

International Postgraduate Students' use of Academic Libraries: At
the Auckland University of Technology and in their Home Countries

by

Scott Venning

Submitted to the School of Information Management,
Victoria University of Wellington
in partial fulfilment of the requirements for the degree of
Master of Information Studies

October 2017

Abstract

Research problem: Given the importance of international postgraduate students to the New Zealand tertiary education sector and the the focus on research from Government it is critical that they are supported by the institutions they attend. The goal of this study is to understand the perceptions and experiences that international postgraduate students have of academic libraries in their own countries and how this may affect their experience at the Auckland University of Technology (AUT) Library.

Methodology: The study employs a qualitative methodology involving eight semi-structured interviews. Postgraduate students studying at the AUT were interviewed, four from China and four from India. Hofstede's theory of cultural dimensions has been employed to clarify and support the findings.

Result: The international postgraduate students' experiences of academic libraries in their home countries when compared to that of the AUT Library are very different. The library experience in India and China was less central to the learning experience where as at AUT, the Library offers a wide range of different types of support which were found to be well used by the study's participants. Geert Hofstede's cultural dimensions supports the findings when comparing the three cultures, India, China and New Zealand in the educational context.

Implications: This research adds to the body of knowledge surrounding the understanding of international students' experiences in New Zealand. It is hope it can assist academic libraries in New Zealand understand international postgraduate students' unique perspective and tailor services to their requirements. Future research could focus on particular services utilised by postgraduate international students or on different faculty.

Key word: academic libraries, international students, postgraduates, India, China, New Zealand, cultural dimensions

Acknowledgements

I would very much like to thank the students from the Auckland University of Technology who agreed to participate in this study. Thank you also to Mahreen Balooch, for her advice, and Anna Matich for her assistance in recruiting participants.

I would also like to thank my supervisor, Brenda Chawner, for her guidance. And finally, a huge thank you to my dear family, Kazumi and Eugene, for their support and understanding over the last 3 ½ years of part-time study.

Table of Contents

1. Introduction	6
2. Literature review	7
3. Summary of Methods	11
4. Theoretical framework	12
4.1 Power Distance Index	14
4.2 Individualism Index	15
4.3 Masculinity Index	17
4.4 Uncertainty Avoidance Index	18
5. Main research questions	19
6. Methodology	20
7. Limitations	22
8. Ethics	22
9. Pilot study	23
10. Data analysis	24
11. Findings	24
11.1 Experiences of libraries in their home countries	25
11.1.1 Indian students	25
11.1.2 Chinese students	26
11.2 Experience of AUT Library	27
11.2.1 Indian students	27
11.2.2 Chinese students	29
11.3 The influence of educational culture on library use	32
11.3.1 Indian students	32
11.3.2 Chinese students	34
12. Discussion	35
12.1 Hofstede's Cultural Dimensions	38
12.1.2 Power Distance Index	38
12.1.2 Individualism Index	39
12.1.3 Masculinity Index	40
12.1.4 Uncertainty Avoidance Index	40

13. Conclusion and Recommendations	41
14. Reference list	44
15. Appendices	49
Appendix A: Interview questions	49
Appendix B: Participation Information Sheet	51
Appendix C: Interview Participant Consent Form	53
Appendix D: Table of relevant studies and types of methods	54

Table of Figures

Figure 1: The Power Distance Index (PDI) for for NZ, India & China	14
Figure 2: Individualism Index (IDV) for for NZ, India & China	15
Figure 3: Masculinity Index (MAS) for for NZ, India & China	17
Figure 4: Uncertainty Avoidance Index (UAI) for for NZ, India & China	18

1. Introduction

The goal of this study is to understand the perceptions and experiences that international postgraduate students have of academic libraries in their own countries and how this may affect their experience at the Auckland University of Technology (AUT) Library. Hofstede's model of cultural dimensions will be employed to assist in clarifying and guiding the understanding of the behaviours and attitudes of the postgraduate international students. It is envisaged that this will provide a greater understanding around assumptions being made by both students and the Library. This in turn will assist in determining their needs in the different cultural context and also assist in the improving of services and resources provided by Library. Given the importance of postgraduate international students to the Tertiary Education Sector and the focus on research from Government it is important that they are supported by the organisations within the University, including the AUT Library.

International student numbers have been increasing. The total number of international students coming to New Zealand increased from 32,452 in 2006 to 49,490 in 2015 (Immigration New Zealand, 2017). At the AUT, 4194 International students enrolled in 2016 from over 94 countries (Auckland University of Technology, 2017a, p. 20). Of those, 935 were studying for a postgraduate qualification (2017a, p. 19). The University increased international postgraduate EFTS (equivalent fulltime students) by 11% with doctorates growing by 17% on 2015. International students bring real benefits to the universities they attend and to the society of the host country with which they participate. This can be seen in the direct economic advantages and cross-cultural richness brought to the host institutions and countries (Saw, Abbott, Donaghey, & McDonald, 2013, p. 156), global networks created (Allan, 2016, p. 19), the global perspectives taken (Ishimura & Bartlett, 2014) and special skills and insights gained (Hickok, 2011, p. vii).

AUT Library transformed into a university library in 2000 when the Auckland Institute of Technology became a university, the only polytechnic in New Zealand to do so. As of the year 2000, the Library held a print collection of books and serials of 112,670 volumes, 5238 full text electronic serial titles and a total full-time equivalent staff (FTE) numbering 39.4

(Auckland University of Technology Library, 2004, p. 10). By way of growth, in 2015, the Library held over 200,000 print resources and access to just under 200,000 e-resources, with a total staff (FTE) of 68.4 (Auckland University of Technology, 2015, p. 112). Just as there has been the dramatic rise in electronic resources so has there been constant evolution in terms of services provided, the most recent being the Student Learning advisors being incorporated in to the Library. However, it is worth noting that accommodating and planning for international students is not new. In 2003, the Library was targeting the "...effective mechanisms for dealing with the diverse range of students"(Auckland University of Technology Library, 2004, p. 6) and held workshops specifically for international postgraduate students.

The key definition pertaining to this study is around the term "international student". I have taken Heather Ward's definition from her research study for its simplicity and directness. "...international students are taken to be any student who is not a New Zealand citizen and who is in New Zealand primarily to study" (1998, p. 5).

2. Literature Review

Research around international students and academic libraries has been ongoing for many years. In 2005 in her paper on the library and computer skills of international students new to the San Jose State University, Pamela Jackson identified that much prior research had not included student views, but rather the views of librarians (2005, p. 199). As with Jackson, in the annotated bibliography "International Students and Academic Libraries", Diane Peters proposes that an "appropriate first step would be to learn about the community to be reached" (2010, p. 37). And so, by analysing the international postgraduates' perceptions and experiences, the library may be able to respond in a more thoughtful and richer manner.

From a New Zealand perspective, nearly 20 years ago, Heather Ward looked at the library instruction provided to international students across New Zealand tertiary institutions (1998). She noted the lack of user surveys of international students and a brief scan of the

literature since will confirm that there was still work to do (p. 7). Having said that, there have been three interesting research projects in New Zealand. Belle Xin Feng Wang's (2006) study "Academic Library Services to International Student's in New Zealand", using a mixed methods approach, combined semi-structured interviews of eight Chinese international students with data taken from a Victoria University of Wellington Library survey of 2005. She found that the respondents evaluated the library services and resources positively though areas that needed attention ranged from the broad, Library collections, to the particular, wait times for books checked out (2006, p. 94). Wang employed Geert Hofstede's theoretical model of the four dimensions of culture in her analysis (p. 61). In 2010, Thanawadee Pibulsilp investigated the usage of an academic library by international medical students from Asia. As with Wang, her findings show that the students cultural background has a significant impact on their interaction with the library in line with Hofstede's theoretical framework around cultural differences (p. 56). The third study, by Audrey Hinder (2011), also utilising Hofstede, revealed Pacific students' views of the library as a cultural centre, as a place to study and to use the computers and as a place to meet. Hofstede's theory of culture and organisations will be discussed more fully later in this report.

In 2010, a study across three Californian universities found that international students were under served by their libraries, primarily using the building as a place of study without taking advantage of the other services as was also found by Wang (Knight, Hight, & Polfer, 2010). At the University of Illinois in 2004 Yoo-Seong Song reports that international business students rated study space as the most important library service (2004, p. 372). It begs the question, is this typical behaviour at home or is it a result of being in a different culture? This is not as simple as it may appear. Liu and Winn found that the Chinese post-graduate students they interviewed used the library at the University of Windsor less than in China. Further, whilst they were adept at accessing electronic resources, they were also unaware of many services offered by the library (2009, p. 570).

More recently, Ilka Datig (2014) at New York University Abu Dhabi showed that international students still see libraries as primarily about books and had a limited view of what librarians did though the students did associate libraries with high ideals such as the pursuit of knowledge and were "a force of good in the world" (p.356). Of course, the

question arises as to whether there is a difference between international students and domestic students. In 2010, a study was conducted at Troy University, Alabama, both groups of students were given the same survey. Tellingly there were differences around preferences for, and satisfaction with, resources. International students were less satisfied with the opening hours of the library. Analysis suggested that international students are more dependant on the library, particularly as a place of study. Further, they wanted more computers, felt the cost of photocopies were expensive and that the library held too few books (Shaffer, Vardaman, & Miller, 2010, p. 114). What this study lacks in nuance it makes up for by providing interesting areas for further exploration.

Further, clues are here as to the differing needs of international students as opposed to domestic students. Of course, this should come as no surprise as it is clear that the need to acclimatise, cope with a second language and the potential for social isolation are extra demands with which international students have to manage. On a positive note, with the growth in social media in recent years, it has been shown that this has benefitted those international students who participate in online social networks (Kim et al., 2011). This deeper understanding of behaviour could help the Library see how similar services are delivered in different ways between cultures. In Ibraheem & Devine's study a majority of the students felt the Robert Morris University Library was "somewhat different from the libraries they had used in Saudi Arabia and 42.7 per cent found it to be very different" (2016, p. 274). Positively, whilst English language difficulties posed a problem for many students, in the library context this was mitigated by formal library instruction.

Continuing on the theme of comparative studies, of note is a 2007 paper investigating international graduate students' information seeking behaviour with an emphasis on similarities and differences compared to ... their American peers (Liao, Finn, & Lu, 2007, p. 5). In line with Shaffer, Vardaman & Miller international graduate students used library services more often than the American graduate students, "both onsite visits and online searching" (p. 12). Encouragingly, at graduate level, "... feelings of shame and embarrassment when asking for help ... have been replaced with interest in contacting librarians and taking library instruction/workshops" (p. 24). Onwuegbuzie & Jiao found that non-native English speakers (if we can use non-native English speakers as a proxy for

international students) had less “library anxiety associated with knowledge of the library” speculating that this was a result of the greater frequency of their use and thus greater familiarity than local students (1997, p. 265). Nonetheless, non-English speakers still felt greater anxiety with regard to dealing with library staff. Onwuegbuzie & Jiao recommend acknowledging “library anxiety” in the instruction sessions provided by the Library. Additionally, Ishimura & Bartlett’s observed that both local and international students demonstrated a “comparable lack of awareness” regarding librarians’ roles (2013).

