INTRODUCING OUR VALUED CONFERENCE SPONSORS

Welcome Reception
UNIVERSITY OF SASKATCHEWAN
Special thanks to:
Centre for Evidence Based Library and Information Practice (C-EBLIP)

Student Volunteer Package
Charles Sturt University

Farewell Reception
information studies

Website Sponsor
STATE LIBRARY® NEW SOUTH WALES

Keynote Speaker Sponsors
UNIVERSITY OF SOUTHERN QUEENSLAND
State Library of Queensland
Queensland Government
QUT Library

Morning Tea - Day 1
THE UNIVERSITY OF QUEENSLAND AUSTRALIA

Lunch Sponsor Day 1 & 2
ELSEVIER

Sponsor of Workshop in P505
Australian Library and Information Association
# Conference Program

**MONDAY, 6 July 2015**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>08:00</td>
<td>Registration Desk Opens</td>
<td></td>
</tr>
<tr>
<td>09:00 - 09:30</td>
<td>Official Welcome</td>
<td>Judy Stokker, Deputy Vice Chancellor (Technology, Information and Learning Support), Queensland University of Technology. Chair: Professor Helen Partridge, Pro Vice-Chancellor (Scholarly Information and Learning Services) University of Southern Queensland.</td>
</tr>
<tr>
<td>09:30 - 10:30</td>
<td>Keynote Address</td>
<td>Poking and Prying with a Purpose: The Librarian Practitioner-Researcher and Evidence Based Library and Information Practice Virginia Wilson, Centre for Evidence Based Library and Information Practice, University of Saskatchewan, Canada. Chair: Sue Hutley, Director, Library Services Queensland University of Technology (QUT). Proudly sponsored by QUT Library Service.</td>
</tr>
<tr>
<td>10:30 - 11:00</td>
<td>Morning Tea</td>
<td>Venue: P5 Covered Area Proudly sponsored by The University of Queensland Library</td>
</tr>
<tr>
<td></td>
<td><strong>CONCURRENT SESSION A</strong></td>
<td></td>
</tr>
<tr>
<td>11:00 - 11:30</td>
<td>Models for effective research engagement. LIS professionals and scholars working together for success.</td>
<td>Lisa Given &amp; Rebekah Willson, Charles Sturt University.</td>
</tr>
<tr>
<td>11:30 - 12:00</td>
<td>Canadian LIS faculty research: linked to library practice?</td>
<td>Denise Koufogiannakis, University of Alberta, Virginia Wilson, University of Saskatchewan &amp; Lorie Kloda, McGill University.</td>
</tr>
<tr>
<td>12:00 - 12:30</td>
<td>Towards a teaching library: Connecting academia and the profession.</td>
<td>Suzana Sukovic, St Vincent’s College.</td>
</tr>
<tr>
<td></td>
<td><strong>CONCURRENT SESSION B</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>New South Wales public libraries and state wide research.</td>
<td>Ellen Forsyth, Cameron Morley &amp; Kate O’Grady, State Library of New South Wales.</td>
</tr>
<tr>
<td></td>
<td>Decision making practices of public library CEOs.</td>
<td>Cheryl Stenstrom, San Jose State University.</td>
</tr>
<tr>
<td>Time</td>
<td>Event</td>
<td>Venue</td>
</tr>
<tr>
<td>-----------------</td>
<td>----------------------------------------------------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>12:30 - 13:30</td>
<td>Lunch Break (including tour of The Cube) - Proudly sponsored by Elsevier</td>
<td>P5 Covered Area</td>
</tr>
<tr>
<td>13:00-13:30</td>
<td>Presentation - Metrics - Journals, articles &amp; authors</td>
<td>P514</td>
</tr>
<tr>
<td></td>
<td>Speaker: Thomas Klingler, Customer Consultant, Elsevier</td>
<td></td>
</tr>
<tr>
<td>13:30 - 14:00</td>
<td>Assessing the impact of embedding online academic and information</td>
<td>P514</td>
</tr>
<tr>
<td></td>
<td>literacy resources into a first year business course.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sandy Rae &amp; Margaret Hunn, Griffith University.</td>
<td></td>
</tr>
<tr>
<td>13:30 - 14:30</td>
<td>Development and assessment of online information literacy learning</td>
<td>P512</td>
</tr>
<tr>
<td></td>
<td>objects. Mara Bordignon, Jennifer Peters, Gail Strachan, Alana Otis,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adele Magowan &amp; Joy Muller, Seneca College, Canada.</td>
<td></td>
</tr>
<tr>
<td>13:30 - 15:00</td>
<td>Staff as users: Designing an evidence based intranet. Ruby Warren,</td>
<td>P512</td>
</tr>
<tr>
<td></td>
<td>University of Manitoba, Canada.</td>
<td></td>
</tr>
<tr>
<td>15:00 - 15:30</td>
<td>Afternoon Tea - Proudly sponsored by ALIA</td>
<td>P5 Covered Area</td>
</tr>
<tr>
<td>15:30 - 17:00</td>
<td>Afternoon Workshops</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Workshop Visualising the Evidence. Kate Davis</td>
<td>P413</td>
</tr>
<tr>
<td></td>
<td>Workshop Big Data Analytics - using data to profile clients and to</td>
<td>S519</td>
</tr>
<tr>
<td></td>
<td>measure use of library services. Joanna Logan &amp; Doug Brown</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Workshop From blog to academic article: Getting your work published.</td>
<td>P505</td>
</tr>
<tr>
<td></td>
<td>Suzana Sukovic &amp; Bhuva Narayan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Workshop Translating Research into Practice: Strategies for</td>
<td>P506</td>
</tr>
<tr>
<td></td>
<td>Engagement and Application. Lisa Given &amp; Virginia Wilson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Workshop Quantitative vs Qualitative Research Methods: Determining</td>
<td>P504</td>
</tr>
<tr>
<td></td>
<td>the Best Method for Evidence Based Research. Sandy Hirsh</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Workshop Systematic reviews in LIS: practicalities and realities</td>
<td>P506A</td>
</tr>
<tr>
<td></td>
<td>Alison Brettle</td>
<td></td>
</tr>
<tr>
<td>17:00 - 18:00</td>
<td>Welcome Reception - Proudly sponsored by Centre for Evidence Based</td>
<td>The Cube P4</td>
</tr>
<tr>
<td></td>
<td>Library and Information Practice, University of Saskatchewan, Canada</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Session Description</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>08:00</td>
<td>Registration desk opens</td>
<td></td>
</tr>
<tr>
<td>08:00 - 09:00</td>
<td><strong>LARK: birds of a feather flock together</strong>&lt;br&gt;ALIA LARK (Library Applied Research Kollektive) is a group of library and information professionals and colleagues from allied fields, interested in applied research and evidence-based practice. The group was born in Sydney in 2012. It now has a solid online presence and maintains contacts in workshops and face-to-face meetings. EBLIP8 is a unique opportunity for people outside Sydney to extend their research circle by connecting with LARK. This meeting will be an opportunity to network and discuss how we can work together across geographical distances.&lt;br&gt;Chair: Suzana Sukovic&lt;br&gt;Venue V714</td>
<td></td>
</tr>
<tr>
<td>09:00 - 10:30</td>
<td><strong>Keynote Address</strong>&lt;br&gt;Creating and Sustaining a High Performance Team Culture: Culture Eats Strategy for Breakfast?&lt;br&gt;Dr. Neil Carrington, ACT for Kids, Australia.&lt;br&gt;Chair: Professor Helen Partridge, Pro Vice-Chancellor (Scholarly Information and Learning Services) University of Southern Queensland (USQ). Proudly sponsored by USQ.</td>
<td></td>
</tr>
<tr>
<td>10:30 - 11:00</td>
<td><strong>Morning Tea</strong> - Venue: P5 Covered Area</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>CONCURRENT SESSION A</strong>&lt;br&gt;Venue P514&lt;br&gt;Chair: Andrew Spencer</td>
<td></td>
</tr>
<tr>
<td>11:00 - 11:30</td>
<td>I see clearly now: Decision making with dashboards at the Michigan State University Libraries. Ebony Magnus, Michigan State Library.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>CONCURRENT SESSION B</strong>&lt;br&gt;Venue P512&lt;br&gt;Chair: Faye Miller</td>
<td></td>
</tr>
<tr>
<td>11:00 - 11:30</td>
<td>Examining the implications of design on learning in a secondary school library space. Stefanie Gaspari, Trinity Grammar School.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>CONCURRENT SESSION C</strong>&lt;br&gt;Venue P506 &amp; 506A&lt;br&gt;Chair: Sandra Amoore</td>
<td></td>
</tr>
<tr>
<td>11:00 - 11:30</td>
<td>Mastering evidence to drive information literacy education for student success. Fiona Salisbury, Sharon Karasmanis &amp; Jenny Corbin, La Trobe University.</td>
<td></td>
</tr>
<tr>
<td>11:30 - 12:00</td>
<td>“Evidence based” products for improving librarian decision making: A critical examination. Denise Koufogiannakis, University of Alberta, Canada.</td>
<td></td>
</tr>
<tr>
<td>11:30 - 12:00</td>
<td>Transforming a heritage building into a health library for the future using evidence from client research to inform design. Ann Ritchie, Barwon Health.</td>
<td></td>
</tr>
<tr>
<td>11:30 - 12:00</td>
<td>A training needs analysis case study at Legal Aid Queensland. Claudia Davies &amp; Richard Vankoningsveld, Legal Aid Queensland.</td>
<td></td>
</tr>
<tr>
<td>12:00 - 12:30</td>
<td>Tools and approaches to quality assessment in library and information science systematic reviews. Michelle Maden, Liverpool University, UK.</td>
<td></td>
</tr>
<tr>
<td>12:00 - 12:30</td>
<td>Compiling the Evidence to Chronicle the State of the International Veterinary Library Landscape. Esther Carrigan, Heather Moverly &amp; T Derek Halling, Texas A&amp;M University Medical Sciences Library.</td>
<td></td>
</tr>
<tr>
<td>12:00 - 12:30</td>
<td>Understanding how researchers experience Open Access as part of their information literacy. Heriyanto, Helen Partridge &amp; Kate Davis, Queensland University of Technology.</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Event</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>12:30 - 13:30</td>
<td>Lunch Break (including tour of The Cube) - Venue: P5 Covered Area — Proudly sponsored by Elsevier</td>
<td></td>
</tr>
</tbody>
</table>
| 13:00-13:30  | Presentation — *Global Trends in Open Access*  
Speaker: Gemma Hersh, Policy Director, Access and Policy, Elsevier - Venue: P514 |
| 13:30 - 15:00| Panel Session  
*Evidently Practical? A Panel Discussion*  
Panel Facilitator: Gillian Hallam  
Panel Members: Denise Koufogiannakis, University of Alberta, Canada  
Ann Gillespie, QUT, Suzanne Lewis, Central Coast Local Health District,  
Huan Vo Tran, RMIT, Sue McKerracher, ALIA, Sue Hutley, QUT. |
| 15:00 - 16:00| Afternoon Break (with Formal Poster Viewing) – Venue: The Cube |
| CONCURRENT SESSION A | Venue P514  
Chair: Jenny Hall |
| 16:00 - 16:30| Institutional repositories, open access and altmetrics: What are the practices and implications? Patricia H Dawson & Sharon Q Yang, Rider University, USA. |
| CONCURRENT SESSION B | Venue P512  
Chair: Clare Thorpe |
| 16:30 - 17:00| Library scientific research documents usage in the University of Yaounde I: Comparing Plant Biology and Anthropology Masters Students. Uta-Rein Atebeh Lekah, Victorine Ngue Ngougnou, Marie-Jose Essi, University of Yaounde I, Cameroon. |
| CONCURRENT SESSION C | Venue P506 & P506A  
Chair: Alanna Ross |
| 16:00 - 16:30| Casting the spotlight on evidence: Exploring the lived experience of evidence based practice in academic and public libraries  
Ann Gillespie, Faye Miller, Helen Partridge, Christine Bruce, Queensland University of Technology & Ross Todd, Rutgers University. |
| 16:30 - 17:00| Patient journeys and user experiences: Measuring value through service rounding. Suzanne Lewis, Central Coast Local Health District. |
| 19:00        | Conference Dinner - Venue: Room Three Sixty, Y Block, Level 10 Gardens Point Campus |
# Conference Program

**WEDNESDAY, 8 July 2015**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>08:00</strong></td>
<td>Registration Desk Opens</td>
</tr>
<tr>
<td><strong>09:00 - 10:30</strong></td>
<td><strong>Keynote Address</strong>&lt;br&gt;<strong>Venue P514</strong>&lt;br&gt;Closing the gap: Research practitioners and role conflict&lt;br&gt;Kim Tairi, Swinburne University, Australia&lt;br&gt;Chair: Janette Wright, CEO and State Librarian&lt;br&gt;Proudly sponsored by The State Library of Queensland</td>
</tr>
<tr>
<td><strong>10:30 - 11:00</strong></td>
<td><strong>Morning Tea – Venue: P5 Covered Area</strong></td>
</tr>
<tr>
<td><strong>11:00 - 11:30</strong></td>
<td><strong>CONCURRENT SESSION A</strong>&lt;br&gt;Venue P514&lt;br&gt;Chair: Alison L Weightman&lt;br&gt;Integrating information and academic literacy into the curricula of research methods courses: A collaborative approach. Claudia Adams, Josta Heyligers &amp; Neda Zdravkovic, University of Auckland.</td>
</tr>
<tr>
<td><strong>11:00 - 11:30</strong></td>
<td><strong>CONCURRENT SESSION B</strong>&lt;br&gt;Venue P512&lt;br&gt;Chair: Suzanna Sukovic&lt;br&gt;Measuring impact and exploration of standards and practice. Paul Mercieca, Sue Reynolds &amp; Bernadette Welch, RMIT University.</td>
</tr>
<tr>
<td><strong>11:30 - 12:00</strong></td>
<td><strong>Lecturer-Librarian collaboration experience and student feedback:</strong> Development and change in a research skills building program. Mary-Louise Edwards &amp; Valerie Cotronei-Baird, University of Melbourne.</td>
</tr>
<tr>
<td><strong>11:30 - 12:00</strong></td>
<td><strong>Mainstreaming library support for indigenous university students. Joanna Hare &amp; Wendy Abbott, Bond University.</strong></td>
</tr>
<tr>
<td><strong>12:00 - 12:30</strong></td>
<td><strong>What do our clients really think? Investigating client perceptions of value, impact and quality of a Research Consultation Service. Hero Macdonald Jennifer Warburton &amp; Naomi Mullumby, University of Melbourne.</strong></td>
</tr>
<tr>
<td><strong>12:00 - 12:30</strong></td>
<td><strong>The road less travelled: The challenges of teaching evidence based practice to social work students. Tricia Bingham, Shirley Ann Chinnery &amp; Josie Wirjapananata, University of Auckland.</strong></td>
</tr>
<tr>
<td><strong>12:30 - 13:30</strong></td>
<td><strong>Lunch Break (including tour of The Cube) – Venue: P5 Covered Area</strong></td>
</tr>
<tr>
<td><strong>13:00-13:30</strong></td>
<td><strong>Evidence Based Library and Information Practice Journal Update session: Alison Brettle &amp; Denise Koufogiannakis –Venue: P514</strong></td>
</tr>
<tr>
<td><strong>13:30 - 14:00</strong></td>
<td><strong>CONCURRENT SESSION B</strong>&lt;br&gt;Venue P512&lt;br&gt;Chair: Jacky Cribb&lt;br&gt;Searching PubMed for a broad subject area: How effective are palliative care clinicians in finding the evidence in their field compared to a search filter? Raechel A Damarell &amp; Jennifer J Tieman, Flinders University.</td>
</tr>
<tr>
<td>Time</td>
<td>Session A</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>14:00 - 14:30</td>
<td>Bringing evidence and practice expertise together to create a core list of veterinary monographs. Heather Moberly, Texas A&amp;M University, Jessica Page, Ohio State University, &amp; Esther Carrigan, Texas A&amp;M University.</td>
</tr>
<tr>
<td>14:30 - 15:30</td>
<td>Closing Remarks and Awards Ceremony</td>
</tr>
<tr>
<td></td>
<td>Chair: Helen Partridge</td>
</tr>
<tr>
<td></td>
<td>Venue: P514</td>
</tr>
<tr>
<td>15:30 - 16:30</td>
<td>Farewell Reception - Venue: P6 Terrace</td>
</tr>
<tr>
<td></td>
<td>Proudly sponsored by Queensland University of Technology’s Information Studies Group</td>
</tr>
</tbody>
</table>

