions where postgrads are invited **Marketed with the use of flyers** Persons can also indicate areas they need assistance in Sessions being captured within scheduled class times may also be important

Respondent #	Responses	Codes
19	When you are working it is hard to attend those sessions, so what the library could do is have a step by step procedure on the library's website. It could be a presentation or a video with step by step instructions for someone who is unable to attend. I think it would be easier than having to come to all these sessions. There should also be a feature where if there are any questions arising out of the presentation, there should be some way for them to be answered. They could have like a chat so someone could be answering your questions back and forth.	Online Training Video A live Chat to answer questions you may have
20	I think there should be class to teach you how to search better. Other than that it was a very good session. It was a lot of information and I probably would have preferred it be broken up into two sessions. It gives you more time to digest the information and more time to do the practice exercises. It was so much content that we only got to do about quarter of the exercises. If you break it into two session you probably do half in one session and the other half in the second session. What we found is that some people still could not find the content for some of the questions she gave. Then she showed us how to tweak it, so I think it is about practicing more. Another recommendation I have not necessarily for the sessions but a general comment, is not only telling the information but how it is delivered. Really the messengers. You can tell someone the information and it is so boring that you won't get it. Then you could make it so enjoyable that students will absorb the information. If someone is approachable and they take the time to explain then you have a different experience from if the person is not receptive to your questions and doesn't take the time to explain. This affects a person's view of the library. Therefore, how the message is delivered is equally important.	Research Skills Divide Session into more than one session More practical Delivery of the information