To get a further sense of typical graduate information seeking behaviour, one aspect of how students interact with academic libraries, the meta-synthesis of the literature by Amy Catalano provides a starting point. Her review suggests that there will be differences between masters and doctoral students when beginning research and also for keeping up to date with current research using email alerts and so on (2013, p. 267). Catalano found that graduate students consult faculty, then library staff & peers when initiating their research, noting “people play a large role in helping...” (p. 268). This provides a good starting point for reflecting on what questions to ask and what are some of the norms that have prevailed in the previous decade. Whilst information seeking is only one of many actions in which students interact with libraries it is a fundamental one where the libraries offer important services and resources. Catalano provides an extensive summary of patterns of information behaviour including how students access resources, who helps with research and the differences between masters and doctoral students. Her findings also show that faculty are often not well versed in library research and thus recommends that they get advanced bibliographic instruction or access to workshops to keep up to date. Closer to home, Australian Hilary Hughes also looks at International students as information seeking learners. She notes that international students “expressed uncertainties regarding the roles of library staff, or were unaware of the support...” (2010, p. 78).

A library outreach program at California State University serves a salutary lesson in attempting to provide resources and activities for a particular segment of the student population. In 2014 the library staff prepared, marketed and presented workshops on information literacy aimed at international students. Despite there being a chance to win an iPad, very low numbers attended (Langer & Kubo, 2015). It was subsequently decided to

embed classes within departments and look to develop online tutorials. Further, it became apparent that many international students were attending the standard workshops in any event. Morrissey makes the cogent point that a lack of awareness of Library services is not unique to international students (2006, p. 236) as did Ishimura & Barlett. Likewise, as Andrews and Eade note, there needs to be a balance between providing excellent customer service and the need for students to develop as independent learners (2013, p. 165).

Lastly, Catherine Montgomery "...explores [international students] social and cultural context and its impact on their learning experience in higher education" (2010, p. xi). She touches on the different modes of learning found in different national cultures and how this impacts on international students. She cites Hofstede's cultural dimensions and also refers to a 2004 report, "Review and Evaluation of International Literature on Managing Cultural Diversity in the Classroom" (Ho, Holmes, & Cooper, 2004). Here Ho, Holmes & Cooper describe the social learning styles that of Confucian Heritage Cultures (CHC) which are dialogic in nature versus New Zealand's dialectic mode. This approach is a useful where the dialogic and dialectic learning modes of each culture reflect how academic libraries in each country serve their students and how their respective libraries are utilised by the students.

3. Summary of Methods

Of the studies referenced in the literature review, 6 of the 20 employed qualitative methods with the number of participants ranging from as few as 8 to as many as 42. Two studies used both qualitative and quantitative methods leaving the majority of the studies, 12, using quantitative methods only. Of those 12, the number of participants averaged in the hundreds. Please see Appendix D for a table with more detail on the methods used.

Thus where the sample size was small, a qualitative method employing semi-structured interviews has been employed. As noted in the introduction of this proposal, this has the potential of providing greater insight through the depth of information provided in an interview, in some part, making up for the shortcomings of the small sample size. Where larger samples are involved, online or paper quantitative surveys have been employed. In

some instances these have Likert scales or have open ended questions at the end to add a degree of qualitative depth. Due to the limited time and small scale of this project, surveying of eight international postgraduate students by means of semi-structured interviews would seem to be appropriate given the methodologies utilised by earlier studies in the subject area. This will be discussed in more depth in section 6.

4. Theoretical framework

Hofstede's model of cultural dimensions:

It is my intention to apply Hofstede's model of cultural dimensions to assist in clarifying and guiding the understanding of the behaviours and attitudes of postgraduate international students from China and India. Hofstede proposes that despite the great cultural diversity across the societies of the world "...there is a structure in this variety that can serve as a basis for mutual understanding" (Hofstede, Hofstede, & Minkov, 2010, p. 4). He refers to the 'software of the mind' where culture is framed as mental programming. This mental programming stems from the experience of growing up in a particular society. Thus culture is collective and is learned rather than as a result of genetic inheritance. In 1980, Hofstede published "Culture's Consequences", a study developed on data from a survey of IBM employees' values from 50 countries. The data was unique, not only due to the large scale, but also the people surveyed "...were similar in all respects except for nationality, which made the effect of nationality differences in their answers stand out unusually clearly" (Hofstede et al., 2010, p. 30). From the data initially four dimensions were derived which can be illuminate the differences in national cultures. The four dimension are:

- Power distance Index
- Individualism Index
- Masculinity Index
- Uncertainty Avoidance Index

A fifth was later added, Indulgence versus Restraint Index, however due to the small size of this study I will focus on the first four. The dimensions are derived from trends based on

statistical analysis rather than on “iron links” (Hofstede et al., 2010, p. 30). A minimum of 10 countries’ data is required, in this case, data from 50 nations was used.

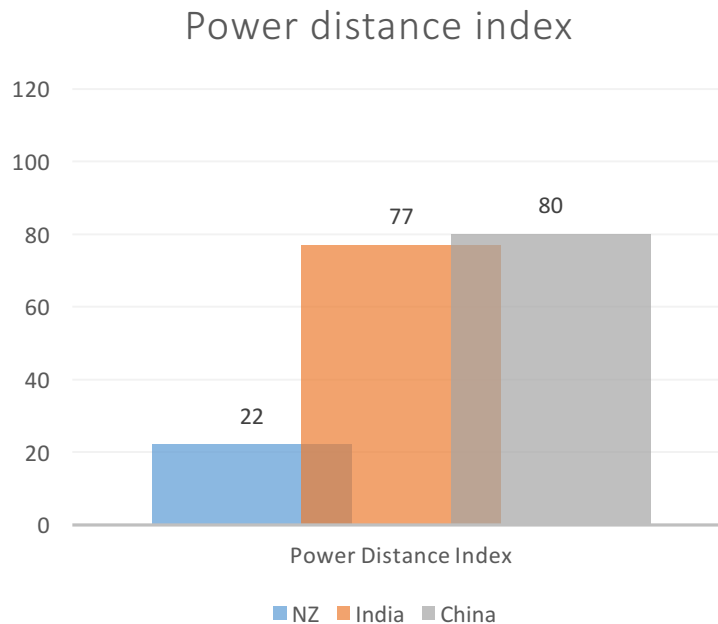
The data used by Hofstede dates back to the 1970s, which raises questions of its validity 40 plus years later. He argues that while practices change, as exemplified through adaptations and innovations in technology, values remain stable. He describes culture in terms of an onion made up of concentric circles. At the heart lies ‘values’, with subsequent rings being ‘practices’. The ‘practices’ are made up of ‘rituals’, ‘heroes’ and lastly, ‘symbols’ (Hofstede et al., 2010, p. 9). The outer lying ‘symbols’ is the most volatile and able to change, reflected in the visible practices of a culture. However, change is slow at the centre where ‘values’ reside and “... make for considerable stability in the basic values of a society, in spite of sweeping changes in practices” (Hofstede et al., 2010, p. 20).

Thanawadee Pibulsilp’s study utilised Hofstede’s theoretical framework of ‘cultural dimensions’. She found that the data gathered from the international medical students matched the cultural dimensions (Pibulsilp, 2010, p. 50). The focus groups provided a rich vein of data with which to understand the relationship between culture and library usage with subsequent positive recommendations. Hinder also uses Hofstede’s model of cultural dimensions, selecting two dimensions as being most appropriate to the study: “Power distance” and “Individual vs collectivism”. She also incorporates T. D. Wilson’s model of “three barriers to information seeking behaviour - personal, social/role related and environmental” (Hinder, 2011, p. 18). This enabled a discussion of the wider role of culture and how this can “present barriers in information seeking activity” (2011, p. 19). As with Pibulsilp, the collectivist nature of Pacific culture matched the social aspects of learning and studying in one place with their peers as provided by the library environment. However, the power-distance dimension was more problematic as Pacific students tend to be shy and their learning style less independent than the norm for tertiary study in New Zealand.

In Hofstede we can ascertain where the three societies score on the different cultural dimensions relative to each other. This, in conjunction with the interview data, will shine a light on the usage of and the awareness of the AUT library by international postgraduate students.

4.1 The Power Distance Index

Figure 1. The Power Distance Index (PDI) for NZ, India & China



Source: (Hofstede et al., 2010)

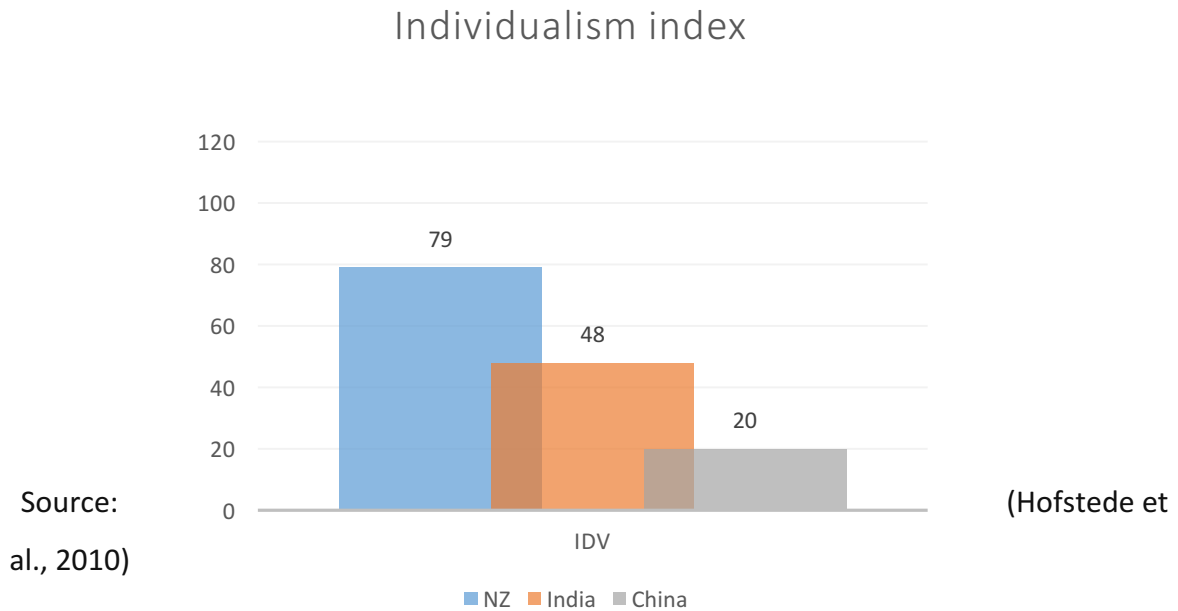
*Hong Kong PDI 68

PDI refers to how people in different countries manage the fact of inequality between people. The table below shows New Zealand with a PDI of 22, (see figure 1. above). Thus the gap between those in authority and those under that authority is small. According to Hofstede (2010), where the power-distance is low in an educational context, students and teachers are equal in their relationship, students are able to challenge the teachers, are comfortable to ask for help and expected to take the initiative in class. In this way “...the process is student centred... where information exists independently of ... [a]... teacher” (Hofstede et al., 2010, p. 70). In contrast, those countries with a high PDI, like India, 77, and China, 80, are more dependant on their teachers and this dependence continues into tertiary level education. Teachers are treated with respect and students do not speak unless they are invited to. Hofstede states that the “...educational process is teacher centred...” where “... teachers outline the intellectual paths to be followed (2010, p. 69). Given that

together, India and China have a large-power-distance and New Zealand, a small-power-distance, we might expect to see this reflected in the interview data.