In lieu of speaker’s gifts, the conference committee will make a donation to ACT for Kids, an organisation that helps abused children and their families. See [https://www.actforkids.com.au/](https://www.actforkids.com.au/) for information about Act for Kids.
Engaging in research is an important activity for practicing librarians. It is a vital part of evidence-based library and information practice, it enables librarians to reflect upon their work in structured ways, and it provides the means to move practice forward. A librarian who is a practitioner-researcher is not someone on the outside looking in, but someone on the inside looking around. It's a librarian reflecting on and being curious about practice, and wanting to know more about practice in order to improve. Virginia’s keynote address will draw on her recent qualitative research which took her across Canada and to the United Kingdom to talk to self-identified librarian practitioner-researchers about what it is they are doing and why. Themes have emerged that are common to librarians in both countries who are attempting to bridge the gap between research and practice in their work. Are practitioner-researchers “real” researchers? Where do we fit in the larger scheme of librarianship? What enables practitioner-researchers to flourish? Librarian practitioner-researchers are in a distinctive position to closely examine and test issues of a practice nature from a unique perspective. As well, this presentation will look at the creation of the Centre for Evidence Based Library and Information Practice (C-EBLIP) at the University of Saskatchewan. Designed to support librarians as researchers and to promote evidence-based library and information practice, C-EBLIP is a stimulating intellectual space that fosters research and scholarship combined with practical, practice-based initiatives. Virginia Wilson is the Director of the Centre for Evidence Based Library and Information Practice (C-EBLIP) at the University Library, University of Saskatchewan (U of S), Canada (library.usask.ca/ceblip/). C-EBLIP supports University of Saskatchewan librarians as researchers, promotes evidence-based library and information practice, and provides avenues for all librarians who conduct research to communicate, collaborate, and share. Virginia’s MLIS is from the University of Alberta and she has an MA in English from the University of Toronto. Her library travels have included positions in the public library and in a special library within an academic institution, and at present as an academic librarian. She was one of the inaugural co-convenors for the Canadian Library Association’s Evidence Based Librarianship Interest Group and created a toolkit on evidence-based library and information practice for public libraries. She has written evidence summaries for the journal Evidence Based Library and Information Practice and currently writes the EBL 101 column for that journal which presently focuses on research methods. Virginia chaired the planning committee for the 7th International Evidence Based Library and Information Practice conference which was held in 2013 at the University of Saskatchewan. Her research interests include evidence-based library and information practice, librarians as researchers, and the changing face of scholarly communication. Virginia has established a program of research focusing broadly on evidence-based library and information practice and conducts research as a faculty member at the University of S. As a working librarian who also conducts research, Virginia strongly believes that practicing librarians should be involved in conducting and using research to inform their own practice.

Poking and Prying with a Purpose: The Librarian Practitioner-Researcher and Evidence Based Library and Information Practice

Virginia Wilson
Director
Centre for Evidence Based Librarianship & Information Practice
University of Saskatchewan, Canada

Keynote Presentation: Monday, 6 July 2015 at 09:30 in P514

8th International Evidence Based Library and Information Practice Conference - Keynote Speakers
Creating and sustaining a High Performance Team Culture: culture eats strategy for breakfast?

Dr Neil Carrington
CEO
ACT for Kids

Creating a ‘High Performance Culture’ in your library or information agency means knowing the difference between being a leader and being a manager. It is about focusing on the relationships you build with your staff and the performance culture you create within your organisation. This session is designed for leaders who want to generate a clear understanding of their current performance culture, the performance culture they would prefer, and how to powerfully move from one to the other. The session will be highly interactive, and will model a range of innovative processes, which can be used to enhance performance and build resilience. How are you shaping the thinking in your organisation through focusing on the ‘Mental Models’ you and your team hold?

Dr Carrington was the Harvard Club of Australia Fellow for 2012/2013. He was awarded this prestigious scholarship to attend the CEO program at Harvard University’s Graduate School of Business. Dr Carrington is currently the CEO of a national charity ‘ACT For Kids,’ an organisation dedicated to supporting abused and neglected children. He most recently was the Foundation National Director of the Leadership Centre for the Australian Council for Educational Research (ACER). Dr Carrington was the Foundation Director of Learning and Organizational Development for Mater Health Services in Brisbane Australia (a group of seven hospitals). This role was responsible for all organisational and professional development, education, and training for over 6000 medical, nursing, allied health and executive staff. He established the Mater Education Centre that was the national benchmark in the provision of professional development to healthcare staff and their national Leadership Assessment Centre was widely acclaimed both nationally and internationally. He has delivered the keynote address at both the state and national library conferences and co-edited the special edition of the ‘The Australian Library Journal’ focused on Leadership in 2011.

His featured presentation in the business strand of the ‘World Conference on Thinking’ in Malaysia sold out. He was invited to work with the New Zealand Elite Coaching Academy and the coach of the All Blacks commented Neil’s leadership workshop was the best he had ever attended. He has presented at over 500 conferences throughout Australia and in the UK, Middle East, USA, NZ and across Asia. Dr Carrington currently serves on the Board of Business South Bank and his PhD into perceptions of intelligence was judged one of the largest and most rigorous studies of its type ever undertaken in Australia.

Dr Carrington spent over 3 years as Queensland University of Technology’s university wide Director of Teaching and has held academic and leadership positions at a number of universities including, University of New England and the University of Western Sydney. He was the Chair of the Teaching and Learning Committee for the Australian Technology Network of Universities.

All Dr Carrington’s speaking fees go directly to the ‘Abused Children’s Trust’ and to date he has donated over one million dollars to this worthy cause.

Keynote Presentation: Tuesday, 7 July 2015 at 09:00 in P514

8th International Evidence Based Library and Information Practice Conference - Keynote Speakers
To lose the appetite for meaning we call thinking and cease to ask unanswerable questions [would be to] lose not only the ability to produce those thought-things that we call works of art but also the capacity to ask all the answerable questions upon which every civilization is founded (Arendt 1978).

Even if research is part of your job, one of the trickiest things to do is be an active researcher and a practitioner. Embedding research into your work life with the competing pressures of a professional role is often a juggling act. A passion for enquiry, the need to contribute and to create new knowledge is at the heart of every practitioner researcher. With the move into to senior management I know this struggle well. It occurred to me that I am not alone and that others are also dealing with what Wilson (2013) calls - role conflict.

This keynote will share the stories of five practitioners all with a great capacity for asking both unanswerable and answerable questions. During 2015, I interviewed three educators, a creator of immersive play experiences and a Pro-Vice Chancellor in a busy city university. Through their stories we explore: how practitioner researchers find time for research; what support structures are required to continue to be an active researcher; how they collaborate and share their research and finally how they deal with role conflict and the impetus to produce quality research. Like you, I want to know what conditions make it possible for these people to be evidence-based practitioners and how they close the gap. It is my hope that by sharing their stories you will hear something to inspire and encourage you to keep looking for answers.

Kim Tairi is University Librarian at Swinburne and the current President of VALA Libraries, Technology, Future Inc. She is a passionate advocate for libraries and information professionals. A lifelong learner, avid tweeter, educator and a librarian, she has been working in the tertiary sector for over 20 years. A member of the Horizon Project Expert Panel she is interested in the impact of technology on education and libraries. Kim’s motto in both her personal and professional life is: be creative, take risks, have fun and do what you love.

http://about.me/kimtairi
http://vala.org.au
Visualising the evidence

Kate Davis, Queensland University of Technology

Think you’re not a visual person? Think again! Together, the human eye and brain are geared to effectively and efficiently process visual information. Images transcend divides that are created by language. In fact, images give us a common language. Data visualisation can help us to sense-make, communicate evidence, unravel complex issues, and clarify thinking. In this workshop, we’ll talk about data visualisation, infographics, visual thinking, and information design, and we’ll explore how these can help us to work with evidence. We’ll also look at some simple tools and resources you can use to help you visualise evidence.

Kate Davis is a Lecturer and Coordinator of Information Education at QUT. She teaches primarily in the Master of Information Technology, in the disciplines of Information Management and Library and Information Studies. Kate is currently leading the implementation of the new Master of Information Science. Prior to joining the QUT Information Studies Group in 2010, Kate worked in academic, research and public libraries. Kate’s professional experience focused on management of online collections and services, as well as public education programs. She has extensive experience with organisational use of social technologies, particularly in the context of information organisations. Kate’s teaching centers around online information service provision and emerging and social technologies in information practice. She makes extensive use of social media in her teaching to meet students in their own spaces and create a participatory learning environment that fosters engagement across internal and external cohorts. Over the past five years, Kate has lead a range of research projects related to blended, online and flexible learning, including studies focused on student engagement in online spaces. Kate is currently leading a project that explores students’ expectations, preferences and experiences of studying in a dual mode environment. In addition to her teaching scholarship, Kate researches in the emerging domain of information experience, particularly in social media spaces, and this work informs her teaching practice. She is broadly interested in the way people experience social media as part of their everyday lives. She is currently finalising her PhD with a program of research designed to explore the information experience of new mothers in social media spaces.

Big Data Analytics - using data to profile clients and to measure use of Library Services

Doug Brown and Joanna Logan, Queensland University of Technology

The Big Data Analytics workshop will provide an introduction to big data – what it is and some of its potential uses in relation to libraries. Big data analytical tools provide the means by which very large volumes of disparate data sets can be correlated and analysed to understand contextualised trends and anomalies. Traditionally libraries have collected data about the number of visitors to the library, the number of queries at the Library desk, the number of loans and other statistics. But what if you could use technology to provide a more accurate profile of your clients and their use of your services and resources?

This 1 ½ hour workshop will introduce big data concepts and provide a hands-on opportunity to see the potential role big data tools can play in the management of modern libraries.

Doug Brown works as a Systems Specialist in Infrastructure Services at QUT, where he is responsible for the administration of the university’s operational and research big data services. QUT’s big data services are used extensively across more than a dozen organisational areas and Doug has been assisting the QUT library in the analysis of their data sets. Joanna Logan is the Quality and Planning Manager in the Library at QUT. Her career has been in a range of academic libraries since the 90s. Joanna’s interests include library assessment, survey design, designing improved user experiences and strategic planning. Joanna is passionate about quality customer service and assessing and demonstrating the value and impact of library resources and services.
From blog to academic article: Getting your work published

Suzana Sukovic, St. Vincent’s College, Sydney and Bhuva Narayan, University of Technology, Sydney

If you have introduced a successful service, evaluated a project or finished a piece of research, you already have publication material. If you are convinced that sharing experiences is important for the profession, discussing work of your organisation is a good promotion, and being a published author contributes to your reputation, you know why you should publish. If your question is how to improve your chances of getting published, this workshop is for you.

The aim of the workshop is to assist library and information practitioners and students in getting their work published. Participants will learn how to decide whether they should write for a blog, professional magazine, academic journal or a book. The selection of a peer-reviewed journal, manuscript submission and participation in a peer-review process will be considered in some detail. Participants will have opportunities to ask questions, share experiences and network.

Dr Suzana Sukovic has an extensive experience in the library and information sector. She has presented her professional and academic work in a range of publications, and experienced peer-review process as an author and a peer-reviewer. Suzana has learnt about communication of research by conducting her doctoral study into issues of knowledge production and by collaborating on research projects. Suzana is currently Head of the Learning Resource Centre at St. Vincent’s College, Potts Point in Sydney and Co-Chair of the ALIA Research Advisory Committee. She leads ALIA LARK (Library Applied Research Kollektive) and regularly contributes to the LARK blog. Transliteracy and the use of digital technology for learning and knowledge production are her main research interests.

Dr Bhuva Narayan is an academic in the School of Communication at the University of Technology Sydney, and coordinates the Digital Information Management program. Her professional background is in the book and publishing industries. She has an MLIS from the iSchool at the University of Pittsburgh and a PhD from the Queensland University of Technology, Australia where she studied Information Behaviours. Bhuva teaches in the area of Library and Information Science, ICT, and Social Media and her research interests are in human interactions with information and IT, human learning, and social media. Her current research projects include the use of mobile technologies to investigate information management for people with diabetes, developing a user-friendly technology to combat cyberbullying, and the use of social media in teaching.
Translating research into practice: Strategies for engagement and application

Lisa M. Given, Charles Sturt University and Virginia Wilson, University of Saskatchewan

Despite the wealth of evidence in library and information science, many results are not adopted. Practitioners and researchers note the value of translating research knowledge into practice, but more strategies for engaging with research and applying results in local contexts are needed. The EBLIP literature suggests that research falls into one of three categories: 1) directly applicable to local contexts; 2) applicable after local validation (i.e., where a study is replicated locally); and, 3) research that improves understanding of a particular situation. Although library and information practitioners may find that improved understanding is an immediate benefit of engaging with the research literature, implementing strategies for applying the results of that research, locally, can be quite challenging. This workshop will explore: 1) strategies for practitioners to engage with and apply research in local contexts; and, 2) strategies for researchers to write results in ways that will best support practice.

Lisa M. Given, PhD, is Professor of Information Studies and Associate Dean Research, Faculty of Education, Charles Sturt University. Lisa is a member of the Research Institute for Professional Practice, Learning and Education and has served on the College of the Australian Research Council. She is an Adjunct Professor in Humanities Computing and in Education at the University of Alberta, Canada. A former Director of the International Institute for Qualitative Methodology (IIQM), Lisa has received numerous grants and awards. She has conducted dozens of research workshops through Canada’s Education Institute and IIQM’s Thinking Qualitatively series. She has conducted research in partnership with practicing librarians and students in both public and academic library contexts. Her research interests include individuals’ information behaviours, web usability, social media use, health informatics, information literacy and qualitative inquiry.

Virginia Wilson is the Director of the Centre for Evidence Based Library and Information Practice (C-EBLIP) at the University Library, University of Saskatchewan. Her MLIS is from the University of Alberta and she has an MA in English from the University of Toronto. Virginia’s involvement in evidence based library and information practice goes back to 2003. She has written evidence summaries for the journal Evidence Based Library and Information Practice, and currently writes the EBL 101 column for that journal. Virginia’s research interests include evidence based library and information practice, librarians as researchers, and the changing face of scholarly communication. She strongly believes that practicing librarians should be involved in conducting and using research to inform their own practice.

Systematic reviews in LIS: practicalities and realities

Alison Brettle, University of Salford

This workshop is aimed at those who are interested in systematic reviews, and particularly those thinking of undertaking a review within LIS. The workshop will provide an overview of different models of reviews, the process of doing a systematic review and provide practical guidance and tools to enable participants to undertake systematic reviews in practice. Participants will have an opportunity to develop a protocol for a review.

Alison Brettle, PhD, is a Reader in Evidence Based Practice at the University of Salford. She has specialist expertise in literature searching, systematic review methodology, evidence based practice and the evaluation of health information services; pioneering the use of systematic reviews in library and information practice. She has over 20 years experience of health, social care and library related research and teaching environments and has led and supported a wide range of projects and published extensively. She has been involved with the open access professional journal, Evidence Based Library and Information Practice since its inception and hosted and co-chaired the 6th International Evidence Based Library and Information Practice in Salford in 2011. As an active member of the UK professional body, CILIP, she leads research training and awards on behalf of the Library and Information Research Group.
Quantitative vs qualitative research methods: Determining the best method for evidence based research
Sandra Hirsh, San José State University

How do LIS professionals determine when to use a qualitative approach and when to use a quantitative approach? Is one approach better than the other for evidence based practice? The determination of which method to use rests fundamentally on the specific questions the LIS professional wants to answer and the most practical means for gathering the data. At the foundation of their definitions, qualitative research is more exploratory (and is used when the outcome is unexpected or unknown) while quantitative research is often more conclusive (and is used to quantify a problem). Then, within each approach, there are various methods available to perform the research. This workshop will provide participants a thorough understanding of the difference between qualitative and quantitative research, including how to choose the best method for performing effective evidence based research.

Participants will also learn about various techniques within each research approach, expanding their ability to determine not only the best approach, but the best and most practical technique for performing their evidence based research. Participants will walk away with clear definitions, practical tips, and a list of examples of each technique discussed in the workshop.

Sandra Hirsh is professor and director of the School of Information at San José State University. Prior to joining the school as director, she worked in the Silicon Valley for more than a decade at major technology companies: Hewlett Packard and Microsoft. As an industry user experience researcher, leader, and manager, she contributed to R&D research projects and influenced the user experience of web, mobile, and TV consumer products resulting in five U.S. patent applications and one patent. She was previously an assistant professor at the University of Arizona, and has taught courses for San José State University and the University of Washington.
Metrics - journals, articles & authors
Thomas Klingler
Customer Consultant, Elsevier

Online databases with access to Big Data are now integrating statistics to offer new tools which help librarians, institutes and researchers assess and compare journals, allow new insight into article readership and offer authors the ability to track and monitor their work and its impact. This session will discuss how librarians and authors can gather new metrics on the performance of journals, articles and authors for a more nuanced assessment.

Global trends in Open Access
Gemma Hersh
Policy Director, Access and Policy, Elsevier

As funding bodies continue to develop open access policies, this presentation will provide an overview of the current and emerging trends around the world and how publishers such as Elsevier are supporting researchers and institutions to manage these demands.

Evidence Based Library and Information Practice Journal Update
Alison Brettle, University of Salford
Denise Koufogiannakis, University of Alberta, Canada

Find out more about the Evidence Based Library and Information Practice Journal at this update session. See the journal at http://ejournals.library.ualberta.ca/index.php/EBLIP
This panel session will provide the opportunity for the library and information community in Australia (and internationally) to critically and intentionally consider the many opportunities and challenges in embracing an evidence based culture and practice. All library and information professionals are invited to submit questions or scenarios for the panel to discuss. Submission will be accepted from Monday 29th June, and can be submitted via email – eblip8@qut.edu.au or twitter #eblip8. This session will be open and free to all. The program and local organising committee recognise it is an important session for all in the library and information profession to be part of, and for this reason this session will be open and free for all to attend online.

Gillian Hallam
As an educator and researcher, Gillian Hallam is Adjunct Professor with Queensland University of Technology. She has developed and run a series of specialised courses in legal research, health librarianship, research support services and evidence based library and information practice, and also works as a trainer with the IFLA Building Strong Library Associations program. Her consultancy activities encompass projects across the academic, public and special library sectors. Gillian has an active professional life and has served on the Board of the Australian Library and Information Association (ALIA) as President and as Director. In 2011 she was named Information Professional of the Year by the Special Libraries Association (SLA) Australia-New Zealand Chapter.

Denise Koufogiannakis
University of Alberta, Canada
Denise is the Collections and Acquisitions Coordinator at the University of Alberta Libraries in Edmonton, Alberta, Canada. Denise co-founded the open access journal Evidence Based Library and Information Practice and has held several editorial positions since the journal’s inception in 2006, including Editor-in-Chief. She was also co-chair of the 2nd international conference when it was held in Edmonton in 2003. Denise has contributed to several national organizations including the Canadian Library Association, the Council of Prairie and Pacific University Libraries, and the Canadian Research Knowledge Network. She has been actively involved with librarian research training initiatives, including serving as a mentor/instructor at the CARL Librarians Research Institute (Canada), and as a Library Advisory Board member for the Institute for Research Design in Librarianship (US).

Ann Gillespie
Queensland University of Technology
is a postdoctoral research fellow within the Information Studies Group of Queensland University of Technology in Brisbane, Australia. Her work as a teacher librarian in primary schools lead her to investigate evidence based practice within that context. Her current research explores evidence based practice as it is experienced in the public libraries. Her earlier papers are available in QUT’s repository, ePrints.
Panel Session: Tuesday, 7 July 2015 13:30-15:00 in P514

Evidently Practical? A Panel Discussion

Panel Facilitator: Gillian Hallam

Panel Members: Denise Koufogiannakis, University of Alberta, Canada
            Ann Gillespie, QUT, Suzanne Lewis, Central Coast Local Health District,
            Huan Vo Tran, RMIT, Sue McKerracher, ALIA, Sue Hutley, QUT.

Suzanne Lewis
Central Coast Local Health District
Suzanne is Library Services Manager at the Central Coast Local Health District in New South Wales, Australia. She has worked in health librarianship for fifteen years. Her interests include professional development for health librarians, evidence based librarianship and evidence based practice. She has contributed papers and evidence summaries to the online journal Evidence Based Library and Information Practice, and is a member of the editorial advisory board. She was the Convenor of the ALIA Health Libraries Australia group from 2010 until March 2013, and is a member of the current executive with responsibility for the portfolio of Professional Development, Education and Training. Suzanne is also a faculty member of the Australian Librarians’ Evidence Based Practice Institute which conducts an intensive residential EBP workshop yearly in Australia.

Huan Vo-Tran
RMIT
Huan is an information management academic in the School of Business IT & Logistics at RMIT University. Originally trained as a systems analyst, he decided to follow his passion for education and became a high school teacher where his primary teaching methods were teacher-librarianship and IT. During his time as a high school teacher at Caroline Springs College, Huan was appointed the Year 9 learning team leader as well as the e-learning coordinator. In 2008 he made the move into academia where he taught into both the undergraduate and postgraduate information management degrees. Huan has recently completed his PhD that focused on the information management and sharing practices of the builders and architects as they attempted to complete the defects inspections for a complex construction project.

Sue McKerracher
Australian Library and Information Association (ALIA)
Sue joined ALIA in 2012. Before that she was well known in library circles as director of The Library Agency, the team that delivered the National Year of Reading 2012 on behalf of 15 founding library partners. Between 2008 and 2012, she also worked with state libraries, public library services, local councils, state government departments, several not-for-profits, a publishing house and a university. Prior to coming to Australia in 2007, she was involved with the UK Museums, Libraries and Archives Council and the British Library. Sue started her career as a journalist and latterly worked in marketing and communications for a number of multi-nationals, including Unilever and Ernst & Young.

Sue Hutley
Queensland University of Technology
Sue is Director, Library Services at QUT. For a year prior to becoming Director in March 2014 she was the Associate Director (Client Services and Learning Support) at QUT Library. Previously, Sue was the Executive Director of the Australian Library and Information Association (ALIA) from 2006-2011. A true ‘Queenslander’ by birth, she loves living in BrisVegas and is looking forward to welcoming #EBLIP8 delegates to experience Brisbane.
Abstracts

**Integrating information and academic literacy into the curricula of research methods courses: A collaborative approach**

*Claudia Adams, Josta Heyligers & Neda Zdravkovic,*  
*University of Auckland, New Zealand*

The University of Auckland, like many tertiary educational institutions, has the expectation that graduates leave the institution equipped not only with specialist knowledge, but a set of intellectual skills, capacities and personal attributes (University of Auckland, 2003). Included in this suite of transferable skills, is academic and information literacy (AIL). This case study will report on the process, content development and outcomes of integrating information and academic literacy (AIL) into the curricula of two population health research methods courses, one at postgraduate level and another at undergraduate level.

The study will show how experiences gained from designing an assessment for the postgraduate course, provided evidence to develop activities and assessment design for the undergraduate course which followed a year later. By working collaboratively and linking evidence to practice the following outcomes were achieved:

- using a more targeted approach to include AIL principles in assessment design helped to ensure students had greater opportunity to develop necessary AIL skills to meet graduate attributes. Designing assessments that enabled scaffolded learning assisted students to think more critically.
- improvement in the quality of student submitted work.
- findings assisted the project team to apply new skills and enhance assessments and methodologies in other health courses on the programme.
- sharing of course analysis and assessment design workload to ensure deadlines were met.

**Library scientific research documents usage in the University of Yaounde I: Comparing Plant Biology and Anthropology Masters Students**

*Uta-Rein Atebeh Lekah, Victorine Ngue Ngougnou & Marie-José Essi*  
*The University of Yaounde I, Central Library, Cameroon*

**Introduction:** Evidence based library and information practice (EBLIP) offer an opportunity for librarians to demonstrate how their programs support student academic success and positioned them as leaders within their schools. Therefore librarians of the University of Yaounde I are engaged in helping students to carry out pertinent and relevant research geared towards developmental objectives.

**Purpose:** This study seeks to; (1) Understand the origin of student’s research topics, (2) Evaluate which group of students has research topics that can attract decision makers; (3) Assess the rate of plagiarism in the dissertations of Plant Biology and Anthropology Masters students.

**Methodology:** Mixed method approaches were used to carry out this study. Questionnaires and focus group interviews were administered to make an appraisal of the group of students (registered in 2013/2014 academic year) who consulted library scientific research repository before framing research topics. Research titles were compared to the strategic policy options proposed by Cameroon Policy and Research Center (CAMERCAP-PARC, 2013) to determine which group had pertinent research titles; Context analysis of dissertation produced from 2008-2013 was carried out to determine which group had a higher rate of plagiarism.

**Results:** The study reveals that, 25% of students read library scientific research documents before framing their research topics while 75% have topics suggested by lecturers. Also 40% and 20% of students from Plant Biology and Anthropology respectively had research topics in line with 2013 strategic policy options. Plagiarism occurred more frequently in the Department of Anthropology.

**Conclusion:** Ineffective use of library scientific research documents indicates why fewer students have research results that can address societal developmental needs. Therefore librarians should actively foster research continuity by identifying and guiding students on pertinent research themes with greater academic impact and attractive to decision makers.
Teaching evidence based practice (EBP) to social work students provides a wonderful opportunity to consolidate the research-practice connection within the clearly defined, and systematic EBP research framework. It also raises a number of obstacles and challenges for academic staff and information literacy educators. This paper outlines one collaborative approach taken by academic staff and information literacy professionals at the University of Auckland to introduce evidence based practice to third year pre-practicum students. It will illustrate how we assisted students to see the benefit of an evidence based approach and how we equipped students with evidence based library and information practice skills which aligned with key attributes required for professional social work practice.

The paper takes a problem-solution focus, addressing the following questions: When is the best time to teach EBP in the social work curriculum? How can we ensure students have the pre-requisite Information Literacy (IL) and research skills to undertake EBP training? What is the best EBP model to teach evidence based social work? How can we equip students to locate “the best evidence” available when traditional "gold standard" sources such as systematic reviews are scarce in the social work literature? Key methods for addressing these challenges included: the use of connectivist, contextualised and reflective approaches in classroom activities and assessments; curriculum mapping and application of a research skills development framework to ensure EBP and IL skills are appropriately scaffolded for stage or level of study; development of checklists and guides specific to the social work discipline to facilitate clear understandings of the EBP process for practice. The paper concludes with key lessons learned and future directions for social work EBP teaching at the University of Auckland.

**The road less travelled: The challenges of teaching evidence based practice to social work students**

*Tricia Bingham, Shirley Ann Chinnery & Josie Wirjapranata*

*University of Auckland, New Zealand*

Teaching evidence based practice (EBP) to social work students provides a wonderful opportunity to consolidate the research-practice connection within the clearly defined, and systematic EBP research framework. It also raises a number of obstacles and challenges for academic staff and information literacy educators. This paper outlines one collaborative approach taken by academic staff and information literacy professionals at the University of Auckland to introduce evidence based practice to third year pre-practicum students. It will illustrate how we assisted students to see the benefit of an evidence based approach and how we equipped students with evidence based library and information practice skills which aligned with key attributes required for professional social work practice.

The paper takes a problem-solution focus, addressing the following questions: When is the best time to teach EBP in the social work curriculum? How can we ensure students have the pre-requisite Information Literacy (IL) and research skills to undertake EBP training? What is the best EBP model to teach evidence based social work? How can we equip students to locate “the best evidence” available when traditional "gold standard" sources such as systematic reviews are scarce in the social work literature? Key methods for addressing these challenges included: the use of connectivist, contextualised and reflective approaches in classroom activities and assessments; curriculum mapping and application of a research skills development framework to ensure EBP and IL skills are appropriately scaffolded for stage or level of study; development of checklists and guides specific to the social work discipline to facilitate clear understandings of the EBP process for practice. The paper concludes with key lessons learned and future directions for social work EBP teaching at the University of Auckland.

**Development and assessment of online information literacy learning objects**

*Mara Bordignon, Jennifer Peters, Gail Strachan, Alana Otis,*

*Adele Magowan & Joy Muller*

*Seneca College, Canada*

Seneca Libraries is an innovator in creating learning objects (LOs) to teach students information literacy (IL) skills. LOs are built with sound pedagogical practices and include learning outcomes, active learning, and assessments. These best practices are also tools to collect evidence. Evidence is needed to prove the effectiveness of using LOs in our teaching practice. A quantitative study was launched to determine whether IL LOs impact student IL competency, specifically in a first year English composition foundation course.

The main research question was: What is the effectiveness of IL LOs in terms of students’ skill acquisition? The methodology involved testing student IL competency through a multiple choice questionnaire given pre and post intervention. Effectiveness was measured by assessing whether IL competency improves after exposure to one of two interventions: online IL LOs or face-to-face library led workshop. Over two semesters, equal sections of the course were tested for each of these interventions. For the IL LOs group, students first completed a questionnaire, then they worked independently through three online IL LOs. The three IL LOs were videos comprised of animation, screencasting, and video capture on these topics: current issues, popular and scholarly sources, and finding articles. The students were then given the same questionnaire again.

The pre and post questionnaires were also required for the same number of sections, but for students receiving face-to-face, library-led instruction. This study was conducted under institutional ethics approval. Results for the first semester found that for LOs exposure, there was an 18.1% increase in skills, albeit lower when compared to 20.4% for face-to-face instruction. For the second semester LOs exposure had a 20.3% increase in skills compared to face-to-face of 18.7%. Thus there is not a significant differential in the IL skill acquisition between online learning and face-to-face.
Compiling the evidence to chronicle the state of the international veterinary library landscape

Esther Carrigan, Heather K. Moberly, T. Derek Halling,
Texas A&M University Medical Sciences Library, USA

Background: Academic veterinary libraries are often part of large university library systems. Numerous colleague reports from have surfaced about the closing or downsizing of academic veterinary libraries, the demise of the print veterinary collections, the integration of veterinary collections into general university library collections, and the addition of other discipline responsibilities to veterinary librarians. Are these isolated occurrences or part of a trend? What are the effects of these changes?