4.2 Collectivism versus Individualism

Figure 2. Individualism Index (IDV) for NZ, India & China



*Hong Kong IDV 25

Many societies exist where the good of the group takes priority over that of the individual. These are known as collectivist. In the figure above we see China with a low IDV of 20 indicating that it is a strongly collectivist culture. Here, individuals growing up in extended families, learn to think of themselves as “we”, rather than “I”. The group is determined ‘naturally’ rather than by choice, loyalty is rewarded with protection. This “we” group is fundamental to their identity and exists along side many other “they” groups with in the society (Hofstede et al., 2010, p. 91). In a collectivist society education is seen as a rite of passage where young people ‘... have to learn how to do things in order to participate in society’. In the classroom, harmony is paramount and disagreement is to be eschewed. Whilst India sits in the middle of the spectrum, New Zealand is clearly an individualistic society with a very low score. This is reflected in New Zealand’s culture of consultation, informal communication and sharing of information in organisations (“New Zealand - Geert

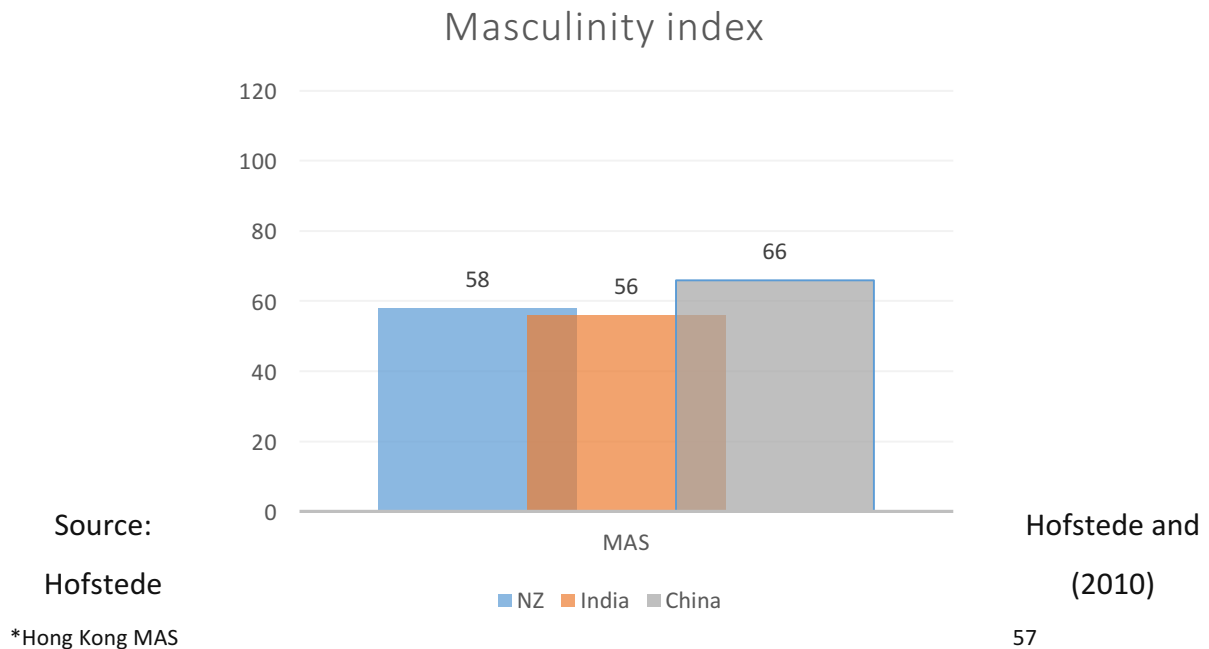
Hofstede," n.d.). In individualistic societies, individuals are born into nuclear families often with much less interaction with relatives. The child learns to think of themselves as an independent "I" and is educated in order to be able to exist independently of their parents (Hofstede et al., 2010, p. 91). As students, they expect to be treated in an unbiased fashion, no matter background or ethnicity and debate and questioning is expected as a matter of course. For the individualistic society education is about learning to learn, that learning is lifelong (Hofstede et al., 2010, p. 119).

There is a strong correlation where countries that have a large power distance are also very likely to be collectivist and vice versa. This is demonstrated in both China and New Zealand, though interestingly, India, with a large-power-distance score is in the middle of the cline when it comes to the collectivist/individualist range with both collectivistic and individualist traits. The collectivist aspect is seen in deference to authority and the "high preference for belonging to a larger social network ("India - Geert Hofstede," n.d.). Hofstede accounts for the individualist aspects with reference to Hinduism, the dominant religion of India.

The Hindus believe in a cycle of death and rebirth, with the manner of each rebirth being dependent upon how the individual lived the preceding life. People are, therefore, individually responsible for the way they lead their lives and the impact it will have upon their rebirth ("India - Geert Hofstede," n.d.).

4.3 Masculine versus Feminine

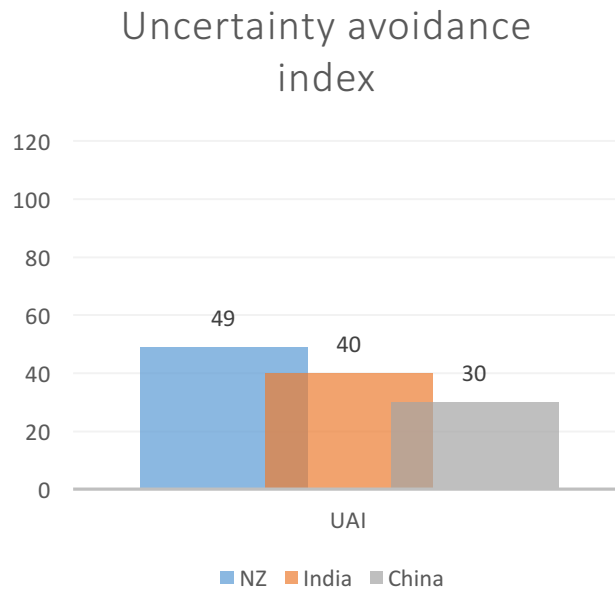
Figure 3. Masculinity Index (MAS) for NZ, India & China



Here we see that all three countries are masculine societies on the MAS continuum. The MAS indicates whether a society is masculine or feminine. A high score indicates a society where gender roles are clearly defined. Where men are competitive, assertive and materially focused. Whilst a feminine society reflects women as “...supposed to be more modest, tender and concerned with quality of life (Hofstede et al., 2010, p. 140). A feminine society is one where the gender roles overlap. In education, in feminine societies, the *average* student is the norm but in masculine societies, it is the *best* students, that is generally acceptable by the particular society (2010, p. 210). Hofstede explains that on “... evaluating both teachers and students..., on the masculine side, teachers’ brilliance and academic reputation and student’s academic performance are the dominant factors. In the feminine side, teachers’ friendliness and social skills and students’ social skills play a bigger role”(Hofstede et al., 2010, p. 163). Hofstede describes where Chinese students determine their success largely on their ranking and exam grades (“China - Geert Hofstede,” n.d.).

4.4 Uncertainty Avoidance Index

Figure 4. Uncertainty Avoidance Index (UAI) for NZ, India & China



Source: (Hofstede et al., 2010, p. 194)

*Hong Kong UAI 29

On the UAI cline, of the three countries, New Zealand doesn't show a preference ranked at 58th - 59th of the 74 countries surveyed. India is 64th and China 68th - 69th where they can be described as uncertainty tolerant. The UAI is "... defined as the extent to which the members of a culture feel threatened by ambiguous or unknown situations" (Hofstede et al., 2010, p. 191). In academic contexts, those societies scoring highly in uncertainty avoidance prefer structured learning, clear outcomes and expect their teacher's to have all the answers. Conversely, those students from societies with a low uncertainty avoidance score dislike structure and prefer "... open-ended learning situations with vague objectives ..." (Hofstede et al., 2010, p. 205). They have more respect for teachers who use clear language and explain complex concepts in straight forward terms. The same students are likely to put their academic success down to their own abilities whilst those from high UAI societies will likely cite luck or circumstance. Hofstede points out that Chinese "...are comfortable with ambiguity... [and they] are adaptable and entrepreneurial" ("China - Geert

Hofstede," n.d.). Similarly, India is described as a "patient country where patience for the unexpected is high..." ("India - Geert Hofstede," n.d.).

Whilst classifying subjects by their nationality is useful, it is not necessarily critical to their own identity. Hofstede notes that there are many ethnic, religious and linguistic groups continue to challenge for an independent identity, examples include Maori in New Zealand, the Basques in Spain and France, the Kurds in Iraq, Iran, Turkey & Syria and so on (2005, p. 18). Further, Holliday (as cited by Montgomery, 2010, p. 12) states that whilst Hofstede's dimensions of cultural variance were initially well received there has been subsequent reservations expressed around issues of over simplification and stereotyping of national identities. However, in defence of a sensitive and considered application of the dimensions, the University of Melbourne found that "over several years" Hofstede's cultural dimensions helped library staff to understand and identify their users' information-seeking behaviours (McSwiney, 2003, p. 382).

5. Main research questions:

- To understand the perceptions and experiences that international postgraduate students have of academic libraries in their own countries and how this may affect their experience at the Auckland University of Technology (AUT) Library.
- What experience and perceptions do postgraduate International students have on the use of academic libraries in their home countries?
- What has been their experiences of the AUT Library?
- How do Hofstede's cultural dimensions support the findings around the students' engagement with the Libraries in their home country and at AUT?