Objective: This research, in progress at the time of this abstract, surveys the current state of academic veterinary libraries and documents recent changes across the international academic veterinary library community. Specifically, it will gather evidence from veterinary colleague libraries that are listed in the international veterinary libraries directory, maintained by the Veterinary Medical Libraries Section of the Medical Library Association, to document any closing and merging of academic veterinary libraries, to compile all evidence and descriptive information concerning changes in space, collections, reporting relationships and librarian assignments.

Methods: Principal investigators developed an online survey, administered using Qualtrics, to gather data from current and recently retired veterinary librarians. Additionally, Qualtrics provides standard reporting and analysis tools. The survey is scheduled for distribution in January 2015. Responses will be compiled and analyzed during the spring. Results will be shared with participants and other colleagues. The survey will be repeated triennially using the 2015 survey as a benchmark. Results from the separate surveys and trends analyses across multiple survey iterations will be provided as longitudinal data increases.

Results: Compiled responses, analysis of the results, and plans for ongoing data collection will be presented.

Conclusions: The speculation is that the results will illuminate and clarify trends in the changes to the physical presence of veterinary libraries, the reduction and reassignment of veterinary library spaces, and modifications to the subject discipline assignments of veterinary librarians.

Searching PubMed for a broad subject area: How effective are palliative care clinicians in finding the evidence in their field compared to a search filter?

Raechel A. Damarell & Jennifer J. Tieman,
Flinders University, Australia

Objective: Clinician competence in searching for evidence underpins evidence-based practice. Finding palliative care evidence, however, can be challenging. Palliative care incorporates multiple models of care delivered across a large number of care settings by multidisciplinary teams. Its literature is therefore diffuse and, as a relatively new discipline, its terminology lacks a degree of standardization. We sought to understand how palliative care clinicians construct searches for evidence in their field, the terminology they use, and the efficacy of their searches in retrieving relevant citations from a test set. Clinician search performance was also compared with that of an existing exemplar search—the CareSearch Palliative Care Filter (PCF).

Methods: Included studies from palliative care systematic reviews formed a test set of relevant citations (n = 663). Palliative care clinicians (n = 37) were instructed to develop a search strategy they believed capable of retrieving as much of PubMed’s palliative care literature as possible. Searches were recorded and analysed for errors. They were also recreated in PubMed and combined with the test set to calculate search sensitivity.

Results: Clinician participants struggled to create useful searches. Twelve used a single search term only, 17 narrowed the search inappropriately, and 8 confused the AND/OR Boolean operators. The mean number of test set citations retrieved was 166 (SD = 188), or only 25%, although 76% of clinicians stated they believed they would find more than 50% of relevant literature. In reality, only 8 participants (22%) achieved this. The PCF retrieved 68% of test set citations.
Conclusions: Palliative care clinicians construct searches for palliative care evidence that may be less effective than an experimentally developed search filter. Promoting search filters to clinicians may reduce risks associated with poor searching. Studies of this type can identify population-specific search difficulties to be addressed via more tar-

A training needs analysis case study at Legal Aid Queensland

Claudia Davies & Richard Vankoningsveld,
Legal Aid Queensland, Australia

Legal Aid Queensland Library staff plan, design and deliver four in-house training programs - induction, individual, group, and regional office training. The service is guided by a formal, detailed training plan devised by experienced library trainers. Training needs assessment however has been informal, sporadic and anecdotal.

Library Services therefore commenced a formal training needs analysis (TNA) in 2014. It was designed to gather evidence for decision making around future training activities. The TNA comprised of five quantitative and qualitative components. Analyses of catalogue and knowledge management database intranet query logs, subscriptions usage statistics, and records of research requests were conducted. Library staff shadowed members of selected legal teams to observe how they used information, and selected team managers were interviewed about their expectations of their teams’ legal research skills and capabilities.

Each component revealed different aspects of our clients’ training needs. The results of the TNA revealed gaps in current training and education services and opportunities for maximizing the effectiveness of our training program. The TNA also uncovered information about our products and services beyond implications for training.

This paper details the TNA components, methodologies, challenges and outcomes. As a result of the TNA the library’s training activities align more closely with client needs and organisational objectives.

Institutional repositories, open access, and altmetrics: What are the practices and implications?

Patricia H. Dawson & Sharon Q. Yang
Rider University, USA

Citation analysis, using the H-index and citation counts, is a well-known method developed by Eugene Garfield and others as a means to determine quantitatively the importance of an author’s contribution to his or her discipline. Journals are also measured similarly and publishers use the journal impact numbers as a marketing tool. This method assumes that a paper or journal that is cited by many others indicates the importance of the findings. However, communications between scholars in many fields have been impacted by the Internet, with blogs, social media, emails, expanding the modes and speed of propagating information.

As a result, alternate metrics (altmetrics) have been developed to capture and quantitate these interactions and are used in conjunction with traditional citation analysis. One factor impacting altmetrics is open access to full text articles that normally reside behind password protected firewalls in academic library databases or catalogs.

Dramatic increases in costs of journals and books are pushing many libraries and library organizations to advocate for open access to these materials. In addition, libraries are creating repositories (institutional repositories) for their faculty members to submit full text articles making them more available to their respective communities and, in some cases, worldwide. These actions increase access and exposure to citation analysis via altmetrics but produce issues of author copyright options and publishers’ concerns. The authors will present preliminary research findings for the practice and policies of these repositories regarding copyright and open access by a random sampling of libraries involved in the Registry of Open Access Repositories (ROAR). Legal cases will also be examined as well. The session is useful for anyone interested in open access content and authors’ copyright options and altmetrics.
**Lecturer-librarian collaboration experience and student feedback: Development and change in a Research Skills Building Program**

Mary Louise Edwards, & Valerie Cotronei-Baird,

University of Melbourne, Australia

Collaborative relationships and open channels for feedback and engagement between academic teaching staff, liaison librarians and students have actively driven change and improvements to Research Skills Building Sessions. These sessions are offered to undergraduate students completing the compulsory subject, Organisational Behaviour, in the Faculty of Business and Economics at The University of Melbourne. The purpose of this paper is to report on the practice and experience of lecturer-librarian development and delivery of Research Skills Building Sessions and the preliminary findings of an exploratory feedback sheet wherein students shared their perceptions and experiences of the sessions. The feedback was collected via a questionnaire that included a likert scale presenting 4 options from strongly agree to strongly disagree across eight questions. In addition the questionnaire included an opportunity for students to provide open-ended comments explaining the reasons for each of their scaled responses. Other questions requiring yes/no answers and space for further comments sought information about student attendance and use of accompanying resources available online.

A significant number of the large (up to 2000 per year) predominantly international student cohort, from across a range of disciplines, have attended the non-compulsory sessions and provided feedback over a period of 4 semesters. Emerging themes from among student comments provide early evidence of successful application of new skills for written assessment. The collected perceptions and experiences continue to inform dialogue and decision-making in the relationship between lecturer and librarian. The approach has strong affiliation with action-based research as the lecturer-librarian experience and students’ feedback currently informs the researchers’ learning and teaching practice. It is expected that the unfolding of understanding during the research process will affect plans for future collaborations.

**Collaborative learning: Bridging evidence and practice through journal clubs**

Megan Fitzgibbons, University of Western Australia,

Lorie Kloda, Andrea Miller-Nesbitt, McGill University

Journal clubs can be defined as meetings where participants engage in discussion or critical appraisal of research. Several publications have described librarians’ involvement in journal clubs and methods for increasing membership (e.g., Barsky, 2009; Kraemer, 2007; Young & Vilelle, 2011), as well as specific outcomes of participation, such as developing critical appraisal skills (e.g., Pearce-Smith, 2006). However, the existing literature has yet to investigate the impact of journal club participation on librarians’ knowledge and practice more broadly. As the prevalence of journal clubs increases (Young & Vilelle, 2011), it is important to document evidence of their value to the academic library community.

This ongoing study investigates the perceived impact of librarians’ participation in journal clubs, including the role of journal clubs in facilitating communities of practice, the value of journal club participation on academic librarians’ use of evidence in practice, individual development of research knowledge and skills, as well as other possible outcomes identified by the study participants.

Data collection involves semi-structured interviews with academic librarians who participate in journal clubs, selected by purposive sampling. The methodology uses a hermeneutic dialectic process (Guba & Lincoln, 1989) to analyze the data and develop a construction of the value of journal club participation, through the theoretical lens of informal learning processes in which control resides with the individual learner, but is also encouraged by organizations (Marsin & Watkins, 2001). Journal clubs may therefore represent communities which provide the motivation and opportunity necessary for informal learning to take place. The study’s preliminary findings suggest that journal club participation builds and strengthens communities of practice, increases research capacity, and helps close the research-to-practice gap.

**References:**


8th International Evidence Based Library and Information Practice Conference - Abstracts
New South Wales public libraries and state wide research

Ellen Forsyth, Cameron Morley & Kate O’Grady,
State Library of New South Wales, Australia

The State Library of NSW works with public libraries through the New South Wales Public Library Network Research Committee which is responsible for leading and advising on the development, implementation and management of the Public Library Network Research Program. The committee includes representatives of country and metropolitan public libraries and the State Library of New South Wales. Public library staff are also involved in the working groups for the research projects, and the data they provide is often critical to the effectiveness of the research project, enabling evidence and practice working together. The aim of the research program is that through evidence and practice working together there will be better service delivery for clients of public libraries in NSW because of the research which was done.

Recent research includes:

- an audit of local studies collections and services with an aim to develop best practice guidelines for collection development, managing collections including reformatting, providing access and service delivery and to collaborate to develop a statewide strategy for local history collections, which would include pathways for referral from public libraries to State Library collections and vice versa
- mobile Library and Library Outreach Service models, to identify the current range and scope of NSW public library mobile and outreach service models, to explore the strengths, weaknesses, costs, benefits and opportunities of different outreach models used within NSW public libraries with the aim of developing good practice guidelines for outreach service models in NSW public libraries
- regional Library Models Project which sees the UTS Centre for Local Government providing assistance with a project to explore and recommend regional management models for NSW public libraries. The project will ascertain the types of arrangements that are currently in place between councils for regional or cooperative library services across NSW, and explore other possibilities for management models, e.g. cooperative models that councils use for other services and functions that may also be appropriate for library services.
- ebooks and devices, to identify the current ecollection usage patterns across NSW public libraries, by format – ebooks, audio, emagazines, identify factors which affect usage of ecollections in NSW public libraries. This is so that good practice guidelines for ecollection development, display, access and collection evaluation can be developed. As well the aim is to identify current ereader/tablet usage patterns across NSW public libraries, to identify factors which affect usage of ereaders/tablets in NSW public libraries and to develop good practice guidelines for ereaders/tablets and their evaluation

The paper and presentation will use examples from these research projects to demonstrate the importance of ongoing research addressing the needs of public libraries, and show the value of evidence based research for effective library practices.

With the research the aim is that evidence and practice working together brings research to decision making and to planning for best practice. Sometimes the research is a collaboration with other academic researchers, such as the Regional Library Models Project, other times the research is done using in house skills as is the case with the local studies and ebook and devices audits.

In all cases the State Library is working with public libraries for the best outcomes for public libraries in NSW. The approach of using evidence and practice working together delivers long term benefits to NSW public libraries and provides access to research which no individual library could afford. It also provides a state wide overview which helps deliver some big picture planning.

References cont..
Examining the implications of design on learning in a secondary school Library space

Stefanie Gaspari,
Trinity Grammar School, Australia

The purpose of this study is to examine the implications of design on learning at an Anglican day and boarding school for boys. Specifically, to assess end user reactions to the re-design and retrofitting of the secondary Library space, under a directive to transition the traditional library and information services to a more dynamic iCentre model.

The iCentre concept (championed by Lyn Hay) advocates three principles: form, function and brand, and by definition is considered to be an environment whereby “…the information, the technology and the teaching and learning services are all integrated into one space” (Australian Library and Information Association). Accordingly, the principle of form and the notion of space are the focus for this study.

At the commencement of the project, student feedback on the existing Library space was gathered via comment boards, suggestions box, and an alumni focus group. In an attempt to gain an understanding of user expectations, students and staff were given the opportunity to provide direct comment on the architectural plans for the retrofitting of the Library space.

To commence the transition to an iCentre model a number of feedback opportunities were implemented immediately (such as, extended hours and a wedding project). In addition, design activities (such as ‘zoning’ the Library and sourcing trial furniture options) were undertaken to actively prototype the proposed architectural plans for the Library space.

Information behaviour in Samoa: A collaborative approach

Nicole Gaston, Open Polytechnic of New Zealand
Sally Jo Cunningham, Waikato University
Ioana Chan Mow, National University of Samoa

Objective: Building on existing information behaviour theory and research, a multi-cultural inter-disciplinary research team undertook a collaborative examination of the contextual factors affecting how people engage with information in a non-Western society. Using the Pacific Island nation of Samoa to illustrate the contextual variation in information behaviour, the authors asked: What are the contextual factors that affect everyday information behaviour in Samoa, and how do they affect it? To this end the team comprised of both insider and outsider researchers examined the role of context in everyday information behaviour in Samoa, with the aim of contributing to an understanding of the nuances of information behaviour in various contexts and information behaviour theory more widely.

Methods: The qualitative and interpretive research methodology used in this study is aimed at identifying the contextual factors present in everyday information behaviour. Dervin’s Sensemaking Metaphor and Gee’s Discourse Analysis provided the framework and analytical tools used to develop a better understanding of how individuals in a non-Western society engage with information. Based on evidence gathered from 30 interviews with individuals in the two main islands of Western Samoa, we developed an in-depth understanding of the factors affecting information needs, seeking, and use specific to the Samoan context.

Results: Results reveal that a Samoan’s information behaviour is strongly influenced by a number of contextual factors, providing further evidence that social and cultural factors play a significant role in information behaviour more generally. The results also demonstrate the need for further investigation into contextual variation in information activities. Finally, this study has confirmed previous findings suggesting that concepts such as cognitive pluralism are also relevant to information science and merit further consideration. Over the course of the project the cross-cultural and cross-disciplinary approach we employed also resulted in a better understanding of information behaviour research and methodologies, which is reflected throughout the paper and evidenced by recommendations for best practice when engaging in similar collaborative research.

Conclusions: We conclude by suggesting that a collaborative cross-cultural cross-disciplinary approach to investigating information behaviour in non-Western contexts has contributed to our understanding of the role of context in information behaviour in Samoa and the human information behaviour field more generally. This approach has provided insight into existing models and theories of information behaviour as well as permitted a multidimensional insider/outsider interpretation of evidence collected from non-Western individuals, demonstrating that the social
and cultural values of an individual play an extremely significant role in how they need, seek and use information in their daily lives, and vary greatly from one community to another. This research may have implications for the further investigation of the relationship between quality of life and information practices. The findings support the need for further investigation in this area, as well as having implications for international development and cross-cultural collaboration in information research.

Models For effective research engagement: LIS professionals & scholars working together for success

Lisa Given and Rebekah Willson,
Charles Sturt University, Australia

Effective research collaboration is a shared goal for professionals and academics in many library and information science (LIS) contexts. Linking evidence to practice, whether an embedded outcome of new projects, or using existing results, is a focus for evidence-based practice (EBP). This paper explores successful engagement activities designed to bring professionals and scholars together to ensure maximum impact of research. The paper presents two case studies to highlight the importance of research design when the overarching goal is engagement between practitioners and researchers in LIS. One case, presented by a senior LIS researcher of international standing, discusses a large team of LIS researchers and practitioners working collaboratively to examine the information literacy of students transitioning from high school to university. The second case, presented by an experienced LIS practitioner and PhD student, describes a solo practitioner engaging in an EBP project in a university library to examine students' independent searching during information literacy instruction.

The paper is a collaborative analysis of studies led by two individuals – a researcher and a practitioner – sharing their varied experiences with research design, data collection, analysis and writing. The result is a meta-level approach to EBP to further examine what the field has learned over the years from these research activities. Some "lessons learned" include the importance of collaboration at all stages of the project (design through dissemination) and targeting publication venues based on research team members’ networks and strengths. The presenters will discuss concrete strategies for working collaboratively in EBP research and engaging in larger research communities; audience members can apply these strategies to enhance EBP. By exploring "lessons learned" in two studies, this paper seeks to narrow the gap between practice and evidence; by building engaged, appropriate collaborative teams, researchers and practitioners can work together effectively towards shared common goals in EBP contexts.

Public library pre-school storytimes in New Zealand Aotearoa: Comparing the theory & practice of community-based early literacy skills development

Anne Goulding, John Dickie, Mary Jane Shuker & Lauren Bennet,
Victoria University of Wellington, New Zealand

Objective: This paper presents an analysis of public library storytimes in New Zealand’s public libraries, focusing specifically on their contribution to the development of pre-school children’s early literacy skills development.

Methods: The paper is based on a study of pre-school storytime practices in public libraries. The study took a sociocultural perspective to analyse pre-school children’s literacy-related learning experiences. Two data gathering techniques explored the enactment of literacy practices in the community context of the public library: 1. observations of storytimes in public libraries obtained direct evidence of practice; 2. semi-structured interviews with librarians provided insight into approaches taken and the philosophy underpinning the librarians’ methods and style.

Results: The data gathered were analysed to identify the extent to which storytime practices were grounded in the research evidence related to pre-school early literacy development. The observation data indicated that the storytimes included many practices noted as vital to children’s early literacy development by previous research, including: print motivation; phonological awareness; print awareness; vocabulary development; narrative awareness; and letter awareness. A strong emphasis on print motivation was a noticeable feature of the storytime sessions and this was confirmed by the interviews with the librarians who indicated that their priority was to develop the children’s love of books and inspire them to read for pleasure.

Conclusions: The study identified areas of good practice consistent with research evidence about preschool children and the development of their pre-reading skills. Public libraries can capitalise on this to reinforce their position as key players on the literacy stage. The study also highlighted elements which could be further developed to assist New Zealand’s public libraries play an even more effective role in the development of early literacy skills in their communities.
Mainstreaming library support for Indigenous university students

Joanna Hare & Wendy Abbott

Bond University, Australia

In working to improve the retention and academic success of Indigenous students, most Australian universities provide a range of support services, coordinated through specialised Indigenous education centres. In assessing these support services, the Final Report from the 2012 Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People recommended a move away from specialised Indigenous education centres to a “whole-of-university” approach (Department of Industry, 2012, p. xii). As an important element underpinning the academic experience, libraries have both an obligation and an opportunity to be part of a “whole-of-university” effort that would broaden and enhance Indigenous support in universities.

This paper presents the results of a research project that explored the models of Indigenous support programs offered in university libraries in Australia, and how they align with the needs of the students they support. As a framework for the research, the paper references the recommended practices in the Aboriginal and Torres Strait Islander Protocols for Libraries, Archives and Information Services (Aboriginal and Torres Strait Islander Library, 2012), hereafter the Protocols.

The research aim was to gather evidence of good practice models to inform the development and enhancement of Indigenous support programs in Australian university libraries. The research presents the viewpoints of both Indigenous students and librarians.

The authors carried out a nation-wide survey to compare the different models of Indigenous support provided by Australian university libraries. The survey explored support services such as specialised study spaces and resources, information literacy education and liaison services for Indigenous students.

To provide a student perspective, a small cohort of Indigenous students at Bond University was interviewed about their library experiences. As recommended in Protocol 4, this consultation has enabled meaningful input from Indigenous students in the development of appropriate library services at Bond University Library (Aboriginal and Torres Strait Islander Library, 2012).
Understanding how researchers experience Open Access as part of their information literacy

Heriyanto, Helen Partridge, Kate Davis,
Queensland University of Technology, Australia

Open access has become an essential component of spreading and sharing scholarly knowledge. It has become a significant alternative to traditional publishing options. This is because scholarly works such as journal articles, that are available via open access channels, are more likely to be read by the research community. This paper will provide an overview of a study that investigates how researchers experience open access as part of their information literacy. This research uses a qualitative approach which includes semi-structured interview with researchers. The qualitative approach applied will provide insights into the researchers experiences on engaging with and using open access as part of their information literacy and their broader information worlds.

This research is informed by the relational perspective of information literacy. The relational model emphasises the relationship between users and information, and the way users experience the world. This research study will be of interest to the research domains of information literacy, library and information science, and higher education. More specifically, Australian universities will be able to use the findings from the study to inform the development of institutional repositories thus helping to ensure the repositories genuinely meet the information literacy needs of this important user group. The paper will provide details on preliminary findings to date.
Collection development within the public library sphere might reasonably be said to be conducted in ways that are analogous to a folksonomy. User-centred concerns have seen critical matters associated with the sociology of knowledge ignored by librarians. Despite this, public library selectors still need to devote attention to questions of subject knowledge. Comparative collection evaluation offers promising insights to selectors who wish to bring a more nuanced approach to subject representation to their practice. Outlined here is an evidence-based approach that reveals insights about common practices through an analysis of multiple public library service collections for range and depth. It offers a point of reference to help materials selectors understand how the the knowledge represented in their collections, and the epistemic choices that have been made with regards to broader issues of domain priority, compare with a representative reference group such as the one that is the subject of the study that is referenced here.

This paper references an innovative program of research that analyses a sample of the Australian national public library collection, and aims to uncover the subject representation of a significant sample of the 'national public library collection' in Australia (approximately 3 million items). It reveals how a more accented appraisal of these collections can take place and outlines how through the utilisation of the WorldShare Collection Evaluation tool, collections as groupings of subject topicality are able to be condensed to help to understand, in a more direct sense, what is meaningful for selectors when assessing topicality and valuable knowledge. It advances the view that evidence based studies of collections are vital to facilitate understanding of how selector’s epistemic beliefs have impacted upon civil society library collections and discusses how such quantitative data can provide a valuable point of departure for further interpretative, practice-oriented collection development.

**Patient journeys and user experiences: Measuring value through service rounding**

*Suzanne Lewis*

*Central Coast Local Health District, Australia*

**Background:** In both healthcare and libraries there is increasing interest in the ‘third element’ of evidence based medicine and EBLIP – the values and preferences of patients and of library users. Patient values and preferences are integral to the current move towards ‘personalised evidence’ underpinning health care decisions (Greenhalgh, Howick, & Maskrey, 2014). Patient journeys are recorded and analysed and similarly, ‘patron journeys’ are receiving attention from librarians in forums such as the new blog #UKANTHROLIB http://ukanthrolib.wordpress.com/).

In 2013, patient rounding and service rounding were introduced in the author’s health service as part of an organisation-wide quality and safety program. The service rounding process generates short records of informal meetings which often take the form of narratives – stories or examples of how the library service met (or did not meet) user expectations, values and preferences.

**Objective:** The objective of this paper is to examine the usefulness of the data generated by service rounding, to examine whether it can be considered to be evidence or information, and whether it can be used as the basis for practice change.

**Methods:** The Library manager undertook service rounding with a purposive sample of nurse unit managers and other department managers across the health service. Grounded theory methodology was used; data was coded and analysed as it was collected, with early findings influencing subsequent service rounding in an iterative process.

**Results:** Initial results were based on service rounding with fifteen nurse unit and department managers. The data generated was, as expected, highly localized and contextual. Its greatest value lay in its experiential nature expressed in the form of stories about patrons’ interactions with the library staff and services.

**Conclusions:** The ways in which patient journeys are recorded and analysed as a means of measuring and reflecting on healthcare safety and quality may provide a useful model for analysing the stories of user experiences acquired via service rounding and applying lessons learnt. While patient-centered care is at the heart of the Caring for the Coast program, service rounding has also provided an opportunity to improve patron-centered service in the hospital library.
Canadian LIS faculty research: Linked to library practice?

Denise Koufogiannakis, University of Alberta
Virginia Wilson, University of Saskatchewan
Lorie Kloda, McGill University

Introduction: Evidence based practice has been viewed by some as a way to bridge the research-practice gap that exists between what research in a field shows to work, and what practitioners actually implement (Booth, 2003). While researchers may lament that their research is not being implemented into practice, practitioners complain that research is not relevant to what they actually do (Wilson, 2003; Turner, 2002). Much research in librarianship is conducted by faculty members in library and information studies (LIS), who also teach future librarians. This study explores the relevance of research being conducted by faculty in Canadian LIS programs to areas of library practice.

Method: A content analysis of journal articles published by current faculty at all 8 Canadian LIS schools between 2008-2012 was undertaken. The databases Web of Science, Scopus, LISA, Library Literature, and LISTA were searched for publications by the 103 faculty members, and data extracted from the articles.

Findings: A total of 398 journal articles were included for analysis. The findings will describe the set of research produced during the 5-year period, including the quantity of research within librarianship, how that research is distributed across the domains of librarianship and types of libraries, topics of study undertaken, as well as other characteristics of the publication set.

Conclusions: This study sheds light on the research output of LIS faculty in Canada and how faculty research is connected to librarianship. Areas of research coverage, as well as gaps, will be identified in order to determine the extent to which research and practice are linked together in the journal publications of LIS faculty.

References:

“Evidence based” products for improving librarian decision making: A critical examination

Denise Koufogiannakis
University of Alberta, Canada

Introduction: In the past few years, an increasing number of products touted as “evidence based” tools for improving librarian decision making have been marketed to librarians. This study sought to explore which products are being promoted as evidence based, how they are being presented to librarians, and what types of messages are being conveyed. Are these new tools useful or is evidence based terminology simply being applied as a marketing strategy?

Method: Five broadly based, library and information studies magazines from Australia, Canada, USA, and UK that are aimed at practitioners were searched for any mention of “evidence based” in conjunction with a commercial product. All issues published between 2010-2014 were examined. Content was analysed and the context of discourse related to evidence based library and information practice was noted. In addition, websites and promotional brochures of identified products were examined for further information.

Findings: Findings will show what types of products are being advertised to librarians as evidence based tools with the ability to improve practice. The study will reveal how such products are marketed, the areas of librarianship being focused on, and messages conveyed. What the products actually provide and whether they fit with an evidence based approach to decision making within librarianship will also be addressed.

Conclusion: This study will help librarian practitioners become more aware of potential tools available to them, while looking critically at those tools and how they are being presented. Are such products useful in assisting with an evidence based approach to practice, or are librarians simply being sold the promise of easy solutions?
Tools and approaches to quality assessment in Library & Information Science systematic reviews

Michelle Maden
Liverpool University, UK

Background: The number of systematic reviews (SRs) in the LIS field is growing (Koufogiannakis, 2012) and librarians are actively being encouraged to undertake them by journal editors (Sampson, 2014). Quality assessment is an integral part of the SR process, with the validity of the conclusions of the SR relying upon the quality of the included studies. However, LIS research methods are diverse (Brettle, 2009) and they are not easy to work with within the context of a SR (Koufogiannakis, 2012).

Aims and objectives: This paper aims to provide an overview of approaches to quality assessment in published LIS SRs by:

• identifying the different quality assessment tools used to assess methodological quality of included studies in LIS SRs and meta-analysis
• modelling the different types of quality assessment tools used in LIS SRs and MAs
• Examining whether LIS SR authors include quality assessment as a criterion for including or excluding studies
• exploring how LIS SR authors report on and incorporate the quality of included studies into their results, discussion and conclusions.

Methods: Published SRs of LIS related research were identified from the literature using relevant databases and an existing wiki which documents all known LIS SRs (http://lis-systematic-reviews.wikispaces.com/). Data was extracted on the tools/criteria used to assess the quality of the included studies, how quality assessment was assessed and reported in the SR and whether the quality of the included studies was considered in the analysis and conclusions of the review. Each SR was assessed against the PRISMA and AMSTAR criteria relating to quality assessment to determine the quality of the reporting and approach to quality assessment taken in LIS SRs.

Outcomes: A collation of quality assessment tools and approaches is modelled and presented. The results will be useful for those undertaking LIS related SRs, evidence summaries and those who want to be evidence-based practitioners.

Towards a teaching library: Connecting academia and the profession

Suzana Sukovic
St Vincents College, Australia

Library and information studies are an applied discipline, yet a wide gulf stands between the profession and academia. On one side, evidence-based practice is critically important in the profession, which often lacks skills, knowledge, time and even incentives for substantial research projects. A large number of publications authored by professionals does not contribute to formal measures of organisational output and prestige. On the other side, LIS academics struggle to obtain competitive research grants and to demonstrate the impact of their research. LIS students rarely get any exposure to the professional practice because it is difficult for LIS departments to organise student practical experience. Different organisational contexts and performance evaluation frameworks do not readily support connections between the profession and academia. However, at a time when libraries and academic LIS departments are under threat of funding cuts, the division between academia and the profession in a very small field is not only unproductive, but outright dangerous.

Examples of alternative approaches to connecting professional and academic practice and research are readily available in other applied fields. Medical education and research, for example, have been well-established through universities and teaching hospitals (Irby, Cooke, and O’Brien 2010). Similarly, teacher training schools are essential for the education of new teachers and, often times, partner with academic departments in trialing new educational approaches (Irby, Cooke, and O’Brien 2010; Zeichner 2010). The Finnish educational system, one of the best in the world, integrates a strong research education for new teachers with the focus on evidence-based practice and educational research (Niemi 2013). While these examples are not always applicable in LIS contexts, they do provide very useful pointers for this field. Integration of research and professional duties in library roles in other countries provides other useful examples. This paper will discuss broader structures required in LIS to strengthen the connection between professional and academic knowledge. Possibilities are numerous –‘clinical models’ in LIS research and education, revision of job descriptions and even career paths, professional development programs and formal and informal networks, to name some. What is required is some alternative thinking and a co-ordinated approach by professional associations, universities and organisations.
Measuring impact and exploration of standards and practice

Paul Mercieca, Sue Reynolds & Bernadette Welch
RMIT University, Australia

The International Organization for Standardization (ISO) had developed “ISO/DIS 16439 Methods and procedures for assessing the impact of libraries”, which provides a model for the identification of ‘impact’ of library services. Markless and Streitfield (2013) suggest that impact is the combined effect of inputs, processes and outputs of an individual or group. Understanding the ‘effect’ on an individual or group then assists in determining the value that an organisation may provide to its community. Determining impact is much more difficult - but ultimately more worthwhile - than that of simply measuring output, since the evaluation of impact can be an important tool in strategic planning and advocacy. Measuring impact has always been challenging for social organisations such as libraries. This is partly because organisations tend to employ an ‘input / output’ evaluation model where inputs (usually resources required for a process such as an activity or program) are related to outputs (for example the number of participants within a program) and are usually measured quantitatively. Measuring impact is a much more complex process and involves a whole of organization approach. Understanding the nature of impact measurement supports evidence based evaluation that can be used to develop and improve professional practice and planning.

This paper presents an evaluation of the ISO Standard and Framework and offers some initial thoughts on implementing the standard and the value of collaboration between research institutions and the profession in this area. The experience of one Public Library in an early project to measure evaluation will be explained.

Assessing the impact of embedding online academic and information literacy resources into a first year business course

Sandy Rae & Margaret Hunn
Griffith University, Australia

Objective: Literature supports the concept that embedding academic and information literacy support into first year university courses enables students to more confidently proceed to research and write their assignments, and contributes to student success in their course. A need was identified for academic and information literacies for a cohort of first year business students as part of the development of online course content for Griffith Online, the institution's online study degree option. This led to a collaboration between information literacy librarians, learning skills advisers, educational designers, and academic course convenors to develop and implement online resources. This paper will present findings on the impact of these on line resources.