6. Methodology

I have used a qualitative approach by means of semi-structured interviews. Leedy & Ormrod note a qualitative study typically focuses on 'real world' occurrences and is useful in capturing the "complexity of these phenomena" (2015, p. 269). Further, a qualitative study enables the identification of "key problems [and] obstacles...that exist..." around the topic area (p. 271). Whilst reaching fewer subjects, the opportunity to collect a richer and fuller response is evident. Semi-structured interviews also allowed a personal and nuanced approach to the data collection allowing issues to be explored more fully in a way that a survey could not. This choice of methodology has also been reflected in the literature as discussed earlier in this study. A minimum of necessary quantitative data was collected: nationality, age (under 25/ 25 and over), degree i.e. Honours, Masters or Doctorate, school/department and faculty.

Yun Shan Ye rightly states that the needs of Chinese students may vary greatly from Saudi students (2009, p. 8). Consequently, rather than leaving to chance the origin of the interviewees, I have been fortunate to enlist eight international postgraduate students, three from China, one from Hong Kong and four from India. For the purposes of simplicity, I will not refer to Hong Kong separately from China (it is a special administrative region of the People's Republic of China) as Hofstede's Cultural Dimensions for China and Hong Kong are very similar. However, as Hong Kong sovereignty was transferred to China from the United Kingdom in 1997, I have felt it appropriate to put the Hong Kong scores in a foot note to the preceding graphs in Chapter four.

India and China were selected as it is from these two countries that the greatest percentage of international students come to AUT. In 2015, 1902 students attending AUT came from China, 48% of all international students and 458 from India, 11% of all International students (Auckland University of Technology, 2015, p. 22). This will allow for a comparison between these two cultures, potentially providing more insight than a study including only a single ethnicity and greater clarity than one including more than two. All the participants are

from the School of Engineering and Computer Science and Mathematics in the Faculty of Design & Creative Technologies.

The sampling design was a non-probability method due to the small scale of the study and, as in this case, “the researcher has no way of predicting or guaranteeing that each element will be represented in the sample” (Leedy, & Ormrod, 2015, p. 182). Further, I have used convenience sampling within the identified sample group, the School of Engineering and Computer Science and Mathematics as the source of participants. I have chosen this school because of the large number of postgraduate international students enrolled. I employed various methods to recruit participants; contacting the AUT diversity coordinator and the AUT Chinese Support team for assistance; visiting the postgraduate study rooms within faculty buildings and also enlisting the help of the (subject) Liaison Librarian. The Liaison Librarian to the School of Engineering and Computer Science and Mathematics very kindly helped in getting my request for participants emailed out to the population from which I wished to get interviewees. In this way I was able to recruit the 8 participants. The level of qualification to which the participants were studying towards ranged from postgraduate certificate to PhD.

Data was collected with semi-structured interviews of approximately 45 minutes with 3 main questions being posed. As stated above, the opportunity to ask subsequent questions to explore issues raised in the interview is likely. An outline of the study was provided to each potential interviewee by email and again at the beginning of the interview. They were asked to sign a consent form (examples of these documents can be located in the appendices B & C). The audio of interviews was recorded and subsequently transcribed by myself. The transcriptions were made available to the interviewees who had a two-week window in which to make any corrections/emendations should they wish too. Having not heard from them after the two-week period, as agreed I assumed that they were satisfied with the accuracy of the transcript. On completion of the study a summary of the findings will be provided to the participants.

7. Limitations

This report has a number of limitations:

- It is constrained by the limited time available to complete, essentially 2 semesters. This in turn has impacted upon the size of sample to be interviewed thus limiting the range of potential interviewees.
- Given that the participants chose to be involved in the study they may not be typical of international postgraduate students in general in that they may have already a strong connection with or strongly value the Library.
- There may be issues of perceived authority where participants may wish to provide responses that they may deem appropriate or diplomatic rather than their actual experience. This could also be a function of Hofstede's Power Distance cultural dimension. I have made an effort to mediate against this by recruiting participants from outside the Faculty to which I am responsible.
- All interviews were conducted in spoken English with the interview questions provided in print. Whilst all international postgraduate students are required to have an IELTS score of 6.5 or higher, a gap may exist between what the interviewees wish to communicate versus what they are able to.
- And finally, the rapid pace of technological change over the last 10-15 years, whether that be online or devices, has dramatically affected libraries and the education sector. As a result, participants who last studied 10 years ago will be referring to institutions in their home countries will have potentially adopted more recent technologies just as the AUT Library has. Needless to say, this study does illustrate the potential difference in Libraries postgraduate international students may encounter through not only culture but also time.

8. Ethics

Ethics approval was sort and gained from the School of Information Management Human Ethics Committee of Victoria University of Wellington. As a requirement of the ethics approval process I supplied each interviewee with an information sheet outlining the purpose of the study, the fact of the ethics approval, what is required of the participant, the confidential nature of their contribution and so on. Further to that, each interviewee signed a consent form acknowledging their agreement to participate. Please see copies of these documents in the appendices. Further, as a staff member of AUT interviewing AUT students I also required to apply for ethics approval from AUTEK, (Auckland University of Technology Ethics Committee) and approval to proceed was granted.

I have reflected upon and acknowledge my personal biases and likely areas of self interest. I also need to acknowledge there is potential for subjective bias due to my close association with the institution as outlined in the limitations. As an employee of AUT, and in my role as Liaison Librarian, I interact regularly with postgraduate students. This has been moderated by recruiting participants in a faculty other than my own, that of Business, Economics and Law. However, there remains the possibility that participants may qualify their responses due to my position.

9. Pilot Study

I undertook a pilot study consisting of an interview with an international postgraduate student enabling me to test the efficacy of the interview questions, the recording equipment and the suitability of the interview room. The key take away from the pilot was to begin the interview with a question around the participant's first memory or experience of using a library. Not only is this a gentle introduction to the topic but a person's first experience can colour later experience and perception. And so it could be with Library use. Indeed, so it proved to be in the pilot study where the preciousness of the books (to the

point of making them unavailable) in the person's early experience of libraries affected their attitudes and use of subsequent libraries and their resources.

10. Data analysis

It is my intention to proceed in manner illustrated by Creswell's data analysis spiral (2013, as cited in Leedy & Ormrod, 2015, p. 315) where the key stages are:

1. Organisation – data broken down into key themes and facts
2. Peruse – for possible categories or themes
3. Classify - data into categories, themes, sub themes
4. Synthesis – 'Integrate and summarise the data...' (p.315).

This might be better described as a gyre as with each turn I hope I will be closer to integrating the data into a meaningful whole directly related to the research question.

I intend to code the data as indicated in the example provided by Leedy & Ormrod (2015, p. 312). The coding scheme will depend on the data but the transcriptions will need to be broken down into smaller units with an important aspect being the determination of similarities or differences between nationalities, qualifications and expectations and the same for the subjects' library use at home versus at AUT Library (p. 312). The validity and authority of the data is demonstrated in that the coding has been assigned by myself alone thus providing for consistency (Leedy & Ormrod, 2015, p. 313).

11. Findings

The eight students who participated in the study range from having recently finished their undergraduate degree to having studied as long ago as 2002. Much has changed in the library and academic space over the last 15 years and this is reflected in their experience. It is important to note that this is not a comparison between academic libraries of India and China and New Zealand. Rather, it looks at the academic library experience of postgraduate students from these countries and, as already noted, this prior experience has been up to 15

years ago for some participants. The growth of the internet and social media, the accessibility of devices, both in cost and in size, to name a few of the advances over this time period has been dramatic. This is worth keeping in mind when reflecting on the findings below. Of their time at AUT, seven participants are recent enrolments, from one to six months, with the eighth having completed their master's at AUT and now continuing on with a PhD.

I will report on key experiences of the academic library usage in India and China followed by their experiences at the AUT library as shared by the participants. This will be followed by a further section on the influence of learning modes on Library use.

- Experiences of libraries in their home countries
- Their experiences of AUT Library
- Educational culture and Library use

11.1 Experiences of libraries in their home countries:

i. Indian students

The academic libraries used by those in the study played a minor role in the participants' education compared to what is the norm at AUT. Three participants described the libraries as small, "... a very small library", and another, "one fifth the size of one floor of AUT Library". Students were not encouraged to study in the building: "There were only a few tables and you're not supposed to be there, you take your books and go out and that's that idea." With Library staff being largely administrative, "... all [the library staff] had to do was collect books, arrange them, find the books that are missing, contact the person. They don't guide us on how ... [or] ... what to do". In one case "the receptionist did the work of the librarian."

Resources were limited and mainly print, "They didn't have any electronic resources". One student complained there were not many books and on occasions "somebody will have got it and we will never see the textbook ever [again]..." Another was not made aware that the

library had access to IEEE (an electrical engineering, computer science and electronics article database) until his fourth and final year. Prior to that he had used the database privately and paid for articles personally. Textbooks were openly photocopied on one campus, described as “a big business thing ... books get photocopied... we get the textbooks from the photocopy place and its all spiral bound...” However, for one Hindi speaking student who was, at the time, an elementary English learner, “... the Library was helpful because the books were in Hindi ... you cannot find books in Hindi in the market”. The market was where most students bought their text books in English as they were inexpensive rather than borrowed from the library.

Nor were there outreach or workshops provided:

We were not given proper introduction on how to use the library and how not to use it, it depends on staff. To be blunt I don't think they themselves had any intention of students using the library.

This theme was also noted by two other participants, where the staff “...don't guide us on how to do it, what to do” and “...there was no interaction with the person there [library staff]”. One participant noted that for many, the only time they might enter the library was:

To get [their] hall ticket for the examination. [They] have to get a form to be signed to say that [they haven't] borrowed any books every year. That's the only time they get to the Library, just to get their due form signed!

ii. Chinese Students

Chinese students had a different experience to the Indian students, coming from larger institutions with larger libraries. Generally, they used the libraries as a place to study, accessed resources but had little to do with staff whether that be through asking for assistance or more structured instruction via workshops. Three of the libraries were of similar size or larger. One was described as ... “a big university and famous so the library purchased not only electronic resources but also possesses hundreds and thousands of books...” In Hong Kong, the library was “...similar to the size of AUT... [with] more books, e-books, e-resources so they had more shelves, automatic shifting shelves. A large round area

for students to study in with study booths...” The libraries were used as study spaces particularly for group study however internet access was more difficult, in one case users needed to be on campus to access the library catalogue. One student who came from a smaller university in Beijing used the the National Library for their research and as a place to study.

As with the experience in India, interaction with library staff was to a minimum: “Some borrowing books, the other things, not much”, “...just arrange the books or just do their own work on the computer. Not so much interaction...” One student commented that the library services and courses were not made widely known, “... they haven’t had, kind of marketing for their Library...” so users are “just reading books” rather than “searching on computers”.