Setting/Participants/Resources: Griffith University offers a mixed mode method of delivery which requires equity of access to services for both on-campus and online students. A course within the Griffith Business School with an enrolment of over 1000 students was identified as requiring online delivery of academic and information literacy in order to support student assessment. Drawing on existing literature for guidance, eight topics covering researching, writing and referencing were included in the online resource Research and Writing for Business Students to support these students in their essay assignment task. These resources were embedded in the course assessment folder in Blackboard, the course management system in semester 2, 2014, and semester 1, 2015.

Methodology: Drawing on measures and methods identified in ISO16439 “Information and documentation: Methods and procedures for assessing the impact of libraries”, evidence will be collected and combined from a variety of sources over semester 2, 2014, and semester 1, 2015 to assess the impact of the online resource. Inferred evidence will be gathered from usage statistics: number of hits on the sites, and from performance measures: comparing student essay results between those that did and did not use the modules.

Results/Outcomes/Conclusions: It is hoped that the evidence will show that this resource will contribute to user success, and that staff and student satisfaction with the resource contributed to increased confidence with academic and information literacy in respect to their essay assessment task. Should the evidence indicate user success, then an integral part will be due to the collaboration between information literacy librarians and other stakeholders in providing academic and information literacy support to the first year business student experience and engagement.
Bringing evidence and practice expertise together to create a core list of veterinary monographs

Heather Moberly, Texas A&M University Michigan State University, USA
Jessica Page, The Ohio State University
Esther Carrigan, Texas A&M University

Objective: The professional veterinary curriculum did not have a clearly defined basic/core booklist. The authors’ objective for this project’s was to define an evidence-based methodology to determine a basic/core list of veterinary medicine books focused on the veterinary professional curriculum and veterinarians in clinical practice.

Method: To identify the basic/core list of monographs, the authors developed a weighted, multi-faceted formula based in part on the basic/core journal list for the same population (Ugaz, Boyd, Croft, Carrigan, & Anderson, 2010). The methodology was designed for transparency and should transfer to other disciplines.

A ranked list of core monographs was developed using three major categories of weighted criteria: Bibliometric Quality and Importance indicators; Librarian/Information Professional indicators; and Veterinary Specialist/Professional indicators. To supplement the information from existing lists, the authors developed a survey about the titles’ importance to librarians at veterinary libraries in the U.S. and internationally. The survey inquires whether a title is a reference work or a required or recommended textbook in that college’s professional curriculum.

Result: The primary result of this project is the basic/core list of books covering veterinary medicine and its primary sub-disciplines. The authors will provide the list to veterinary schools, who can help augment and customize holdings. Once customized, veterinarians can use the lists to identify where items are held and librarians can use the lists for collection development.

The authors are providing the core list of serials and the methodology used to develop it to the Veterinary Resources Information Committee of the Veterinary Medical Libraries Section in the Medical Library Association. It is scheduled for updates every five years.

Conclusions: The basic list of veterinary monographs balances input from each component in the weighted formula. Conclusions present each component criterion’s effect on the resulting final core list.

Transforming a heritage building into a health library for the future using evidence from client research to inform design

Ann Ritchie
Barwon Health, Australia

Situation: The University Hospital Geelong, Australia, is expanding. Older parts have been demolished making way for new facilities. The Library is re-locating to a redesigned heritage building(1)due for completion in 2015

Research: Three key staff client groups – clinicians, executive, and senior managers were consulted (November 2013-February 2014) to explore their ideas and inform the design and functionality of the new library. Consultations with Junior Medical Officers (JMOs) formed an important phase of this research. This group represents a significant part of the medical workforce, influencing the Hospital’s capacity to deliver high quality, safe patient care and contributing to a culture of learning, research, and innovation.

Phase1: Interviews with the Hospital’s five Chief Residents to find out their views of how library services could meet the future needs of JMOs.

Phase2: Interview findings informed the design of an online questionnaire, sent to 559 JMOs (response rate 16.6%) to explore their past use of the library and how they intended to use it in the future in support of their clinical work, study, teaching and research.

Phase3: Interviews were conducted with the Hospital’s executive and senior managers to synthesise strategic organisational perspectives with research findings and recommendations.

Conclusion: Consultations provided ideas and direction for the design and vision, which is to integrate technology-rich library services and facilities with research and education activities in support of clinical service delivery, and reach out to the wider community and region. Realising this vision would not have been possible within limitations imposed by the old library.
The research evidence was critical in securing acceptance and approval for the recommendations regarding design and functionality. The challenge is to ensure that the vision for integrated and expansive services does, indeed, become the way the Library functions in the future.

(1) Premier announces new regional health library

Mastering evidence to drive information literacy education for student success

Fiona Salisbury, Sharon Karasmanis & Jenny Corbin
La Trobe University, Australia

Objective: Bringing information literacy education to large cohorts of students requires a sustainable, scalable and equitable approach to embedding this capability into the curriculum. This paper will examine a large scale research study that aimed to close the gap between evidence and practice for undergraduate information literacy education at La Trobe University. The study involved a series of linked sequential projects that collected evidence of student learning and experience.

Method: A mixed methods approach was employed which included longitudinal tracking using a validated survey instrument of a specific cohort of undergraduate students from 2009-2012; usability testing of flexible online learning resources and diagnostic tools 2009-2013; multiple-choice test item analysis (reliability/discrimination/difficulty) in order to assess validity of questions for use in diagnostic tools; and structured interviews with academic staff.

Results: Tracking student information literacy skill development across year levels demonstrated what students know at each year level and how they sequentially built information literacy knowledge and skills. The results demonstrated that students arrive at University with existing skills, but limited understanding of scholarly resources; however with progressive scaffolding in place, students do indeed build this knowledge by fourth year. The evidence also provided further understanding of student information seeking behaviour and prior knowledge. Ongoing collaboration with academic teaching staff at the subject design level was enhanced by having evidence that demonstrated what and how students learn about information literacy.

Conclusions: Development and implementation of a sustainable and embedded information literacy model for all faculties relies on a level of continuous improvement at each year level that is only possible by linking evidence and practice. Intentionally bringing together evidence and practice has not only resulted in measurable student success, but new ways of working that are evidence based. The consistent level of faculty interest and engagement in this evidence-based approach to practice, has kept it relevant and dynamic, and enabled a broad foundation for undergraduate information literacy education within the curriculum at La Trobe University.

Informed systems: Enabling collaborative evidence based organizational learning

Mary M. Somerville, University of Colorado Denver, USA
Niki Chatzipanagiotou, Linnaeus University, Sweden

Benefitting from over a decade of research-in-practice in North America, Informed Systems offers an enabling leadership model with associated collaboration practices that promote evidence based organizational learning. Grounded in Informed Learning theory, the information-centered and action-oriented approach simultaneously addresses wicked, messy problems and advances collective workplace learning. This approach thereby extends findings on enabling evidence based practice within contemporary workplace environments to inform organizational responsiveness amidst dynamically changing circumstances.

The Informed Systems leadership model creates conditions of learning exercised through collaborative evidence-based practices that promote ‘working together’ to transfer information and create knowledge. Socially constructed and evidence based decision making experiences illustrate the efficacy of using information to learn. As examples illustrate, using evidence in practice can guide holistic (re)design processes that co-create enabling workplace systems, relationships, and practices. When fortified by workplace dialogue and reflection for collective inquiry, evidence based practices sustain perpetual learning and improve local situations.
The main research objectives of this qualitative study are to explore and describe the decision-making practices of public library managers in the context of interpersonal influence and evidence-based information sources, and to investigate the relationship between models of evidence-based practice and interpersonal influence in the decision-making process of public library managers.

While the study of the decision-making practices of various groups is growing, little previous research has been conducted with public library managers, and none has been undertaken in Canada. Previous work in this area has explored the perceptions and use of evidence by librarians in academic settings (Koufigiannikis, 2013), in public, academic and special settings in Australia (Partridge, Edwards and Thorpe, 2008) and most recently in schools (Gillespie, 2013). This study focuses on only those at the CEO level in order to determine if the practices of using evidence in decision making differ based on both the type of position held as well as the setting (Canadian public libraries).

Data have been collected through short audio blog posts participants made about their everyday decisions. Using the Framework Method, the data will be coded and consider the facets of three existing evidence-based library and information practice (EBLIP) models as well as the facets of interpersonal influence.

This study has practical significance because the findings will help inform the work of associations, LIS educators and library managers in developing strategic directions and instructional strategies within their organizations. It has conceptual significance as it is the first to jointly examine models of interpersonal influence and evidence-based decision-making practices in any field. Finally, it has methodological significance because the study population is unique, and the application of the Framework Method will be a novel approach in the body of EBLIP research.

Decision-making practices of public library CEOs
Cheryl Stenstrom
State University of San Jose, USA

I can see clearly now: Decision-making with dashboards at the Michigan State University Libraries
Ebony Magnus
Michigan State University, USA

Objective: To design data visualizations that facilitate communication and decision-making, while reducing the time required to interpret and respond to large sets of library data.

Method: In early 2014, the User Experience Librarian at the Michigan State University Libraries began identifying need cases in which library units had questions regarding user services and data that could potentially provide solutions, but did not have the time or skillset to analyze the data at hand. Using Tableau Desktop, the UX Librarian drew from static data extracts as well as real-time live database connections to create action-oriented data visualization dashboards. Librarians are able to access the dashboards – hosted either on the Libraries’ intranet or on the public website – and explore the data quickly and easily. A requisite element of effective dashboards is appropriate use of design elements, including attention to pre-attentive attributes which facilitate rapid visual analysis, and appropriate selection of objects (i.e. types of graphs and charts) to represent data relationships such as time series or volume.

Result: To date, dashboards have been created for units including Special Collections and Interlibrary Services; and to support investigation of digital collections access and group study room reservations. As a result, staffing hours at service points were adjusted to better reflect peak usage times; subject librarians are able to determine at a glance the frequency of interlibrary loan requests in their subject areas and review purchasing decisions; access to a digitized collection of rare books was modified to support higher-than-expected usage from around the world; and when it was discovered that less than 15% of MSU’s 50,000 students were reserving the library’s study labs, promotion was stepped up and the web-based reservation system was re-evaluated for usability barriers.

Conclusions: Well-designed data visualizations allow librarians to interpret and act upon existing evidence of patron-library interactions.
Refugee information practices: Designing appropriate library services

Kim M Thompson, Mary Anne Kennan, Annemaree Lloyd, & Asim Qayyum
Charles Sturt University, Australia

Objective: To examine the information practices of refugees during their transitioning and settling periods as a means of understanding how libraries can better serve this population during this transition.

Methods: This paper will analyse published findings from a study that took place in 2010 exploring the information practices of refugees (see Kennan et al, 2011; Lloyd et al, 2013; Qayyum et al, 2014). The original study was a qualitative, consisting of interviews and focus groups which sought to understand refugee information experiences and practices and how these contribute to social inclusion. In this paper we apply an information access framework (Thompson et al. 2014) to examine the findings published from the 2010 study to consider three layers of access (physical, intellectual, and social) and use these layers to explore how libraries can provide appropriate services for refugees.

Results: Findings of the original study indicate that during the transition and settling-in periods, refugees use a range of information and communication technologies (computers, telephones, television) to access information germane to their transitioning and settling processes. The participants expressed certainty that this access to information tools and resources (physical access) would not have been navigable or informative without the social relationships (social access) they had with service providers and others in their immediate communities. Their information literacy (intellectual access) also relied heavily on people and social connections, but while social connections and supports were vital for aiding in access to information, the settlers also clearly expressed the feelings that occasionally individuals and organisations acted as barriers to their information access.

Conclusions: This paper aims to demonstrate how published research can be used to inform evidence-based library practice. Early analysis indicates that the three layers of information access were required simultaneously, important for consideration when planning programs and policies for refugees.

What do our clients really think? Investigating client perception of value, impact and quality of a Research Consultation Service

Hero Macdonald, Jennifer Warburton & Naomi Mullumby
University of Melbourne, Australia

Objective: Most academic libraries offer individual research consultations in their suite of research support activities. At the University of Melbourne (UoM), as with many research-intensive universities, the Research Consultation Service is a high-profile, well-promoted, well-utilised and resource-intensive service, designed to provide academic staff and graduate students with one-on-one support to assist with their research-specific information needs. At UoM, staff deliver on average about 1200 research consultations per year, which represents a significant resource investment. Anecdotal feedback suggests that this service is a critical part of researcher support. However, in a climate of reduced government funding and cost-containment, the Library must be able to provide evidence of service value, impact and quality. This project is the Library’s first attempt to employ an evidence-based approach to measure the value, impact, and quality of its research consultation service, and to drive continued service improvement. Critically, this project has also been used as a vehicle for developing an evidence-based culture within the Library.

Methods: The project team developed an online survey tool to be sent to service clients, post-consultation, to collect both quantitative and qualitative data on their perception of the value and impact of the Research Consultation Service. Qualitative data was coded to identify key themes. To ensure the achievement of a robust research project, human ethics approval for the ongoing study was sought from, and granted by, the University’s Office of Research Ethics and Integrity.

Results: The data collected has enabled service performance to be measured and monitored over an extended period of time. Findings and themes arising from the survey will illuminate the perceived value and impact of this service from the client perspective. Implications for service delivery and staff development programs will also be shared. The paper will also discuss survey question design, the limitations of the methodology, challenges for data collection, recommendations for future survey improvement and opportunities for further research.

Conclusions: This project has greatly improved the Library’s ability to drive continued service improvement based on a more evidence-based understanding about what clients value. Critically, this project has also assisted with building an evidence-based, practitioner-researcher culture within the UoM Library.
Staff as users: Designing an evidence based intranet

Ruby Warren
The University of Manitoba, Canada

Objective: To obtain evidence regarding the practice habits and user experience preferences of University of Manitoba Libraries’ staff, specifically regarding the Libraries’ staff intranet, and to measure the success of intranet design changes made based on this evidence.

Methods: The principal researcher conducted the study among staff of the University of Manitoba Libraries. Library staff members of all ranks and positions were invited to participate, excluding the principal researcher’s direct supervisor. Four staff members participated in a mini-focus group, eleven staff members completed full card sorts, and six staff members completed usability testing sessions. In addition to transcribing and analyzing qualitative data from session recordings, quantitative data was collected in the form of completion times, navigational errors, and pre- and post-questionnaires for usability participants. Card sort results were analyzed by standardizing data and creating dendrograms with SPSS-driven hierarchical cluster analysis, using multiple combinations of Euclidean distance, block distance, Ward’s method, and the average linkage between groups. The original usability studies and focus group were then duplicated, now measuring the redesigned intranet.

Results: Results from the study’s first phase, prior to the redesign, have already yielded surprising results. Staff priorities in the redesign were broader than anticipated, and included the creation of new resources (guidelines and tutorials) in addition to the expected needs for improved information architecture and interface changes. Data from the first round of the study has driven our redesign, and the second phase of this study illuminates areas of success and continued need.

Conclusions: This mixed-methods approach provided far more data for practical decision making than individual methodologies could have. Using this evidence based approach in an iterative design process has led to greater functionality, and to a greater sense of staff ownership of intranet management practices.

Casting a spotlight on evidence: Exploring the lived experience of evidence based practice in academic and public libraries

Ann Gillespie, Faye Miller, Helen Partridge
& Christine Bruce Queensland University of Technology
Ross Todd, Rutgers University, USA

What constitutes evidence within library and information services (LIS) is a question that is open to much interpretation. A study funded by the Australian Research Council (ARC) in conjunction with Queensland University of Technology (QUT) was the first of its kind to investigate the lived experience of evidence based practice within Australian academic and public library contexts. This approach to evidence based practice can provide valuable accounts that identify understandings, reflections, assumptions and perspectives about an event or circumstance. To capture a data set which reflects these lived experiences, this research comprised two sub-studies where different qualitative research approaches and library contexts were examined.

Grounded theory was used to study the academic library context, while ethnography was the research approach selected for the public libraries setting. The initial findings suggest that context or environment is significant in terms of what LIS professionals understand about the nature of evidence. The presentation will showcase evidence that illustrates different aspects of practice across these two contexts. These illustrations will reveal that organisations and individuals may hold diverse perspectives about evidence. From the illustrations presented, LIS professionals will be able to build their own awareness for recognising and capturing the diversity of evidence, as well as identifying and understanding possible barriers that may be present in their own library context.

Helen on Twitter @partridh
Faye on Twitter @feliqzm
What do we need? More research into community-engagement practice; or more documentation of practice?

Fiona Blackburn

For a period of two and a half years, the author and two colleagues undertook to build Aboriginal and Torres Strait Islander participation in Libraries ACT, through a process of community engagement. The process did not include formal research although information gathering was a necessary beginning and provided a viable starting point, from which the author and colleagues have been able to successfully engage.

In describing a process which deliberately began with the community (rather than a review of the evidence) and which continues shaped by the community as much as by library staff, this presentation will ask whether it is at this stage more useful to for practitioners to document community engagement practice or to take an evidence based approach to community engagement.

The evolution of Infoasis: Online information literacy learning modules

Mara Bordignon

Library and Learning Commons, UAE

This poster will outline the current redevelopment of the Infoasis tutorial into online mobile accessible information literacy (IL) modules. The need to update Infoasis was recognized, particularly in light of newly available interactive software such as Storyline Articulate, and updated IL standards released in 2014 through the ACRL’s new Framework. In March of 2014, a team was formed through a collaborative partnership between two Zayed University departments, the Library & Learning Commons and the Center for Educational Innovation (CEI). The team’s mandate is to create dynamic, interactive modules which increase skill acquisition through student engagement. This exciting team-led project has several areas which will be highlighted including scenario based learning as pedagogy, and the design and development process (learning design, content writing, and media resources).

The project is proudly rooted in evidence based practice to ensure data is used in decision making processes. Faculty and student opinion was gathered through informal focus groups and individual interviews to gather input on which IL topics were the most troublesome and confusing. Coupled with web usage statistics (from the current version of Infoasis), these data sets helped inform a priority list of which topics should be developed. As part of the development process, pilot versions of modules undergo usability and content testing. A mix of qualitative and quantitative methods are used to gather user input: observation of user behaviour, small focus groups, and testing student’s skill acquisition through a survey of multiple choice questions. Each module contains several individual learning objects and there are two modules currently under development, Why Research? And Evaluating Information, with several scheduled for future development.
A hive approach to EBLIP: results and reflections
Alison Brettle University of Salford
Michelle Maden, Edgehill University

Background and Aim: One of the problems facing librarians embarking on research and incorporating this into their practice is a lack of skills, confidence and time. Two linked UK projects undertaken by a group of clinical librarians have sought to overcome these problems. This poster provides an overview of the approach and provides an assessment and reflection of the impact of the projects on the evidence base as well as on the librarians and libraries who took part.

Methods: A "hive" approach was taken, where the group worked together with an experienced mentor to undertake a systematic review of methods for evaluating clinical librarian services. The evidence from the review was used to underpin a regionwide evaluation of clinical librarian services using a questionnaire and structured interviews. The short term impact on the librarians and library services was assessed by reflective diaries. A series of telephone interviews will assess the longer term impact of the project.

Results: The projects were successful in adding to the evidence base on the effectiveness and evaluation of clinical librarian services. Participants gained skills in conducting systematic reviews, critical appraisal, synthesis of evidence, report and paper writing, questionnaire development, interviews, ethics and conference presentations and posters. Over the short term the projects provided a supportive environment for learning new skills, although time continued to prove to be a major barrier for some. The longer term impact and reflections will be presented at the conference.

Conclusions: The hive approach appears to be a valuable and supportive way of gaining research skills and getting involved in evidence based library and information practice. This paper will reflect on the barriers and facilitators to the approach as well as examining its overall impact on EBLIP.

An audit and analysis of electronic resource troubleshooting emails at Ryerson University Library & Archives
Naomi Eichenlaub
Ryerson University Library & Archives, Canada

This poster will describe research conducted at Ryerson University Library & Archives (RULA) into the technical support e-mails sent by staff and students to the electronic resources troubleshooting e-mail address erm@ryerson.ca. The four-year e-mail archive includes questions around broken links, e-books not loading, finding the full-text of articles, SFX coverage and threshold, database outages, and other technical support issues. RULA had not previously audited questions sent to erm@ryerson.ca and researchers hoped that the identification of recurring technical support problems would inform new proactive methods of electronic resources management. The following questions drove the research and methodology:

- How many requests did RULA process per year, and how have the requests changed over time?
- How many of the troubleshooting issues were resolved and how many left unresolved?
- How long does the ERM usually take to resolve technical support access issues?
- What types of problem reports is RULA receiving most often, and what types of resources are involved?
- Who is the typical patron reporting these issues?
- Who is most often solving these issues?
- Where are the areas for improvement?
- How can the team be more proactive versus reactive in handling troubleshooting enquiries?

Google Forms was used to develop a tool to capture and code research data as well as a guidelines document to ensure consistency, replicability and interrater reliability. Findings over the four years studied showed that library staff (38%) reported the largest number of issues to erm@ryerson.ca followed by undergraduate students (29%). Findings also demonstrated that in terms of the overarching classification of question types, 50% of queries required intervention on the part of the electronic resources staff member while 32% of queries were classified as knowledge gaps on the part of the reporter. Results were used to modify workflows and set up a new triaging system for erm@ryerson.ca.
Developing evaluation tools for information literacy programs at a small health college

Kristie Jones
Endeavour College of Natural Health, Australia

Objective: This paper details the development of evaluation tools to improve information literacy outcomes at the Endeavour College of Natural Health.

Methods: Following a review of the literature, it was determined that three evaluation tools would be developed and/or implemented in information literacy programs. An online evaluation form would replace an existing paper-based student feedback form. A peer observation form would be introduced, eliciting feedback from class lecturers. An online interactive tool would be incorporated into programs, allowing for the collection of data from in-class activities.

Results: After analysing best practice examples, an online library training evaluation form was developed in Moodle for implementation in January 2015. As the form is anonymous and easily accessible via LMS, it is expected that feedback will be more reflective than that obtained by the current paper based form. A peer observation form was introduced in February 2014 with feedback already initiating improvements. Various online interactive tools were investigated and Socrative selected for its user-friendly interface and accessibility via any device. Socrative was trialled in two subjects during September and October 2014 with indications that this is a quick and seamless way to obtain data from in-class activities.

Conclusion: Three evaluation tools developed for use in information literacy programs at Endeavour College of Natural Health will enable information to be collected through student feedback, academic staff observation and in-class activities. Feedback via the peer observation form has already initiated improvements and it is expected that information from the online library training evaluation form and Socrative will further inform information literacy programs at the College.

Systematic reviews in LIS: Identifying evidence and gaps for practice

Denise Koufogiannakis, University of Alberta, Canada
Alison Brettle, University of Salford, UK

Background and aim: Systematic reviews provide rigorous summaries of research evidence relating to a specific question and are useful sources of evidence to help librarians make decisions in their practice. They can also provide a means for librarians to demonstrate their expertise in searching and critical appraisal, and to develop their own research skills (Brettle, 2009). Despite these potential advantages, it has been noted that there are relatively few systematic reviews in the LIS field (Koufogiannakis, 2012).

This paper seeks to present the current state of evidence regarding systematic reviews in library and information studies (LIS) and determine whether the numbers of systematic reviews undertaken by librarians is increasing.

Methods: A mapping review of the literature will locate systematic reviews undertaken in LIS. The identified systematic reviews will be categorized and analyzed to provide a clear picture of the current state of systematic review research in LIS.

Results: Results will update and extend work which commenced in 2012 (http://lis-systematic-reviews.wikispaces.com). Elements such as library domain, specific topic studied, source of publication, and volume of reviews by date, will be examined. The study will map and identify areas where systematic reviews exist and where there are gaps in the evidence base.

Conclusion: This paper will provide a comprehensive overview of systematic reviews in LIS, and identify potential opportunities for librarians who wish to engage in systematic review endeavors.

References:

8th International Evidence Based Library and Information Practice Conference - Abstracts
Constance Mellon coined the term “library anxiety” in 1986. She found that the sheer size of an academic library was daunting and that students did not know where to even begin their research. Interest grew in this area, and by 1992, Sharon Bostick developed the Library Anxiety Scale – a survey tool for measuring levels of library anxiety at the local level. Sadly, this interest in how the students perceived the library started just as academic budget cuts began in the mid-90s. With journal and monograph collections budgets being slashed, librarians were hard pressed to fiscally justify any new services that could alleviate the students’ anxieties. As budgets normalized, research into library anxiety increased – led by the efforts of Jiao and Onweuguzie.

Jiao and Onweuguzie found that students who experience even moderate levels of library anxiety avoid the library, putting off the research necessary for their coursework. This procrastination often led to lower quality research, lower grades, and even dropping out of university altogether. Libraries were able to show their administrations that efforts to make students more comfortable could lead to higher retention rates and higher graduation rates, resulting in the funding of many renovation programs.

With the economy somewhat stabilized after the US financial crisis of 2008, the University of Winnipeg (a mid-sized undergraduate university in Winnipeg, Manitoba, Canada) will be gathering evidence to help identify current library anxiety levels. It is hoped that this evidence will help identify problem areas in the Library that can become the focus of our redesign. A modified version of Bostick’s Library Anxiety Scale will be provided in October 2014, both in print and online, in the hopes of maximizing the response rate. The future redesign of library space as well as any changes to the offerings of library instruction will all be informed by the results of this survey.

**Exploring user experience of recordkeeping systems**

*Cassandra Madden, Elham Sayyad Abdi, Queensland University of Technology*

*Zaana Howard, Swinburne University of Technology*

*Helen Partridge, Queensland University of Technology, Australia*  
*Twitter: @partridh*

Today the volume of information is rapidly increasing and the technology to capture it continuously evolving. In organisations, particularly government, there is a need to capture information that represents the business, called records, in compliant recordkeeping systems. These systems, typically electronic document and records management systems (eDRMS) are robust and designed to be compliant and for records managers to maintain and monitor the information and its use. Today, with all users involved in creating records there has been a shift to more user-friendly systems that are designed more for the user and not just the records professional. These improved user-friendly systems include improved usability of the eDRMS itself and integration with other platforms such as SharePoint.

This study is being conducted as part of a master by research project and explores user experience of both the eDRMS on its own and SharePoint and its integration with the eDRMS. The researcher is using case study to explore how the users of the case organisation experience and interact with both the eDRMS and SharePoint interfaces through interviews and observation sessions. The preliminary findings provide pivotal evidence-based information about how the small representative sample search for and register their information into both the eDRMS and SharePoint and shows the comparisons between the two interfaces. These findings also show the clear tensions for the researcher being both an information professional working in the industry and a university researcher, where the case organisation has differing requirements from the research in contrast to the university in which the research masters project is being conducted.
Finding the data and using the evidence: Implementing evidence-based practice in an academic library

Miranda Morfey, John Banbury & Liz Walkley Hall
Flinders University, Australia

Objective: This paper offers a case study of implementing evidence-based practice in an academic library. Flinders University is a mid-sized teaching and research institution located in Adelaide, South Australia. Like many of its counterparts, much data are collected in the library. However, these are currently only used for internal reporting purposes or to satisfy outward reporting and are not easily available outside the immediate work groups or individuals responsible for their collection.

Our objective is to bring together data that are currently siloed, and to make these available to the professional staff across the library. We aim to implement a framework to assist staff in interpreting, analysing and using the data from which decisions can then be made from locally available evidence.

Methods: An audit of all data that is currently collected will be undertaken, and a needs assessment will be conducted to determine its usefulness for evidence-based decision-making. In doing so, we also hope to uncover any gaps in our data collection or any areas where the data are no longer required.

Results: We aim to make the library’s quantitative data both easier to discover and more useful for our professional staff, in order for evidence-based decision-making to become widely used across the library. We hope to offer a model for other libraries to adapt for their own use.

Conclusions: Libraries collect many data for various reporting functions, both internal and external. In the case of Flinders University Library, much of this is fragmented and not easily accessible for all professional staff. In undertaking this analysis, we hope to create a framework for ‘whole of library’ access to internal data, from which we can use to inform local decision making with locally derived data.

Developing a systematic review search service: Upskilling librarians to support evidence based practice in an academic setting

Samantha Rannard & Mary Simons
Macquarie University, Australia

Macquarie University’s health precinct encompasses Australia’s first university owned private hospital co-located on campus with its medical school and research facilities. The University has recently established a Faculty of Medicine and Health Sciences to strengthen synergies between clinical practice, medical research and education streams. The establishment of the Academic Health Precinct will also facilitate multidisciplinary research across campus.

In response to these developments, the University Library identified a need to increase support for researchers’ preparation of systematic reviews. To facilitate this, there was a need to increase librarians’ understanding and skills in searching for evidence-based practice (EBP). It was also identified that support for EBP and systematic reviews was needed in other disciplines, including education, psychology, linguistics, information technology, and environmental sciences. In response, the Library has devised a strategy to improve library support for systematic reviews, including:

- training to improve knowledge and skills of librarians in searching for evidence
- training in project management skills
- developing guidelines for librarians involvement in systematic review projects

This presentation will discuss the development of the service by the Library, the challenges faced and recommendations for future developments.
**Nurses in clinical practice: Information literacy meets evidence-based practices?**

**Margrethe B. Søvik,**

**Betanien University College, Norway**

**Objective:** Librarians involved in nursing education spend much time training the students to become information literate within their field. Ideally, they will now be able to work according to evidence-based practices when they go out in clinical practice. However, as recent research suggests (Wahoush & Banfield 2014) we do not know much about the transitions from nursing education to working as a clinical nurse and how their training in information literacy actually is used and implemented in practice. This poster will present an on-going project financed by the Norwegian National Library focusing on how to work continuously with information literacy practices among nurses working in primary health care services, with a specific focus on geriatric nursing.

**Methods:** A literature search and review will be carried out in order to identify what kind of strategies and instructional programmes in support of sustaining information literacy practices that have been tried out and evaluated. A pilot study was carried out in 2014 at Betanien University College in Bergen, Norway in the autumn 2014 (n=32). A questionnaire was distributed among nurses attending specialised courses in geriatric or cancer nursing in order to identify circumstances that are either in favour or in disfavour for using the information literacy skills they learnt as undergraduates. The analysis of the questionnaire is done using descriptive statistics. Semi-structures interviews or focus groups with respondents working in geriatric nursing, using qualitative methods, will be undertaken.

**Results:** The literature review together with the pilot study form the basis of a project to be carried out in 2015 in cooperation with Bergen municipality. The outline of the project will be presented in the poster and tentative conclusions from this project may also be included. The aim is to be able to develop an evidence based library and information practice in close cooperation with the target group, nurses working in geriatric nursing.

**Journey of collaboration: Integrating information literacy skills in unit content**

**Bernadette Royal, Lyndall Warton, Rachel Klesch,**

**Bandana Kiorala & Michelle Turner**

**Charles Darwin University, Australia**

Through networking, attending conferences and conversing with teaching academics, lecturers or colleagues, we hear comments about university students’ and their low skill level when it comes to information literacy.