11.2 Experience of AUT library

i. Indian Students

It was evident very quickly that there was a substantial difference between the academic libraries used by the Indian students when compared to AUT Library around all measures. On their first experience with the AUT Library, the response was largely positive: “To my surprise the Library had more than two floors. It was huge!”, “the environment was very good, the library is amazing...”, “I found it very exciting when I came here first and I wanted to come more and more for weekend study...”. Feelings were perhaps exemplified by the following:

So the first thing about the Library was when I stepped into the Library, it was really big, like: wow! A big library, it has plenty of floors, at least three and it's a good place to sit and study which was completely different.

The contrast between the experiences of the library at their university in India against the AUT Library was framed positively, it was also found to be “a bit overwhelming” where “In the beginning it was a bit difficult, because I felt it was too flashy... I felt it intimidating, I thought maybe I’m doing the wrong thing.”

On the other hand, another student noted that given the costs of study...

I wasn't surprised by anything. I mean if I'm paying this amount of fees, I'm expecting this kind of standard right. I'm paying 5 times higher than a domestic student, 6 times higher probably. So that was okay...

All have been regular users of the library space for study, using the silent 5th and 6th floors. This was important for one particular student who "... didn't have a great study environment in the place that [he] stayed so [he] ended up sitting in the library for long hours which was really good". And "...you can sit there and study and levels 5 and 6 are silent, that's really good, I like that. Probably that has helped me a lot. I spend a lot of time there." Another had not studied for 10 years and "...used the library to come and study in the weekends in the first semester when [he] was trying to settle down".

The AUT Library is used in unexpected ways; a student chooses not to take books out but rather read the passages required in the Library. They do this in order to understand the particular theorems related to the content of the articles they can download and read at home. This perhaps illustrates a hesitancy reflected in his previous library experience in India where "... we can't actually take [books] out as it's a big risk, if one page was torn we would have to answer for that..."

As might be expected, accessing databases via the Library website was a key activity. Online resources were "...easy to use as well. The single sign on is very good ... it's basic stuff now days but very very helpful." However, the use of terminologies that students were unaccustomed to did create confusion:

I find the database, initially at least, quite confusing...the lecturer said 'go to the database'. I said 'Look, what exactly do you mean about 'go to the database''. I was thinking about the article or something like that. I did not really, even after 10 years of study I had no clue, so then some one told me this is the database and you find your thing on the computer.

AUT Library offers a range of workshops provided by Liaison Librarians and Learning Advisors on topics such as research skills, EndNote and workshops on writing, presenting

and maths. The take up of these workshops was high with one student commenting, "I think [I have done] almost all the workshops by AUT Library" and, "I've attended a couple of those, Paraphrasing and EndNote ... Masters of Engineering Project Management [class] were given one hour with [the Liaison Librarian] on how to use AUT resources or Google Scholar..." A PhD student had also attended a series of workshops supporting researchers: "I went to some of the workshops, like, what it is? 'How to do your research' and 'How to publish your paper'? Workshops like that." However, for part-time students the timing of workshops created barriers to attendance:

My problem was I couldn't attend [workshops] because they are all in the daytime. I can't leave my work. I only leave my work early on Monday and Tuesday to come to Uni. My course is 5-7 in the evening so I leave my office at 4:30 so...

The Orientation day and Library staff, whether that be Client Lending Services staff, Liaison Librarians or Learning Advisors, all encouraged the use of the Library and its services and providing assistance. Whether that be embedded in the lectures: "...the head librarian [Liaison Librarian], she gave us a brief introduction on how the library system here works and how to find resources, online searches...", or in a consultation, again with the Liaison Librarian, "... [I] made an appointment and [she] waited for me until 5:30 to tell me for 15 minutes... actually I wasn't able to figure out how to use EndNote. So she helped with that." At the Help Desk "...I spoke to the staff, it was very helpful, they could actually tell me what to do, yeah very much..." and "I went to the Library [and] I met some librarians, they actually suggested to me that there are a few courses on understanding your project and how to use the Library and searching", or via emails from faculty, "Yeah, I was getting emails all the time from AUT, so they come and I always open them in one of the browsers... a whole lot of email all the time". However one student found the recommendation of a family member the necessary impetus to attend a workshop: "Actually I attended the APA workshop... my relative, he introduced me to it."

Academic staff are also playing a key role in promoting the Library: "[the Lecturer] introduced us to how to effectively use the Library by taking us to a workshop that she organised...with the Liaison Librarian, we had a session... so that is one of the great

influences that most students have...” This student went on to sum up the difference between his experiences in India compared to AUT:

That’s actually one of the major points that you have to focus on because the [AUT] University itself is giving a way for the students to know about the Library and encouraging them to use and understand the Library system. So that was what was missing ... it is what was missing back in India.

It is worth noting that the students also utilise their peer group as a source of expertise as described below:

...if some information is needed for solving an assignment they simply go to another student, asking for the information needed. They give them the information needed, they have no more need to refer to a book because they have what they need...

Finally, a PhD student felt that the Library could go beyond what it currently offers:

The workshops which you organise are usually related to research and the soft skills stuff... “How to do your research”, “How to access databases”, where can you get information from... I think it would be really good if the University can come up with workshops for hardware... First year students who come into the University can have a workshop, like a hardware workshop, hardware being Arduinos or Raspberry Pies. Building basic robots and things like that. You can get PhD students who like doing it. I have talked to students who might be happy to do it. You can ask them to volunteer and they would be happy to do it...

ii. Chinese students:

As stated earlier the Chinese students were more accustomed to a library such as AUT’s. However, one student noted on entering the Library “... when I just walked through, the 4th floor was so welcoming. The layout was so welcoming”. Going on to say that:

[They] feel very comfortable to walk into the Library but in Hong Kong I feel, okay, I have really decided that I’ve got to keep quiet and study inside the Library, if not I better not go... That is a real contrast to me...

AUT Library also offers flexibility with the 3rd floor open to students who wish to work in groups if the study rooms are booked: "...only on the 5th and 6th floor do you have to be silent and if we need to discuss we can go to the 3rd floor. I don't think any Library in Hong Kong does ". The same student goes on to say:

I have my own laptop so I will bring it to the Library to do research as my papers mostly require me to do some research and access to the Library, I will make use of the university WIFI and then sometimes will catch up with some class mates to discuss about the papers.

All four students had taken Library workshops, provided by Learning Advisors and Liaison Librarians. A student commenting:

I found the learning advisor workshops very very helpful. Because they are very structured and easy to understand. I can feel they intended to want you to learn ... so the workshops were very very helpful, it was just more of international students like me should come... even the web page itself is very helpful ...

And another student on the Library Research workshops: "[They] are really helpful".

For Chinese students the Orientation Day is clearly important in advising and recommending the services and extracurricular courses on offer to assist the students in their studies: "We had an Orientation Day, it was in English and in Chinese" and "I took part in the Orientation... I also took part in the Chinese workshop." And from this introduction, students discovered other services online:

"We had a Chinese Student Orientation day, they especially invited one Learning Adviser to speak ... she has experience teaching English in Chinese society before, so after I attended her session I discovered a lot of workshops ... that we may enrol in and the online resources..."

This avenue to finding out what was available at the Library was also reflected in this comment:

After I had attended one or two introductory workshops they introduced the webpage and where you can enrol in workshops and I started to browse myself... what else I would need. And some times during some English reading sessions they would recommend, "we are using EndNote here, you may want to do it with your referencing" ...

And so the student followed up on the suggestions made by the advisor.

Students with English as an additional language are required to have an IELTS level of 6.5 overall with bands 6 or higher (Auckland University of Technology, 2017b). Even with this high requirement, students reflected on how they managed with English as another language: “One workshop for Library Search I took two times. Because my English is not so good I took part two times in the Library Search workshop and it really helped me.” As noted earlier the Orientation provide a Chinese Workshop which facilitated the sharing of information and advice on making the most of AUT, including the Library.

Nonetheless, it was felt there was an ad hoc nature to the process of finding out what is available at the Library ... “The trigger point is just when and who tell you there is something there and that point is not quite systematic...” One student refers to how her class mates were not aware of workshops she was attending, “When I told them I had enrolled into EndNote trainings or thesis trainings ... they’re not aware of that.” They went on to describe how the links to the workshops were buried deep within the website, “... you’ve got to click, click, click to explore it. So they are not aware of it.” Another student felt that “... a common session for everyone, at least a starting point to go, okay, you’ve got to go here to find your resources” would be very useful, as then “they can start to do it themselves.” From that student’s perspective, they felt the process was “... more word of mouth.” Another wanted more information at Orientation: “I still think at the Orientation they don’t introduce enough, it’s like for me, my awareness about the Library including the floors and also the ‘Article Reach’ ... they need to do more marketing to increase awareness.”

The issue of security was brought up by two students, around the University but also in the library. This involved the carrying of valuables around campus but also around the fact that new international postgraduates being new to the country and the University are yet to make friends and build networks of their own. This makes them potentially vulnerable, a student describing thus:

And another thing about security. Not just the Library but the campus, for example we are carrying a laptop and we are doing a lot alone, individual work. We don’t have company to watch out for our property when go for water or toilet. It is a

concern, of course it is much safer I think in China, we have friends watching so... but for international students studying alone...

Another student felt the Library was "... a very friendly space to study... but sometimes not safe..." As a result of a negative experience the student approached the appropriate University staff, but nonetheless chose to no longer study in the Library. This serves as a reminder that as an academic library and university we have a pastoral duty of care to our international students where the minimum required standards are spelt out in the Code of Practice, 'Pastoral Care of International Students' (2016). The purpose of which is:

- (a) Requiring signatories to take all reasonable steps to protect international students: and
- (b) Ensuring, so far as is possible, that international students have in New Zealand a positive experience that supports their educational achievement.

11.4 The influence of educational culture on library use

A key theme evident in the data is that the approach to learning in New Zealand is quite different to that of India and China. This difference can be partly explained by the transition from undergraduate to graduate study however not completely. What is interesting in this study is how this difference is reflected in the different role the academic library plays within each context. Further, this difference is at the heart of the challenge to international postgraduate students to make the most of their learning and research opportunities and for libraries looking to provide coherent and clear guidance on information literacy, research support, academic skills and well sign posted access to services and resources.

i. Indian students

In India, the learning experience of the participants could be characterised as dialectic or a "teacher centred approach, where the teacher transmits the knowledge to students..." according to Ho, Holmes & Cooper (2004, p. 7). This is also corroborated by the Power Distance score for India. Evidence of this approach can be seen where an Indian student, who was particularly conscientious, were discouraged from searching for articles outside

that provided for by the lecturers. The student found that, if "...I give them an answer that came from another, let's say, a foreign author that they didn't follow and if I give some extra information that they didn't know about ...they didn't want the information." After a while he was penalised and "...felt it's not necessary for me to put in so much effort that's not rewarded..." The students in India are not encouraged to read beyond what was provided to them by their lecturers, a student going so far as to say "... the education style over there [India] is more like spoon fed. Students are more spoon fed." This is in contrast to the expectation of students in New Zealand who are expected to be exploring the literature within their subject area and to be questioning assumptions and challenging the status quo, in other words.

At AUT Library, the same student went on to say:

The [AUT] library is open, you do have classes, for example the workshops that you can take from the Library. People get introduced even if the [academic] staff doesn't. But there [India] there is no other way, staff are the only way that we get introduced to the library.

The student went on to further clarify his experience. Their first Engineering Project Management class was presented in two halves. The first was an introduction to the subject and in the second half "... they brought us to the Library and the ... [liaison] librarian, she gave us a brief introduction on how the library system here works and how to find resources, online searches..." They went on to observe that "here [AUT Library] they teach a skill. This is what I've observed so far. They teach a skill and we develop our skill by gathering more information. [Assessing and critically analysing...] exactly, exactly..."

In a similar vein, the importance of academic integrity and the need to acknowledge the ideas/work of other authors is fundamental in New Zealand academic practice. Citing the ideas/works of authors quoted or referred to allows readers the opportunity to follow the scholarly conversation and the writer to avoid plagiarising others works, that is, the presenting of others' ideas/work as your own (Chen, 2017). However, the students in this study are clear in their surprise at the seriousness with which this is taken in New Zealand. Compared to India, comments include, "How they had education back in India, like myself, it was nothing like how we have here" and "...they [Indian students] have never heard about

referencing before...” On the completion of assignments, “...you just copy from someone else and that’s it. You start two hours back from the deadline...it was that bad.” And perhaps with a touch of exasperation: “The importance that has been given to referencing [at AUT], I can’t believe!” Given the difference in approach to learning one student noted, “... they [Indian students] have to have some time settling in, understanding the importance of how you study and what you study” when they first arrive at AUT.

ii. Chinese students

The situation is similar for the Chinese students. Like India, China also tends towards a dialectic mode of education which is reflected in the comment:

For us Chinese ... a lot of the time we just obey what has been asked ... So we don’t tend to ask as many questions. So like in a class, in a Q&A session nobody is asking questions. It maybe shyness but most of the time its just we are trained like that...

The hierarchy is vertical: “Institutions in China are not student orientated. So they have traditional structures, the hierarchy. The faculty or the staff are generally in a higher position. Not generally listening to the students needs.” And so the expectations of students are different from the reality in New Zealand where:

...most of the time I work alone, the lecture hours are considerably less. Most of the time I will have to look for the knowledge myself. Which I have found can be difficult but the professors are very helpful as long ask them...

Further, “...in China most of the papers need to have a test. Actually we don't have many assignments, we have tests in the final semester.” Thus there are less demands on the students to find relevant resources on their own. As such they have less experience breaking down topics into key concepts and synonyms, choosing appropriate sources to search, evaluating those items found and citing them correctly when used. The importance of Information Literacy is given less emphasis, “...in China we’ve got plagiarism which is a serious problem. If you’re using Turnitin for every assignment I think it is quite good, but in China we only use it for master’s thesis or doctorate thesis.”

12. Discussion

The purpose of this study has been to determine the experiences and perceptions postgraduate students from India and China have of the academic libraries in their home countries and how this differs from their use of the AUT Library. The transcripts describe a range of libraries, from the very basic, a few rooms in a small institution in India, to the very large, the National Library of China in Beijing. In the Indian context, the size, resourcing and staffing of academic libraries was found to be quite limited. The Indian students studied for their undergraduate degrees at small institutions that were affiliated to a university. Thus on arrival at AUT they are appreciative of the larger scale of the university and library and in one case, a little overwhelmed.

The experience of Chinese students was less dramatic with the universities being of a similar size or larger. In China the academic libraries provide study spaces that are well utilised which was general not the experience for the Indian students. However, what was similar for the Indian and China students was the absence of interaction with library staff or other library services. This, in part, reflects the concept of dialogic learning, referred to by Ho, Holmes & Cooper, in India and China where the teacher is the provider of knowledge thus the need to find other resources to support one's learning are not required as is evidenced in section 11.3. As shown in the findings, an Indian student was not expected to go beyond the literature other than that provided by the lecturers. An Indian student spoke of being "spoon fed". A Chinese student spoke of referencing but in a more informal way than in New Zealand whilst an Indian student couldn't believe the weight given to referencing. Both India and China rely more heavily on exams for assessment whereas assignments are more common in New Zealand. The difference between libraries in China and India compared to the AUT Library mirrors the findings of Ibraheem & Devine's study where Saudi students rated the libraries in Saudi Arabia compared to the Robert Morris University Library as being very different (2016, p. 274).

The students' awareness and use of the AUT Library is at a very high level. As a rule, they have all attended workshops, used the Library as a study space, and are accessing the Library website to access the resources they need. They are aware of the resources to help them in their research online, such as the APA Style Libguide. If they have not already had appointments with their subject Liaison Librarian, they are aware that the assistance is available. The Liaison Librarian provided embedded sessions following Information Literacy best practice. The Chinese students largely recalled learning about the Library from the Orientation Day, where the Chinese Language session was deemed particularly useful. All up, given the amount of information new students, not to mention international students, have to take on board when they start a course at University, the University, the School of Engineering and Computer Science and Mathematics and the Liaison Librarian have made good progress in reaching the students.

This high degree of engagement with the Library by both Indian and Chinese students is encouraging particularly given Catalano (2013) noted that faculty are often not well versed in advanced bibliographic instruction recommending that postgraduate students have the opportunity to access relevant courses. Knight, Hight & Polfer (2010) also found that international students were using the library space for study but not utilising any other services. Though in defence of international students, Ishimura & Bartlett (2013) established that local and international students were equally ignorant of the library services. Wang (2006), in her New Zealand study, also found the usage of services slightly down at Victoria University of Wellington and Liu & Winn (2009) found similarly with a slight difference where the postgraduate students were using the library less than they had in China. An explanation for this maybe they were using postgraduate study areas or were doctorates who would likely have their own office. There is evidence in the transcripts that one student relied on the library as a study space as their living environment was not conducive to study. Another student studying part-time found the opening hours were too short, as found by Shaffer, Vardaman & Miller (2010).

In 1998 Heather Ward acknowledged the growth in international students arriving in New Zealand and assessed the library instruction of international students across New Zealand University Libraries. She refers to "...a feeling that the students must do all the adapting to

New Zealand culture, instead of meeting the students halfway...” (Ward, 1998, p. 33). Given the responses from the participants of this study it would appear that progress has been made. The students are, on the whole, getting the information they need to go about their business. However, some students expressed a view that the marketing of these and other services were variable. Variable in that some of their peers had not been aware of workshops that they were doing, some students describing the process of learning of library resources and services as ad hoc.

This study has looked at the largely expected interactions academic libraries have with their students, postgraduate, international or local. However it is an exciting prospect when students are advocating for collaboration with the University and the Library to create new educational opportunities. An example of this being the recommendation made by a PhD student for the Library to offer workshops in areas of technical interest, such as Arduino robotics, by collaborating with students with the necessary skills. This has the potential to tie in with Studio 55, the makerspace at the AUT Library which had a soft launch at the beginning of the 2nd semester this year.

The difference between libraries in India and China compared to the AUT Library reflect the different learning styles of these cultures. Hofstede cultural dimensions provide a useful model to understand these differences as seen above and comparing the learning styles can also provide insights. As has been demonstrated there are clear differences between the approach of AUT Library and those Libraries in India and China.

12.1 Hofstede’s Cultural Dimensions

To briefly recap, Geert Hofstede posits culture as mental programming, this is learned in the social environment within which we grow up. Culture is seen to be manifested in four ways of which the most stable is ‘values’. These values have broad tendencies which do not change, or change very little, over time. Having had the opportunity to analyse an IBM data set of staff values across fifty countries he developed the four cultural dimensions, “a dimension is an aspect of culture that can be measured relative to other cultures” (Hofstede

et al., 2010, p. 31). To be clear, cultural dimensions do not show that an individual from a particular culture will behave in a particular way:

...the culture of a country—or of another category of people—is not a combination of properties of the “average citizen,” nor a “modal personality.” It is, among other things, a set of likely reactions of citizens with a common mental programming. One person may react in one way (such as feeling more nervous), and another in another way (such as wanting rules to be respected). Such reactions need not be found within the same individuals, but only statistically more often in the same society (Hofstede et al., 2010, p. 191).

12.1.1 Power distance index (PDI)

The PDI indicates how egalitarian a society is and reflects the gap between those in authority versus those under that authority. Both India and China have a high score of 77 and 80 respectively whilst New Zealand is quite low at 22 (see figure 1.) In education the PDI indicates the power relationship between teachers/academics and students. Those cultures with a high PDI number, just as India and China do, have a wide gap between the teacher and student. Knowledge is passed on from teacher to student thus students are dependant upon their teachers. This was clearly illustrated by the Indian student attempting to introduce articles beyond that provided by his teachers and being meet with a less than enthusiastic response. None of the participants spoke of any Information Literacy instruction or similar at their universities in their home countries and had little interaction with library staff. In this way we can see the PDI reflects the cultural norms in the education context.

The New Zealand educational system places much more emphasis upon the students to manage their own studies. The lecturers and students behave more as equals, lecturers are not seen to be all knowing. All of the participating students embraced the extra demand that this placed upon them, attending Orientation and workshops, using the library space and so on. This is no doubt, in part, due to their embarking on their studies which are, by

their nature, less structured than undergraduate degrees. It makes the following quote doubly true:

Most students entering the new world of the academy are in an equivalent position to those crossing the borders of a new country – they have to deal with the bureaucracy of checkpoints, or matriculation, they may have limited knowledge of the local language and customs, and are alone (Mann, 2001, p. 11).

It is worth noting that students from countries with a high PDI are less likely to raise a question in class or perhaps ask for help. Given this, it behoves library staff to endeavour to anticipate this and endeavour to eliminate barriers that make it difficult for these students to engage.

12.1.2 Collectivism versus Individualism

For the Individualism Index (IDV) China is high on the scale at 79, India 48 and New Zealand 20. China is clearly collectivist in nature indicating a tendency for the individual to defer to the group. Here again, as above with regards to the PDI, China is at one end of the spectrum and New Zealand at the other. In New Zealand the individual is paramount. Education is seen as a pathway towards independence and learning is life long. What this likely indicates is how important Orientation Day, and particularly the Chinese language session is to the Chinese students. The Orientation Day, ostensibly to meet their immediate needs around administration and access to information on studying at AUT, but also in playing a role in acknowledging, reassuring and supporting the Chinese students as a group.