Time and time again the solution is to book a library session for students to gain competency in these skills with librarians often cramming everything needed into a single session with the expectation that students will be transformed into competent researchers. This paper looks at the journey undertaken when a Liaison Librarian collaborates with teaching academics to integrate information literacy skills into unit content.

An opportunity arose to work with an academic teaching a first year literature unit (LIT102) after identifying the need for students to develop skills in the area of information literacy. Discussing students’ previous work and capabilities lead to us taking a more sustained approach of embedding information literacy.

Together we mapped out a ten week plan integrating information literacy tasks into unit content. Deciding to build engaging, topic relevant content with a focus on equipping students with the necessary skills to research, write and reference appropriately at an academic level, culminating with an assessment quiz worth 5%. Prospects for collaboration broadened into integrating similar tasks into a larger unit to capture a greater number of students.

Commonality was limited to the overall aim with both units having a high percentage of online participation. The collaborative journey and individual academic’s perception of how these tasks should be integrated into their teaching content and whether or not an assessable item was appropriate was as diversified as the individual lecturers.

Critical analysis, pre and post voluntary surveys together with student feedback provides evidence of the successful collaboration between Librarians and academics in integrating engaging relevant information literacy activities as part of unit curriculum.
How do library and information professionals use Twitter to engage with conferences in Australasia? (or, "A little birdie told me ...")

Andrew Spencer
Macquarie University, Australia

Twitter: @GeocachingLibn

The potential professional development benefits of Twitter for library and information professionals, including its use at conferences, have been discussed in the literature (DeVoe, 2010; Emery, 2009). It is often touted as an excellent way for conference attendees to disseminate information to non-attendees. Twitter can open up a "backchannel" of communication, where attendees can discuss presentations in real-time without interrupting the presenters. Conference presenters can use Twitter to promote their presentations prior to the conference, and engage with attendees before, during, and after the conference. Twitter also provides conference organisers with an effective tool for promoting their event and engaging with conference-goers. However there has been no systematic attempt to try and find out if this is how library conference attendees and organisers actually use Twitter.

This project will examine the content of tweets sent during several Australasian conferences for library and information professionals. The aim is to categorise these tweets to determine the main types of content they contain in order to investigate how knowledge and information from the conferences is disseminated via Twitter. The networks which are created between Twitter users will also be examined in order to see whether conference-related Twitter use is a useful learning tool for library and information professionals.

The following conferences will have their tweets collected and analysed for this project:

- ALIA Biennial 2012 Conference
- Information Online 2013 Conference
- Australian Law Librarians Conference 2014
- ALIA National Conference 2014
- LIANZA Conference 2014
- NSW Public Libraries Conference 2014
- Information Online 2015 Conference

All tweets from public Twitter accounts which are sent using the official conference Twitter hashtag during each conference will be collected. Categories will be identified to classify the content of the tweets e.g. "Conversational", "Informative", and "Comments on presentations". The results of the content analysis will be used to build up a picture of what is tweeted about at Australasian library conferences. Discovering what is tweeted about at conferences will help future conference organisers and attendees use Twitter in a way which is engaging and relevant.


Systematic reviews of public health interventions to support practice and policy: Where should you look?

Alison Weightman, Helen Morgan, & Lydia Searchfield, Cardiff University
Paul Levay National Institute for Health & Care Excellence

Background: Identifying public health studies can be challenging. Interventions are often complex and involve a range of disciplines, with varied settings, communities and populations. There is a lack of uniform terminology and many relevant research designs and publication routes. The combination of these elements had led reviewers to adopt broad search strategies covering a huge range of information resources and yielding a very large number of search results. Earlier work (Booth 2012) has shown that public health reviews do not conform to the adage that Medline consistently delivers 80% or more of the included studies. So how much of a contribution does Medline make across the breadth of public health topics and what is the best advice for a pragmatic but efficient search strategy?
Methods: For 15 Public Health reviews (nine Cochrane reviews and six reviews for the UK National Institute of Health & Care Excellence (NICE)), an exploration was carried out as to whether each included study was indexed in Medline. If not, further analysis was undertaken to see if the study was included in other databases searched, or may have required supplementary search methods such as reference list scanning, web site searching, citation tracking and expert contact.

Results: Early indications are that a search of Medline and the use of supplementary search techniques are crucial minimal requirements. Other generalist and topic specific databases are often also required but there are strong indications that a pragmatic approach to database choice can be made so long as other search strategies and methods are deployed appropriately.

This research is currently being extended to a wider range of public health systematic reviews to confirm or refute these findings and to explore if there are any differences across the topic spectrum. The results of this extended analysis and guidance for information specialists will be presented.


Information literacy teaching in universities: A systematic review of evaluation studies

Alison Weightman, Delyth Morris, Cardiff University
Cathie Jackson, Journal of Information Literacy
Fiona Morgan, Cardiff University

Background: Reviews of the best available evidence are key to promoting evidence based practice across the library profession. To support the 2014/15 update of Cardiff University’s Handbook for Information Literacy Teaching, a brief literature search of evaluation studies of information literacy (IL) sessions for University students was carried out in July-August 2014. Preliminary findings from the 18 studies identified (controlled and pre-post assessments) provided some valuable indicators for good practice that could be further explored by undertaking a comprehensive systematic review of all evaluation studies. The full systematic review will be completed in early 2015.

Methods: Information Sources: ERIC, LILAC Conference Abstracts, LISTA, Scopus plus extensive supplementary searching in the published and grey literature (reference list review, citation tracking and contact with experts/authors of published studies).

Search Terms: Text words to identify evaluation studies of information literacy/skills programmes in higher education setting and associated subject headings, will be adapted for each database and tested for their ability to identify relevant studies.

Study designs: Intervention studies (randomised and non-randomised controlled, and pre-post designs) with at least one learning outcome, plus qualitative, survey and process evaluations linked to the interventions.

Results & Conclusions: Early indications from the brief literature review are that:

- single IL sessions result in (modest) learning outcomes
- there are no clear differences between online and face to face single sessions
- there is evidence in favour of a blended/modular approach which combines online/social media with face to face support
- students who actively require the ongoing use of IL skills and receive a sustained embedded approach gain greater benefits
- scoring rubrics for diagnostic essays to assess IL skills may be an efficient way of measuring IL training impact
- results from the full systematic review will be presented at the Conference.
Informed learning applications in a secondary school

Anne Whisken
Carey Baptist Grammar School, Australia

Introduction: Can a research-based pedagogy for information literacy be applied in a secondary school to help people build expert information practice into discipline learning experiences? This paper is based on a PhD action research project in a secondary school, in which teachers used the research-based constructs of Christine Bruce’s Informed Learning model to investigate information use in their practices.

Method: The qualitative research combined multiple case study and participatory action research. Three different year level case groups each met five times in cycles of reading, planning, action and reporting. Data were collected by recording individual interviews and cyclic group meetings, with ancilliary data from online forums, submitted material and researcher notes.

Analysis: The data were analysed using NVIVO qualitative analysis software, with both a priori and grounded codes developed to identify data to answer the research questions:

- How might teachers examine their practice of information literacy using the conceptual model of Informed Learning?
- How might teacher practice provide students with discipline-based views and experiences of information literacy?
- How do teachers’ emerging perspectives of affordances in a blended learning environment support teacher practice and student experiences of information literacy?

Results: Of the emergent themes and knowledge claims in the initial findings, this paper presents the claim that secondary teachers can ‘get’ Informed Learning – that they can grasp its concepts and use them to reflect about use of information to learn within their discipline practices. The data show that teachers can see how to design learning experiences in which students learn expert information practice while they learn discipline content.

Conclusions: As the researcher is still in the writing phase of the PhD, no formal conclusions have yet been reached, however, results indicate that Informed Learning can provide a bridge between information literacy theory and practice in a secondary school blended learning environment.

Evidence-based redesign of an academic library home page

Jennie Woodfield & Heather Lamond
Massey University, New Zealand

Massey University Library’s website home page has undergone 5 major redesigns since its inception in 1999. Some redesigns resulted from Library staff efforts to improve usability and page content; others have been forced upon the Library by University-wide changes to templates or content management systems. Although all of the redesigns have taken some account of informal and anecdotal user feedback, not one major redesign has incorporated evidence gathered in any planned or structured way from users.

In 2013 the Library established a project to review and redesign the home page. The project’s goal was to provide a home page that “provides clear and helpful access to high-demand Library resources, services and information, and clear pathways to lower-use resources, services and information”. For the first time in a Library project the following statement was included in the project scope:

Quality will be assured by:

- testing our iterations against gathered user feedback and usage statistics
- testing our iterations in small focus groups
- monitoring user feedback and usage statistics after the project has finished and comparing them to previous feedback and statistics.

Quality will be measured by a reduced number of user complaints and requests for help with using the Library home page.
The poster presentation will describe how the Library:

- defined the primary home page users and purpose
- gathered quantitative and qualitative user feedback and evidence
- designed a home page based on and responsive to that evidence
- tested that home page with groups of users
- incorporated user feedback
- published the new home page and is tracking and managing user feedback and usage statistics

The poster presentation will also address challenges that an evidence-based approach has posed for our organisational culture and for Library staff in general and highlight the things that surprised us along the way.
**SATELLITE EVENTS**

**Health Libraries Australia - July 9 2015**
The Health Libraries Australia (HLA) group of ALIA (the Australian Library and Information Association) will be holding a satellite event on Thursday 9 July, immediately following the EBLIP8 conference. This event will be held in Brisbane and is aimed at health librarians. The program for the day consists of nine; two-hour workshops and participants will be able to choose three to attend. The final program is still under development but several workshops are confirmed including Smart Searching: Search Filters and Expert Topic Searches, PubMed Train the Trainer, and A Marketing Model to Fine Tune Your Library Marketing Strategy.

Registrations for the Professional Development Day will be handled separately from registrations for EBLIP8. For further information contact Suzanne Lewis, Library Manager, NSW Central Coast Local Health District at suzanne.lewis@health.nsw.gov.au.

**Location:** Level 5, P Block, QUT Gardens Point Campus, Brisbane

**Time:** 9am – 5pm

**Cost:** $100 ALIA Member | $165 Non Members


**Library Tours – July 9**

**Date:** Thursday, July 9, 2015

**Time:** Depart 9:00am, Conclude 4:00pm

**Cost:** No cost

**Venues:** QUT Kelvin Grove Library, State Library of Queensland, The Australian Broadcasting Corporation Library

The tours are booked out however contact Jenny Hall to be wait listed- jr.hall@qut.edu.au


**Connect & Share sessions – July 9 & 10 2015**

Come to this satellite event to meet up with your colleagues and specialists from Queensland University of Technology, University of Queensland and Griffith University on Thursday 9 July and Friday 10 July. The aim of these events is to provide an opportunity for you to meet with colleagues from specialist areas for one hour in a group setting. Specialists from Research Support Services, Information Resources and Learning Support will be available to chat informally about projects, share experiences, exchange ideas and information.

**Dates:** Thursday July 9 – 1:00-4:00 and Friday July 10 – 9:00-12:00.

See the EBLIP8 website for individual session times.

[http://eblip8.info/program/satellite-events/](http://eblip8.info/program/satellite-events/)

**Location:** Room 714, Library, Gardens Point Campus, QUT

**RSVP:** Survey Monkey by Monday July 6.

[https://www.surveymonkey.com/s/YRQKL73](https://www.surveymonkey.com/s/YRQKL73)

Light refreshments will be available.

**Cost:** No cost  Contact - Jenny Hall, AIRS Librarian [jr.hall@qut.edu.au](mailto:jr.hall@qut.edu.au) for more information.
Conference Committee Members

**Helen Partridge (Chair)**
Professor Helen Partridge is Pro Vice Chancellor (Scholarly Information and Learning Services) at the University of Southern Queensland and is an Adjunct Professor at the Queensland University of Technology (QUT).

**Sandra Amoore**
Sandra has been employed by Education Queensland for thirty-five years and currently holds the position of teacher-librarian.

**Jacky Cribb**
Since October 2011 Jacky Cribb has been based at Toowoomba in the role of librarian for the University of Queensland’s Rural Clinical School (UQRCS).

**Ann Gillespie**
Ann Gillespie is a postdoctoral research fellow within the Information Studies Group of Queensland University of Technology in Brisbane, Australia.

**Jenny Hall**
Jenny Hall became the Advanced Information Research Skills (AIRS) Librarian at QUT in February 2014.

**Clare Thorpe**
Clare Thorpe is Manager, Visitor Experience at State Library of Queensland.

**Christine Yates**
Christine Yates is a Research Fellow in the Science and Engineering Faculty at the Queensland University of Technology (QUT).

Student Volunteers

_The committee extends our heartfelt thanks to our wonderful student volunteers._

**Paola Beretta**  **Brian Bodell**  **Shannon Franzway**

**Cidalisa Garcia**  **Alice Kullrich**  **Katherine Lee**

**Catherine Tracey**  **Michelle Wickens**
Program Committee Members

Anne Brice is the Head of Knowledge and Library Services for Public Health England, the expert national public health agency with a mission to protect and improve the nation’s health and to address inequalities.

Dr Alison Brettle is a Reader in Evidence Based Practice at the University of Salford.

Dianne Cmor is Deputy University Librarian at Nanyang Technological University Libraries, having held previous positions at Hong Kong Baptist University, Weill Cornell Medical College in Qatar, Memorial University of Newfoundland and Trent University (the latter two in Canada).

Jonathan Eldridge MLS, PhD, is an Associate Professor at the University of New Mexico.

Sandra Hirsh is Professor and Director of the School of Information at San José State University.

Dr Nicole Johnston is a Lecturer in Library and Information Studies at University College London Qatar.

Mylee Joseph is a library industry specialist with a diverse background working in research and public libraries in New South Wales.

Denise Koufogiannakis is the Collections and Acquisitions Coordinator at the University of Alberta Libraries in Edmonton, Alberta, Canada.

Suzanne Lewis is Library Services Manager at the Central Coast Local Health District in New South Wales, Australia.

Dr Gillian Oliver’s professional practice background spans information management in the United Kingdom, Germany and New Zealand.

Dr Ola Pilerot is a lecturer at The Swedish School of Library and Information Science (SSLIS), University of Borås, where he teaches within the field of information practices and information literacies.

Dr Yukiko Sakai has been working as an Associate Professor for the School of Library and Information Science, Keio University since 2013.

Dr Suzana Sukovic is Head of the Learning Resource Centre at St. Vincent’s College, Potts Point in Sydney and Co-Chair of the ALIA Research Advisory Committee.

Anna Maria Tammaro is the Chair of IFLA Section Library Theory; from 2007 to 2009 and from 2011 to 2013 she has been member of the IFLA Governing Board and from 2007 to 2011 was Chair of the Education and Training Section.

Sirje Virkus is a Professor of Information Science at the Institute of Information Studies (IIS) at Tallinn University.
Session Chairs

Helen Partridge Twitter: @partridh
Sue Hutley Twitter: @suehutley
Sandra Hirsh Twitter: @shirsh
Geoff Strempel Twitter: @57GPS
Gillian Hallam Twitter: @GillHallam
Mylee Joseph Twitter: @myleejoseph

Andrew Spencer Twitter: @GeocachingLibn
Faye Miller Twitter: @feliqzm
Kate Davis Twitter: @katiedavis
Tegan Darnell Twitter: @tegalex
Clare Thorpe Twitter: @thorpe_clare
Suzana Sukovic Twitter: @suzanasukovic

Alanna Ross
Sandra Amoore
Jenny Hall
Ann Gillespie
Jacky Cribb
Alison L Weightman

The Conference venue at Science and Engineering Centre (SEC), Gardens Point Campus, at the Queensland University of Technology (QUT)