With India in the middle of the cline, having no strong inclination to either individualistic tendencies or collectivist. Though Indian students made more reference to support from relatives, friends and social networks. Another example where a student describes the information searching of the Indian students which would be expected in a culture with a strong IDV score:

...if some information is needed for solving an assignment they simply go to another student asking for the information needed. They give them the information needed, they have no more need to refer to a book because they have what they need...

Though India has a high PDI, the middling IDV suggests that the individual is responsible for their lives, perhaps, as noted earlier in this report, due to the influence of Hinduism and the belief in rebirth.

12.1.3 Masculinity Index

Across the three countries, the masculinity Index is very similar. New Zealand 58, India 56 and China 66. As discussed earlier this index shows whether a culture is more masculine or feminine. All three countries tend toward the masculine suggesting that competition is important, as is material success and assertive behaviour. Whilst I found no direct evidence in the transcripts that point to any behaviours that might be allied to the Masculinity Index, I believe it is useful to include in the study because of the similar score for all three countries.

12.1.4 Uncertainty Avoidance index

The UAI shows that each of the three countries is comfortable with ambiguity or uncertainty. New Zealand is shown to be neutral whilst India and China both have lower scores of 40 and 30 respectively. This suggests that students from India and China may be comfortable adapting to the dialectic mode of education, found in New Zealand rather than the typical dialogic mode of China and India. There are certainly examples from the participants where they have acted outside of the norm in order to get the resources they feel they need. One example being an Indian student who accessed IEEE and paid for the articles himself as an undergraduate despite this going against the preferences of his lecturers. Another example is the Chinese student who used the National Library of China as the university library where she attended didn't meet her requirements.

As with Wang (2006), Pibulsilp (2010) and Hinder (2011), Hofstede's Cultural Dimensions have borne out their relevance. They have provided a backdrop from which to understand the differences between the three different cultures and can assist library and university

staff in the provision of suitable services and how best to engage the international student community.

13. Conclusion and Recommendations

The goal of this study is to understand the perceptions and experiences that international postgraduate students have of academic libraries in their own countries and how this may affect their experience at the Auckland University of Technology (AUT) Library. The thoughtful and engaged participants have provided a wealth of data sharing their experiences and anecdotes around this topic. It is clear that they are fully engaged with the Library, each student having contact with many of its services. It is evident that the AUT Library offers more and different services than what was available to the participating students in their home countries. This goes to highlight how important the promotion of said services is.

The cultural dimensions of Hofstede have thrown a light on the differences and similarities between India, China and New Zealand. These have been found to line up with the data and can enrich our understanding. The differences between countries around the Power Distance Index and the Individualistic Index illustrate how different characteristics may present issues.

Finally, as noted in the introduction, when looking to address the needs of a community, a good first step is learning about that community (Peters, 2010, p. 37). This research report has attempted to do just that. It is clear by the example of the participants in this study, that the international postgraduate students are looking to utilise all the services and resources available to them. They travel great distances, pay substantial fees and face many challenges in their quest to continue their educational journey in New Zealand. It behoves all library staff, all university staff, to provide them the best support that we can. Hofstede reminds us that:

Everybody looks at the world from behind the windows of a cultural home, and everybody prefers to act as if people from other countries have something special

about them (a national character), but home is normal (Hofstede et al., 2010, p. 424).

13.1 Recommendations:

- More structured approach and more time available to introducing library services and resources
- Continue to promote awareness of Library services, as illustrated in this study, they may not be common in academic libraries of other countries
- Provide more/more easily found information on what the Library provides
- Be aware of security concerns particular to international students and provide solutions where possible
- Longer opening hours
- Workshops that go beyond Information literacy, Academic skills and EndNote – Arduino workshops taught by students (could tie in with the Makerspace)

14. Reference list

- Allan, B. (2016). *Emerging strategies for supporting student learning*. London: Facet Publishing.
- Andrews, J., & Eade, E. (2013). Listening to students: Customer journey mapping at Birmingham City University Library and Learning Resources. *New Review of Academic Librarianship*, 19(2), 161–177. <http://doi.org/10.1080/13614533.2013.800761>
- Auckland University of Technology. (2015). *2015 Annual Report*. Retrieved from http://www.aut.ac.nz/__data/assets/pdf_file/0008/639503/FINAL-SECURE-AUT-Annual-Report-2015-Online-version-with-content-page-buttons.pdf
- Auckland University of Technology. (2017a). *AUT Annual Report 2016*. Auckland. Retrieved from http://www.aut.ac.nz/__data/assets/pdf_file/0003/727572/Web-version-AUT-Annual-Report-2016-final.pdf
- Auckland University of Technology. (2017b). IELTS - International English Language Testing System - AUT. Retrieved October 7, 2017, from <https://www.aut.ac.nz/study-at-aut/apply-to-aut/before-you-apply-things-to-consider/ielts-grade-requirements-for-entry-into-aut>
- Auckland University of Technology Library. (2004). *AUT Library Annual Report 2003*. Auckland. Retrieved from https://www.aut.ac.nz/__data/assets/pdf_file/0007/79909/aut_library_annual_report_2003.pdf
- Catalano, A. (2013). Patterns of graduate students' information seeking behavior: a meta-synthesis of the literature. *Journal of Documentation*, 69(2), 243–274. <http://doi.org/10.1108/00220411311300066>
- Chen, A. (2017). Library Guides: APA Referencing Style Guide: Referencing and APA style. Retrieved October 8, 2017, from <http://aut.ac.nz.libguides.com/APA6th>

- China - Geert Hofstede. (n.d.). Retrieved September 16, 2017, from <https://geert-hofstede.com/china.html>
- Datig, I. (2014). What is a library?: International college students' perceptions of libraries. *Journal of Academic Librarianship*, 40(3–4).
<http://doi.org/10.1016/j.acalib.2014.05.001>
- Hickok, J. (2011). Knowing their background first: Understanding prior library experiences of international students. In P. A. Jackson & P. Sullivan (Eds.), *International students and academic libraries: Initiatives for success* (pp. 1–18). Chicago: ALA.
- Hinder, A. T. (2011). *Pacific students and their perceptions of an academic library: a case study of Whitireia Community Polytechnic*. Unpublished MLIS research project, Victoria University of Wellington, Wellington, New Zealand. Retrieved from <http://hdl.handle.net/10063/1964>
- Ho, E. S., Holmes, P., & Cooper, J. (2004). *Review and evaluation of international literature on managing cultural diversity in the classroom*. Hamilton, N.Z: University of Waikato.
- Hofstede, G. H., & Hofstede, G. J. (2005). *Cultures and organizations : Software of the mind* (2nd ed.). New York: New York : McGraw-Hill.
- Hofstede, G. H., Hofstede, G. J., & Minkov, M. (2010). *Cultures and organizations : software of the mind : intercultural cooperation and its importance for survival*. (3rd ed.). New York: McGraw-Hill.
- Hughes, H. (2010). International students' experiences of university libraries and librarians. *Australian Academic & Research Libraries*, 41(2), 77–89.
<http://doi.org/10.1080/00048623.2010.10721446>
- Ibraheem, A. I., & Devine, C. (2016). Saudi students, american academic library: a survey. *Library Review*, 65(4/5), 267–280. <http://doi.org/10.1108/lr-11-2015-0112>

- Immigration New Zealand. (2017). Statistics. Retrieved April 30, 2017, from <https://www.immigration.govt.nz/about-us/research-and-statistics/statistics>
- India - Geert Hofstede. (n.d.). Retrieved September 17, 2017, from <https://geert-hofstede.com/india.html>
- Ishimura, Y., & Bartlett, J. C. (2013). Uncovering the research process of international students in north america: Are they different from domestic students? *Information Research*, 18(1). Retrieved from http://www.informationr.net/ir/18-1/paper564.html#.V_ideaOr124
- Ishimura, Y., & Bartlett, J. C. (2014). Are librarians equipped to teach international students? A survey of current practices and recommendations for training. *Journal of Academic Librarianship*, 40(3–4), 313–321. <http://doi.org/10.1016/j.acalib.2014.04.009>
- Jackson, P. A. (2005). Incoming international students and the library: a survey. *Reference Services Review*, 33(2), 197–209. <http://doi.org/10.1108/00907320510597408>
- Joyce, H. S. (2016). *Education (Pastoral Care of International Students) Code of Practice 2016*. Retrieved from <http://www.legislation.govt.nz/regulation/public/2016/0057/latest/DLM6748147.html>
- Kim, M., Kim, S. Y., Kim, W. peng, Lin, J. J.-H., LaRose, R., Peng, W., ... LaRose, R. (2011). Social networking and adjustments among international students. *New Media & Society*, 14(3), 421–440. <http://doi.org/10.1177/1461444811418627>
- Knight, L., Hight, M., & Polfer, L. (2010). Rethinking the library for the international student community. *Reference Services Review*, 38, 581–605. <http://doi.org/10.1108/00907321011090746>
- Langer, C., & Kubo, H. (2015). From the ground up: Creating a sustainable library outreach program for international students. *Journal of Library Administration*, 55(8), 605–621. <http://doi.org/10.1080/01930826.2015.1085232>

- Leedy, P. D., & Ormrod, J. E. (2015). *Practical research: Planning and design*. (11th ed.). Boston: Pearson.
- Liao, Y., Finn, M., & Lu, J. (2007). Information-seeking behavior of international graduate students vs. American graduate students: A user study at Virginia Tech 2005. *College & Research Libraries*, 68(1), 5–25. <http://doi.org/10.5860/crl.68.1.5>
- Liu, G., & Winn, D. (2009). Chinese graduate students and the Canadian academic library: A user study at the University of Windsor. *The Journal of Academic Librarianship*, 35(6), 565–573. <http://doi.org/10.1016/j.acalib.2009.08.001>
- Mann, S. J. (2001). Alternative perspectives on the student experience: Alienation and engagement. *Studies in Higher Education*, 26(1), 7–19. Retrieved from <http://10.0.4.56/03075070020030689>
- McSwiney, C. (2003). Cultural implications of a global context: The need for the reference librarian to ask again “who is my client?” *Australian Library Journal*, 52(4), 379–388. <http://doi.org/10.1080/00049670.2003.10721583>
- Montgomery, C. (2010). *Understanding the international student experience*. New York: Palgrave Macmillan.
- Morrissey, R., & Given, L. M. (2006). International students and the academic library: A case study. *Canadian Journal of Information and Library Science-Revue Canadienne Des Sciences De L Information Et De Bibliotheconomie*, 30(3–4), 221–239.
- New Zealand - Geert Hofstede. (n.d.). Retrieved September 17, 2017, from <https://geert-hofstede.com/new-zealand.html>
- Onwuegbuzie, A. J., & Jiao, Q. G. (1997). Academic library usage: A comparison of native and non-native English-speaking students. *Australian Library Journal*, 46(December 2014), 258–269. <http://doi.org/10.1080/00049670.1997.10755807>
- Peters, D. E. (2010). *International students and academic libraries a survey of issues and annotated bibliography*. Lanham, Md.: Scarecrow Press.

- Pibulsilp, T. (2010). *An investigation of cultural influence on academic library usage of international medical students from Asian countries*. Unpublished MLIS research project, Victoria University of Wellington, Wellington, New Zealand. Retrieved from <http://hdl.handle.net/10063/1273>
- Saw, G., Abbott, W., Donaghey, J., & McDonald, C. (2013). Social media for international students – it's not all about Facebook. *Library Management*, 34(3), 156–174. <http://doi.org/10.1108/01435121311310860>
- Shaffer, C., Vardaman, L., & Miller, D. (2010). Library usage trends and needs of international students. *Behavioral & Social Sciences Librarian*, 29(2), 109–117. <http://doi.org/10.1080/01639261003742231>
- Song, Y.-S. (2004). International business students: A study on their use of electronic library services. *Reference Services Review*, 32(4), 367–373. <http://doi.org/10.1108/00907320410569716>
- Wang, B. X. (2006). *Academic library services to Chinese international students in New Zealand*. Unpublished MLIS research project, Victoria University of Wellington, Wellington, New Zealand. Retrieved from <http://hdl.handle.net/10063/1273>
- Ward, H. M. (1998). *Library instruction services for international students in New Zealand's tertiary libraries: a survey*. Unpublished MLIS research project, Victoria University of Wellington, Wellington, New Zealand. Retrieved from <http://hdl.handle.net/10063/2948>
- Ye, Y. (2009). New thoughts on library outreach to international students. *Reference Services Review*, 37(1), 7–9. <http://doi.org/10.1108/00907320910934940>

15. Appendices

Appendix A: Interview Questions

Interview Schedule:

Participant's personal information code:

Part 1:

1. Age range;
 - a. Under 25
 - b. 25 and over
2. Country of origin
3. Level of study:
 - a. Postgraduate diploma
 - b. Masters
 - c. PhD

Part 2:

1. Questions on participant's experience of academic libraries in their country of origin.
 - a. What is your first experience of libraries?
 - b. What role did the library in your studies at your previous university?
 - c. What resources, services and/or facilities do you use?
 - d. How did you learn of the facilities, services and resources provided by the library at your previous university?
 - e. How often did you use the library at your previous university? Its services and resources, online/ physical?
 - f. What experience did you have of the library at your previous university? What did you like? Dislike?
2. Questions on participant's expectations and experience of the AUT Library

- a. Do you use the AUT library? Why not?
- b. What resources, services and/or facilities do you use? Building, study rooms, borrow books, website, databases, subject guides, Liaison Librarian, workshops, help desk...
- c. How did you learn of the facilities, services and resources provided by the AUT Library?
- d. How often do you use the AUT library? Its services and resources?
- e. What experience did you have of AUT library? Its services, facilities and workshops? What did you like? Dislike?
- f. Are there barriers (cultural/language) in accessing the Library services...?
- g. What do you do if you cannot find the services/resources that you need? Ask friends, tutors, search the internet?

3. General questions

- a. How does the AUT Library compare with the academic library at your previous university?
- b. What would you change to make using the AUT Library more positive and beneficial?
- c. Do you have any other comments about your experiences with academic libraries in general?
- d. What advice about the AUT Library would you give new postgraduate international students?

Appendix B: Participation Information Sheet

Participant Information Sheet

Research Project Title: International postgraduate students' use of academic libraries: At the Auckland University of Technology and in their home countries

Researcher: Scott Venning, School of Information Management, Victoria University of Wellington

As part of the completion of my Master of Information Studies degree this study aims to understand the experience that international postgraduate students have of academic libraries in their home countries and how this affects their experience of the Auckland University of Technology (AUT) Library. It is envisaged that this will provide a picture of potential mismatches around assumptions being made by both students and the AUT Library. This in turn will assist in determining their needs in the different cultural context and also assist in the improving of services and resources provided by the AUT Library.

Given the importance of postgraduate international students to the Tertiary Education Sector and the focus on research from Government it is important that they are supported by the organisations within the University, including the AUT Library.

Victoria University requires, and has granted, approval from the School's Human Ethics Committee. As a staff member of AUT I have also been required to apply for ethics approval from the Auckland University of Technology's Ethics Committee (AUTEK). This has been approved.

I am inviting a small group of International postgraduate students from AUT to participate in this research. Participants will be asked to take part in a 45 minute interview. The location of the interview is to be at AUT or a location convenient to you. Permission will be asked to record the interview, and a transcript of the interview will be sent to participants for checking. If I have not heard from them after a two-week period, I will assume that they are consenting to continue and are satisfied with the accuracy of the transcript. Once the the study has been completed I will provide a summary of the findings to participants.

Participation is voluntary, and you will not be identified personally in any written report produced as a result of this research, including possible publication in academic conferences and journals. All material collected will be kept confidential, and will be viewed only by myself and my supervisor Dr Brenda Chawner, Senior Lecturer at the School of Information Management. The final research report will be submitted for marking to the School of Information Management, Victoria University and subsequently deposited in the Victoria University Library. If you wish to withdraw from the project, you may do so until 10th of September 2017, and the data collected up to that point will be destroyed. All data collected from participants will be destroyed within 2 years after the completion of the project.

If you have any questions or would like to receive further information about the project, please contact me at venninscot@myvuw.ac.nz or telephone 021 940 177, or you may contact my supervisor Dr Brenda Chawner at brenda.chawner@vuw.ac.nz or telephone 04 463-5780.

Kind regards

Scott Venning

Appendix C: Interview Participant Consent Form

Participant Consent Form

Research Project Title: International postgraduate students' use of academic libraries: At the Auckland University of Technology and in their home countries

Researcher: Scott Venning, School of Information Management, Victoria University of Wellington

I have been given and have understood an explanation of this research project. I have had an opportunity to ask questions and have them answered to my satisfaction.

I understand that I may withdraw myself (or any information I have provided) from this project, without having to give reasons, by e-mailing venninscot@myvuw.ac.nz by the 10th of September 2017.

I understand that any information I provide will be kept confidential to the researcher and their supervisor, the published results will not use my name, and that no opinions will be attributed to me in any way that will identify me.

I understand that the data I provide will not be used for any other purpose or released to others.

I understand that, if this interview is audio recorded, the recording and transcripts of the interviews will be erased within 2 years after the conclusion of the project. Furthermore, I will have an opportunity to check the transcripts of the interview.

Please indicate (by ticking the boxes below) which of the following apply:

- I would like to receive a summary of the results of this research when it is completed.
- I agree to this interview being audio recorded.

Signed:

Name of participant:

Date:

Appendix D: Table of relevant studies and types of methods

No.	Article title/author	Sample size	Qualitative	Quantitative	Survey	Interviews	Focus Group	Other
1	Andrews, J., & Eade, E. (2013). Listening to Students: Customer Journey Mapping at Birmingham City University Library and Learning Resources. <i>New Review of Academic Librarianship</i> , 19(2), 16	23 students	x					Mapping "customer journeys"
3	Datig, I. (2014). What is a Library?: International College Students' Perceptions of Libraries. <i>Journal of Academic Librarianship</i> , 40(3-4).	42 students	x	x	x	x		
4	Hinder, A. T. (2011). Pacific students and their perceptions of an academic library: a case study of Whitireia Community Polytechnic.	7 students	x			Semi-structured		
5	Hughes, H. (2010). International Students' Experiences of University Libraries and Librarians. <i>Australian Academic & Research Libraries</i> , 41(2), 77-89.	25 students	x			Open ended		Observation
6	Ibraheem, A. I., & Devine, C. (2016). Saudi students, American academic library: a survey. <i>Library Review</i> , 65(4/5), 267-280.	169 students		x	Online & paper survey			
7	Jackson, P. A. (2005). Incoming international students and the library: a survey.	161 students		x	With final open ended question			
8	Kim, M., Kim, S. Y., Kim, W. Peng, Lin, J. J.-H., LaRose, R., Peng, W., ... LaRose, R. (2011). Social networking and adjustments among international students. <i>New</i>	195 students		x	Online survey			

	Media & Society, 14(3), 421–440.							
10	Langer, C., & Kubo, H. (2015). From the Ground Up: Creating a Sustainable Library Outreach Program for International Students. <i>Journal of Library Administration</i> , 55(8), 605–621.	40 students		x		2 surveys, 6 months apart		
11	Liao, J., Finn, M., Lu, J. (2007) Information-seeking behavior of international graduate students vs. American graduate students: A user study at Virginia Tech 2005	315 students		x		Online survey: Final open ended questions		
12	Liu, G., & Winn, D. (2009). Chinese Graduate Students and the Canadian Academic Library: A User Study at the University of Windsor. <i>The Journal of Academic Librarianship</i> , 35(6), 565–573.	12 students	x			Semi-structures		
13	Morrissey, R., & Given, L. M. (2006). International students and the academic library: A case study. <i>Canadian Journal of Information and Library Science-Revue Canadienne Des Sciences De L Information Et De Bibliotheconomie</i> , 30(3–4), 221–239.	9 students	x			“in depth”		
14	Onwuegbuzie, A. J., & Jiao, Q. G. (1997). Academic library usage: A comparison of native and non-native English-speaking students. <i>Australian Library Journal</i> , 46(December 2014), 258–269.	522 students			Likert scale	Two instruments used: DIF & LAS		
16	Pibulsilp, T. (2010). An investigation of cultural influence on academic	20 students	x				Semi-structured	

	library usage of international medical students from Asian countries							
17	Saw, G., Abbott, W., Donaghey, J., & McDonald, C. (2013). Social media for international students – it's not all about Facebook. <i>Library Management</i> , 34(3), 156–174.	575 students			x			
18	Shaffer, C Vardaman, L. Miller, D. (2010). Library usage trends and needs of international students	NA		Likert scale	Paper survey			
19	Song, Y.-S. (2004). International business students: a study on their use of electronic library services. <i>Reference Services Review</i> , 32(4), 367–373.	143 students		Likert scale	Paper survey			
20	Wang, B. X. (2006). Academic Library Services to Chinese International Students in New Zealand. Unpublished MLIS research project, University of Victoria, Wellington, New Zealand.	8 interviews/ 290(?) surveyed	x	Likert scale	x	Semi-structured		